



**Doctorate Programme in Modern Languages: Research in
Language, Literature, Culture, and Translation (D404)**

**A Study of the Influence of the Self-
Regulation Model and Metastrategies on
the Speaking Skill in Secondary Spanish
EFL Learners**

Tesis Doctoral presentada por

JEANNETTE VALENCIA ROBLES

2021



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Acknowledgments

I had always dreamt about finding a teaching approach that could help me to empower my EFL learners so they could take agency of their own language development. It was my thought that by holistically addressing their learning needs, I would involve them in this process. Little I knew that I myself also needed to receive the same treatment in order to embrace my identity as an EFL teacher and researcher. That is why, I will always remain grateful for all the people who have supported me during this academic and learning journey. I have been blessed with a wide range of family, friends, professors, and colleagues who have contributed with the preparation of this dissertation. By reminding me of my strengths and opportunities and guiding me to deal with my weaknesses and my threats, they encouraged and sustained my hope and work.

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Resumen extenso

Antecedentes

El estudio surgió como una propuesta de investigación-acción que buscaba mejorar la práctica docente de la investigadora para acompañar a los estudiantes de secundaria en el desarrollo de su habilidad oral en la asignatura de inglés como lengua extranjera. El principal objetivo es enseñar a los estudiantes estrategias de comunicación oral que les permitiera ser agentes conscientemente participativos de su propio aprendizaje siguiendo un enfoque integral. El estudio partía de las de la experiencia previas que la investigadora tenía como profesora de inglés y de los antecedentes revisados en el estado del arte.

A partir de la experiencia previa de la investigadora, los profesores de inglés tienen dificultades para enseñar y evaluar la habilidad oral (speaking) en un contexto de evaluación continua enfocado en el estudiante (learner-centred approach). Además, estos profesores suelen quejarse de la ansiedad, el estrés y la desmotivación que los estudiantes muestran cuando tienen que conversar en inglés en parejas. Como resultado los profesores tienen el reto de diseñar unidades didácticas que involucren a sus estudiantes de manera activa en el proceso de aprendizaje. Esto requiere una mejora en la práctica docente, específicamente de las habilidades de planificación y de las habilidades de evaluación que permitan comprender y atender la naturaleza de la habilidad oral y el rol de los estudiantes en este proceso. Esta propuesta de investigación e justifica mediante de tres ejes.

El primer eje trata sobre la importancia de la competencia estratégica en el aprendizaje de un idioma extranjero. Según Bachman y Palmer (1996) la habilidad que un estudiante tiene en un idioma se observa tanto en el conocimiento que tiene del idioma como en las estrategias que tiene para comunicarse con ese idioma (Mariani, 2010) y para solventar cualquier dificultad que surja durante las interacciones con otro usuario de la lengua (Lewis, 2011). Por tanto, es necesario que los estudiantes de inglés como lengua extranjera sean conscientes no solo de la naturaleza de la habilidad oral, sino también de las estrategias que tienen a su disposición para mejorar su desempeño en ella. El enfoque comunicativo para el desarrollo de la habilidad oral promueve las interacciones entre estudiantes enfatizando el significado del mensaje sobre la forma siempre que permita la comunicación (Isaacs, 2014).

El segundo eje de la investigación se basa en estudios previos que han explorado las ventajas de diseñar unidades didácticas que promuevan la adquisición y la aplicación de estrategias de aprendizaje y estrategias de comunicación oral. Los estudiantes que han participado en este tipo de enseñanza han demostrado una reducción en sus niveles de ansiedad (Biiani y Sedaghat, 2016) que les ha permitido estar más dispuestos a participar en interacciones orales (Mirsane y Khabiri). La enseñanza explícita de estrategias de comunicación ha facilitado también que los profesores den un feedback más contextualizado (Liaght y Afghari, 2016) lo cual ha facilitado un mejor desempeño en las conversaciones (Nakatani, 2005).

El tercer eje sobre el cual se sustenta la propuesta de investigación es el Modelo de Autorregulación de Rebecca Oxford (2017). Este modelo sugiere considerar cuatro dimensiones de los estudiantes de lenguas extranjeras durante el diseño de instrucciones estratégicas (*strategy instructions*). Estas cuatro dimensiones incluyen la capacidad y la necesidad cognitiva, social, afectiva y motivacional que los estudiantes traen a su contexto de aprendizaje (Ushioda, 2009). Estudios previos validan la relación entre las habilidades de autorregulación y el desarrollo de las habilidades en el idioma.; entendiendo que los estudiantes pueden autorregular su aprendizaje enseñándoles a planificar, monitorear y evaluar las estrategias que emplean (Oxford, 2017).

Metodología

El estudio siguió la metodología de investigación-acción porque ésta favorece las reflexiones críticas e iterativas que permiten alcanzar los objetivos propuestos. La investigación-acción se adapta a las características del contexto y adopta las contribuciones de los participantes. Este tipo de metodología sigue un modelo de investigación basado en la secuencia planificar, actuar, observar y evaluar. Siendo así, aplicamos una serie de medidas de cara a mejorar la práctica docente durante la ejecución y reflexión de las interacciones de la investigadora y los participantes.

Esta secuencia fue aplicada de manera cíclica durante tres ciclos o experiencias llevados a cabo con distintos grupos de estudiantes. Cada ciclo inició con un plan de la unidad didáctica a emplear. La investigadora ejecutó cada unidad en distintos tiempos. El primer ciclo duró 4 sesiones, el segundo ciclo duró 6 sesiones y el último ciclo duró 12 sesiones. En cada sesión, se recogieron datos para contestar la pregunta de cada ciclo y para mejorar la práctica docente.

El primer ciclo buscó describir cómo el prestar atención a las reacciones de los estudiantes a la unidad didáctica podría ayudar a mejorar la práctica docente. En este ciclo los estudiantes completaron un cuestionario sobre las estrategias comunicativas que empleaban durante conversaciones por pareja, otro cuestionario sobre las estrategias socioafectivas y sobre sus emociones. También se introdujeron las estrategias de autorregulación agrupadas por cada dimensión de los estudiantes. Luego de cada presentación de estrategias los estudiantes practicaban su uso. La información recogida sirvió para crear un perfil de los estudiantes que permitió comprender mejor sus necesidades de aprendizaje. También fue útil para mejorar los instrumentos de recogida de datos y los recursos de la unidad didáctica de cara a los siguientes ciclos.

El segundo ciclo exploró cómo el atender las estrategias comunicativas que los estudiantes empleaban podía ayudar a mejorar la práctica docente. En este periodo se introduce el Diario del Investigador para registrar de manera formal las reflexiones de la investigadora sobre sus habilidades de planificación y de evaluación continua. También se incluyeron los comentarios emitidos por los estudiantes, profesores o la amiga crítica. Además, se recogieron y analizaron las respuestas de los estudiantes a las hojas de autoevaluación de su proceso de autorregulación. Al final del proyecto se trabajó con una aplicación informática para dispositivos móviles y tabletas (App) desarrollada para registrar las estrategias empleadas antes, durante, y después de las conversaciones por pareja. Para finalizar esta etapa de la investigación se grabaron el audio de las conversaciones para luego aplicar la estrategia de triangulación de datos.

El tercer ciclo detalló cómo el acompañar a los estudiantes durante el desarrollo de estrategias de autorregulación y de comunicación podía ayudar a mejorar la práctica educativa y la aplicación de estrategias. Se aplicaron los mismos instrumentos que en ciclos anteriores con las modificaciones identificadas. En este ciclo se exploró el desarrollo de a) las actitudes ante de los estudiantes ante el inglés, b) sus emociones al hablar en inglés por parejas, c) las estrategias socioafectivas, d) de las estrategias de comunicación oral, y e) de las estrategias de autorregulación.

En cada uno de los ciclos se tomaron medidas para asegurar la validez y confianza del estudio. Por ejemplo, tras cada sesión se rellenó el Diario del Investigador. Además, para tener en cuenta diversas opiniones sobre el desempeño de la investigación, se ha contado con una reunión semanal para mirar a la investigación desde otra perspectiva a través de

la mirada de la amiga crítica y la profesora. Ellas daban sus opiniones sobre el desempeño de la investigadora al dirigir la unidad didáctica y la participación de los estudiantes. También, se aplicaron Análisis Descriptivos, Temáticos y de Contenidos para favorecer la triangulación e interpretación de las respuestas de los participantes. Para esto se emplearon métodos tradicionales de transcripción y análisis de respuestas empleado Microsoft Word y Excel. Estas técnicas de análisis de datos contribuyeron a la objetividad y al desarrollo del estudio.

Conclusiones

La investigación-acción llevada a cabo durante los últimos cinco años ha favorecido la mejora de la práctica docente de la investigadora en los aspectos propuestos. Por un lado, ha aumentado la comprensión de la naturaleza de la habilidad oral necesaria para las interacciones en pareja. Estas interacciones son *co-construidas* en un momento dado por dos estudiantes que contribuyen con su conocimiento del idioma y con su competencia estratégica. El rol de los profesores de inglés es, por tanto, el de diseñar unidades didácticas que permitan a los estudiantes conocer y aplicar estos recursos lingüísticos y estratégicos que les ayude interactuar.

Por otro lado, la investigación también ha beneficiado el desarrollo de las habilidades de evaluación de la competencia oral en interacciones por pareja. Estas habilidades son lo que la investigadora se había propuesto para acompañar a los estudiantes en el desarrollo de sus habilidades de comunicación oral y de autorregulación. Los profesores de inglés deben conocer no solo las características necesarias para una conversación interactiva, sino también las características y estrategias que sus estudiantes pueden aplicar para autorregular cómo planifican, monitorean y evalúan su propio desempeño oral (*oral performance*). La capacidad de identificar estas características permite a los profesores poder dar a sus estudiantes una retroalimentación apropiada a sus necesidades.

Durante toda la investigación-acción se ha reflexionado de manera iterativa sobre los diferentes estudios que justificaban el Marco Teórico y la Metodología de la presente investigación. El resultado de esas reflexiones ha permitido mejorar el diseño de una propuesta de unidad didáctica que favorezca el desarrollo de estrategias de comunicación y de autorregulación; gracias a eso se han podido innovar los recursos empleados en esa unidad didáctica. Todo esto ha servido para contribuir con nuevas ideas que pueden ser

empleadas tanto en la práctica docente de otros profesores de inglés como en futuras investigaciones que continúen y aclaren las limitaciones del estudio.

INTRODUCTION

Motivations for the study

This dissertation did not emerge as a coherent and fixed idea, but as a combination of a set of experiences and reflections of my two-year-teaching practice as an EFL teacher of Spanish-speaker teenagers in 2013 and 2014 in Ecuador. During those years, I tried to help my learners to use the English language (L2) to communicate as much as possible. At that time, I would use both the Common European Framework and the Ecuadorian National Curriculum for teaching English to design my classes and to identify evidence of students' language improvement. Although I would try to address the four language skills in my lessons, I would usually find it easier to work on the writing and reading skills. However, I did want to do something regarding the oral skills. I became especially interested in improving my teaching practice to support my students' speaking skill development.

This concern in teaching practice was deeply attached to my teaching philosophy or my viewpoint of how I should embrace my vocation and roles as an EFL educator. I believe I have four main roles as an EFL teacher: a linguistic, pedagogical, organizational, and social role. I have a linguistic and pedagogical role since I studied the English language major with a minor in Education. This implies that I should put into practice the acquired knowledge and the developed skills to teach the language. I also have an organizational role which makes me responsible for designing the syllabus for each course. This involves organising the units and lessons in accordance with the chosen English textbook, the national curriculum for EFL students, and the context of my EFL classrooms (setting and students). Last but not least, being an EFL teacher gives me a social role which guides the interactions among the other roles. Because of my social role I am passionate about empowering students to take agency of their own learning processes. I think it is my duty to use my linguistic and pedagogic background to design and organise learning tasks that facilitate students' active participation in their studies. I am aware of the importance of supporting students' learning, but also of the need of helping them to be their own agents of change. Otherwise, all efforts would be, in my humble opinion, pointless, exhausting, and time-consuming. As a result, and in accordance with my teaching philosophy, this dissertation aims to contribute to the ongoing dialogue about the development of EFL students' agency of their language learning process.

The research study started by my commitment to introduce changes in my teaching practice to support my students' speaking skill development. I embarked in a fascinating learning journey, strengthened by self-reflections and feedback exchanges with some colleagues. In the first stage of this journey, I realized that I needed to understand the nature and features of the speaking skill in order to determine the observable and non-observable characteristics of students' performance in speaking tasks (Fulcher, 2014). I also needed to read about the available teaching methodologies as well as the students and teachers' roles related to them. This literature review, which is addressed in the first chapter, allowed me to take notes about the aspects of the speaking skill that would be addressed in the study.

While reading about the interactions between the speaking skill and the strategic competence, I came across with the terms 'learning strategies' and 'communication strategies'. It seemed to me they were what I wanted to provide my students with. Arguably strategic EFL learners would employ a set of strategies to learn the language and use it to convey their ideas. These strategies have been classified according to different criteria. I thought it would be significant for my students to practice with strategies that would facilitate their oral interactions. The relationship between these strategies and the development of the second language oral skill is described in the second chapter.

During the literature review, I also discovered that several researchers had started to use the term 'self-regulation' instead of, or more often than, learning strategies. Self-regulated learners appear to employ different strategies to plan, monitor, and evaluate their learning to get better results. More interestingly, it had been claimed that teachers could provide students with a self-regulatory learning environment. There have been different attempts to present a self-regulation model, I believed that Oxford's Self-regulation Model (2017) for learning second languages could be the most appropriate for my study and teaching philosophy development. This model organises learning strategies in a way that strengthens students' agency to self-regulate their learning process considering students' cognitive, social, affective, and motivational dimension. The third chapter presents the main ideas related to the characteristics and models of self-regulation, and how they might be useful for both the EFL teacher and EFL learner.

In my view, the theoretical framework supports the idea of a teaching unit to work on the speaking skill by the application of communication and self-regulatory strategies. I started thinking of designing a strategy instruction that promoted self-regulatory and oral communication strategy application among my learners. Besides, I was really interested in observing and reflecting on the evidence of my own learning and evidence of the other participants' learning (McNiff & Whitehead, 2011). At this point, it was necessary to place all these details, expectations, and visions under the umbrella of a research methodology. I chose to work with Action Research methodology because it promotes improvement and it stresses a cyclical and reflective process throughout the research stages. Thus, the fourth chapter details the assumptions behind this methodology and the methods of data collection and data analysis.

The fifth chapter narrates the reflections on the teaching-research practice devoted to improving the development of EFL students' second language speaking skill using a Self-Regulation model for communicative strategies. The sixth chapter reports the main findings for each of the research questions. This chapter aims at giving answers to the questions to improve the researcher's teaching practice. The seventh chapter summarises the main goals of the study, its motivations, and its results. In addition, this last chapter explores some implications for the field of knowledge, research, practice, and policy. All in all the whole dissertation describes the learning journey taken to address the hypothesis-actions and that research questions that has sought to contribute with the EFL learning and teaching field.

Hypothesis-Actions and Research Questions

I thought that introducing EFL learners to meta-strategies and oral communicative strategies could promote the development of their' speaking skills in paired-oral interactions (Nakatani, 2006; Oxford, 2017). This hypothesis made me consider the following research questions:

- MRQ¹:** How could I improve my teaching practice to support EFL students' application of oral communicative strategies and self-regulation strategies during paired-oral interactions?
- RQ1:** Which oral communicative strategies and self-regulation strategies should be included in the strategy instruction (content)?
- RQ2:** What resources should be used to introduce strategies?
- RQ3:** What characteristics should tasks have in a self-regulated oral practice?
- RQ4:** What oral communicative strategies do students employ during oral performance?
- RQ5:** What strategies do students apply to self-regulate their oral performances?
- RQ6:** How can I give feedback to help students reach expected performance?

Research Objectives

The research questions supported the development of the objectives of the study:

- MRO²:** To introduce changes to **improve my teaching practice** and students' oral performance.
- RO1:** **Plan** a *teaching unit* to support the students' development of self-regulation skills and oral communicative strategies.
- RO2:** **Apply** the changes to my teaching practice to improve students' oral performance
- RO3:** **Observe** the oral communicative strategies and the self-regulation strategies students apply before and after the intervention.
- RO4:** **Evaluate** my intervention and students' oral performance to identify aspects needing improvement.

¹ MRQ stands for Main Research Question and RQ for Research Question.

² MRO stands for Main Research Objective and RO for Research Objective.

**PART 1: ESTABLISHING A THEORETICAL
FRAMEWORK FOR THE STUDY**

Chapter 1: The second language speaking skill in oral interactions

The main purpose of the spoken language is to give its users the means to code and decode messages, so that communication takes place (Brown & Yule, 1983).

1.1 Introduction

The speaking skill of English as a foreign language has been chosen for this study since it is considered the best predictor of students' proficiency in the language (Luoma, 2009; Mariani, 2010; Ur, 1996). This skill reveals students' abilities to use the language to communicate. According to Bachman and Palmer (1996), students' language ability is divided into language knowledge and strategic competence. On the one hand, language knowledge is the understanding of how the language is organised in the grammatical and textual level (organizational knowledge) as well as in the functional and sociolinguistic level (pragmatic knowledge). On the other hand, strategic competence refers to the ability to use the language knowledge to convey meaning. This first chapter focuses on the language knowledge while the strategic competence will be the main topic of the second chapter.

Fulcher (2014) recommends to define the observable and non-observable characteristics of students' performance. Defining these characteristics is essential to address the main research question and the main research goal about how to improve my teaching practice. In this regard, the first chapter includes the description of the language knowledge of the speaking skill to determine the aspects of students' spoken performance that will be emphasised during oral tasks. In addition, the chapter presents and reflects on the teachers and students' roles in different teaching methodologies. Besides, the chapter develops the argument for assessing students' speaking skill while participating in paired-oral interactions.

1.2 The nature of speaking

Speaking is defined as “the verbal use of language to communicate with others”. (Fulcher, 2014, p. 23). The second language speaking skill is one of the four language skills, along with body language, that users have to communicate ideas, thoughts, and feelings through oral interactions, and it is thought to be the best indicator of proficiency level in a second language (Luoma, 2009; Mariani, 2010; Ur, 1996). Bygate (2009) suggests two parameters to define the Second Language (L2) construct. Considering each parameter will guide students’ learning and assessment processes since it will facilitate the identification of the characteristics of the spoken speech that students are expected to produce and deliver.

The first parameter of the second language speaking skill construct is the spoken repertoire or the linguistic features of the spoken language: these features are the phonological, the lexico-grammatical and the discourse features (Bygate, 2009) that affects the spoken production. Figure 1 shows the features of the spoken repertoire that will be developed in more details in the following sub-sections.

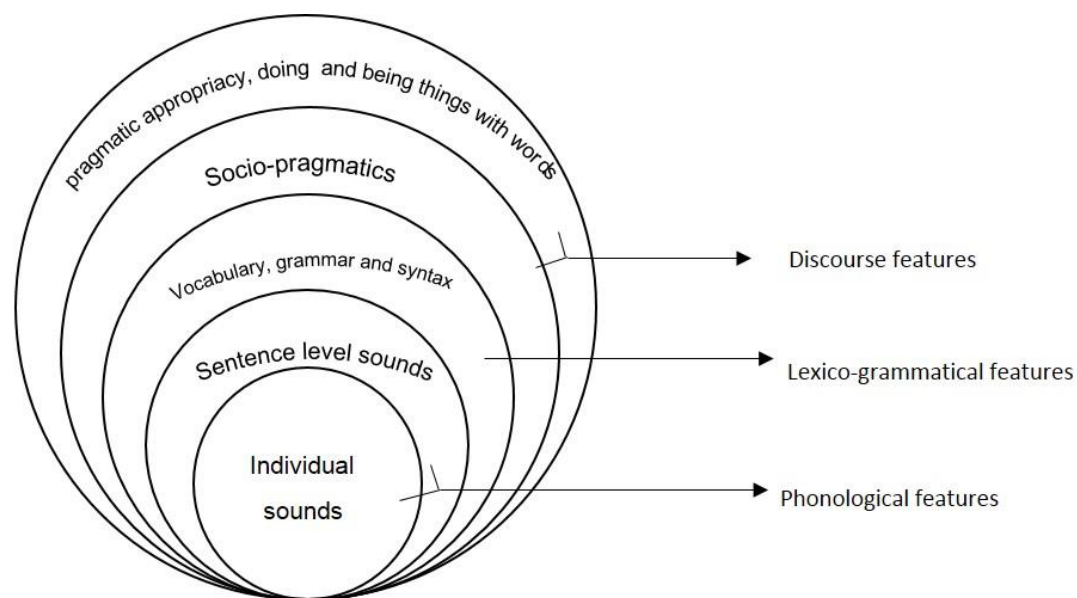


Figure 1 Elements of the Spoken Repertoire adapted from Bygate (2009) and Fulcher (2014)

1.2.1 The phonological feature

The first linguistic feature represents the basis of the speaking construct. The spoken language has two phonological levels. The segmental level deals with the individual sounds and phonemes whereas the suprasegmental level focuses on the stress, tone and intonation of words and sentences (Roach, 2009; Suvorov & Hegelheimer, 2014). Being aware of how to combine vowel and consonants sounds (segmental level) helps the listener identify the words the speaker uses in the message. However, speakers do not use words in isolation, but in sentences or utterances. This implies variations in the stress, tone and intonation of the words and the whole utterance (Encyclopaedia Britannica, 2018). As a result, the segmental and supramental levels help speakers get their message across by orientating the listener's understanding of the prosody of the speech.

Roach (2009) distinguishes different types of stress depending on the nature of words, the level of stress, and the placement of stress within a word. There are two types of words: simple words and complex words. Simple words have a prominent syllable that is produced by the speaker, and perceived by the listener, with more stress. The stressed syllable has four factors that characterise its prominence: pitch, length, loudness, and quality. Roach also highlights that the pitch and length are the factors with stronger effects in the interlocutor's perceptions than the loudness and quality of the stressed syllable. Interestingly, simple words may have different levels of stress when they are pronounced in isolation from when done in connected speech (Roach, 2009). These levels might be the unstressed of more than one stress syllable, one that is stronger than the other. In this case, the same word would have a primary stressed syllable and a secondary stressed syllable like in the word "comfortable" → /'kʌm.fə.tə.bl̩/. Finally, identifying the stressed syllable within a word is a complex issue, in the English language, although some academics have attempted to give guidelines for stressing two-syllables words or three-syllable words. Further explanation can be seen in Chapter 10 (Roach, 2009, pp. 73-75).

Stressing complex words depends on how those words are compound (Roach, 2009). If the complex word has a prefix, the guidelines for placing the stress in the same word should be followed as mentioned before. On the contrary, if the complex word has a suffix its presence might give stress to the suffix itself (e.g. *Europe* → *European*) or might place more stress to another syllable in the same stem (e.g. *reflect* → *reflection*) or might not affect the stress placement at all (e.g. *greed* → *greedy*).

Roach (2009) claims there are three other cases when the stressed syllable might vary regardless the word complexity. For instance, compound words are made of two words and the stress might be placed in the first (e.g. bathtub) or second element (e.g. North-West). There are other words that might have different stresses during interactions depending on the English accent and the aspects of connected speech. Finally, the author points out word-class pairs also change the stressed syllable. If the word is an adjective or a noun the stress goes in the first syllable, but it goes in the second syllable if it is a verb (e.g. record vs record).

Some functions of tones and intonation

English is said to be a tone language which means that both tone and intonation play important roles when conveying messages since they carry out meaning and give liveness to the oral interactions (Roach, 2009). This aspect of the phonological feature is closely related to the discourse feature of speech because the changes in the speakers' pitch of the voice might suggest neutral positions or might imply a desire to continue or stop the communication. During interactions speakers might use a neutral intonation, a fall or risen intonation, or a combination of the last two. Roach differentiates between the meanings of the answers to yes/no questions (also called tones) and the meanings of intonation in connected speech.

Regarding the former, Speakers might convey at least five different meanings when answering Yes/No questions. A *fall* tone indicates a neutral answer or the end of the talk while a *risen* tone evidences the interaction will continue with more exchanges. However, *level* tones are usually employed when the expected answer is part of a routine or boring situation. Interestingly, a *fall-risen* tone shows "limited agreement or response with reservations" whereas a *risen-fall* tone means "strong feelings of approval, disapproval or surprise" (Roach, 2009). The author stresses the fact that these suggested rules could be applied to other words others than yes/no words.

In regard to the roles of intonations, Roach points out four different functions (Roach, 2009, pp. 146-156). The accentual function guides the listener to focus the attention on a particular part of the conversation whereas the attitudinal function helps the speaker convey emotions. The grammatical function guides the listener to focus on the grammatical structure of the sentence for understanding its meaning. Finally, intonation might also play a discourse function when references to previous or new information are

made with it. All these functions will be needed to convey meaning in paired-oral interactions in the communicative exchanges of the experimental phase.

The phonological features of the spoken speech are important since segmental and suprasegmental errors might compromise the intelligibility and comprehension of the message (Isaacs, 2014). Actually, a good tone and intonation facilitates the understanding of the message (Roach, 2009). Luoma (2009), Isaacs (2014), and Isaac and Trofimovich (2011) state that although accuracy in pronunciation and expressiveness of the speech play an important role in communication, the idea is not to aim at achieving a native-like accent, but at ensuring comprehension effectiveness. In other words, even though there are certain features non-native English speakers (L2 learners or language learners henceforth) might not develop fluently, they are expected to overcome the features that could ensure intelligibility and comprehension of messages. Hence, second language learners need to understand the message they wish to convey, and to be aware of and practice the phonetic structure, the articulation, and the intonation of that (Fulcher, 2014; Lewis, 2011). Oxford's Self-regulation Model (2017) might contribute to the development of this aspect of speech as it will be further described in Chapter 3.

1.2.2 The Lexico-grammatical features

The Lexico-grammatical features include the lexis and grammar of the second spoken language. According to Luoma (2009), the spoken speech is not only a set of sounds delivered with the right tone, intonation, and stress, but also a combination of words belonging to a certain lexis that follow grammar rules adapted to and conditioned by the situation. The characteristics of the lexis and grammar that arise during oral interactions differ from the grammar and vocabulary of written texts, Luoma (2009) names this phenomenon as spoken grammar and spoken words. Being knowledgeable of the implications of this phenomenon helps identify the lexico-grammatical features in students' spoken performances during oral interactions. Figure 2 represents the aspects that influence this phenomenon.

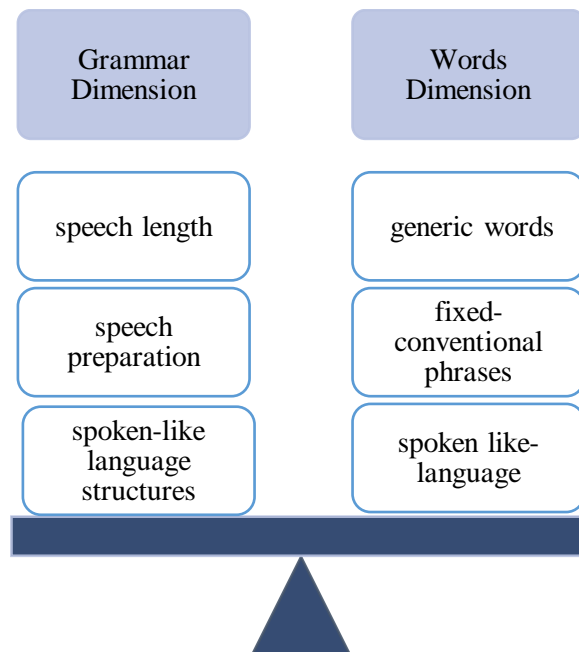


Figure 2 Grammar and Words dimensions of the spoken speech (adapted from Luoma, 2009)

According to Figure 2, the grammar dimension of the spoken speech varies depending on the speech length, preparation, and structure (Luoma, 2009). Speech length implies that the spoken message is usually made of speech units rather than complete sentences. This means ideas are conveyed in shorter sentences to facilitate interlocutor's comprehension. Spoken interactions can be the result of planned or unplanned speech, which allows speakers to organise their ideas beforehand or to participate in alive conversations without previous rehearsal. As a result, the speech preparation time plays a role in the length of the sentences. Ellis (2004) found L2 learners performed better when they had time to prepare their speech.

Speakers can also use certain spoken grammar structures to add emphasis to the conversation. They use clauses (topicalization) to emphasize the idea or topic at the beginning of the sentence. For example, in the sentence "***That** item in the magazine, is that what you need for your house?*", the speaker has dislocated the word order of a normal written sentence to focus the conversation on the emphasised topic (the item in the magazine). Luoma (2009) also distinguishes speakers' use of noun phrases (tails) at the end of the idea unit to stress the idea at the beginning of the clause. In the sentence "*She is quite shy, my sister*" the speaker is emphasising the person she is talking about is her sister.

At the word dimension, generic words, fixed-conventional phrases, and spoken-like language make spoken interactions alive and fluent (Luoma, 2009). Speakers tend to use *generic* or imprecise words (e.g. this/that one/thing/person) that are understandable, despite their vagueness, for interlocutors only during the spoken interaction. For example, fixed-phrases, fillers, and hesitation markers give speakers time to analyse and judge the interlocutor's message and plan how to react towards it.

Considerations on accuracy and fluency

The lexico-grammatical features play an important role in oral interactions as they have an effect on the accuracy and fluency of the spoken speech. In this regard, Luoma (2009) suggests considering gravity of errors and students' fluency level when judging speakers' oral accuracy and fluency. Gravity of error is the extent to which an error interferes with communication (Luoma, 2009). L2 learners usually make errors while learning. Some scholars agree errors can enhance learning if feedback is provided because errors can actually be evidence that learning is taking place (Pawlak, 2013). A common rule of thumb is that errors that interfere in communication need to be corrected, low gravity errors can get corrected later (Fulcher, 2014). However, accuracy is not the main concern of this study since it is focused on students' strategy application to start and participate in an oral conversation.

Regarding students' fluency level, it is advisable to keep in mind that EFL learners make some errors during their learning process, so students should not be too worried about them (Luoma, 2009). *There are three common errors L2 learners with a Spanish background tend to commit.* Word order, for example, is one of the most common errors Spanish EFL learners usually make. However, this type of error is overcome quickly, and it usually does not represent a major problem issue for the learner. Misuse of pronouns and misuse of relative clauses is another error among EFL learners. Nevertheless, Luoma (2009) suggests the latter might be a sign of learning because learners use the language, they are already aware of, either consciously or subconsciously. For instance, when L2 learners use a preposition or relative clause they might be attempting to use a word or structure they have learnt in new ways, and this is an evidence of learning application that requires guidance and more practice. The same author claims that tense and prepositions errors should not be considered as negative criteria as long as the listener's understanding is not affected (low gravity error).

The last consideration when assessing students spoken performance is the timing for fluency development. Fluency requires some cognitive and linguistic processes to occur (see section 1.2.5). For speech to be fluent, the planning process and the retrieving of grammar and vocabulary need to become automatic (Luoma, 2009). The more automatic this process becomes, the more fluent the spoken production will be. Thus, students, need opportunities to exercise these processes.

Students' affective dimension might be another reason related to the fluency of their speech (Krashen, 1982). Students' personal beliefs towards acquiring the foreign language, promote or prevent this development (García Laborda, 2002). Besides, the Willingness To Communicate (WTC) is another reason to become fluent because the more willing they are to participate in oral tasks, the more risks they would take, even if they make mistakes (Mirsane & Khabiri, 2016) (see section 2.4.2 for more in this regard). This study attempts to propose a guided practice that would give students strategies that are believed to foster their fluency with more confidence. It is thought that the automatization of the retrieval processes, the development of positive beliefs, and the increase of WTC should be achieved through practice during the study. All in all, lexis and grammar choice during spoken interactions influence on the fluency and accuracy of the speech. The formality level of the oral interaction guides the grammar and lexis choice during planned and unplanned speeches. This aspect will be considered in section 3.3.

1.2.3 Discourse features

Oral interactions do not occur in isolation, but they are social phenomena constructed at least by two speakers (Brooks, 2009; Luoma, 2009; Oxford, 2017). Then, the discourse features of the spoken text refer to the speakers' ability to participate in oral interactions with at least one more speaker. The social context determines the discourse features of the spoken speech or the appropriate pragmatic structures and socio-pragmatics behaviours that speakers should adopt during oral interactions (Bygate, 2009). Even though the spoken speech might seem unpredictable, there are some predictable discourse features that evidence speakers' ability to organise the elements of the speech according to the social context (Fulcher, 2014). According to Bygate (2009), this ability is called the international competence and it is addressed in the study to explore how to support its development.

Fulcher (2014) classifies the pragmatic features of the second language speaking skill into three groups: sequential organization of speech, turn taking, and repair (pp. 34-38). The sequential organization of speech is determined by patterns. For instance, openings and closings (C.O and C.C) and adjacency pairs, or conversation sets, the former structure speech by signalling how and when speakers change the topic and when a conversation is about to finish while the latter structure speech since one conversation set precedes the other and the first must come before the second (e.g. greetings-greetings or question-answer). Turn-taking is another pragmatic structure in which speakers take their turn to speak considering the requirements and context of the conversation. Speakers can identify the turn-taking time by the context established by the grammar (syntax) and intonation, so that exchanges can continue with fluency (Fulcher, 2014). This time is also called TRP or *transition relevant place*. Listeners need to develop the ability to predict the TRP which indicates when it is time to speak and speakers need to perceive when their speaking time has finished. Finally, repair is another common pragmatic structure and it is used to rephrase what has been said in order to ensure understanding or solve a communication breakdown (Mariani, 2010). Students need to practice discourse structures to be capable of starting conversations and bringing them to an end considering adjacency pairs, TRP, and repair. The following example illustrates the interactions of these pragmatic structures.

Table 1 Example of pragmatic structure implications from a dialogue

Dialogue	Pragmatic Structure Implications
A: Do you know where the keys are?	C.O and TRP given
B: I think I've seen them in the room	TRP taken
A: No, they are not in my room	TRP taken
B: No, I meant they are in <i>my</i> room	TRP taken and repair
A: Oh! you are right! Thanks a lot!	TRP taken and announcement of C.C
B: You are welcomed!	TRP taken and C.C

In regard to the socio-pragmatic behaviours during oral interactions, L2 speakers need to develop their sociocultural knowledge and linguistic knowledge to interact (Abedi, 2016). The social context not only defines the features of the pragmatic structure of the spoken speech, but it also determines the socio-pragmatic behaviours, or operations, that

speakers perform in the conversation (Weir, 2005). Speakers organise communicative operations into routines which are recurring patterns to inform and interact during oral conversations (Bygate, 2009). Weir (2005) highlights that speakers also employ improvisational skills to deal with difficulties during interactions. Table 2 presents the different types of operations classified by their routines.

Table 2 Operations (adapted from Nakatsuhara (2013, p. 27) and Weir (2005, pp. 106)

Operations					
<u>Routine Skills</u>			<u>Improvisational skills</u>		
Informational		Interactional	Negotiation of Meaning	Management of interaction	
<i>Expository</i>	<i>Evaluative</i>	Telephone	Speaker:	<i>Agenda</i>	<i>Turn-</i>
Narration,	Drawing a	conversation,	checking	<i>management</i>	<i>taking</i>
description,	conclusion,	service,	understanding	Controlling	Who
instruction,	justification,	<u>conversation</u> ,	Listener:	topics	speaks,
comparison,	preferences,	decision	asking for		when?
storytelling	explanations	making	repetition,		For
	predictions,		clarification		how
	decisions				long?

This study focuses on one type of interactional routines skills: conversations or paired oral interactions, see Section 1.3.2 for the argument of this type of operation. O’Sullivan, Weir and Saville (2002) developed a checklist for oral interactions to frame routines as *language functions*. These functions are related to doing things with words (e.g. greeting or apologising) and being things with words (e.g. being polite or authoritarian) (Fulcher, 2014). It also addresses improvisational skills.

Scholars agree that explicit instruction fosters interlanguage pragmatic development since explicit instruction allows learners to deeply interact with the language (Ghaedrahmat & Alavi Nia, 2016; Masouleh et al., 2014). This research will focus on decision making conversations.

The features described so far belong to the spoken repertoire of the speaking construct. The second construct to describe the second language speaking skill is related to the conditions of speech. Oral interactions are conditioned by the reciprocity between the speakers, as well as by the time and the context of the conversation (Bygate, 2009;

Fulcher, 2014). Since the study explores students' strategic behaviours during oral interactions, it seems reasonable to address these conditions of speech in the following subsections.

1.2.4 Reciprocity condition

The nature of the second spoken language in oral interactions implies a reciprocal relation between the speakers (Luoma, 2009; Mariani, 2010; Weir, 2005). This relation is what makes oral interactions different from isolated speech (e.g. monologues or lectures). Even though this relation was addressed in section 1.2.3 because it affects the discourse features of the spoken speech, it does require a more specific attention to understand the implications for oral interactions.

The reciprocity condition, or cooperative principle, makes speakers responsible for co-constructing the spoken performance by taking turns to react to each other's interventions (Brooks, 2009; Luoma, 2009; Mariani, 2010; Nakatsuhara, 2013). Speakers are expected to adjust their speech in accordance with the interlocutor's expectations, beliefs, and knowledge (Bygate, 2009). As a result, this reciprocity addresses a linguistic and socio-pragmatic dimension of the conversations.

Bygate (2009) claims the reciprocity condition has three linguistic influences in the spoken speech. Speakers might use *editing features* to update their speech according to the probable interlocutor's interpretations and the speakers' own conversation plan (e.g. self-corrections, reformulations). Similarly, speakers might employ *fixed phrases* to facilitate both the coding and decoding of the messages (e.g. "what do you think?" or "I agree with you"). They might also deliberately take some *pauses* to interpret the interlocutors' contributions and to allow their own speech to be perceived and processed by the other speaker (Bygate, 2009).

Regarding the socio-pragmatic dimension of the reciprocity condition, speakers are supposed to meet the social expectations during the conversation. Weir (2005) highlights five requirements that speakers should meet to make the communication work. First, speakers need to show they are involved in the conversation and willing to be flexible to reach agreements. Moreover, as the conversation continues, speakers should adjust their vocabulary and overall message to match the interlocutor's expectations. The third and fourth requirements encourage speakers to consider each other's contributions and to pay attention to the listeners' reactions during the conversation. Finally, speakers are

supposed to show (dis)agreement and address mistakes. Therefore, these elements will be taught and then evidence of the application of elements of this reciprocity condition are expected to be observed in participants' spoken performances.

1.2.5 Time and processing conditions

The reciprocity condition, described in the previous section, is also influenced by the time and processing conditions. Each oral interaction is a phenomenon (Bygate, 2009) which requires speakers to “perform [...] language tasks and adapt their speech to the circumstances, making decisions *under time pressure*, implementing them fluently and making any necessary adjustment as unexpected problems arise” in real time (Weir, 2005, p.103, emphasis added). As a result, it might seem quite hard to prepare every single detail of the conversation beforehand. Nonetheless, according to Weir (2005), the more familiarized speakers are with the routines and improvisational skills, the more control they might have in the planning stage of the conversation. Therefore, it is believed that working on time-management abilities might help improve the quality of the spoken speech during oral interactions.

The processing condition refers to the internal linguistic and cognitive processes that take place inside the speaker from the conceptualization of the message until its delivery. Levelt (1999) and Levelt et al. (1999) presented a model of the process of speech production in the mother tongue or L1. The model has also been used as a reference for describing the speech production in an L2. Figure 3 shows the three-stage process model.

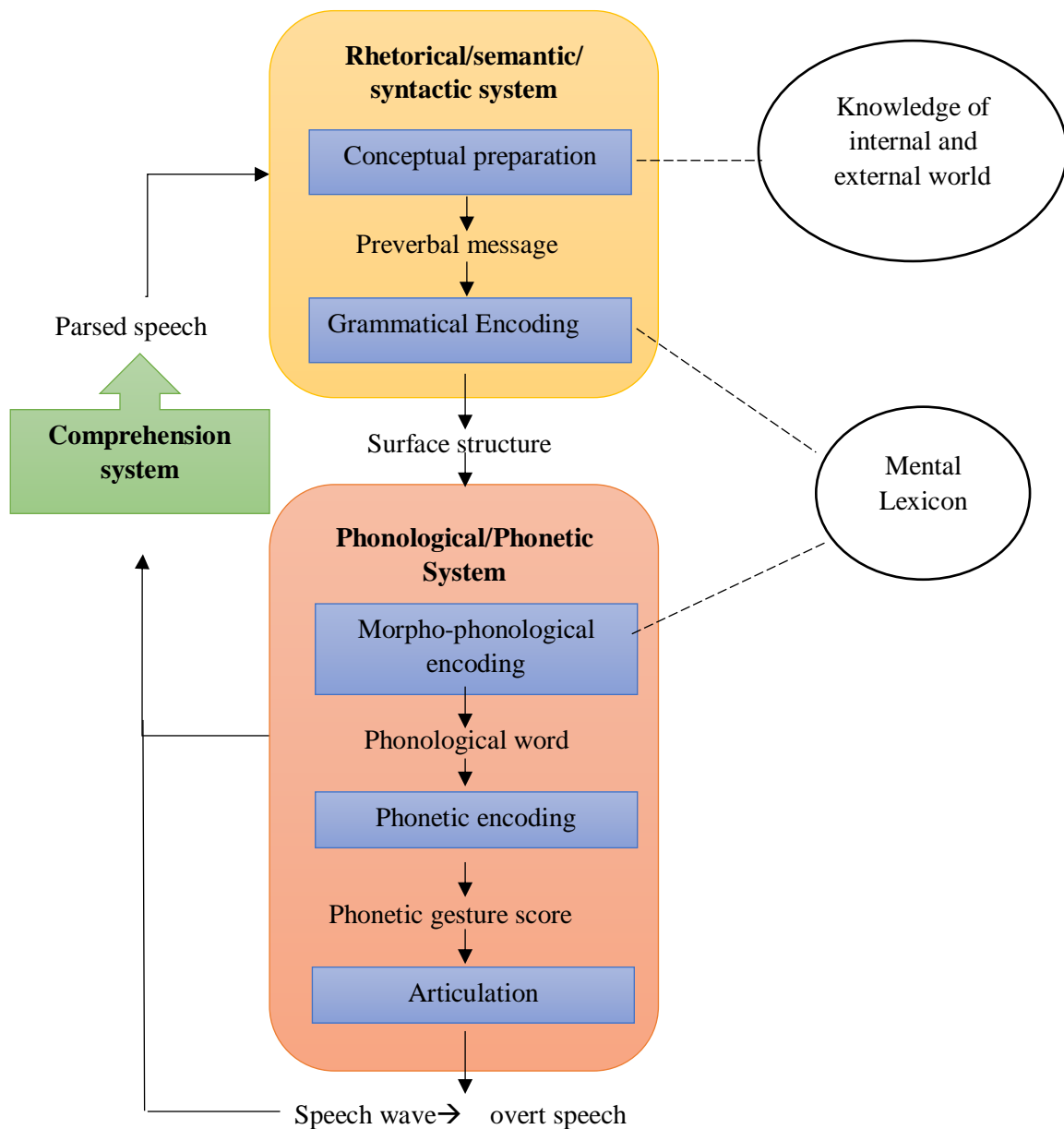


Figure 3 The Process of Speech Production (adapted from Levelt, 1989; Levelt 1999; and Levelt, Roelofs & Meyer, 1999)

According to Levelt’s Model, there is a three-stage process behind each message delivery: the conceptualization of the message, the formulation of the morpho-phonetical representation of the message, and the articulation of the message (Ellis, 2004). These processes are organised in “two bipartitionated processing systems” (Levelt, 1999, p. 86). It is noteworthy to highlight that these processes take place in a very short period of time. Levelt (1999) suggests they might last between “two and three seconds in normal conversation” (p. 112). Besides, it has not been determined if the process happens simultaneously or one after the other.

The first processing system is in charge of the rhetorical, semantic, and syntactic dimension of the spoken message. During the conceptual preparation stage, the speaker uses the knowledge of the external and internal world to generate or conceptualize a message appropriate to the interaction. The conceptualization of the message is expressed and specified as a preverbal message through lexical words (Levelt, 1999). According to Kormos (2014) “the conceptual system sends activation to the L1 and L2 lexical items” (p. 57).

Afterwards, the speaker grammatically encodes the message by selecting the appropriate syntactic pattern based on the lexical information. At the end of the first processing system the speaker has a surface structure that includes the number, person, tense, and mood of the message (Levelt et al., 1999). The phonological/phonetic system is then activated to identify how the message will be articulated to deliver the spoken speech. The lexical words of the surface message are given a morpho-phonological encoding according to the role they play in the message. Then, the phonological words receive the phonetic encoding that activates the articulatory gestures and vocal organs -the lungs, the vocal cords, the tongue, and the lips- the speaker needs to produce the message (Denes & Pinson, 2015). The speaker goes through an inner speech while delivering the message to see if it matches the interlocutor’s intentions. The present study aims at supporting students self-regulation of this inner speech. When the message is finally articulated as an overt speech both the speaker and the interlocutor become listeners of the message.

Denes and Pinson (2015) presents the Speech Chain which shows the speaker and the listener’s internal process (see Figure 4). The chain illustrates how the message is originated in the speaker’s brain and then articulated by the vocal muscles which produces the over speech in form of sound waves. The speakers’ ears perceive the sound waves and receive a feedback which will influence the production of further messages while the listener’s ears also perceive the sound waves and sends the information through the sensory nerves to be decoded by the listener’s brain (pp. 3-6)

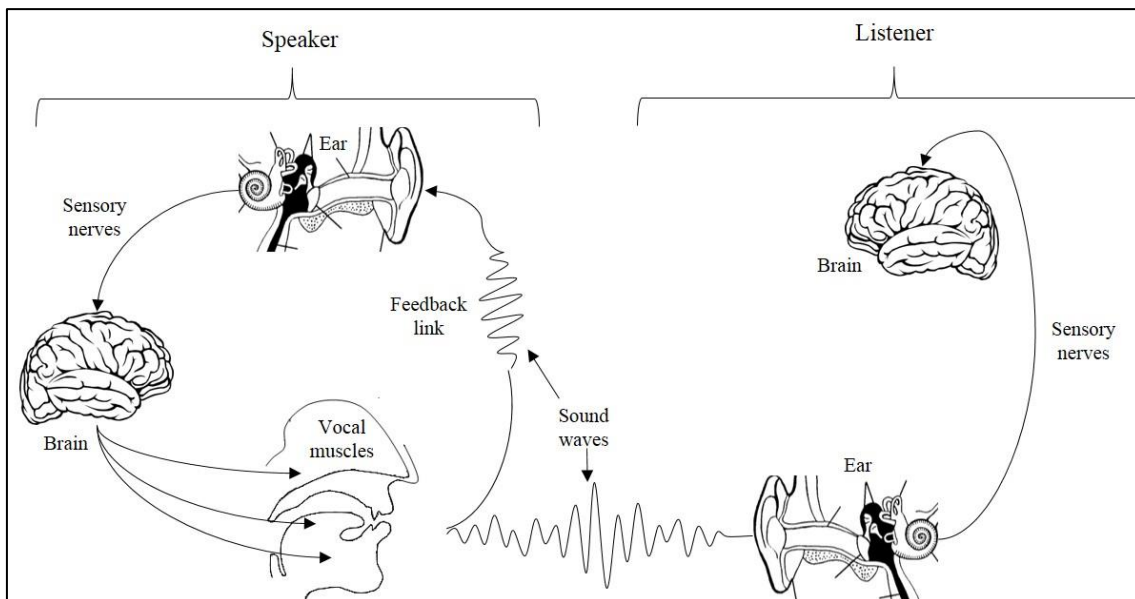


Figure 4 The Speech Chain (Image adapted from Denes and Pinson (2015, pp. 3-5) for this thesis)

Although Denes and Pinson's *Speech Chain* (2015) clarifies what takes place inside the speaker and the listener, it still portrays only a one-way direction of the interaction. I argue that both participants of oral interactions are speakers and listeners at the same time. As a result, this study proposes a suggested Speech Chain of Paired Oral Interactions which shows how both participants are coding and decoding speech during the communication exchange. Figure 5 aims to illustrate this. Speaker 1 of this chain follows the processes of speech production and Speaker 2 engages in a similar process after decoding the message encoded in the sound waves.

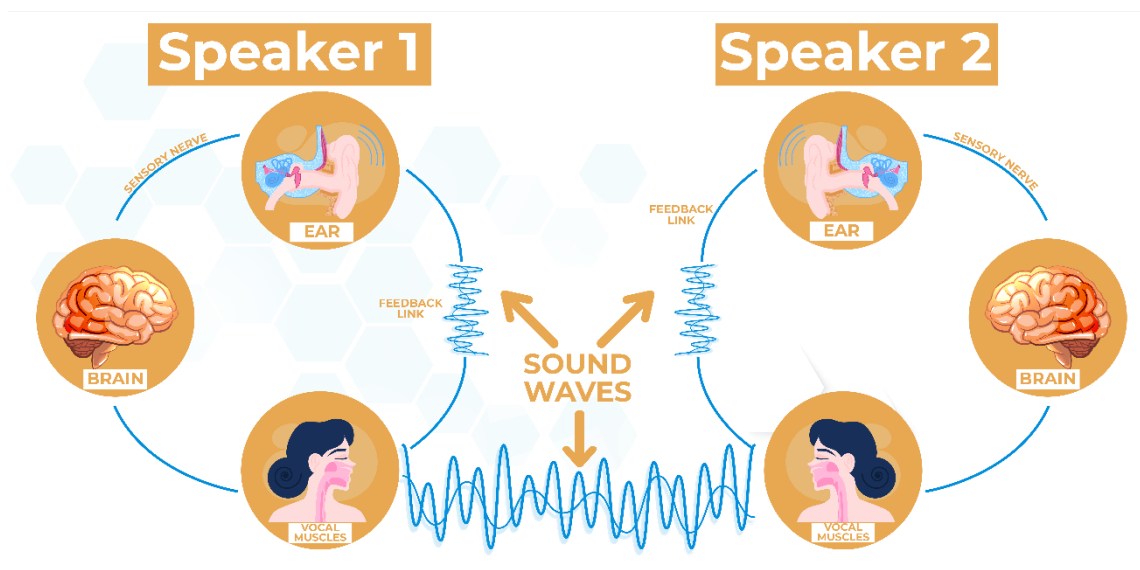


Figure 5 The Speech chain in Oral Interactions (Own source developed from Denes and Pinson (2015, pp. 3-5) for this thesis)

Two deductions might be made from the Speech Production Model and the Speaking chain of oral interaction to illustrate the main goal of the study. First, the L2 speaking skill involves a complex process conditioned by time. This means the organs related to the coding and encoding of spoken messages go through the whole process in a short period of time. Second, if it is a process, then it has stages or “momentums”, so it might be assumed that some interventions (e.g. strategies) might be made to address the speaking stages in spite of the brevity of time.

As it has been described throughout Section 1.2, the second language speaking construct is composed of phonological, lexical-grammatical, and discourse features. However, these features are not the only component of the spoken performance which also depends on the speaker’s ability to interact with the reciprocity, time-processing, and context-bounded conditions of oral interactions.

1.2.6 Context-bounded condition

Not only the time and processing stages and the reciprocity condition influence in the spoken performance, but also the spoken discourse has a two-way relationship with the context in which it takes place (Oxford, 2017) and Oxford and Armerstorfer. This means speakers co-construct “meaning and identity rather than operate [solely] on the basis of socially-determined contextual factors” (Yates, 2010, p. 289). In other words, not only speakers participate in the environment, but they also modify it and vice-versa. Each speaker brings their spoken repertoire to the conversation and, following the reciprocity rules, constantly adapts the message to the context of the conversation under time and processing pressures (See Figure 17 in Section 3.3).

1.3 Teaching and assessing the speaking skill in EFL secondary settings

The previous section described the features (spoken repertoire) and the conditions that define the second language speaking skill. Acknowledging them gives insight into the construct of this study and into the aspects to be considered to design a strategy instruction for paired-oral interactions. This design should include three elements. These elements are *the theoretical model* which guides the understanding of language, *the features of speaking tasks* (design and setting) that can be used for teaching and/or assessing, and *the speakers’ characteristics* which influence in the conversations. This section briefly

revises the status of the oral skill in the different theoretical models as well as Weir's model (2005) for validating speaker tasks considering, among other factors, the learners' characteristics.

1.3.1 The status of the speaking skill in the Teaching Methodologies

Throughout the years there have been different teaching methodologies which have determined how teachers and students teach and learn the language. Sárosdy et al. (2006), identify seven teaching methodologies: The Grammar-Translation Method, the Direct Method, the Audio-Lingual Method, the Silent Way, Suggestopedia, Community Language Learning, Total Physical Response. Table 3 shows the status of the oral skill as well as the principles related to the teaching and assessment of each method.

Two observations can be highlighted. First, the teaching and assessment of the speaking skill has gone from a repetition mode to a more communicative approach. This has been the result of a better understanding of the second language acquisition process. Arguably, Krashen's work have contributed to the understanding of the importance of communicative tasks in language development.

Second, the speaking skill has not always had a high status among the other language skills. It has the lowest status in the Grammar Translation Method since writing, vocabulary and grammar are prioritised instead. The speaking skill has a middle status in the Communicative Language Learning and the Total Physical Response methodologies. These methods address the oral skills indirectly by working on the pronunciation through reading and listening tasks. The speaking skill also has a middle status in the Direct Method since it focuses more on teacher-directed interactions. The highest status for the speaking skill is achieved in teaching methodologies as the Audio-Lingual Method, the Silent Way, and the Communicative Approach. In these methodologies, the oral skills receive most of the attention with an emphasis on giving the students the opportunities to purposefully communicate in real-life contexts.

Table 3 The Status of the L2 Speaking Skill (Own source adapted from Sárosdy et al., 2006, pp. 11-23)

Teaching Methodologies	Status of the speaking skill	Main principles
The Grammar Translation Method	Low	<ul style="list-style-type: none"> • Vocabulary and grammar are emphasized at cost of pronunciation. • Written language is considered superior to spoken language. • Student-teacher interaction is promoted.
The Direct Method	Middle	<ul style="list-style-type: none"> • Teacher-directed interactions. • Pronunciation should be worked right from the beginning of language instruction. • Lessons should provide some students with opportunities to use language in real contexts. • The four skills are developed from the start.
The Audio-Lingual Method	High	<ul style="list-style-type: none"> • The oral skills receive most of the attention, pronunciation is taught from the beginning. • The target language is used in the classroom through chain drills and pre-designed dialogues. • No real-life conversations are promoted, but the memorization of standardised dialogues.
The Silent Way	High	<ul style="list-style-type: none"> • Student-student interactions are desirable and encouraged. • Pronunciation is addressed from the beginning. • Students have to figure out the rules the teacher is guiding them to be aware of.
Suggestopedia	High	<ul style="list-style-type: none"> • Pronunciation is developed by reading out loud. • Speaking communicatively is emphasized.
Community Language Learning	Middle	<ul style="list-style-type: none"> • Active vocabulary is given to encourage conversations in the target language. • Pronunciation is developed by reading out loud. • Receptive skills are the most important.
Total Physical Response	Middle	<ul style="list-style-type: none"> • Vocabulary is introduced through spoken target language commands. • Grammatical structures and vocabulary are emphasised over other areas. • Pronunciation is mostly developed through listening. • It is assumed that after 10-20 hours of nonverbal mode, students will be ready to speak. • Spoken language is emphasized over written language.
Communicative approach	High	<ul style="list-style-type: none"> • Conversations with a communicative purpose are promoted. • Conversations are holistic and content based.

1.3.2 Nakatsuhara's Argument for paired oral interactions

As it has been mentioned above, this study focuses on the spoken speech performed during oral interactions. Oral interactions, or dyadic conversations, are interactions that involve two or more participants (Nakatsuhara, 2013). Oral interactions are commonly used as part of the assessment of the second language speaking skill (Bachman & Palmer, 1996; Fulcher, 2014; Luoma, 2009; Nakatsuhara, 2013). The experimental section of this thesis project has chosen paired oral interactions since they are thought to be useful to identify L2 learner's ability to communicate orally by providing a scenario where test-takers³ can evidence "their ability to use language in ways which are characteristic of interactive speech" (Weir, 2005, p. 103). A four-point argument has been identified after reading Nakatsuhara (2013) work supporting that paired oral interactions are likely to produce more real-life conversations and elicit richer language functions than interviews do (pp. 23-50). The argument has been chosen to justify the dissertation decision of working with student-student interactions.

The argument begins by highlighting that although there have been attempts to define what it means to know and use a language, second language (L2) speaking performance is still a construct under development. Some construct definitions that might have been considered complete in a certain period of time, are not updated anymore (Nakatsuhara, 2013). The author refers to two main issues. On the one hand, Nakatsuhara addresses McNamara's (1996) concerns about an arguably lack of perspective when assessing the speaking skill solely through individual performance, traditionally in interviews, since this assessment approach results from theories which do not consider L2 learners' oral performances in interactions, but in isolation (e.g. the Grammar Translation Method). It is then claimed that oral interactions might be more appropriate to the current theories of L2 speaking performance (see Section 1.3.1) On the other hand, L2 learners' performances from interviews might not give enough evidence to make inferences and generalisations about the overall L2 learner' speaking ability because we would omit the discourse feature and reciprocity condition of the speech. In this regard, Weir (2005) suggests specifying what "the [L2 learner] can do (*operations*), under what circumstances (*conditions*) and to what *level*" in order to learn more about learners or skills (p. 100, emphasis added). Revise Section 1.2.3 for more information on operations.

³ The test-taker term has not been modified to maintain the implications in the literature about assessing the oral skill. So, in the following sections the term "test-taker" will be used to refer to the L2 learner.

The second point in Nakatsuhara's argument is related to the quality and features of the conversational discourse found in dyadic conversations (see Section 1.2.5 for further explanation). Nakatsuhara revises theories and studies about conversational styles, patterns, and functions observed during oral interactions. According to the review, paired formats allow symmetric interactions with high reactivity level and high goal orientation from the L2 learners. Paired-oral interactions also promote more patterns of interactions between participants of the conversation, and they elicit different language functions (Taylor, 2011). On the contrary, traditional one-to-one interviews do not have these features. Interviews are asymmetric by definition as only the interviewer has a high goal orientation in mind while the interviewee has a lower participation. As a result, L2 learners show asymmetric patterns of communication during interviews. Finally, interviews only allow the elicitation of informational language functions leaving behind interactional and management functions. Therefore, it is possible to identify more language functions and richer features in L2 learners' conversational discourse than in individual discourse (Nakatsuhara, 2013).

A third point in the argument for validating paired oral interactions for assessing the speaking skill is the capacity of ensuring consequential validity (see Section 1.3.2). Nakatsuhara claims that paired assessment might produce beneficial washback effects in the classroom. Paired assessment encourages communicative classroom practices, and participants might feel more comfortable and relaxed with dyadic conversations than with interviews (Nakatsuhara, 2013). The author addresses Fulcher's study (1996 in Nakatsuhara, 2013) because participants reported feeling less anxious with speaking test task that involved discussions.

Nakatsuhara's final point in her argument is that paired oral interactions have benefits for both speakers and observers (either teachers or raters). She highlights two advantages of being aware of participants' perceptions about task difficulty and group format. First, acknowledging this information might help address the affective filter (Krasen, 1985). Besides, positive attitudes towards paired format might encourage participants to get cognitively and strategically involved with the task. As a result, more evidence could be obtained. For example, in Van Moere's (2006) large-scale study participants filled in a questionnaire about their perceptions of group-tests. The researcher categorised the results by proficiency level and outgoingness. 80% of participants disagreed with the statement that suggested they had not had opportunities for talking because of other participants dominance or proficiency level. In fact, it seems outgoing and high-level participants reported preferring to be grouped with outgoing and high-level interlocutors in spite of not being informed of the other participants extraversion or proficiency level. In addition, it is assumed that paired format assessment reduces raters

cognitive overload and raters training time, in comparison with the requirements of interviews, which make this testing design more practical because it is also easier to administer.

The reasons exposed in Nakatsuhara's (2013) four-point argument for validating paired oral conversations have been chosen to validate that type of interactions as an assessing alternative that is aligned to the second language speaking skill construct definition of this dissertation. Moreover, paired oral conversations allow the observation of richer features and language functions not only during the formative assessment, but especially in the summative assessment of the speaking skill. Finally, as it has been mentioned in the fourth point of the argument, there are studies that underline the administrative and affective advantages of this modality. This type of assessment has been chosen for the study because of the assessment format in which students are expected to produce their spoken speeches.

1.3.3 Socio-Cognitive Framework for assessing the speaking skill

Selecting the type of assessment grouping (paired-oral conversations) is not the only consideration for a valid assessment. Traditionally, it has been said that a test was valid if it tested what it claimed to test. In other words, validity was a characteristic of the test. Nowadays, the validity construct refers to the sufficient interpretations and inferences about test-takers' performance that can be obtained from the test (O'Sullivan, 2014). Hence, the more information obtained from the assessment process, the stronger the validity argument that can be built about test-taker abilities (Weir, 2005). Weir (2005) developed a framework for validating speaking assessment by addressing the social and cognitive dimensions which might influence on L2 learners' spoken performance. The framework aims to represent the test takers' characteristics as well as the five validation processes that take place before, during and after assessing the oral skill. O'Sullivan and Weir (2011) present an updated version of the framework, as shown in Figure 6.

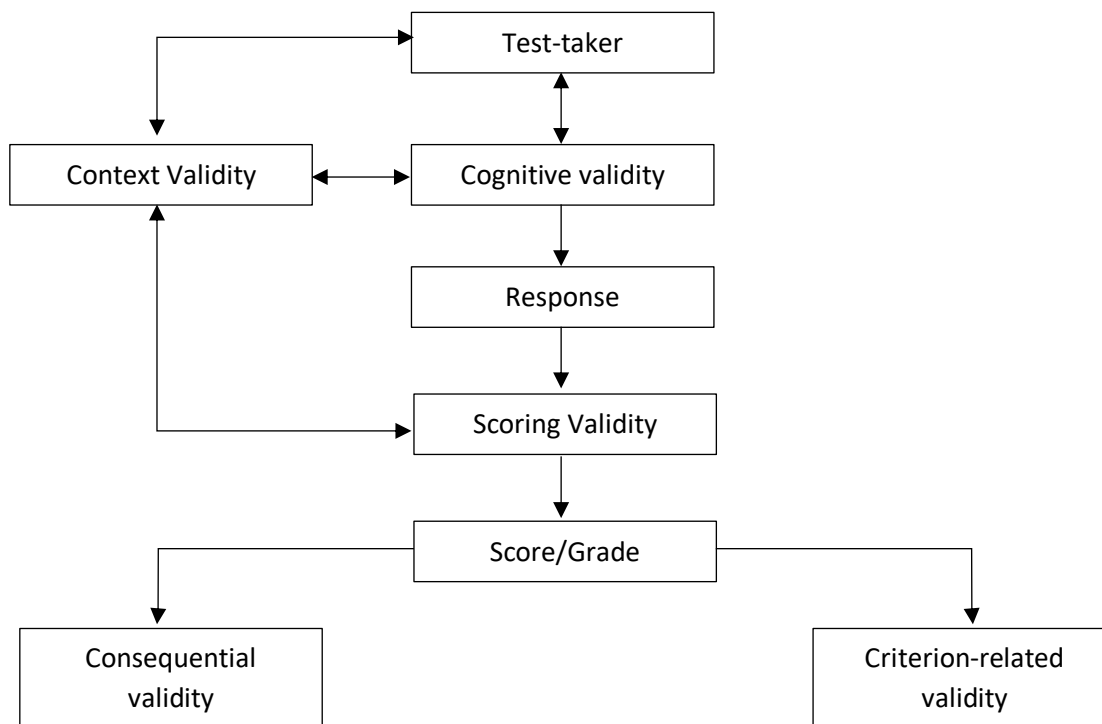


Figure 6 O'Sullivan and Weir's (2011) Validity Framework

Weir's validity framework⁴ gives a guideline to develop the argument to conclude whether the interpretations of participants' performances are valid enough to make inferences about their proficiency level. According to O'Sullivan and Weir (2011), this framework approaches the social, cognitive, and evaluative aspects of the spoken performance. The framework addresses the test-taker characteristics and context validity, the cognitive validity, and the scoring validity. As a result, the score interpretation and values (consequential and criterion-related validities) could be richer (O'Sullivan & Weir, 2011; Weir, 2005).

This section revises the test-takers' characteristics and the five-validity evidence that contribute to a strong validity argument about participants' second language speaking skill for paired-oral interactions (See Figure 7). First of all, some attention will be given to test-takers' characteristics and the elements of cognitive validity since both aspects are said to influence performance and belong to the learners whose oral language will be assessed (O'Sullivan & Weir, 2011). Therefore, it is necessary to define who L2 learners are (see Section 3.2). A humanistic-holistic view of learners defines them as "thinking and feeling human being[s]"

⁴ Even though the framework was designed to be used with speaking tests, my study considers it for the assessment of participants' second language speaking skill since the descriptions of the different elements of the framework can arguably serve as reference for ensuring valid and reliable interpretations of L2 learners' speaking performances in paired-oral interactions (Nakatsuhara, 2013; Weir, 2005).

(Ushioda, 2009, p. 220) with physical, physiological, psychological, and experiential characteristics (O’Sullivan 1984, Weir, 2005). These characteristics need to be considered for the assessment of the oral skill.

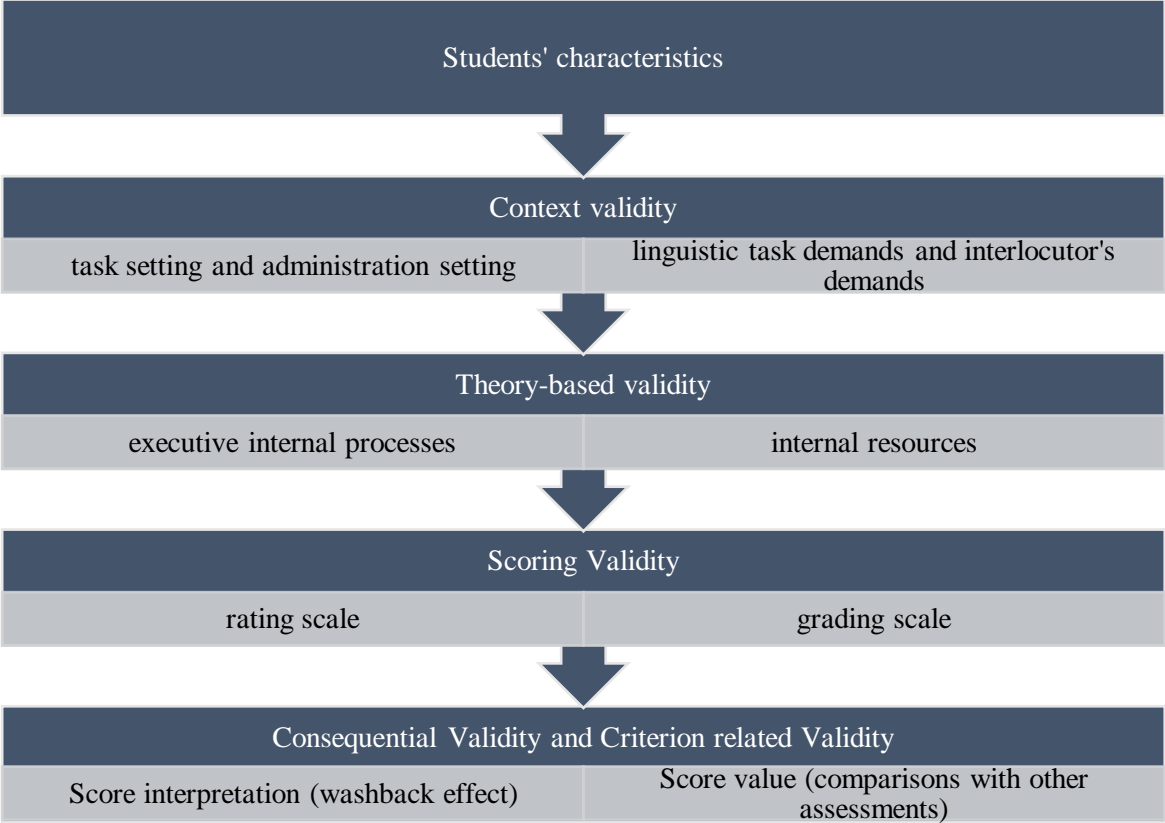


Figure 7 Weir's Socio-Cognitive Framework for Validating Speaking tests

Cognitive validity considers the thinking dimension as it refers to the participants’ internal processes related to the speech production and executive resources for that process (See Figure 6). This internal process was addressed in Section 1.2.5. Cognitive Validity interacts with context validity that is the extent to which the task setting, task demands, and administrative issues resembles the characteristics of real-life oral interactions to ensure representativeness and fairness of the assessment (Weir, 2005). Weir identifies at least seven aspects to be considered for setting the task. Provided that the construct for the second language speaking skill has been defined, the *response format* will focus on the types of oral tasks participants will be performing. It is assumed that the response format L2 learners are asked to participate in might influence on the cognitive processes they will follow (Nakatsuhara, 2013; O'Sullivan, Weir, & Saville, 2002). The variability of types of tasks promotes a more accurate validity argument for the language ability (Alderson et al, cited by Weir, 2005); see section 1.3.2 for the argument for pair oral interactions. Defining the response format gives insight in the approach to the other aspects of the context validity.

Determining the task type also helps define clear and explicit task *rubrics* or *instructions* to avoid misunderstandings of the task requirements. Besides, clear rubrics give participants a clear *purpose* to define the structure and focus of the interaction, facilitating the metacognitive processes of goal setting and monitoring task performance. Moreover, if the purpose resembles real-life speaking tasks, the results will be more accurate. On the other hand, response formats are also related to the weighting, time constraints and order of items. The purpose of the response format affects the *weighting* or *scoring points* given to the tasks or task items (Weir, 2005). In addition, it allows the identification of how much *time* and attention is necessary to allocate in each task. Regarding the *order of items*, Weir (2005) points out logic and affective reasons should also guide the decision for task occurrences. All in all, establishing the previous aspects guides the development of *assessment criteria* that should be available for learners and teachers before the assessment.

Context validity also considers the linguistic and interactional task demands (See Figure 7). On the one hand, the linguistic demands of the task involve the channel, length, lexis, structure, function, and discourse mode of the conversation; as well as the nature of the information and the content knowledge. On the other hand, interactional demands consider the external aspects that are given by the interlocutor of the conversation. For example, their speech rate, accent, and gender. It also contemplates the number of participants in the conversation and the acquaintanceship degree. Finally, administrative demands refer to the physical conditions, uniformity of the administration and security ensures context validity. Test-takers should be assessed in an environment that do not interfere with their performance. For example, computer-based examinations might help in this regard. There should also be uniformity in the delivery. All these aspects make test-takers feel their assessment is being held in a safe and sound environment.

The interactions among the characteristics of test-taker, the cognitive validity, and the elements of the context validity bring about a response or the spoken performance. This response needs to be scored or graded. Scoring validity establishes relations between the elements of the scoring system -rating scales and procedures, and the grading and awarding procedures- and the other elements of the model. As a result, the spoken performance is given a score or grade which is subjected to interpretations and comparisons of the consequential and criterion-related validity, respectively. Consequential validity stresses the impact the test scores might have on stakeholders while criterion-related validity focus on external evidence of the efficiency of the test (Weir, 2005). Therefore, more accurate conclusions about learners' language ability could

be made When the interpretations of L2 learners' spoken performance consider the elements of the validity argument.

The aforementioned frameworks might be useful to assess the oral skill of one L2 learner's performance. Nevertheless, I suggest considering the co-constructed performance construct when assessing L2 learners in paired-oral interactions. Figure 8 presents my proposal of Co-constructed performance in paired-oral interaction. When Speaker 1 interacts with the task, he/she produces an individual performance. However, because of the settings and the task demands, the performance is not complete until Speaker 1 engages into a conversation with Speaker 2, who is also producing his/her own individual performance. Therefore, the required oral performance is co-constructed when both speakers interact and evidence that task requirements are being satisfied. This model could help to differentiate each speakers' performance and identify the characteristics of the co-constructed. The present study follows this Socio-cognitive model for co-constructed performance to make the assessment of the oral skill more accurate and valid.

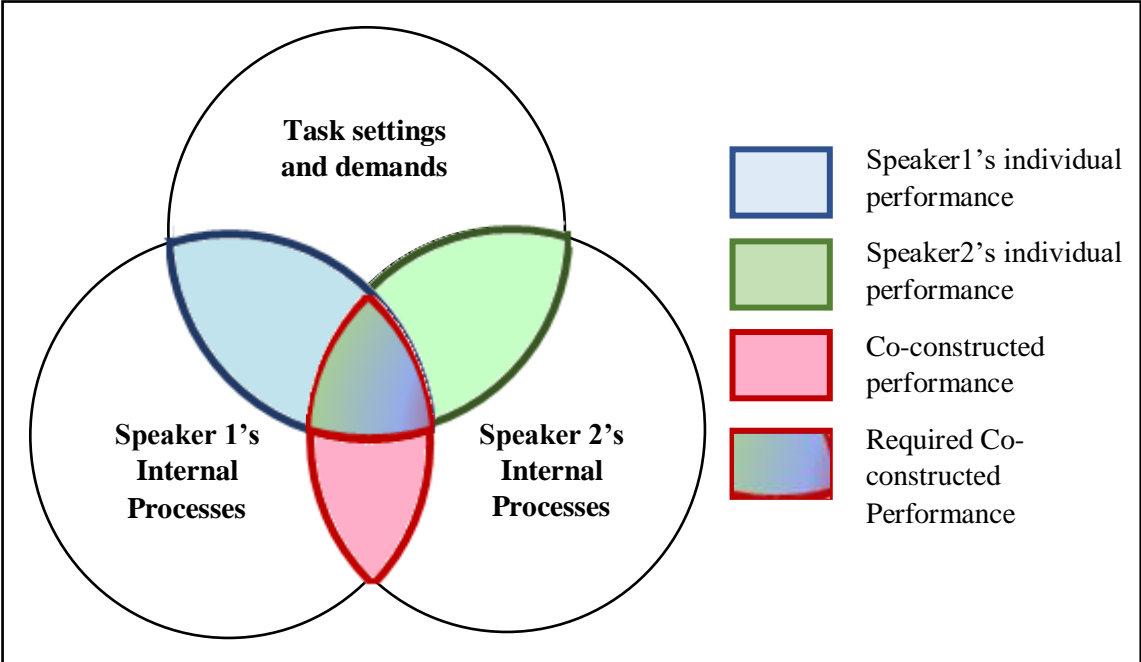


Figure 8 Co-constructed performance in paired-oral interactions

1.3.4 Formative Assessment

Classroom-based assessment considers the social mediated interactions existing between teaching, learning and assessment (Stoynoff, 2012). Formative assessment is a type of classroom-based assessment and it is “designed to encourage further learning and change” (Fulcher & Davidson, 2007, p. 372) during the learning process. It fosters students’ active participation by making tacit knowledge concrete and accessible (Clark, 2012). In order to achieve this, teachers should communicate expectations in understandable terms for students, so they can take agency of their role in this process (Harris & Brown, 2018). In this way when tacit knowledge is elicited during practices, teachers and students can use it for further learning (Clark, 2012).

Consequently, formative assessment can promote a positive environment where learners and teachers are expected to direct and reflect on their performances. Due to the research concerns of the present study, the assessment of students’ speaking skill in paired oral interactions needs to be formative. In other words, attention is placed on students’ performance before, during and after the interactions.

According to Nicol & Macfarlane-Dick (2006), effective formative assessment practices meet at least seven criteria:

- a) Define the expected performance and the assessment criteria.
- b) Provide students with self-assessment and self-regulation practices.
- c) Give concrete feedback based on pre-defined criteria.
- d) Promote teacher and peer dialogue.
- e) Work towards closing the gap between current and expected performance.
- f) Provide teachers with information to improve their teaching approach.

There are different types of formative assessment practices. This research focus on the formative assessment that encourages self-assessment. This type of feedback is not related to scores, but to guided qualitative judgements of performance (Harris & Brown, 2018). In the case of the study, co-constructed performance. Teachers still play an important role during students’ self-assessment since they are expected to guide and intervene in the process when necessary (Nicol & Macfarlane-Dick, 2006). In addition, teachers continue their formative assessment by being attentive to any evidence that could be used to adapt the instruction for students’ learning (Clark, 2012). They are also expected to support students during the difficulties they would find while assessing their performance.

Students might face some challenges when self-assessing because of their culture or their lack of practice, confidence, and willingness (Handayani & Aisah, 2013; Harris & Brown, 2018; Jing, 2017). Handayani and Aisah (2013) found that students in their study would prefer teachers' assessment instead of peer assessment or self-assessment. Similarly, in Jing's study (2017) of students' perceptions of their teacher formative assessment during writing classes, it was found that learners would prefer the teacher-and-student directed assessment rather than the student-centred assessment. According to the author, this might have been due to participants' culture that place fixed roles in teachers and students, so that the latter expects teachers to guide the assessment process.

Harris and Brown (2018) present a possible order for self-assessment development. Students should practise how to compare their performance against concrete pre-defined criteria. Then students should be able to engage in narrative feedback to explain what they have been doing. Afterwards, they could use more abstract criteria to assess their performance. Self-regulated learners would be able to collaborate with the co-construction of the performance criteria since they would rely more on their internal feedback (Clark, 2012; Harris & Brown, 2018).

Students' self-assessment skills can be developed with different guided activities through strategy instruction. The strategy instruction of this study focuses on the oral-communicative strategies employed during paired-oral interactions. Thus, it would use self-assessment checklists, rubric-guided self-assessment, estimating future performance (Harris & Brown, 2018). Nicol and Macfarlane-Dick (2006) also suggest some ideas to ensure students' positive self-assessment. For instance, teachers can encourage students to participate in teacher-students negotiation of assessment criteria, reflections on self-assessment. Students can also practise how to limit feedback focus, share feedback as a learning experience, and differentiate one's performance assessment from person's assessment. All these activities should be introduced strategically and with the purpose of improving students oral performance.

This chapter has addressed the features and conditions of the second language speaking skill to identify the characteristics of a strategy instruction that could promote the development of the skill. In addition, it has described the argument for paired-oral interactions as appropriate type of oral tasks to explore and assess the co-constructed construct. The second chapter will focus on the strategies to put these ideas into practice.

Chapter 2: Strategic competence, language learning strategies, and communicative strategies

2.1 Introduction

Chapter 1 described the speaking parameters to define the nature of the speaking skill which sheds light on the elements of the spoken speech produced in paired-oral. As it was mentioned in the first chapter, being communicative competent in the speaking skill in a foreign language involves being aware of the linguistic knowledge necessary for participating in speech acts. It also means being strategic to implement the elements of language competence in contextualized situations facing and solving the problems that might arise during the interactions (Bachman, 1990; Mariani, 2010; Fulcher, 2014). Chapter 2 defines the construct of strategic competence, second language learning strategies, and communicative strategies. It also justifies the need of addressing the speaking competence through strategy instruction to foster the speaking skill. In this way, the chapter explores some characteristics of a teaching unit or strategy instruction intended to support students' development of oral communicative strategies (Research Objective 1) as well as the characteristics of students' performance when applying the strategies (Research Objective 3).

The strategic competence for the speaking skill is defined as the ability to apply a set of active and dynamic strategies that allows language users to integrate the spoken repertoire features and affective factors to enhance the effectiveness of communication (Bachman & Palmer, 1996; Luoma, 2009; Mariani, 2010). This competence allows L2 learners⁵ to use language knowledge to participate in oral interactions in context by reciprocally coding and decoding messages.

Nakatani (2005) gives an overview of the different definitions of strategic competence before presenting his own. Taking his study as a reference, this dissertation understands strategic competence as the ability to apply strategies to manage communication before, during and after interactions to get the message across (Mariani, 2010; Nakatani, 2005). Hence, the strategies used in the learning process to foster language learning are called learning strategies while the strategies applied to convey the message are referred to as communicative strategies. Some scholars agree on the fact that L2 learning strategies can “facilitate the ability to communicate”

⁵ The generic term “L2 learners” or “learners” is used through this chapter to replace the terms “speakers” or “interlocutors” used in the first chapter.

as well as communicative strategies can promote learning (Oxford, 2017, p. 155). Communicative competent learners are expected to build the language knowledge of the second language speaking skill and develop their strategic competence. Even though these strategies are commonly used together (Oxford, 2017), each type is revised separately in the following sections.

2.2 Language Learning Strategies

During the last four decades scholars have been defining language learning strategies (LLS from now on) without agreeing on the definition (Cohen, 2018; Oxford, 2017). Oxford (2017) conducted a Content-Analytical Study on strategies definitions from the L2 field and outside the L2 field. The author found 33 definitions devoted to language learning strategies and identified eight common categories or themes that have been used by scholars throughout the years. By addressing these themes, Oxford (2017) approaches the different dimensions of the LLS term. This section groups the eight themes of Oxford's Content-Analytical Study into six dimensions. It is worth noticing that the brevity of these descriptions does not intend to minimize the complexity of LLS, but to introduce the ideas behind the final definition that will be used during the thesis. For a deeper overview of the complete Content-Analytical Study read Chapter 1 in Oxford (2017, pp.7-64).

2.2.1 The varied nature of language learning strategies

The most challenging part of defining language learning strategies is agreeing on what exactly they are because of the implications such definition bring to the term itself. Dörnyei and Ryan (2015) claimed that although learning strategies were traditionally considered part of the taxonomy of L2 individual differences, they are actually part of the learning process. Oxford (2017) identified five forms or aspects to define Language Learning Strategies (LLS). As a result, language learning strategies could be defined by what learners think or mental aspects, what learners do or the actions or processes they undergo, what learners use for learning, how learners act or their behaviours, and how learners approach learning or their learning attitudes.

Mental Aspects

Oxford counted all the definitions that used any terms that would be related to the mind, cognition, or thoughts. Almost all the definitions (97%) agreed that LLS have a mental component. Oxford gives the mental aspects two considerations. First of all, naming LLS as mental processes does not suggest where those processes take place in the brain. Oxford believes learning strategies are stored in mental schemata either in the short-term memory

(STM) or in the long-term memory (LTM), and not in the working memory as Macaro (2006) suggests. The ultimate place of strategy storage depends on how they were stored when acquired. LLS are called from the strategy storage place when the learner needs to apply a strategy according to the mental structures the learner follows to organise information (Oxford, 2017).

In this regard, it has been found that certain brain areas are activated during the application of language learning strategies, nevertheless it cannot be claimed that a single strategy is related only to a particular place in the brain, but in several (Oxford, 2017). For example, both cognitive and metacognitive strategies are associated with the prefrontal cortex, and they also receive an influence from the limbic system. On the other hand, emotions and motivation might be in the limbic system, but if they are regulated through the aid of the frontal lobe (prefrontal cortex), then they become strategies (Oxford, 2017).

Another clarification made by Oxford (2017) is that LLS are not purely mental forms. Some scholars consider strategies are only mental activities, others observable behaviours, and others both. According to Chamot (2005) learning strategies are “for the most part unobservable, though some may be associated with an observable behaviour” (p. 113) . Oxford points out that although strategies are originated and guided by the mind, they might have observable manifestations that do not diminish or deny the mental aspect of the strategies. Actually, they evidence that a previous mental process has taken place in the mind (Oxford, 2017). Thus, this research aims to identify the observable behaviours that might help to make inferences about students’ strategy use.

Actions and process

According to Oxford’s study (2017), LLS imply activities or actions to achieve a goal, and LLS are part of the learning process (Dörnyei & Ryan, 2015, p. 140). Techniques, devices, tools, and methods facilitate observable behaviours (strategies) to occur.

2.2.2 The Purposefulness of LLS

What turns an action, a thought, a technique, a behaviour into a strategy is its purposefulness nature (Oxford, 2017). The purposefulness nature of strategies should be understood in the goal-orientation perspective and this goal-oriented nature was identified by 100% of the definitions revised by Oxford. The definitions include seven kinds of purposes that might encourage learners to use LLS. Learners are said to apply LLS for learning, self-regulation, task accomplishment, performance, proficiency development, learning facilitation, and including

their whole identity in the process. It is thought that addressing these purposes might maximize the effectiveness of strategies (Oxford, 2017)

It is worth noticing that the most popular reasons for strategy choice and use found in the definitions were learning and self-regulation. In addition, in spite of the fact that task requirements are necessary to determine strategy appropriateness, only 24% of definitions recognized the task orientation of strategies (Oxford, 2017). Furthermore, the idea of improving the proficiency level was only mentioned by 9% of the definitions although Oxford claims strategic learners with future-time perspectives need strategies to sustain this goal. I argue that strategic instruction might potentially increase awareness of these strategy purposes (See the Methodology chapter)

2.2.3 The Consciousness Issue of LLS

Dörnyei (2009) and Griffiths (2013) contend it is vague and difficult to define consciousness in strategies. However, Oxford (2017) claims that if a strategy is automatized and the learner loses the consciousness over it, then there is more room in the working memory to take actions because the strategy has become a habit. Those actions -or habits- could still be considered strategic as long as the user is able to recall or verbalise the processes followed during the performance (Griffiths, 2013; Mariani, 2010; Oxford, 2017). It is thought that by observing their video-recordings or listening to their audio-recordings and learning diaries might foster learners' remembrance of the strategies used during oral interactions, this would be enough for the purposes of the study, even if we cannot determine their level of consciousness.

2.2.4 Strategy usages and roles

A fourth dimension found in the study is strategies usages and roles. Strategies can be applied in groups of clusters or chains and with flexibility and orchestration. In other words, L2 learners should develop flexibility to identify and select the type and order of strategies to be applied in a given paired oral task. When the characteristics of the tasks require the selection of more than one strategy, then learners can use strategy clusters. These strategies chains are used when the task needs the application of a cyclical sequence of strategies to reach the goal. Choosing one LLS or strategy clusters or strategy chains should be a flexible task and it will depend on the context and how the student organises the available strategies. It is believed students could do this during the oral interactions in the strategy instruction.

During the last four decades linguists and theorists from the L2 field have been defining and classifying the strategies L2 learners use to learn and communicate in a foreign language. Oxford (2017) points out it is essential to adopt a flexible approach to observe and label the strategies language learners are employing in given situations because strategies might be playing a role or serving a purpose or a mixture of them. Several strategies might be performing cognitive, affective, and social roles or functions -or a mixture of them- depending on the context of the interaction or the task characteristics. Arguably, this fact suggests the need of describing observed oral performance and right offer the interaction to contrast the observation with L2 learners recall of their own performance. This approach might enlighten the description of the strategies applied and help to have a closer understanding of the strategies usages and roles.

2.2.5 The contextualization of strategies

Strategies are applied in a context. Oxford highlights the importance of this dimension even though it was hardly mentioned in the definitions revised in her study (2017). The contextualization of strategies considers the internal characteristics of the L2 learner who uses the strategy as well as the external characteristics of the situation that requires the application of such strategies. Regarding the internal contextualization of strategy use, this study shares the person-in-context relational view proposed by Ushioda (2009), stressed by Oxford (2017), and addressed in Section 3.2. According to this view, identifying a person as a language learner is just addressing one aspect of their whole identity, so a more person-in-context view recognises learners as human beings who participate in and interact within a context (Ushioda, 2009). Also, Ushioda highlights there is a two-way relationship between the person and the context where the learning and oral interactions are taking place. All in all, the strategy choice and the appropriateness of strategies will depend on the learning context which includes the task, its purpose, and the speakers' characteristics (Oxford, 2017). This belief implies that the learn context has an influence on L2 learners and that L2 learners can also shape their learning context. This characteristic of LLS is further developed in Section 3.4.1.

2.2.6 The complexity of Language Learning Strategies Features

A sixth dimension of the LLS term is related to its complexity features. EFL learners and EFL strategies belong to complex systems (Bronfenbrenner theory section 3.2). Oxford (2017) presents eleven features of LLS and establishes relationships between a few of them (pp 115-129). However, it is possible to identify how these characteristics are closely intertwined among

each other through a complex approach that could arguably complete the authors' original proposal. Figure 9 shows my personal proposal of the "Relationships among LLS features". The suggested approach in this study organises LLS features by levels, taking into consideration Oxford's features. In this approach the highest feature comprises the others, and features in a lower level are related to other features in the same level. Moreover, lower-level features are thought to be the logical consequence of the previous ones. The organisation of these features does not suggest an order in strategy but it is a possible interpretation of the logical complexity of strategies.

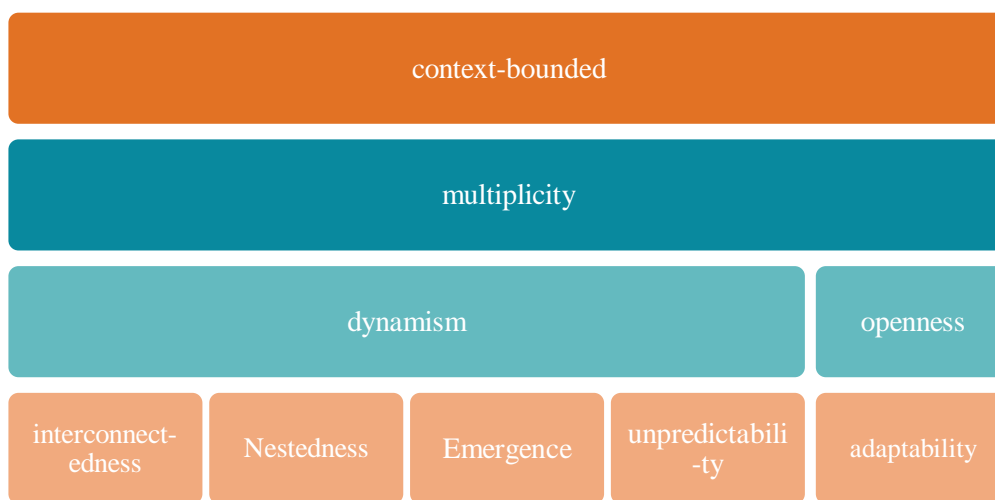


Figure 9 Relationships among LLS features. Own source adapted from Oxford, (2017, pp. 115-129)

According to this point of view, the most salient feature of LLS is that they are *context-bounded* because strategy choice and outcomes depend on the context. The other characteristics do not exist in isolation, but their nature depends on the complex two-way interactions between the learner and the context -the learning situation and the environment. It is the learning situation that contributes to the existing *multiplicity* of factors -such as learners' needs, behaviours, attitudes, and strategy functions- influencing the variety of strategy choice and the different outcomes students might get. This multiplicity produces the *dynamism* and *openness* of the LLS since all these factors are opened to constantly be interacting, developing, and improving dynamically within the learner and with other complex systems. This involves the researcher who is conducting the study and all the other members of the learning community who interacts with learners and the researcher.

This dynamism results in the *nestedness*, *interconnectedness*, *emergence*, and *unpredictability* features while the openness is related to the *adaptability* feature of LLS. The dynamic feature of LLS leads to *interactions* among the different strategy functions. Those functions are *nested* or *embedded* in the broader LLS construct, and some of them might be *interconnected*. Besides,

interactions might cause the *emergence* of new systems -or new interactions- with *unpredictable* uses and results. During all this process, learners are learning from experience and adapting their LLS to the context.

By and large, this section has attempted to overview the key dimensions of the LLS concept. These dimensions belong to a discussion which is still open to consensus. However, for the thesis purposes the aforementioned dimensions help to create a framework that will guide the observation and analysis of learners' spoken performance to identify the LLS they might be applying. Especially the strategies learners use to facilitate communication. All in all, Oxford's (2017, p. 48) strategy definition seems to include all the characteristics and dimensions mentioned so far:

L2 learning strategies are complex, dynamic thoughts and actions, selected and used by learners with some degree of consciousness in specific contexts in order to regulate multiple aspects of themselves (such as cognitive, emotional, and social) for the purpose of (a) accomplishing language tasks; (b) improving language performance or use; and/or (c) enhancing long-term proficiency. Strategies are mentally guided but may also have physical and therefore observable manifestations. Learners often use strategies flexibly and creatively; combine them in various ways, such as strategy clusters or strategy chains; and orchestrate them to meet learning needs. Learners in their contexts decide which strategies to use. Appropriateness of strategies depends on multiple personal and contextual factors.

2.3 Communication strategies

Another set of strategies of the strategic competence are communication strategies. Communication strategies are usually believed to be strategies L1 and L2 speakers use to solve linguistic, cultural, or contextual problems during spoken or written interactions (Lewis, 2011; Mariani, 2010). However, as Mariani (2010) points out this definition needs to include a social dimension and a contextual dimension. In other words, the communication strategies definition should consider the co-constructed nature of the oral speech that requires learners not only to pay attention to the possible difficulties in communication, but also to get the message across. This is possible, since participants bring their language knowledge and skills into the contextualized conversation, so the application of "well-suited and functional" strategies is expected. As a result, communication strategies in this study, are the linguistic and extra-linguistic resources interlocutors may employ to achieve the purpose of the interaction. This section addresses the features of communication strategies and three communication strategies models with their particular characteristics.

2.3.1 Features of Communication strategies

There are four main features of communication strategies (see Figure 10). First, they are *problem-solving* strategies. As it was mentioned before, several studies have addressed this quality since strategies are used to overcome breakdowns in communication. Besides, communication strategies are *cooperative* in nature since the speaker and the interlocutor might try to do their best to code and decode messages (see section 1.2.4). *Complexity* is another feature of communication strategy since strategic learners work with linguistic and extra-linguistic resources to make the message come across (see section 2.2.6). Finally, communication strategies are *communicative* because oral interactions require to negotiate meaning and reach reaching agreements (Fulcher, 2014; Luoma, 2009; Mariani, 2010).

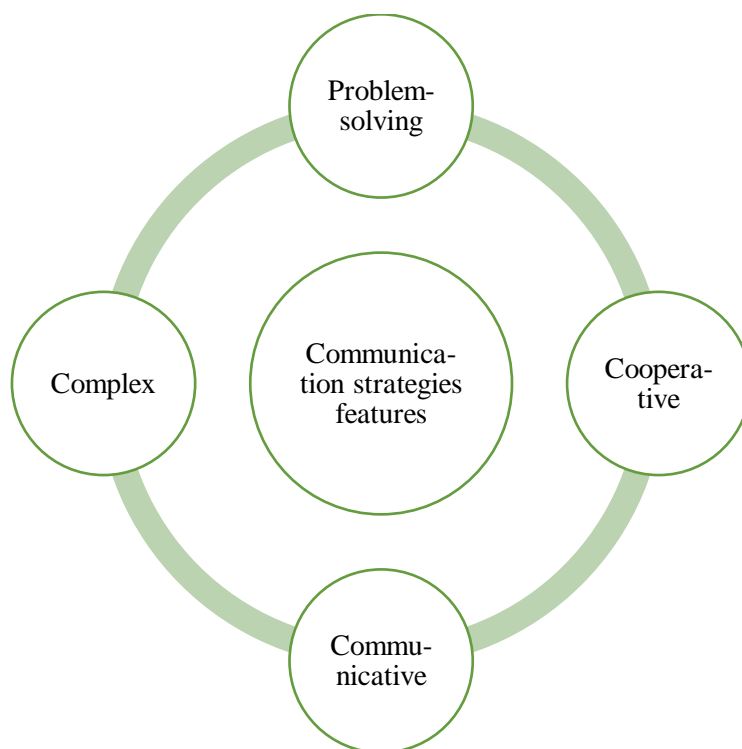


Figure 10 Communication Strategies Features (based on Mariani, 2010)

Regarding strategy classification, there have been some suggested typologies. In the following sections, three strategy classifications are reviewed. The different classifications were used to develop the list of strategies to be introduced in the strategy instruction of the study.

2.3.2 Bygate's classification of communication strategies

Several authors agree in classifying communication strategies according to the risk-taking degree (Bygate, cited by Fulcher, 2014; Luoma, 2009; Mariani, 2010). If speakers avoid taking

risks to manage the communication, then they are using reduction or avoidance strategies. However, if they do take risks to get the message across, they are applying achievement or risk-taking strategies (Mariani, 2010). Learners might employ reduction strategies when they do not know how to pronounce a word, how to handle a topic, or how to continue with the conversation. Thus, learners might avoid pronouncing some words, addressing some topics or even they might abandon the message. Nevertheless, it is said that Message Abandonment strategies should not be encouraged since they might negatively affect the development of the politeness and communicative competence in the second language speaking skill (Mariani, 2010; Nakatani, 2006; Oxford, 2017). So, they are not considered neither as LLS nor as Communicative Strategies in this study. On the contrary, achievement strategies are resources students apply to carry on with the conversation in spite of difficulties at the word, at the sentence or at the discourse level. This characteristic makes achievement strategies a key element for this thesis because the study aims at improving the teaching practice to support the development of these type of strategies. Table 4 summarises Fulcher (2014) and Mariani's (2010) examples of achievement strategies.

Table 4 Achievement strategies at the word/sentence and discourse level (based on Fulcher, 2014 and Mariani, 2010)

Achievement strategies	
Word/sentence level	Discourse level
Borrow words	Negotiation of Meaning
Word coinage	Cooperative strategies
Foreignizing words	Restructuring
Literal translation	
False friends	
Interlanguage	
Generalisations/morphological creativity	
Approximations	
Paraphrase	

2.3.3 Mariani's proposed typology

In spite of addressing Bygates' classification, as many other authors, Mariani (2010) presents a taxonomy for communication strategies during oral interactions. The author organises the

strategies into five groups for pedagogical purposes although he believes some strategies are interconnected (See Table 5). First, *meaning-expression strategies* are applied when speakers cannot recall lexico-grammatical items either at the word or sentence level, so they have to use another expression to convey meaning by themselves or with the help of the interlocutor. Second, *meaning-negotiation strategies* are employed by both speakers to construct meaning by asking for and/or giving help. Third, *conversation-management strategies* are useful for managing conversation issues for structuring speech (see section 1.2.3) while *para- and extra-linguistic strategies* refer to the intonation patterns and non-verbal language. Finally, *(intercultural) interaction-monitoring strategies* are used when speakers are aware of their interlocutors' comprehension and production processes, as it was explained in section 1.2.4. In addition, these strategies are applied by speakers concerned about the importance of monitoring the co-constructed speech to avoid misunderstandings or deliver apologies when necessary. This typology provides educators and researchers with a more detailed list of examples of this type of strategies. For detailed descriptions and examples of each communication strategy group follow the link to “Suggest List of Strategies” which appears in Table H1 in Appendix H.

Table 5 Mariani's Communicative Strategies (based on Mariani, (2010, pp. 21-38))

Mariani's strategies	What do they involve?
Meaning-expression	Expressions to convey meaning when struggling with lexico-grammatical items
Meaning-negotiation	Expressions to ask for and give help to construct meaning.
Conversation-management	Expressions to structure speech
Para-and-extra-linguistic	Intonation patterns and non-verbal language
Interaction-monitoring	Expressions to confirm understanding

2.3.4 Nakatani's Oral Communication Strategies Inventory

Nakatani (2005) highlights that Oral Communication Strategies (OCS) involve “interlocutors' negotiation behaviour for coping with communication breakdowns” (p. 79), so he claims that addressing strategies for coping with problems with listening and speaking skill is arguably a more complete approach for interactional ability. This distinction is pivotal in the understanding of the paired oral conversations and the LLS applied during the interactions because it considers the two processes involved in the oral exchange: Nakatani's (2006) Oral Communication Strategy Inventory (OCSI) aims to achieve this goal.

The inventory is divided into two parts. Regarding the strategies for coping with speaking issues, Nakatani presents 32 strategies placed in eight different factors or groups: social-affective, Fluency-Oriented, Negotiation of Meaning, Accuracy-Oriented, Message Modification, Non-Verbal strategies, Message Abandonment, and attempts to use English. On the other hand, there are 26 strategies for overcoming listening issues and seven factors: Negotiation of Meaning, fluency-meaning, scanning strategies, Getting the Gist, Non-Verbal strategies, less active, and word-oriented strategies. All strategies are presented in a random order, so participants would not notice which groups strategies belong to.

Arguably (Ushioda, 2009) the Person-in-context perspective could be identified in Nakatani's inventory. For example, one hand, considering both the speaking and the listening skill of each interlocutor is an attempt to approach paired oral interactions more holistically. Moreover, including a Socio-Affective factor as part of the communicative strategies underlines the fact that learners are more than their cognitive dimension. Actually, this model suggests learners need of socio affective and emotional strategies as well.

2.4 Strategy instruction

Nakatani (2005) revises the different stages in strategy instruction. Some scholars had researched about strategy training for giving monologues. Dornöy (1995) worked with speaking strategies that did not require interaction with others. Cohen et al (1998) did introduce metacognitive strategies for target communication training such as preparation, self-monitoring, and self-evaluation of semidirect one-way audiotaped recordings.

Yaman, Irgin, and Kavasolu (2013) researched the speaking and listening strategies used by EFL students to cope with problems during communication. 291 Turkish EFL preparatory, freshman, sophomore, junior, and senior students (215 F/76M) of the Department of English Language Teaching at Mersin University during the academic year 2010-2011 took the Communication Strategies Inventory (CSI), developed by the authors in 2011. This was a homogeneous group in terms of educational and socio-cultural background. Students were between 18-27 years old, and they were B1-B2 and C1 learners according to the Common European Framework of Reference for Languages (CEFR). Only preparatory students were independent users, the rest were proficiency users of the language.

The 21 items on the CSI were classified into five groups, the items were put in random order to ensure reliability. Table 6 shows the factor and the corresponding items in the CSI. Results

showed that the most popular strategies Turkish EFL students use are Negotiation of Meaning, compensatory and Getting the Gist strategies.

Table 6 OCSI Factors and Items, based on Nakatani (2005)

Factor	Items
1. Negotiation for meaning while using listening strategies	5, 11, 16, 19, 20, 21
2. Getting the Gist strategies	8, 9, 10, 14, 15, 17
3. Scanning strategies	1, 6, 12, 18
4. Nonverbal strategies	2, 7, 13
5. Word-oriented strategies	3, 4

2.4.1 The teachability issue

Strategies are teachable if introduced through strategy instruction (Lewis, 2011; Nakatani, 2005; Mariani, 2010). Effective strategies instruction is an empowering teaching and learning experience for at least two reasons. First, strategy instruction helps learners raise their awareness of the available LLS they can use. In other words, more strategic aware students can perform better. Second, it is important to view strategies and learning styles as being in partnership (Cohen, 2018). As a result, teachers have the opportunity of designing strategies instructions that facilitate each students' development according to their own realities.

2.4.2 Benefits of strategy instruction

Addressing strategies is believed to positively influence language learners. Mariani (2010) identifies six benefits of strategy instruction. First of all, strategy instruction allows students to remain in conversations since they might be aware of how to manage communication requirements. Also if speakers are knowledgeable of strategies, they might reduce their anxiety levels. Biiiani and Sedaghat (2016) studied the effect of strategy instruction on students' communication apprehension levels. Communication apprehension is the level of anxiety triggered by the real or anticipated communication act. It is connected to the idea of judgment from the audience and self-image. The study had 30 students (17-21 years old) from a non-state and non-for-profit language institute, they had been learning English for 10 years. They were divided into two groups according to the test. These trilingual participants (mother tongue,

country official language and English) took a Background information questionnaire and the PRCA-24 questionnaire, which is a 24-item Personal Report of Communication Apprehension, developed by Horwitz (2001) to measure learners' states of fear and nervousness in different contexts. It was found that EFL learners with high level of communication apprehension employed a larger number of communicative strategies than EFL learners with low level of communication apprehension.

Another benefit of strategy instruction is that it might encourage students to take the risks to talk in conversations. Students might feel more willing to participate in oral interactions if they know which resources are available to handle with the communication and any unforeseen event. Willingness to Communicate (WTC) and Communication apprehension were studied by Mirsane and Khabiri (2016). After taking a sample PET exam, 60 students were chosen from a group of 88 according to one standard deviation above or below the mean score. Then, they were divided into two groups of 30. Students also filled in a questionnaire to measure participants WTC. The WTC Scale (27 items) was adapted from MacIntyre et al., (2001) and it measured participants' WTC in the four language skills and their willingness to communicate inside and outside the classroom. Participants underwent 16 sessions of treatment and nine communicative strategies were taught. Then they took the test again. It was concluded that being aware of communicative strategies increased learners' willingness to communicate since the experimental group outperformed the control group (Mirsane & Khabiri, 2016). At the beginning they had 0.4 and after the intervention they got 0.91 and the experimental group was 0.32 and then 0.53.

Two more benefits of strategy instruction are the possibility of improving students' learning process and getting feedback. Liaght and Afghari (2015) studied the effect of semi-structured DVD Short Films had on participants' language strategies. Students were 64 female upper-intermediate students from 16 and 24 years old from the English Language institute Tehran Oxford Institute. The second five units of the Course book "English Upper-intermediate level" by Peter and Karen Viney (2005) was used. Five native and original semi-structured DVD short films were carefully selected according to the content of the book.

The control group received handouts and direct instructions whereas the experimental group was taught conversational strategies (paraphrasing, asking for clarification, checking for comprehension, and turn taking). The experimental group also watched six-relevant semi-structured DVD short films and filled in film-based observational tasks. Then they took a pre-test and a post-test to see their performance. Both groups received 6-weeks of instruction on

communicative strategies: paraphrasing, asking for clarification, checking for comprehension, and turn-taking. An American teacher of English films collaborated with the process.

A T-test was used to know whether there was any significant difference between the ability of both groups at pre-test stage and post-test stage on speaking performance. Results showed observational tasks and film transcriptions can raise the learners' awareness on the strategies used in reality in the selected authentic films.

Promoting successful performances is said to be another benefit of strategy instruction (Mariani, 2010). In Nakatani's study (2005), 62 Female EFL learners in Japan were divided in two groups during a 12-week period. The experimental group was taught oral communication strategies (achievement and reduction) and, as a result, they improved in their oral proficiency tests. This was due to the increase of strategy awareness and the application of specific strategies. Participants were working on asking for clarification, checking for comprehension, and paraphrasing. They also received an Oral Communication Booklet and were taught with a Communicative approach with gap activities. The strategy training program consisted of review, presentation, rehearsal, performance, and evaluation.

Finally, strategy instruction should train students flexibility to choose and use available strategies. This point requires further research. For instance, Wang (2015) designed a study where participants had to express the meaning of missing target lexical items from daily life. Thirty-six senior English majors from a Chinese University who share the mean age (22 plus 21-24), L1, and textbooks, were taught with the same approach. They had been exposed to the L2 for 10 years and had similar cultural and social background. Two tasks were designed considering a) learners' tendency of using strategies to express the meanings of missing lexical terms to a native speaker and b) the need of establishing associations between the tasks and learners' daily life. Participants were expected to have greater interests in the problem-solving situation. As a result, tasks neither promote nor hindered the employment of any particular CSs. There were oral and written productions. Students took the TEM-8, which is a L2 language proficiency test organised by the Chinese Educational Ministry with a maximum score of 100, to check if students apply the following strategies: substitution, approximation, circumlocution, literal translation, exemplification, word coinage. Two Chinese professors revised the words before students attempt to convey meanings. It was found Chinese students lack flexibility and variety in their use of CS despite being achievement-motivated learners.

All in all, this second chapter has addressed the constructs of language learning strategies and communicative strategies. The chapter has also presented an argument for strategy instruction

in EFL classrooms to develop students' strategic competence. The following chapters will describe more details of the strategy instruction for the present study.

Chapter 3: The Strategic Self-Regulation Model

3.1 Introduction

Chapter 1 focused on the features of the L2 speaking skill and the characteristics of tasks for teaching and assessing this skill. Chapter 2 introduced the concepts of strategic competence and language learning strategies (LLS). It also presented Oxford's classification of LLS, the description of communication strategies (CS) and their relationship with the second language speaking skill. Chapter 2 finished with an argument for strategy instruction. Chapter 3 describes the Strategic Self-Regulation Model (S²R Model) as an approach for developing L2 learners' language competence and the strategic competence for paired-oral interactions.

Chapter 3 starts by briefly addressing the main concepts of the theories behind self-regulation learning (SRL) as well as other constructs associated with the term. This background gives the basis for introducing the definition and importance of self-regulation in the second language learning field. In addition, the stages of the S²R Model are described. This description addresses research questions 3 and 5. The former is related to the characteristics of self-regulated oral tasks and the latter to the type of strategies students can apply in those tasks. During the whole chapter, relationships between the S²R Model and the development of the L2 speaking skill are established to shed light on how the model is used in the present study to design a program for strategy instruction for self-regulatory strategies for paired-oral tasks (Research Objective 1).

The chapter finishes with the researcher's own proposal of a Strategic Self-regulation and Reflective (S2R2) Model for paired-oral interactions in EFL settings. It is important to clarify that although the proposal is mainly based on Oxford's argument for a more dynamic self-regulation model, it also includes and relies on other authors' references that have strengthened the intended argument of the research study.

3.2 Oxford's Self-Regulation Model

In 2011, Rebecca Oxford proposed the Strategic Self-Regulation (S²R) Model and she has been developing it thenceforth (Oxford, 2017). Arguably, Oxford's (S²R) model is part of the ongoing study of the self-regulation construct in the research education field. The concept of self-regulation has been discussed by scholars in the last twenty years (Panadero & Alonso-Tapia, 2014; Schunk & Greene, 2017). Self-regulation is defined as "the control that students have over their cognition, behaviour, emotions and motivation through the use of personal strategies to achieve the goals they have established" (Panadero & Alonso-Tapia, 2014, p. 450).

This concept is broader than meta-cognition, which only focuses on being aware of and monitoring learners' cognitive dimension (Bembenutty et al., 2015). In addition, the definition contributes to the development of a conceptual model of the self-regulation process and the elements that affect that process.

Self-regulation models have been improving throughout the years together with the research in this regard. Boekaerts & Niemivirta's (2000) model of self-regulation considers that self-regulated learners are able to adapt to situated learning episodes which are context specific. The learning episodes require learners to have an appropriate behaviour to achieve the learning goals set either by them or by the teacher. Self-regulated learners are then expected to work towards the goal and reflect on their outcomes. Winne & Perry (2000) include recursive feedback in their information processing model for self-regulated learning. The model focuses on how learners' metacognition is used to meet task demands by reflecting on the processes of understanding the task, setting goals and a plan, monitoring performance, and evaluating performance. Zimmerman & Moylan (2009) address students' feelings and motivation as part of the self-regulation process in their model. Bembenutty et al. (2015) point out that self-regulated learners use self-regulation strategies and address self-efficacy beliefs to facilitate interactions with external variables such as the environmental characteristics and social interactions.

Oxford (2017) develops a well-documented argument to propose an updated version of a self-regulation model which includes the aforementioned aspects and other aspects that the author considers noteworthy. The Strategic Self-Regulation Model suggests an approach to task completion through the holistic integration and regulation of "several spheres of human learning: the cognitive self [...], the metacognitive self [...], the motivational self, and [...] the emotional self" (p. 170). The following subsections describe the cyclical phases of the self-regulation process, the theories behind Oxford's S2R Model, and students challenges when self-regulating.

3.2.1 Cyclical Phases of the Self-Regulation Process

Different authors have been working on the cyclical phases of self-regulation to determine the stages and the processes that self-regulated learners undergo when regulating their own performance (Panadero & Alonso-Tapia, 2014; Zimmerman & Moylan, 2009). As it has been mentioned before, Zimmerman and Moylan (2009) suggest a cyclical phase model that not only considers metacognitive strategies as part of the self-regulation learning process, but also pays

attention to students' emotions and motivations. In this model students go through a forethought or planning phase, a performance or monitoring phase, and a self-reflection or evaluation phase.

Forethought Phase

It is said that the forethought phase lasts milliseconds, but its intensity and quality condition self-regulation. This phase has subprocesses to analyse the task, set goals, and plan actions (Harris & Brown, 2018). During this preliminary phase, self-regulated students are expected to analyse the task by setting the goals and defining the strategic plan in accordance with “the task and the environmental setting” (Zimmerman & Moylan, 2009, p. 301). Goal setting and strategic planning are conditioned by the students' Self-Motivation beliefs. Table 7 shows the different beliefs and the functions these beliefs have on students' performance.

Table 7 Self-motivation Beliefs based on Zimmerman and Moylan, 2009

Self-motivation Beliefs	Function
Self-efficacy beliefs	Sustain beliefs that one is capable of performing the task. Predict students' goals, strategies, and persistence.
Outcomes expectations	Set the benefits of one's performance
Task interest	Promote attitude towards the task for its own characteristics.
Goal orientation	Guides the beliefs about the purpose of performing the task.

These self-motivation beliefs are interrelated. For example, Diseth (2011) found that outcome expectations depend on self-efficacy beliefs. In addition, self-efficacy beliefs and goal orientation “predicted achievement” (p. 191). If the ultimate goal orientation of task performance is learning, then students might reach better and lasting results than if the goal orientation were only performing the task (Noels et al., 2003) We will come back to notion of self-efficacy information in section 3.2.2.

Performance Phase

The second phase is the monitoring of the aspects that will directly influence the completion of the task. During this phase students can engage in self-control methods and self-observation methods. In regard to self-control methods, Zimmerman and Moylan (2009) suggest eight methods to monitor task performance: task strategies, self-instruction, time management, environmental structuring, help-seeking, imagery, interest incentives, and self-consequences. Arguably, some of these methods might be suitable to be applied during the paired-oral interactions of this study, but others not.

The first five suggested strategies suggest could be promoted during the strategy instruction of this study. Task strategies refer to the students' abilities to address the task. For example, the speaking tasks chosen for this study pays more attention to the communicative strategies for paired-oral interactions. As a result, self-regulated students should bear in mind the strategies to interact with their partner, such as asking for clarifications and opinions, making comments, paraphrasing (Nakatani, 2005) among others. Self-instruction method is being aware of the performance and decisions taken during the task. It also involves the verbalization of those decisions. Due to the nature of the speaking skill, it is not possible to report this process during the interactions (see Section 1.2.5), however students might share part of the process in the self-reflection phase if it is done immediately after the oral task. It is believed that this verbalization can help students increase their strategy awareness and self-efficacy beliefs. Time management "refers to strategies for accomplishing learning tasks on schedule, such as setting specific task goals, estimating time requirements or those tasks, and monitoring progress in attaining those goals" (Zimmerman & Moylan, p. 303). Environmental structuring is relying on external resources to increase the effectiveness of the performance. For instance, during the paired-oral conversations students could use self-regulated portfolios to outline, monitor, and evaluate the conversation (see Section 4.4.3). According to Zimmerman and Moylan, help-seeking is the strategy of asking for "assistance when learning or performing" (p. 303).

There are three self-control strategies that would not be addressed in the study because they might require more time to be practiced and developed. These strategies are imagery, incentives, and self-consequences. Imagery involves transforming textual information into non-verbal images that would benefit performance (Zimmerman & Moylan, 2009). Even though self-regulated learners could do this to support their participation in oral interactions, it is believed participants of this study would require lot of practice to convert their outline of the conversation into images. Thus, the strategy instruction aims at making the self-regulation process concrete by encouraging students to take notes. Incentives and self-consequences are motivational strategies that help students to face tasks with a better attitude because they will have a reward or benefit after doing it. It is considered that it would be a more difficult area to explore in the available time. As a result, these self-control strategies are not examined in the present study.

Regarding the self-observation methods, Zimmerman and Moylan (2009), suggest two methods to monitor performance. The first method is metacognitive monitoring or self-monitoring. This method refers to students' ability to keep mental track of their performance and the efforts when learning. The second method is self-recording evidence of performance. This method should

support self-monitoring because students could use the formal records to recall and “interpret subtle changes in performance over time” (Zimmerman & Moylan, 2009, p. 303). As it has been stated before, students are expected to verbalise their monitoring after listening to the recordings of their own paired-oral interactions.

Self-Reflection Phase

This last phase involves the processes of self-judgment and self-reaction. Students should compare their performance with a standard to self-evaluate themselves and to identify the causes of such performance. It is important to highlight that students should receive guidance and models of self-evaluation since misunderstandings in their judgements might compromise their motivation (Zimmerman & Moylan, 2009; Harris & Brown, 2018). Self-reaction is also part of this last stage of self-regulation and it consists of self-satisfaction and future decisions. Positive self-reactions are the result of self-satisfaction with task performance and this will lead to adaptative decisions to continue exercising the strategies applied during the task or to improve or change them (Zimmerman & Moylan, 2009). On the other hand, negative self-judgments might produce aversive affects in learners, so they might abandon their strategy application (Zimmerman & Moylan, 2009).

Even though students’ self-assessment is summative since it happens at the end of the task, the feedback they receive from their self-reflections might have a formative and motivational purpose for future tasks (Harris & Brown, 2018; Zimmerman & Moylan, 2009). As a result, the reflection on their performance becomes “a source of further learning” (Winne, 2014, p. 230). This is the idea behind the teaching unit of the study: to promote self-assessment so that students can see if the strategies they are applying are working or if they need to be modified.

Oxford (2017) introduces a new stage to the existing self-regulation models. The author adds a new self-reflection phase that it is present throughout the process and that considers the L2 learner’s inner and external context. Figure 11 illustrates how the elements of this self-regulation phase influence and are influenced by the forethought phase, performance phase, and self-reflection phase. In other words, students’ beliefs, learning styles, and prior knowledge have an effect on their performance at each stage of the self-regulation process. In addition, the self-regulation of their performance can reinforce or discourage students’ attitudes and performance for further stages and tasks.

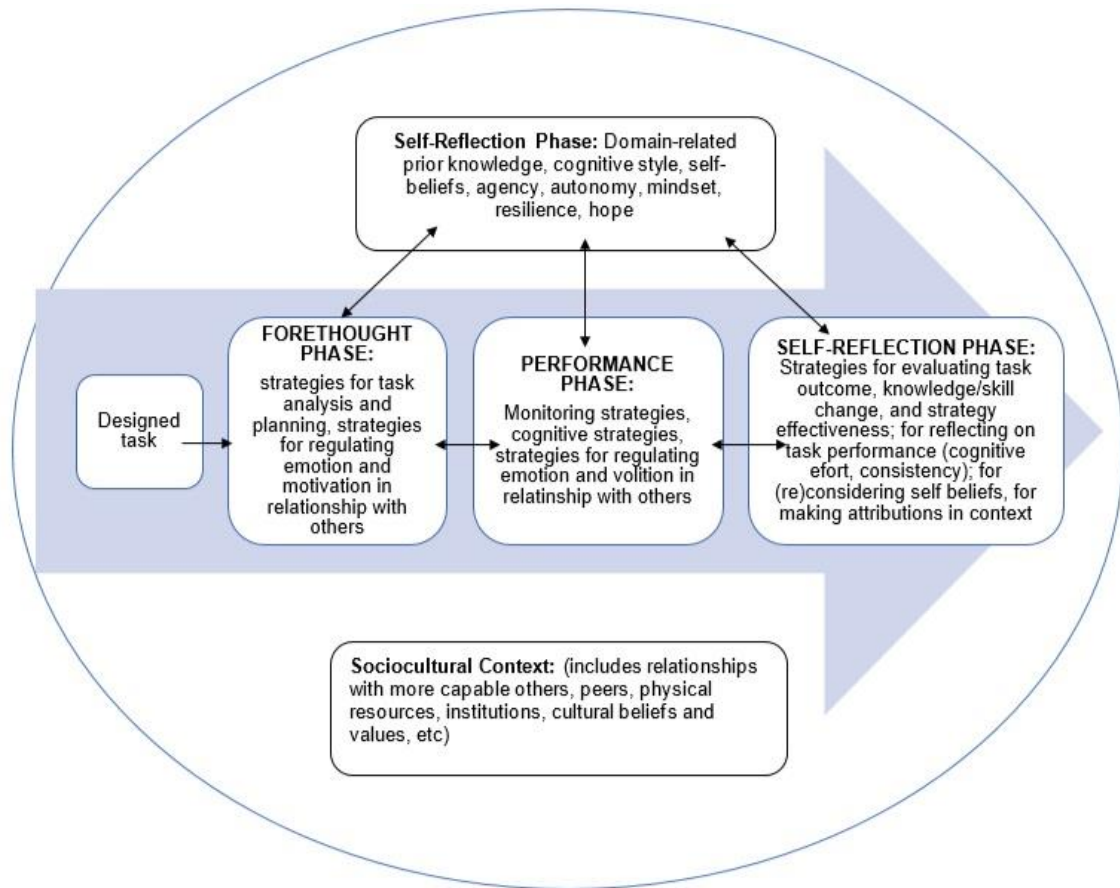


Figure 11 Self-Regulation Model phases according to Oxford (2017, p. 74)

There is one concern in this Oxford’ Self-regulated learning task phases. Even though the author has developed a strong argument for the socio-cultural context, the model does not seem to show the reciprocal and complex dynamics between the phases and elements of the environment and the model. Therefore, an adaptation has been introduced to acknowledge the existing relationship between the elements of the self-regulation process and the sociocultural context. Figure 12 illustrates this adaptation.

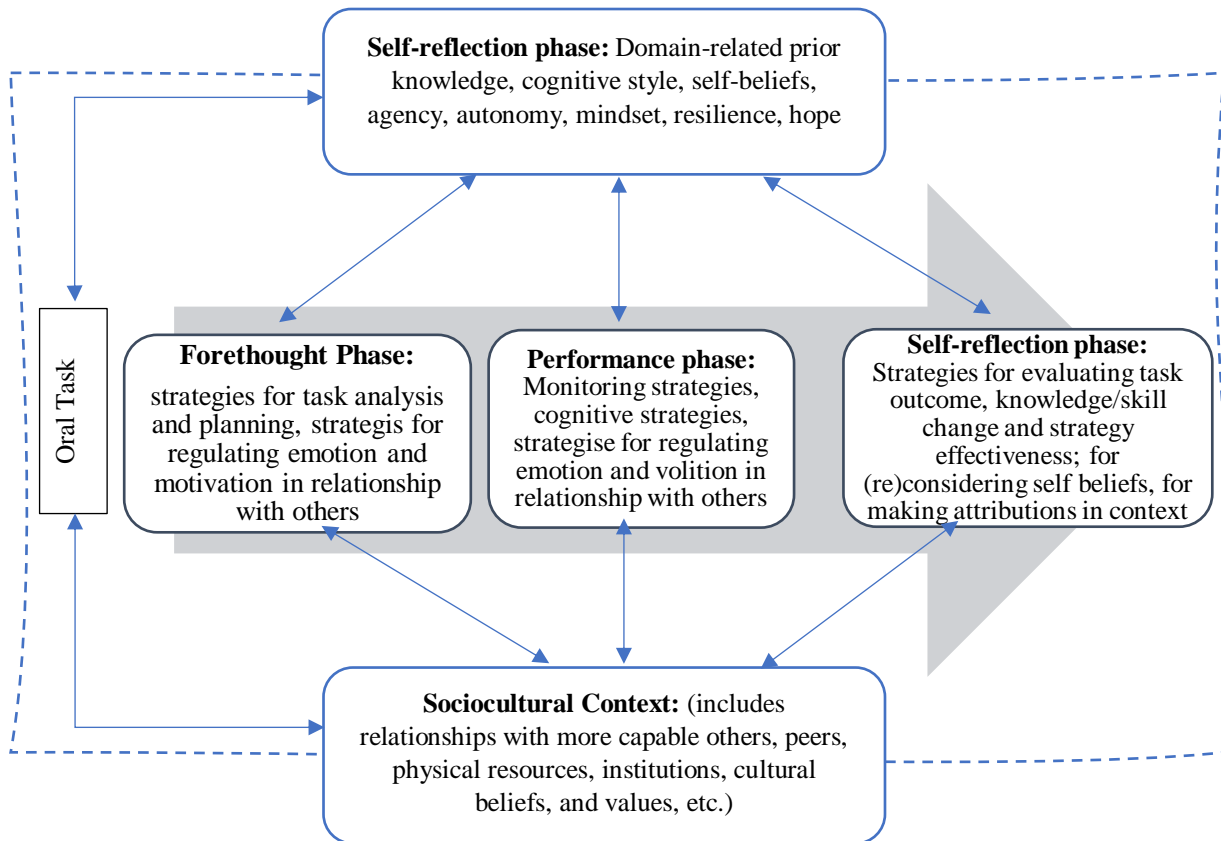


Figure 12 Self-Regulation Model with Metastrategies for oral interactions (Adapted from Oxford, 2017, p. 73)

Figure 12 shows different two-way relationships among the different elements of the self-reflection process. There is the relationship between the self-regulation phase and each stage of the self-regulation process as shown in Oxford's model (2017) in Figure 11. This means that self-regulated learners' characteristics influence on their planning, monitoring, and evaluation of their performance, and if they reflect on their performance at each stage, they can modify those characteristics. The contribution of Figure 12 is the illustration of the interactions among the socio-cultural context, the elements of the self-regulation process, the oral task, and the learners' characteristics. In other words, the two-way arrows demonstrate how the students' performance influence the context, the process, and the task design as well. In addition, the discontinued lines around Figure 12 aim at sowing the non-fixed and evolving nature of students' internal and external context. It is believed that his adaptation better reflects Oxford's (2017) main argument.

3.2.2 Theories behind the Model

As it has been mentioned, self-regulated learning is characterized by the interaction of cognitive, metacognitive, and motivational dimensions; which work together during information processing. Scholars and researchers have been describing, from different perspectives, students' learning processes to adapt their teaching to students' needs and

realities. This interdisciplinary work has deepened the understanding of who students are and how they approach learning. Although there are different methods to address instruction (see section 1.3.1), the consulted studies and practices stress student-centred instruction over other teaching methodologies.

Oxford's (2017) Self-Regulation Model is a student-centred approach since it highlights students' ability to regulate their task performance before, during and after it takes place. Sociocultural and psychological theories are the two main perspectives behind the model (Oxford, 2017). According to sociocultural theories, learning is developed during interactions in a community while psychological theories focus on the social, emotional, and cognitive processes that are part of human development. This section revises the relationship between these perspectives and the development of the second language speaking skill.

Socio-cultural theories

Sociocultural theories (SCT) are mainly about Vygotsky's ideas of the relationships between individual development and social and cultural interactions that serve as mediated learning tools for such development (Swain et al., 2015). This transactional way of behaving is connatural to human functioning (Bandura, 1997, included in van Dinther et al, 2013). According to Panhwar et al. (2016), this theory posits that students co-create knowledge by interacting with others and themselves. Hence, sociocultural theories are pivotal in the second/foreign language field as they highlight the importance of interactions for the development of both language knowledge and strategic competence (Bygate, 2009).

Oxford (2017) includes four concepts from SCT in the Self-Regulation Model: assistance and appropriation; zone of proximal development (ZPD); modifying schemata; and situated learning and cognition. Regarding assistance and appropriation, learners are thought to be capable of engaging into these processes when interacting with the environment. The environment *assists* the learner which means the learner receives assistance from a more-capable other (Oxford, 2017; Swain et al., 2015). This more capable other could be a peer or an adult who uses linguistics devices -or dialogues- to mediate or facilitate learning (Swain et al.,2015). Oxford points out books, media and technology could also be considered sources of cultural mediation assisting the learner. Oxford (2017) uses the Vygotskian claim that the learner *appropriates* essential features and higher mental processes from the environment.

In this study the assistance and appropriateness take place in two directions. On the one hand, the learner internalizes the essential features of the dialogues and the mental process their

partner includes during the interaction to adapt those features and processes to their own (See Sections 1.3.4 and 3.3). On the other hand the resources of the strategy instruction mediate the learning process (See Section 4.4.3) by giving students visual, auditory, and interactive support.

This leads to the concept of *zone of proximal development* (ZPD) which is the time when the learner is ready to interact with the more capable other. The effectiveness of the assistance and appropriation will depend on how students' ZPD is approached. In other words, learners appropriate understanding when they are ready to take the most from the given assistance and mediated tools. So, strategy instructions should stress these elements and provide opportunities to practice, so they could work on their ZPD.

This appropriation can also be achieved when learners *modify* existing schemata observed in previous performances by learning and applying strategies and then transferring them into new performances. In this sense, mediated learning is related to self-regulation as the latter is the result of mediation. Therefore, promoting self-regulation practices before, during, and after oral interactions can encourage learners to reflect on the assistance they have received and provided, and on what they have learnt, acquired, or appropriated from the mediated interactions.

Oxford (2017) also advocates for communities of practices or communities of learning because these contexts are thought to promote *situated learning* and *situated cognition*. The author highlights learning is context-embedded as the context can promote or inhibit learning (see section 1.2.6). Taking this idea into consideration, if learners are agents of their own learning, they will reflect on their interactions with the environment and choose to be influenced or not by it. This is called self-regulation, and the strategy instruction of this study aims at providing it.

As it has been described, socio-cultural theories validate the role of situated socio-cultural context in language development in general. Those theories can be applied to self-regulated learners as well since their learning takes place in a situated context. However, as an internal process, self-regulated learning is also a “total-engagement activity involving multiple parts of the brain” (Bembenutty et al, 2015, p.4). As a result, self-regulated learning is a concept related to learners' values, beliefs, and personal traits; all of which are constructs of educational psychology theories (Bembenutty et al., 2015; Oxford, 2017).

Educational Psychology theories

The basics for the Self-Regulation Model are also linked to some psychological views of students' learning-internal variables. These views contribute to the understanding of the student

from a more holistic perspective. Ushioda's (2009) *Person-in-context relational view* is an example of this approach. In her perspective, the learner is seen as “a thinking, feeling human being with an identity, a personality, a unique story and background, a person with goals, notions, and intentions” (Ushioda, 2009, p. 220). Not only these domains are “an interactive part of the L2 learner” identity (Oxford, 2017, p. 170), but they are also the interactive components of self-regulation, together with emotion and behaviour (Usher & Schunk, 2017). Oxford (2017) develops an argument to address the cognitive self, the motivational self, the social self, and the emotional self in her S²R Model. This argument has been taken as reference and guidance for this study and it has been enriched with additional sources.

Regarding the argument to consider students' cognitive self, Oxford (2017) points out five existing theories. These theories could be summarised by stating that students can face a task if they have a schema of the actions (or strategies) and phases they need to ease their working memory and self-regulate their knowledge and performance. Figure 13 describes how this statement is related to the five theories.

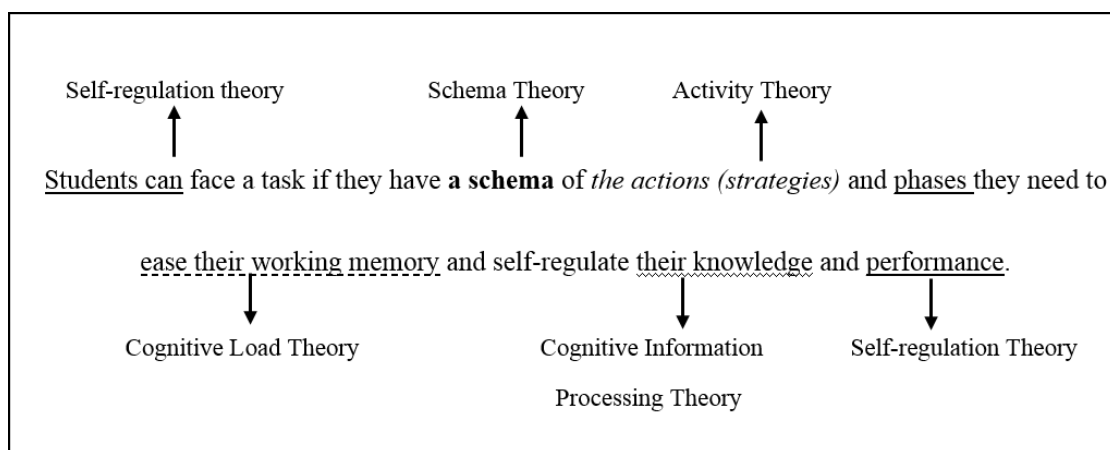


Figure 13 Summary of the cognitive theories behind the Oxford's Self-Regulation Model (Adapted from Oxford, 2017)

The first theory is the self-regulation theory which has been mainly developed by Winne. It posits that students are capable of self-regulating their actions by following four phases: task definition, goal and plan setting, performance monitoring, and performance evaluation. Besides, there are four requirements to go through these phases successfully. Learners need to be aware of a) the task structure, b) at least one option to face the task, c) the standards of good performance, and d) the concrete feedback of their performance. Task structures and options to face the task could be associated to the second theory. The Schema Theory stands that learners can have a schema or “mental structure” to organise information, knowledge and even strategies (Oxford, 2017, p. 172). This theory is related to the Activity Theory because having a schema

helps learners perform actions or strategies to reach a goal they have chosen to meet under certain socio-cultural conditions.

Using schemata and strategies to face tasks (e.g. paired-oral interactions) can help learners to improve their performance by reducing their cognitive load of their working memory. This is what the fourth theory states. According to the Cognitive Load Theory, learners need to access their working memory, Long Term Memory (LTM), and Short-Term Memory to satisfy task requirements. The Cognitive Information Processing Theory explains that task performance also requires learners to access prior knowledge (strategic or language knowledge). Oxford (2017) states that self-regulation can facilitate transforming declarative knowledge (conscious) into procedural knowledge (unconscious).

In regard to the argument for students' motivational self, research has shown the significant relationship between motivation and the development of learners' L2 selves and language proficiency (Masgoret & Gardner, 2003; Oxford, 2017; Ushioda, 2009). Oxford (2017) classifies the different periods of research about motivation into strands. She also clarifies that the contributions of each perspectives of motivations are still valid nowadays.

The first period of motivation studies is the social psychological strand and it includes Gardner's contribution of the socio-educational model. This model suggests that learner's motivation is related to their language anxiety, integrativeness desire, and attitudes towards learning. Masgoret & Gardner (2003) conducted a meta-analysis of Gardner and associates' studies exploring the relationship between these four variables and L2 achievement. They found that motivation was the most correlated factor to L2 achievement, although the other variables played an important role as well.

Ushioda (2009) identifies two relevant changes in the understanding of what role context and motivation have in the learning of a second language. There are reciprocal dynamic interactions between learners and the external context. These interactions are now recognized as necessary for the development of learning since learners makes meaning through synchronic dynamics (see section 1.2.3) with and within the social context (Ushioda, 2009). In other words, students have the ability to reflect and choose, and their choices are conditioned by the situated social context. (Ushioda, 2009). This means that not only the social context affects students' choices, but also their motivations. As a result, the social-psychological strand enlightens this study to provide participants with a learning environment that promotes self-regulation and that encourages motivation.

The second period for understanding motivation is the cognitive situated strand that considers students' ability to use their cognition to attribute their successes or failures to internal or external causes (attribution theory). According to this theory, students might decide that their performance is the result of internal causes (e.g. ability or effort) or external causes (e.g. task difficulty or luck). In addition, the cognitive situated strand is based on the self-determination theory which posits that learners might experience amotivation, extrinsic motivation, or intrinsic motivation during learning or while performing a task.

Amotivation is having no reason for getting involved in the task while intrinsic motivation is feeling satisfaction when performing the task. On the other hand, extrinsic motivation is perceived when learners identify and pursue "an instrumental aim" or benefit from an activity. This perception can come as an identified regulation, external regulation, or introjected motivation. Learners find identified regulation when they realised the importance of doing the task to achieve "a valued goal". Introjected motivation refers to learners' need of doing the task to avoid pressure or shame. External motivation is experienced when learners do a task solely because of its compulsory nature.

The different type of motivation influence students' performance. Noels et al. (2003) came to five conclusions after analysing 159 participants' responses to a questionnaire assessing their motivations, orientations, and self-determination attitudes. First, it seems that when students know the importance of the task goal, they are more likely to enjoy accomplishing the task and learning. Second, students can experience intrinsic motivation in spite of the task pressures. Third, students cannot be intrinsically motivated if they have amotivation or if they only have external regulation. Fourth, intrinsic motivation and identified regulation are negatively correlated to amotivation, but is lower negatively correlated. This means that when learners have reached identified regulation there are less possibilities for amotivation. Finally, when students' identified regulation drives their actions they also improve other psychological factors such as freedom of choice, perceived competence, and intention to continue with L2 studies (Noels et al., 2003). All in all, these conclusions highlight the importance of guiding students to be aware of *task purpose* and *task importance*. Therefore, this study tries to address these factors to promote students' motivation as part of their self-regulation skills.

The process-oriented strand is the perspective that understands motivation as a construct under development. According to Dörnyei (2000), a process-oriented model of motivation "should be able to account for both the generation and further development of motivation" (p. 524). In this strand, a strategy instruction that addresses students' motivational needs should consider how

the three degrees of motivation, engagement, and the L2 Motivation System can benefit students (Oxford, 2017).

Students' motivation does not remain the same during the learning process. On the contrary, it can be seen in different degrees. Oxford (2017) points out the *flow degree* is the intrinsic motivation students experience when enjoying the task. Nevertheless, as it was described before, Noels et al. (2003) found that intrinsic motivation needs reflection in order to be sustained. There are two degrees that are related to this reflective aspect. *Inspired consciousness* which is a sudden motivational understanding while *hot cognition* is “a mental processing that is sparked by emotion and motivation” (Oxford, 2017, p. 187). Although learners' motivation can have these degrees, motivation still needs to be built, promoted, and encouraged.

Teachers should be aware of how to promote engagement since it can sustain motivation during the learning process and task performance. Oxford (2016) proposes the EMPATHICS Model whose nine aspects could be considered in an instruction aiming at motivation development. Figure 14 shows these elements are Empathy and emotions, Motivation and Meaning, Autonomy and agency, Time, Hardiness and habits of mind, Intelligence, identity, investment and imagination, Character strength, and Self-esteem, self-concept, self-validation, and self-efficacy. The S²R Model aids students to work on these elements, so they can be engaged and motivated.

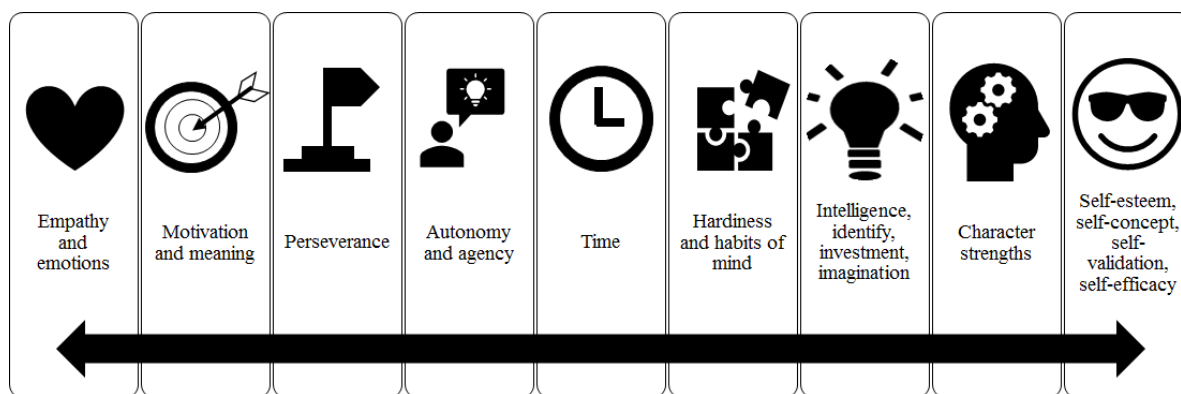


Figure 14 Visual representation of the elements of the EMPATHICS Model (adapted from Oxford, 2016)

The different degrees of motivation and the elements of engagement can positively influence the development of students' L2 motivational self. The L2 Motivational System posits that L2 learners have an identity as users of the target language. Learners have beliefs and expectations towards this L2 identity which are based on their internal and external dimensions (psychological factors and socio-cultural context).

Regarding the internal dimension, Zimmerman & Moylan (2009) describe the elements of the Self-motivation beliefs (see Table 7). Arguably, students' outcome expectations, task interest, and goal orientation cannot be activated without positive levels of self-efficacy beliefs. Bandura (1997) proposes four sources of self-efficacy development: enactive mastery experience, vicarious experience, verbal persuasion, and physiological and affective states.

Enactive mastery experience has been found to be the most relevant source of self-efficacy development (Van Dinther et al., 2011) since it allows learners to experience first-hand their capabilities. In order to achieve this, students should be exposed to appropriate tasks that encourage their skills practice and reflection. In the Communicative Approach, students face communicative *i+1* tasks which require them to practice their L2 language with tasks that might challenge their current English level (Krashen, 1982). Strategies can help students to regulate their performance since complex performance requires planning (Bandura, 1997; Oxford, 2017). Reflecting on performance or even on the so-called failures can teach students that success "usually require[s] sustained effort" (Bandura, 1997, p.80). In addition, these reflections can prevent the decrease of self-efficacy and self-esteem levels caused by unprocessed failures (Salkind, 2008).

Vicarious experience shows learners that a certain performance is achievable because they see others' experience. This type of experience can appraise their capabilities in relation to the attainments of others (Bandura, 1997). Students could benefit from watching videos of other students' employing communicative strategies in paired-oral interactions. These models can demonstrate students that expected performance is a) non-fixed and b) attainable. The examples use as vicarious experience could be adapted to students' age and level. So, they can see other EFL adolescents making attempts to communicate in similar type of tasks.

Verbal persuasion delivered by significant others also influence in self-efficacy beliefs (Bandura, 1997). The significant others could be teachers or peers. Socio-cultural theories suggest that interacting with peers can promote learning and motivation among learners (Salkind, 2008). Verbal persuasion can have a positive impact in students if the persuasive feedback stresses "faith in [their] capabilities" (Salkind, 2008, p. 101) as realistically as possible. In addition, the persuasive feedback that focuses on students' progress instead of on their mistakes seems to promote self-efficacy development (Bandura, 1997).

Physiological and Affective states also impact students' perceptions of how capable they are of achieving a goal (Bandura, 1997). These perceptions can affect behaviour, thoughts, and emotions (van Dinther et al., 2011) towards learning. Arnold (2011) identified that learners self-

image is vulnerable when learning another language and that it is teachers' responsibility to provide positive emotional learning environments. Moreover, it is advisable to explain to students how to interpret physiological and emotional reactions of stress, anxiety, nervousness.

As it has been described students' motivation shapes and is shaped by the interactions between the characteristics of the person identity and the L2 activity, which take place in a situated context (see Figure 15). Those interactions affect the possible selves that the learner has previously established according to his or her expectations. This experience might become a source of learning if students were to reflect after it.

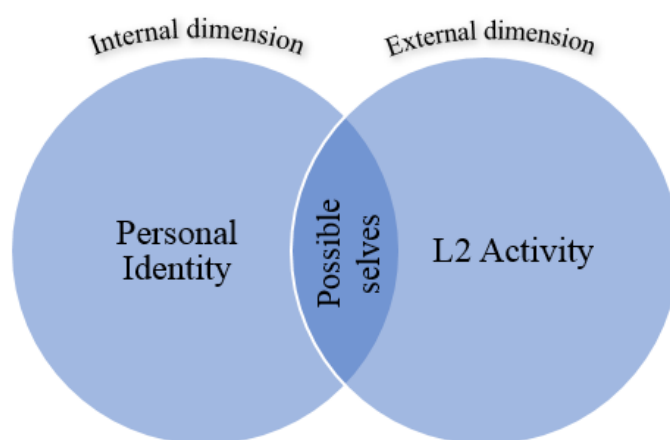


Figure 15 Interactions between the personal identity and L2 Activity based on Ushioda, 2009

In this regard, Abbasi and Nosratinia (2018) studied 367 students responses to three questionnaires to establish the relationships among self-regulation, self-efficacy beliefs, and oral communicative strategies. They found significant and positive correlations among the three variables. However, self-regulation had the most significant correlation with the use of oral communicative strategies. Even though this finding highlights the key role of self-efficacy beliefs, it mainly stresses the argument of supporting students' self-regulation development to strengthen self-efficacy beliefs and promote strategy use.

The aforementioned psychological views shed light on students' motivations, self-beliefs, and learning strategies (Ushioda, 2009). These constructs should be considered when encouraging language learners to use the language to express themselves, so students' discourse will be more natural and authentic than a textbook-like speech (Ushioda, 2009). The socio-cultural theories and the psychological theories behind the S2R Model give insights into the features of the strategy instruction to self-regulate communicative paired-oral interactions.

3.2.3 Challenges to successful self-regulation

Winne and Nesbit (2009) point out learners have a wide range of limitations for self-regulated learning (SRL) due to their intrinsic human fragility and lack of instruction. Such limitations do not allow students to meet tasks requirements. Therefore, considering learners' limitations during SRL might lead to more effective strategy instruction plans. The authors mention students face one external challenge and five internal challenges when regulating their performance.

Regarding the external challenge, Winne and Nesbit (2009) highlight that students do not usually receive instruction of strategies or they do not have sufficient opportunities to engage in significant self-regulated practices. This could be observed in the nature of most of the studies related to self-regulation or self-regulated learning. Few of them describe self-regulated strategies training (Díaz, 2015; Donker et al., 2014; Farahian, Rezall & Gholami, 2012, Ozan & Kincal, 2017; Punhagui & De Souza, 2013; Tan & Tan, 2010; Zeng & Goh, 2018), but they focus on identifying existing meta-strategies application instead. However, even if this external challenge could be overcome, students would still face another five internal challenges.

For instance, not being aware of what they know and what they ignore is arguably the most difficult challenge. If students cannot identify and cannot interpret the purpose of the oral interactions, they will not be able to self-regulate their performance. As a result, they might take actions based on overestimations or underestimations of their abilities which might lead to unexpected co-constructed performances.

A second internal challenge faced by students when self-regulating their performance is dealing with their belief systems that sustain their motivations and other self-efficacy ideas towards the learning process, the task demands, and themselves (see section 3.2.2). The quality of their belief systems (positive or negative beliefs) might foster or impede productive Self-Regulated Learning (Van Dinther et al., 2011; Winne & Nesbit, 2009). Due to the lack of awareness and misguided self-efficacy beliefs, students might also adopt misleading attitudes towards learning, towards error corrections and help seeking (Winne & Nesbit, 2009).

The third internal challenge is related to students' misleading attitudes towards learning. This refers to their difficulties to take agency of a process that requires them to go into "deliberate practice", to recall the steps to self-regulate, and to engage "in accurate reasoning" (Winne and Nesbit, p. 264). As an additional fourth challenge, learners might not always benefit from error corrections, especially if they do not receive guidance in this process. Consequently, learners' fifth challenge is their difficulty to ask for help. Students' poor judgements of their knowledge,

their belief systems and instruction experiences influence how and when learners decide to seek for assistance.

Arguably, effective strategy instruction needs to address the aforementioned challenges. Table 8 summarises the challenges and possible solutions to address self-regulated learning. It also includes the studies used as a reference to develop the table.

Table 8 Students' Challenges to Self-regulate

Challenges to Self-regulate	Possible Solutions	Studies
1. Poor metaknowledge (task, person, strategies)	- Self-regulated learning	- Tan and Tan (2010) - Farahian and Aisah (2013) - Donker et al. (2014) - Erdogan (2018) - Adigüzel and Orhan (2017) -
2. Misguided self-efficacy beliefs	- Enactive mastery experiences - Self-regulation (self-evaluation)	- Zhang and Goh (2006) - Van Dinther, et al. (2011) - Ghapanchi (2012) * - Lee et al. (2014) * - Ozan and Kincal (2017) - Punhagui and De Souza (2013)
3. Misleading learning attitudes	- Self-regulated practice	- Erdogan (2018) - Zhang and Goh (2006) - Handayani and Aisah (2013)
4. Poor error correction reflection	- Self-reflection, self-assessment	- Handayani and Aisah (2013) - Punhagui and De Souza (2013)
5. Help seeking avoidance	- Social persuasion (peer and teacher feedback) - Self-reflection	- Karbalaei and Negin (2014)

On the one hand, metaknowledge instruction should address students' task knowledge, language knowledge, person knowledge and strategic competence knowledge (Tan & Tan, 2010) which in turn might help students to self-regulate their learning and judgments about their learning (Winne & Nesbit, 2009). This might help learners overcome the first challenge.

On the other hand, as Zhang and Goh (2006) and Adigüzel and Orhan (2017) point out knowledge, in our case metaknowledge, is not enough, so the instruction should promote reflective practice to positively modify or strengthen beliefs systems and learning attitudes. Therefore, effective strategy instruction should encourage students to reflect on their oral

performance during the planning, monitoring, and evaluation stages. These actions can respond to the second and third challenges.

In regard to self-assessment, Handayani and Aisah (2013) notice students prefer teacher's evaluation rather than self-evaluation or peer evaluation. Far from indicating students' unwillingness to self-evaluate, this shows that students' need to be taught how to self-assess their performances (Harris & Brown, 2018). For example, in a case study with 25 EFL students, Punhagui and De Souza (2013) found that when the teacher introduced self-assessment and motivation strategies as part of the formative assessment approach, students would be engaged more frequently engage in strategic planning and monitoring of their learning. Another advantage of introducing a formative (self)-assessment culture in the classroom is that this practice might help students face the fourth challenge. Guided formative assessment can help learners understand and learn more about error corrections identified by them or by their teachers or peers.

Finally, it is expected that this self-regulated learning experience, with an emphasis on teachers and peer support, might contribute to seek guidance and trust to keep on learning (challenge 5). This would benefit the development of students' performance, motivation, and self-regulation skills (Ozan & Kincal, 2017) (challenges 1, 2 and 3). Thus, when supported and encouraged, self-assessment might facilitate students' involvement in the formative assessment of their oral interactions (Amengual-Pizarro & García-Laborda, 2017; Erdogan, 2018; Harris & Brown, 2018).

Taking the challenges and the reviewed state of the art into consideration, Figure 16 shows the interactions among the elements of strategy instruction based on Winne and Nesbit's challenges (2009). This means that learners should receive explicit self-regulation instruction to learn meta-strategies (Farahian et al., 2012). This instruction should raise metaknowledge awareness and promote reflective practice (Tan & Tan, 2010; Zeng & Goh, 2018) to help students overcome the challenges of the self-regulation process.

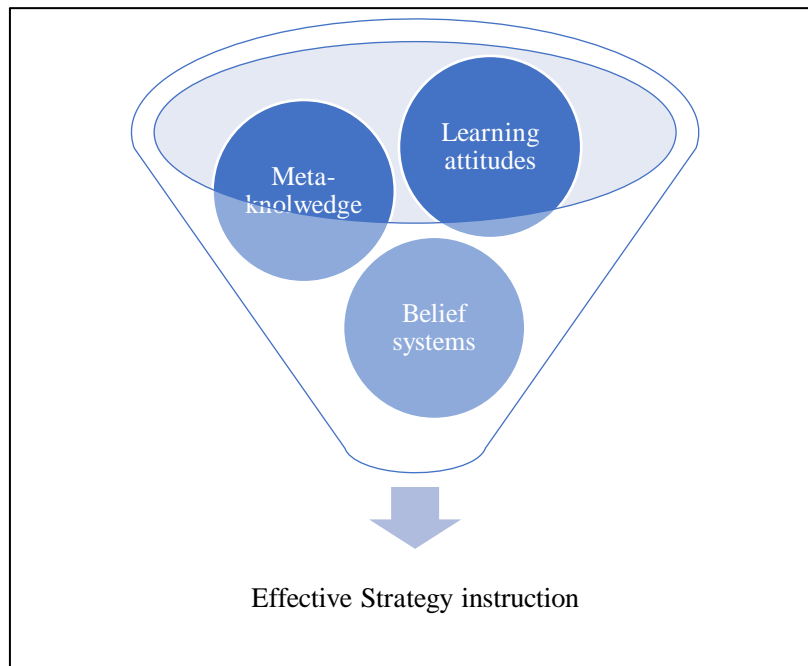


Figure 16 Interactions among the elements of Strategy Instruction based on Winne and Nesbit' challenges to SRL (2009)

3.3 A Strategic Self-Regulation Model for Paired- Oral Interactions

A self-regulated learning environment is where students are capable of self-generating “thoughts, feelings, and actions for attaining one’s learning goals” according to the characteristics of their context (Zimmerman & Moylan, 2009, p. 299). The aim of this dissertation is to design a strategy instruction, or teaching unit, that could provide students with a self-regulated learning environment for the development of their oral communicative strategies in paired-oral interactions. Oxford’s Self-Regulation Model (2017) can be related to the constructs of the Theoretical Framework and the purposes of the study. It is essential to present an updated version of the Self-Regulated Model for paired-oral interactions in the second language. Nowadays, the model presents the stages each participant undergoes when interacting with the task, and it has the sociocultural context component surrounding the model. Nevertheless, the model does not show the interaction between the participants’ self-regulation and the sociocultural context. Therefore, this study aims to improve this version, so that the model can be more social, more holistic, and more complete.

Figure 17 portrays this proposal because it reflects on how and what participants contribute to the co-constructed performance in oral interactions. As it was described in Chapters 1 and 2, each participant brings their language knowledge and strategic competence into the paired-oral interaction (Bachman & Palmer, 1996). When these two elements of students’ communicative

competence interact, with each other and the situation, then each participant has their own performance. In this Self-Regulation Model for Paired-Oral Interactions, the performance refers to planning for the task, monitoring the task, and evaluating the task. However, performance is co-constructed when learners exchange their knowledge and competences, in the situated sociocultural context where the task is taking place.

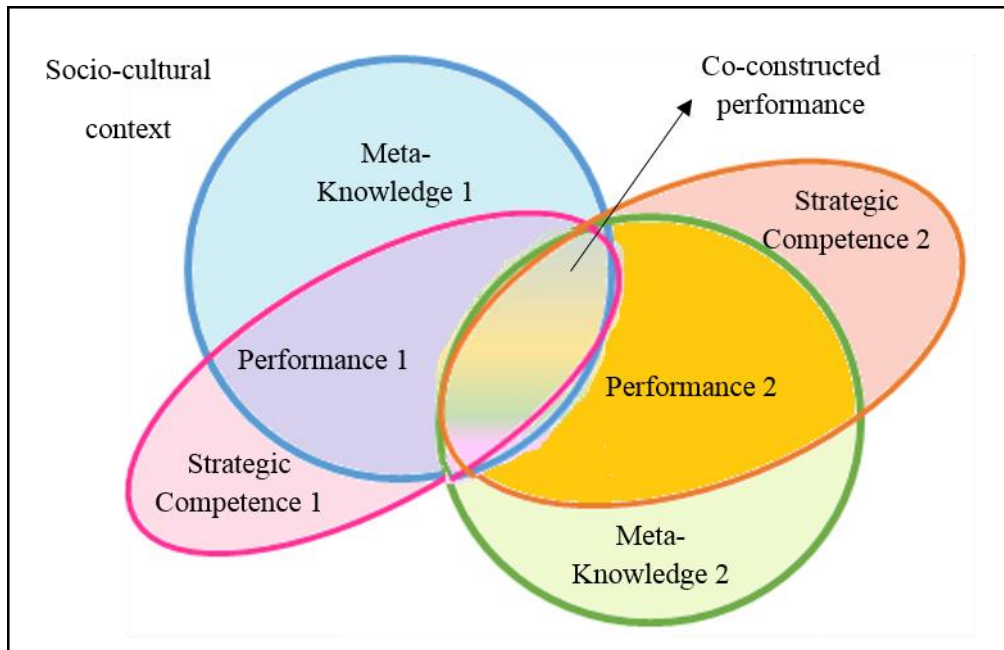


Figure 17 The butterfly effect in paired-oral interactions, from a Cognitive and Socio-cultural perspective. Own Source

The new suggested S2R2 model also considers learners can engage in these cyclical processes because they are capable of reflecting on the characteristics of the situated-learning context (Oxford, 2017). The model suggests how learners can use the available resources -either their own (situated cognition) or the more capable other's (sociocultural interactions) - to face the situation and modify or adapt any existing schemata until achieving the learning goal. It presents a set of strategies for each learners' dimension, according to the person-in-context relational view (Ushioda, 2009). For the purposes of the dissertation the strategies and meta-strategies proposed by Oxford (2017) have been adapted to the self-regulation of paired-oral interactions (See Appendix A).

It is noteworthy to highlight that, although this study emphasises the oral skills for paired-oral interactions, it actually involves the four language skills indirectly. It might be difficult, and even impossible, to address solely one language skill since they might be working together. Bembenuddy et al., (2015) argues that while deliberate practice focuses only on improving one skill, self-regulated learning includes more than one skill. As a result, during the strategy instruction, students have to read and listen to the strategy presentations and the task prompts.

Then, they need to write down their ideas, using their prior knowledge, to engage in a listening-speaking task. Afterwards, they are encouraged to reflect on the process and share their ideas in a written text. However, the main emphasis is on the speaking skill.

The third chapter has presented the main theories behind the strategy instruction suggested in the present study. This instruction aims at providing students with resources to self-regulate their paired-oral interactions. Therefore, the chapter has described the stages of the self-regulation process. Besides, it has included the socio-cultural and psychological theories to support students' capability of self-regulating their oral performance. The second part of the dissertation describes the different aspects of the design of the strategy instruction and the learning experiences when putting them into practice.

This strategy instruction should include formative assessment since it “is designed to continuously support teaching and learning by emphasizing the meta-cognitive skills and learning contexts” needed for self-regulation learning (Clark, 2012, p. 217). Therefore, formative assessment should be used to support the development of students' self-regulation skills as well as their motivation and efficacy beliefs (Clark, 2012; Harris & Brown, 2018).

**PART 2: DEVELOPING A STRATEGY INSTRUCTION FOR
SELF-REGULATING THE SPEAKING SKILL**

Chapter 4: Methodology of the study

4.1 Introduction

The main concern of the research study is to find, practice with, and reflect on an approach that might help secondary EFL students take agency of the development of their speaking skill. Conducting the main literature review of the thesis gave me ideas to design a unit plan based on the self-regulation of communicative strategies during paired oral interactions (Research objective 1). This literature review gave insights of the characteristics and conditions of the oral skill. For example, Nakatsuhara (2013) developed an argument for paired oral interactions as the type of exercises in which language learners use a wider range of language functions, which might be considered as evidence of their speaking skill development. In addition, the revision of the state of the art has benefited the understanding of the nature and classification of oral communicative strategies. Nakatani (2005; 2006) proposed the Oral Communicative Strategies Inventory (OCSI) in which both speaking and listening strategies for dealing with communicative breakdowns were addressed. The two sets of strategies were also subclassified in cognitive, social strategies. Finally, the latest publications on self-regulation and language learning have been considered to adapt the theory and innovations to the context of two secondary Spanish high schools where English is taught as a Foreign Language. Even though there are several studies of oral communication strategies instruction (Kuen et al., 2017; Pawlak, 2018), until the presentation of this dissertation, to my knowledge, there has not been published any study including the teaching of oral communicative strategies and the self-regulation process in the practice of the speaking skill in secondary EFL settings.

This chapter describes the methodology used for planning, monitoring, evaluating, and disseminating the results of the study. It also presents the research phases or cycles of the research design as well as the objectives per cycle. The methods of data collection and analysis procedures are explained and justified in the last section of the chapter.

4.2 Action Research Methodology

The study followed an Action Research methodology (AR) since it helped me, as a researcher and EFL teacher, to address my teaching practice through cyclical and reflective processes (Latorre, 2003; McAteer, 2013) when designing and introducing a speaking teaching unit based on communicative strategies and self-regulation. This section provides a rationale for using AR methodology by presenting the definition, characteristics, and assumptions of this methodology in the current study.

4.2.1 Definition

There is not a consensus about a common definition of Action Research (AR) due to the different foci it might take in the contexts where it is applied (Baumfield et al., 2013; Latorre, 2003; McAteer, 2013; McNiff & Whitehead, 2011; Punch, 2014). However, the improvement of practice through reflection is what distinctively identifies this methodology (McAteer, 2013; McNiff & Whitehead, 2011). In the educational context, AR is the methodology that encourages practitioners to embrace a personal and collaborative enquire to “improve [the] educational practice through cycles of action and reflection” (Latorre, 2003, p. 24). As a result, this research is the product of “*planned deliberation, of systematic data collection (...) and analysis, of theory testing and theory generation, and adheres to some agreed principles*” with the purpose of “making change (emphasis added)” (McAteer, 2013, p. 55).

4.2.2 Action Research Characteristics

Several authors have mentioned detailed lists of the characteristics of action research (Cohen, et al., 2007; Latorre, 2003). Arguably, being contextualized, interactive, reflective, and cyclical seem to be the most salient characteristics of Action Research methodology. Table 9 shows how these characteristics might be the umbrella term comprising other features also mentioned by Cohen et. al, (2007) and Latorre (2003).

Table 9 Characteristics of Action Research based on Cohen, Manion & Morrison (2007) and Latorre (2003)

Contextualized	Interactive	Reflective	Cyclical
Situated	Participatory	Learning	Repetitive
	Interpersonal	focused	Eclectic
	Collaborative	Critical	Systemic
	Communitarian	Self-regulated	Iterative
		Open-minded	

Following the proposed classification of Table 9, Action Research (AR) is a *contextualized* methodology because it is developed in a *situated* context where the action plan will be implemented. As a result, the context influences in the action plan and vice versa. In other words, the needs of the context are considered and addressed in the action plan and the action plan is aimed at making the change in that context.

Action Research methodology also involves *interactive* processes among participants. For example, the researcher’s role is *participatory* as opposed to other methodologies were the

researcher remains as an outsider (McNiff & Whitehead, 2011). The action researcher should participate in the study to show how it influences her own values and learning. Besides, AR is *interpersonal* since it is enriched by the *collaborative and communitarian* relationships among participants. In the case of this study, the relationships among the researcher, the English teachers and the students contributed to the learning process of the study. All the participants shared, to some extent, their understanding of the situation in order to improve it (McAteer, 2013). These interactions were characterised by the *reflective* and *learning-focused* nature of the AR methodology. The researcher is expected to be *critical* and *self-regulated* to observe and evaluate both her actions and the development of her educational knowledge (Latorre, 2003; McAteer, 2013). In order to achieve this, the researcher needs to be *open-minded* “about what counts as evidence” of improvement or change (Cohen et al., 2007, p. 300). In regard to this the study tries to pay attention to participants’ comments and the researcher’s observations in order to improve the teaching practice and the strategy instruction.

Being *cyclical* is another salient characteristic of action research as “the taking of action [...] generates further questions for research, which in turn generates further action[s], and so on” (Punch, 2014, p. 137). Thus, different cycles of action plans usually need to be performed to answer research questions and to see improvements. The understanding and reflections gained in one cycle can be used in further cycles. In order to ensure the objectivity of the knowledge acquired in each cycle, it was necessary to follow *systemic* and consistent steps of data collection and data analysis; in spite of the *eclectic and unpredictable* procedures required in each stage. (Cohen et al., 2007). This consistency will benefit the performance of the following cycles as part of the *iterative* process of the research study.

4.2.3 Ontological, Epistemological, and Methodological Assumptions

Each research study has its own underlying assumptions that reflect how the researcher understands and interacts with the study and how the results are disseminated (McNiff & Whitehead, 2011). The ontological, epistemological, and methodological assumptions of action research influenced the design and application of the study. The ontology of the study is the understanding of the reality and the researcher’ role in this reality. According to McNiff and Whitehead (2011), this methodology understands research as a value laden and morally committed activity. In other words, the researcher and the research field are influenced by the exchange of values they both bring into the study. Therefore, I was committed to explore the “we-I” inquiry through the interactions between the research field (setting and other participants) and me. During the study, I developed my awareness of my value of helping others

as well as the value of collaboration I perceived in the different research settings. I aimed at capturing these processes while keeping the Researcher Diaries.

The chosen methodology also has its own epistemology or beliefs about how the educational knowledge can be acquired and developed. In its view, knowledge is an uncertain construct (not fixed) which is constantly under development by the interactions and negotiations between the researcher and the other “knowing individuals” -English teachers and students- who take part in the study (McNiff & Whitehead, p. 33). These negotiations are necessary for clarifying the subjective answers provided by all participants.

The ontological and epistemological assumptions are related to the methodological assumptions or guidelines to conduct this type of study. Action researchers collaboratively participate in cycles of actions and reflections to learn about an experienced social concern in order to improve it. In the case of this research, the different participants contributed with the improvement of the researcher’s teaching practice to support the development of students’ strategies to self-regulate the speaking skill in the L2.

Figure 18 portrays these key assumptions in relation to the researcher and the research field in the present study. As it can be observed the existing interactions between the setting (with its resources and participants) and the researcher are not linear, but cyclical. The curves aim to address the reciprocal exchange of values and feedback that were shared among participants in each cycle. In a similar way, the approach to conduct the study is performed in a collaborative and, once again, a cyclical way. The researcher designed the teaching unit and then considered the English teacher and students’ feedback as contributions to improve the teaching practice and the teaching unit. The non-fixed rectangle that surrounds Figure 18 appeals to the uncertain and negotiated knowledge generated from the interactions and from the methodologies used during the study.

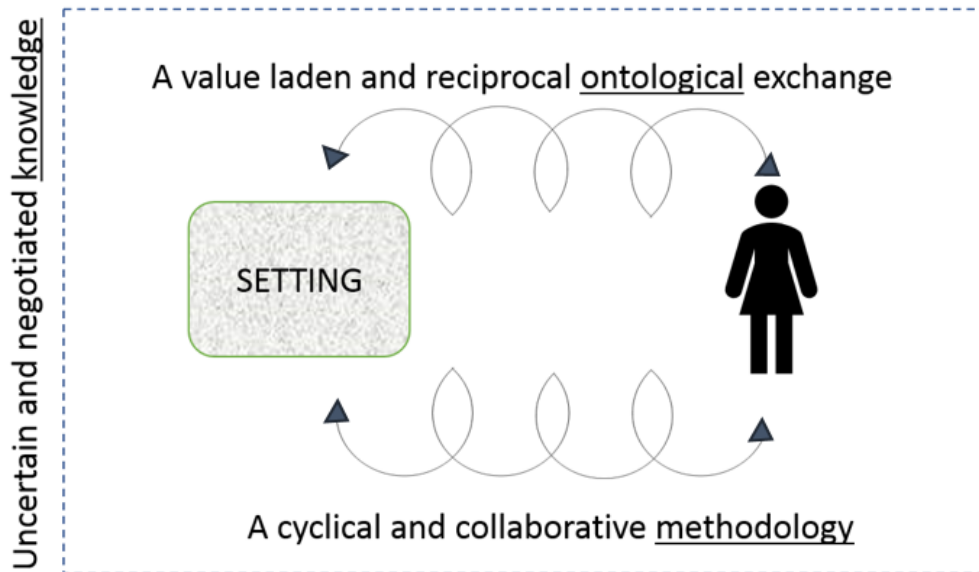


Figure 18 Action Research Assumptions

4.3 Research Design

The characteristics and assumptions of Action Research methodology were considered in the development of the research design and the research objectives. The research design included the research focus, the researcher’s role, and the research model (McAteer, 2013). The research objectives were set according to the different stages and actions of each cycle of the action research.

4.3.1 The research focus

Figure 19 shows that the main focus of the study was the improvement of my teaching practice. I strongly believed that paying attention to these aspects and reflecting on them would help me to improve my teaching practice. Two aspects were considered as part of the improvement: my course design skills and my reflective and formative assessment skills.

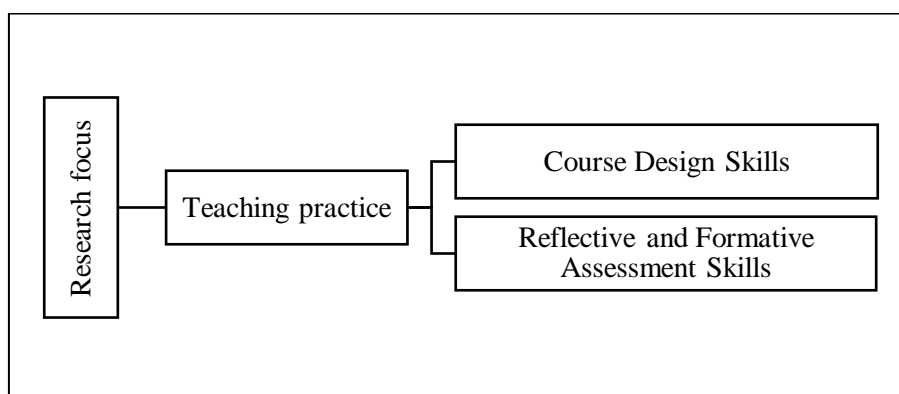


Figure 19 Aspects of the Research Focus

My teaching practice included my communicative skills to interact with the participants, and the teaching unit design. The communicative skills I wanted to explore were my abilities to identify, support, and learn from my own learning and the English teacher and students' learning while designing and working on a teaching unit based on students' self-regulation of oral communication strategies for the speaking skill. The latter aspect of my teaching practice referred to the reflective and formative assessment skills I could employ to determine the oral communicative strategies and the self-regulation strategies students could employ before, during and after paired-oral interactions. These aspects were approached throughout the three cycles, but each cycle stressed more one particular aspect over the others. This is further addressed in subsection 4.4.1 when describing how the research focus played an important role in the processes of collecting and analysing data.

4.3.2 The researcher's role

A second element of the research design is the researcher's role. It is noteworthy to mention that my research focus, and eventually the research design, was influenced by the experience concern I brought into the study (McAteer, 2013). Before the study, I had been teaching English as a foreign language for five years. I had made some attempts to provide EFL students with explicit instruction that could guide them in the development of their productive skills. We had worked with learning portfolios and occasional face-to-face feedback. However, my teaching practice had not directly included my colleagues' feedback nor had it empowered students to self-regulate their own learning. Therefore, these previous experiences or concerns influenced my role in the study, and prepared me to be more open to the experiences and concerns that arose during the research.

Although I was not teaching English as a foreign language when I conducted the study, I could work with three classrooms because the English coordinators of two high schools allowed me to introduce my teaching unit in four, six and twelve hours respectively. This fact might be seemed as a drawback for the study because teachers are supposed to plan their lessons for the same group in a whole year, not for a couple of hours or weeks. However, it is possible to highlight how this circumstance helped me to assume the peculiar role I develop throughout the study as an EFL teacher, researcher, and colleague.

At the beginning, when approaching the English coordinators, the English teachers, and the students, I introduced myself as an English teacher who was doing a research. I told them I would be researching about my teaching practice. Not being completely in charge of the classroom gave me the twofold opportunity to pay more attention to the aforementioned aspects

of my research focus without worrying too much about the other language skills and subskills. Later, during the study, I could combine my background as an EFL teacher and as a researcher to reflect on the different issues that would arise during the study. In addition, I noticed how this experience could be enriched by the English teachers' observations, feedbacks, and interventions. We engaged in learning dialogues that strengthen my role as a teacher, as a researcher, and as a colleague. In my opinion, not only I was improving my teaching unit and the research design, but also my collaborative skills. My role in this regard was to share this experience in such a way that other EFL teachers could get some ideas to collaborate in the improvement of their own teaching practice in projects which might last one week, a couple of weeks, or a whole term.

4.3.3 The research model

Taking into consideration the research focus and my researcher role, I chose the action research model because it seemed to provide a framework related to the processes of the study (McAteer, 2013). Different authors have proposed their own models with their own graphics and wordings. The methodology has a “plan-act-observe-evaluate” schema which reflects its cyclical and reflective nature. Following the previous models, the research design for this study was developed as shown in Figure 20.

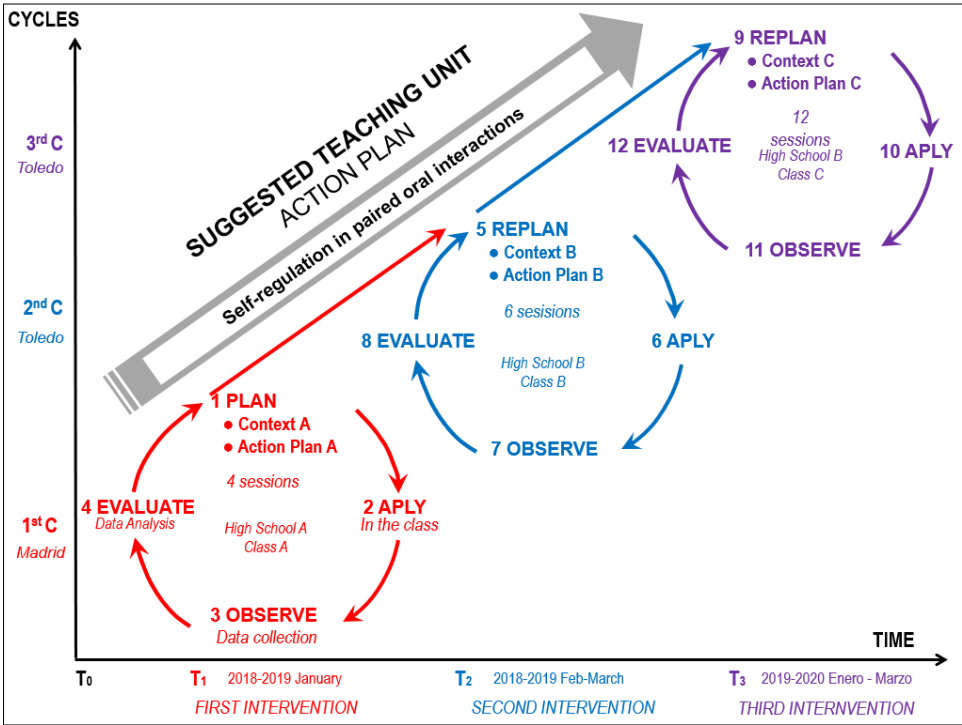


Figure 20 Research Design of the study

Figure 20 illustrates that the study had three research cycles. Each cycle was performed in a situated context; in a particular moment and place in time. As it can be observed the study had

three interventions, experiences or cycles, conducted during the school years 2018-2019 and 2019-2020. Two high schools and three classrooms participated in the study. The number of sessions also changed depending on the school availability to collaborate with the research. The first intervention was designed to be done with 25 students from 3rd of ESO in four sessions after the Christmas Holidays and before the second term examinations. The second intervention was designed to be done with 24 students from 4th of ESO in six weeks after the second term exams. The later high school agreed to participate in a twelve-week speaking project provided that it was designed and presented *before* starting the school year 2019-2020, so it could be included in the teaching planning for the second term of that year. At the end, 8 students participated in the final cycle due to a series of events explained in Section 5.4.2.

The main concern of the study was addressed in different moments through the application of teaching and research methods that were improved with the knowledge acquired from previous cycles. Although having three different settings and cycles might imply having unrelated studies and an incoherent research, this distinctive characteristic actually provided the study with its richness and uniqueness. I think the image of a tree might help to clarify the idea of unity I would like to convey with the study.

The research design might be represented as a single unit, similar to an ongoing tree. A tree has its roots, trunk, branches, leaves, and fruits. The roots attach the tree to its setting. The trunk is what “sustains” the tree. The branches, which could be called the smaller manifestations of the trunk, sustain the leaves. The leaves are what people usually “see” first from a tree, even from a distance. The fruits are some tiny examples of the properties of that tree. All these elements constitute a single tree. In a similar way, there were different elements in my study that could be considered the roots, the trunk, the branches, the leaves and fruits of a single study as it is explained in section 4.3.2 and shown in Figure 21.

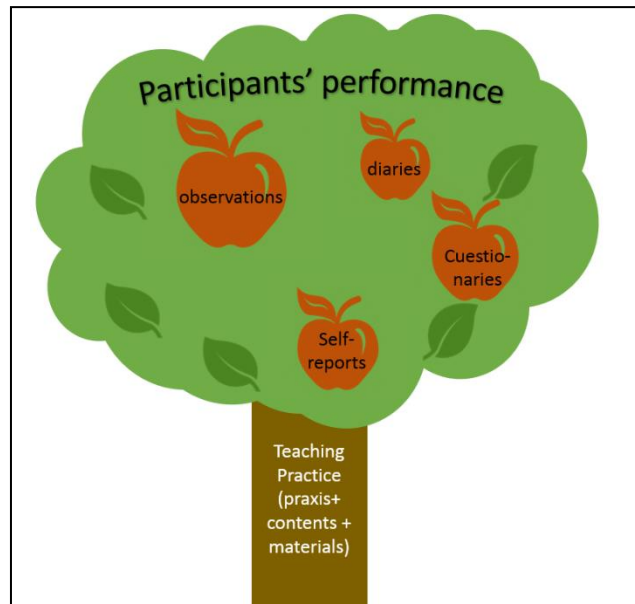


Figure 21 An illustration of the unity of the study

The research objectives resembled the roots of the study because they were not directly presented to the other participants, but they were the hidden essential guide of the whole research study. They were also adapted to the needs of each setting. In addition, my teaching practice -with its contents, materials, and resources- made the “trunk” because it guided the processes in the study. Besides, the teaching practice performed during each session in the different cycles were the “branches” of the tree since this type of practice is always under development. In this way, the planned teaching practice was differentiated from what actually happened when putting it into action. Participants’ performance, including the researcher, the students, and the English teacher’s performance, would be the “leaves” of the study since it is what could be observed from the distance by the students, the English teacher, and authorities. A closer look, however, would allow the identification of examples of the “fruits” of the teaching unit. Even though it would have been great to capture every single detail of the participant’s performances, only a few examples have been chosen to describe the claims of the knowledge and the claims of learning. It is believed the tree image shows the interrelationship and interdependence of the different elements of the study and its design.

4.3.4 The research objectives per cycles

The literature review, my teaching background, and the research experience helped me to translate the research focus into objectives for each cycle. The objectives of the cycles considered the elements of the action research design and the characteristics of the settings where the teaching unit was introduced. Table 10 presents the objectives set per each cycle

regarding the planning, application, observation, and evaluation momentums of the study. Furthermore, the objectives of each cycle focus on the aspects of the AR methodology which and then are used as reference for the objectives of further cycles.

Table 10 Action Research Objectives per cycle and setting

Cycle and setting	Plan	Apply	Observe	Evaluate
1st cycle High School in Madrid (3ESO)	Plan a teaching unit to support the students' development of self-regulation skills and communicative strategies for paired-oral interactions.	Apply the teaching unit.	Observe students' reactions to the teaching unit and my attitude towards their reactions.	Evaluate the observations to improve the teaching unit.
2nd Cycle High School in Toledo (4ESO)	Re-Plan the teaching unit support the students' development of self-regulation skills and communicative strategies for paired-oral interactions considering the evaluations of the first cycle.	Apply the new teaching unit.	Observe the oral communicative strategies and the self-regulation strategies students apply and my reactions towards their needs.	Evaluate the improvements introduced in the teaching unit and the possible effects they had on the paired-oral interactions and my teaching practice.
3rd Cycle High School in Toledo (4 ESO)	Plan a teaching unit to support the students' development of self-regulation skills and oral communicative strategies including the "improvements" identified in previous cycles.	Apply the improved teaching unit.	Observe the oral communicative strategies and the self-regulation strategies students applied before and after the intervention.	Evaluate the improvements of the teaching unit and their relationship to the paired-oral interactions before and after the strategy instruction.

4.4 Methods of Data Collection and Analysis Procedures

The methods of data collection and the analysis procedures were chosen in accordance with the research design which promoted the observation and reflection of what might be considered evidence of the researcher's learning and the other participants' learning (Latorre, 2003; McNiff & Whitehead, 2011). Action research favours observation as it is a systematic and reflective process to identify if the action plan is working as it has been designed. This process also requires reflection which is a cornerstone of the methodology. A reflective researcher sets a time and a space to think about her own learning and the other participants' learning (McNiff

& Whitehead, 2011). In order to guide and facilitate the observation and reflection processes, Latorre (2003) suggests defining the research focus. This action gives the researcher a better understanding of what I have called the “3-Whats” (See Figure 22). The “3-Whats” clarify *what* to observe, *what* to register, and *what* to analyse in relation to the research focus, see Figure 22 in section 4.3.1. As a result, the following subsections describe the actions followed to address the “3-Whats” and facilitate the observation, registration, and analysis of the data that could serve this purpose (Latorre, 2003).

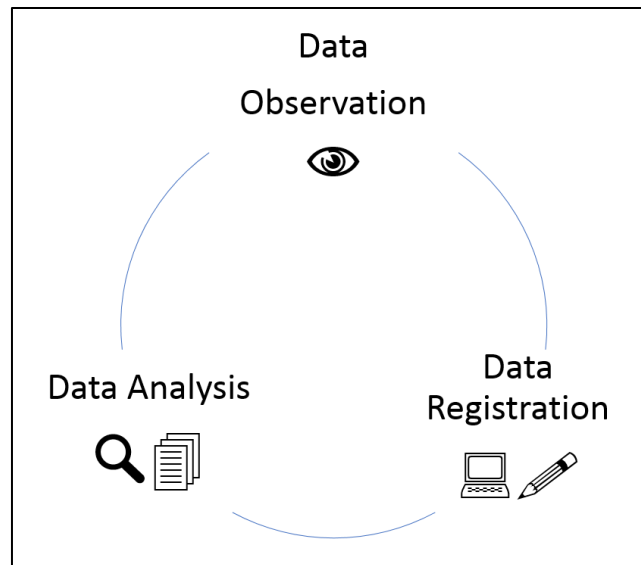


Figure 22 Actions taken to clarify the "3-Whats" of the data collection and data analysis process. Own source adapted from Latorre (2003)

4.4.1 Defining the research concern per cycle

The methods of data collection were chosen bearing in mind the main concern of the study. This action was necessary to understand what exactly the study was looking for or what was going to be observed. The main research question was to study *how my teaching practice could support EFL students' development and application of oral communicative strategies and self-regulation strategies*. Since Punch (2014) points out one action might generate further questions and actions, thus the main research question was addressed through three research cycles with its research concerns. Figure 23 illustrates the research question of the study and the research concerns of the three cycles conducted to analyse the development of my teaching practice in relation to students' strategy use.

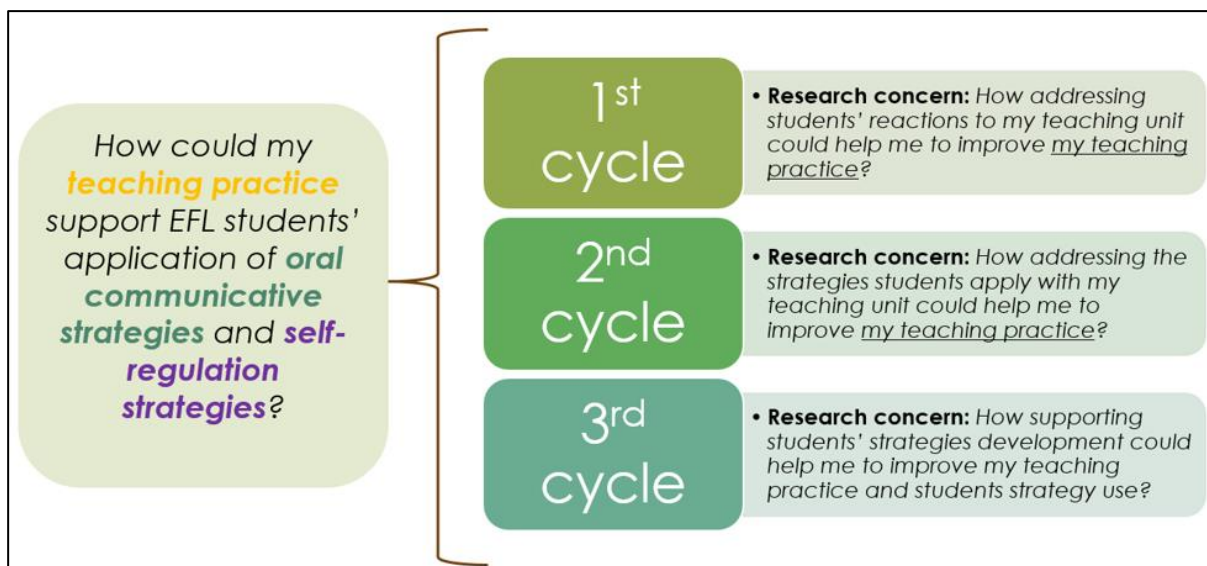


Figure 23 Main Research Question and Research concerns per cycle

In the first cycle the concern was to observe my abilities to determine if students could follow the suggested processes when being exposed to the order and wording of the strategy instruction. After identifying and addressing the aspects needing improvement, the research concerns of the second cycle were a) to explore which strategies students reported employing and b) to support students' strategy use with feedback and practice. Hence, the second cycle aimed at the improvement of my teaching practice and at design of a more complete strategy instruction. Finally, the concern of the third cycle was to identify the evidence of any improvement in both my teaching practice and students' strategy use after the strategy instruction when applying the learning developed during the previous cycles.

4.4.2 Defining the performance indicators

The second measure that facilitated the reflective process was to define the performance indicators that would help to determine whether I was working towards reaching the objectives and research questions of the study. Performance indicators are understood to be, this qualitative study, some of the expected salient characteristics of students and researcher's performance. Table 11 shows the performance indicators used to identify evidence of students' learning and my own learning:

Table 11 Students' Performance Indicators and Researchers' Performance Indicators per cycle

Cycle and setting	Students' Performance Indicators	Researcher's Performance Indicators
1st cycle High School in Madrid (3ESO)	<ul style="list-style-type: none"> a. Students need assistance to verbalize the purpose of the speaking project. b. Students leave spaces in blank. c. Students make clarification questions before and during the task. 	<ul style="list-style-type: none"> a. The researcher uses scaffolding techniques to support students' performance. b. The researcher encourages to fill in the tasks. c. The researcher addresses clarification requests.
2nd Cycle High School in Toledo (4ESO)	<ul style="list-style-type: none"> a. Students make attempts to choose the strategies they will use during the conversation. b. Students employ a few of the communicative strategies and expressions learnt during the project. c. Students report on their strategy choice and performance. 	<ul style="list-style-type: none"> a. The researcher introduces the strategies students could use during the conversation. b. The researcher identifies some of the strategies or expressions students apply during the conversations. c. The researcher interprets students' responses for further sessions and cycles.
3rd Cycle High School in Toledo (4 ESO)	<ul style="list-style-type: none"> a. Students choose the strategies they will use during the conversation. b. Students plan the content and strategies they will apply during the conversation. c. Students employ some of the communicative strategies and expressions learnt during the project. d. Students report on their reflections on their strategy choice and performance. 	<ul style="list-style-type: none"> a. The researcher introduces the strategies students could use during the conversation. b. The researcher revises vocabulary and grammar that might help students. c. The researcher identifies some of the strategies or expressions students apply during the conversations. d. The researcher interprets students' responses and makes conclusions.

As it can be observed, the performance indicators were in accordance with the research concerns. They aimed to facilitate the observation of students' expected performances and my expected performances as well. The performance indicators of the first cycle paid more attention to students' reactions that could indicate what I should clarify in my teaching practice -my performance and my resources- in the following sessions and cycles. The performance indicators of the second cycle started to focus on students' attempts to use certain

communicative and self-regulatory strategies. Registering these attempts or examples was the main concern of the study as I needed to get used to recognizing students' strategic performance. Finally, the performance indicators of the third cycle sought for evidence of students' strategic performance before and after the strategic instruction. This was possible due to the improvements done to the whole teaching unit. In other words, provided that the teaching unit had been improved, then it was significant to look for evidence of students' self-regulation of the oral communicative strategies they could apply during paired-oral interactions.

4.4.3 Designing methods of data collection

There were two criteria to select the methods of data collection: the research focus and the approaches to participants' performance. First, defining the research focus and the performance indicators gave a better understanding of participants' performances that would be observed and registered as evidence of learning. This understanding facilitated the design and adaptation of the instruments and techniques to collect data. As shown in Figure 24, these methods -in grey- were designed to explore the different aspects of the research focus. For example, in order to improve my *formative assessment skills*, the Observation Sheets and the Research Diary were used to take notes and reflect on participants' comments, questions, suggestions, and interactions. Furthermore, 5 different types of Questionnaires were filled in to clarify students' perceptions of their use of strategies to communicate in different scenarios. In addition, students' Self-reports were included in the Self-regulated Portfolio and the S2R2 App to record the strategies students would apply during paired-oral interactions. The information collected benefited the improvement of the teaching unit and my *course design skills*. Table 12 presents a general view of the different methods of data collection per cycle, school, and sessions to get evidence of the effect of the intervention and of students' performance and thoughts.

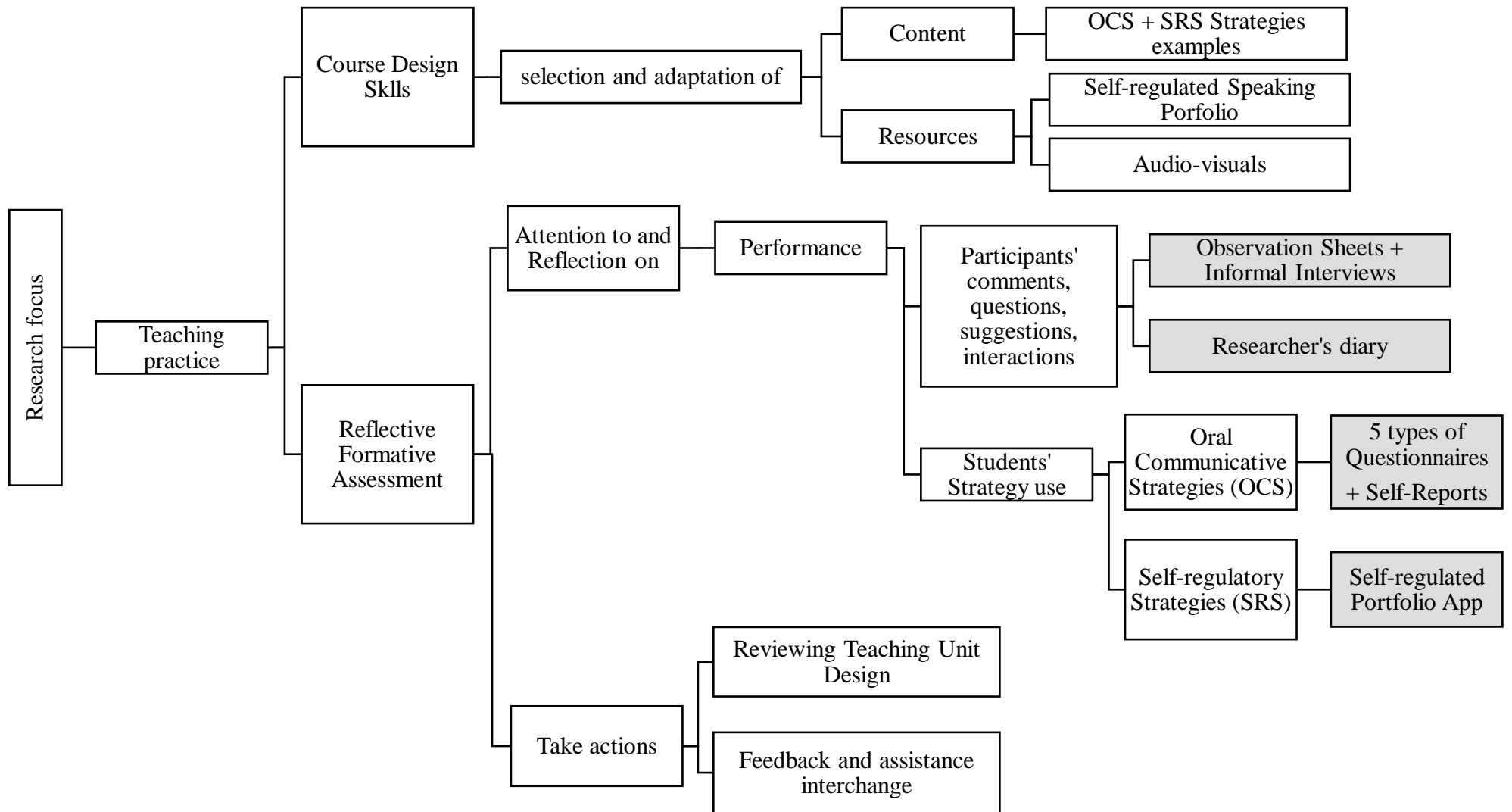


Figure 24 Methods of data collection to address the elements of the research focus. Own source

Table 12 Methods of Data Collection per cycle organised by school, class, and session

Methods of Data Collection	1 st Cycle - 3 ESO				2 nd Cycle - 4 ESO							3 rd Cycle – 4 ESO													
	High School Madrid				Karol Wojtyla High School							Karol Wojtyla High School													
	Session	1	2	3	4	1	2	3	4	5	6	7	0	1	2	3	4	5	6	7	8	9	10	11	12
Observation notes										+		+	+	+	+	+	+	+	+	+	+	+	+	+	+
Diary Entries				+						+		+	+	+	+	+	+	+	+	+	+	+	+	+	+
Questionnaire: Student Profile	+				+							+													
Open-Ended Questionnaire						+							+												
SRL Questionnaire										+				+										+	
OCSI Questionnaire		+		+	+								+												+
Emotions Questionnaire			+						+									+							
Audio-recordings												+	+					+							+
(Informal) Interviews	+	+	+	+	+			+				+	+	+				+							+
Self-reports								+	+					+	+	+	+	+	+	+	+	+	+	+	+

The second criteria to select and design the methods of data collection was to adopt Latorre's (2003) approaches to participants performance. These approaches encourage the development of instruments by observing participants, by asking them, and by analysing their oral and written performance. Table 13 summaries the instruments the researcher employed to get evidence of the effect the intervention had on the different participants in each cycle of the study.

Table 13 Methods of Data collection organised by participants and approaches to their performance

Participants	<u>Approaches to Participants' performances</u>		
	Observe	Ask	Analyse
Students	Students' performance observation notes	Questionnaires ⁶ about students' strategy application	Students' written answers Students' oral recordings
Researcher	Teaching performance observation sheet	****	Researcher's diaries
English teacher	English teacher's performance observation sheet	(Informal) Interviews	

As it can be seen in Tables 12 and 13, in order to collect information related to students' strategy application, several instruments were used to observe, ask, and assess students' performances. During the three cycles, I aimed at taking notes of examples of the strategies that students were applying during the oral conversations conducted in the classroom. I tried not to interrupt their interactions. In the seventh session of the second cycle and in the first, sixth and twelfth sessions of the third cycle, I also took notes of the body movements and voice intonation of the few pairs who agreed to record their conversations.

Since my teaching practice aimed at supporting students' self-regulation skills, I used two questionnaires to indirectly ask students about the communicative and self-regulatory strategies they would apply during paired oral conversations, so that they could assess their own performances. In regard to their communicative performance, students filled in the *adaptation of Nakatani's* (2005; 2006) *OCSI questionnaire*. The adapted questionnaire had 30 questions related to the following communicative dimensions: Fluency-Oriented (FO), Negotiation of Meaning (NM), Non-Verbal (NV), Social Affective (SA), Accuracy Oriented (AO), Message

⁶ These questionnaires include the Student Profile, the OCSI, the Emotions, and the SRL questionnaires

Modification (MM), Attempt to think in English (AE), Scanning (SC), Word Order (WO), and Getting the Gist (GG) (See Appendix E). This classification was presented by Nakatani as the strategies employed by language users to overcome any difficulties during oral interactions. Participants had to select the frequency of strategy use in a range of 1 to 5, 1 being “never” and 5 “always”.

Regarding students’ assessment of their self-regulatory strategy application, they were given booklets named as *Self-regulated Speaking Portfolio* which included some self-reflection tasks to plan, monitor, and evaluate their performance. The portfolios also had the adaptation of Oxford’s (2017) Emotion Questionnaire to determine the Socio-Affective strategies students apply to self-regulate their oral performances. All these instruments were written in English, but introduced both in English and Spanish to facilitate the reflection process without adding extra linguistic burdens. Students were told, right from the beginning of the first cycle, that they could fill in their booklets and questionnaires either in Spanish or in English. When students paired oral conversations could be recorded, those audio recordings were used to analyse students’ performance and to ensure, through a triangulation process, the similarities among the other sources of data.

As a researcher I took an active part to observe and analyse my performance and participants’ performances. The data regarding the development of my teaching practice was collected from my notes and the reflections written mainly in the “*Researcher Diaries*”. In the first and second cycle I would take notes of the English teachers’ observations and my observations of my teaching performance. From the second cycle on, I would keep a notebook as a Research Diary and a digital notebook on OneNote to register the details of my reflections related to my teaching performance, and the other participants’ behaviours (See Appendix B for an example). Then, I would use those notes to improve my practice for further sessions and to identify evidence of learning. For the third cycle, I developed a “*Teaching performance observation sheet*” (see Appendix C), so that the English teachers could assess, at least once, my performance when guiding the speaking pre-task, the task and the post-task. The data collected was compared and contrasted with the information collected from students and English teachers.

The English teachers’ contributions to the development of the study were also considered. As it has been explained, I took notes of the informal interviews about their observations and suggestions in the first and second cycle. In the third cycle, I developed an *English teacher’s performance observation sheet* to register any comments or scaffolding techniques I could

observe they would use to support their students while we were in the classroom. In addition, I took notes of the teachers’ feedback given in informal interviews hold before, during, or after the sessions. In the last cycle, the English teacher was encouraged to keep a diary to enrich the study with her views, but no entries could be collected due to Covid-19.

So far, it has been described how defining the research concerns and the performance indicators guided the development and adaptation of the instruments of data collection to observe and register evidence. The following subsection addresses the analysis procedures adopted to ensure that the collected data would be properly organised, analysed, and presented.

4.4.4 Selecting the Analysis Procedures

The analysis procedures are the basis of the interpretations and the conclusions the researcher will make from the collected data. These procedures become more relevant in qualitative methodologies like action research where the researcher is required to reflect and interpret data constantly to improve the action plan during sessions to envision the following session. Taking into consideration that “the analysis of qualitative research does not have a universally accepted routine” (Yin, 2011, p. 177), this subsection describes the routine -or procedures- followed throughout the present study to analyse data in each cycle.

Qualitative studies usually follow Yin’s five-cyclical phase framework (2011) to compile, disassemble, reassemble, interpret, and draw conclusions about data. This framework was chosen because it provided a guideline for the different analyses with a deductive focus. A deductive approach was more appropriate for the purposes of the study since there was a previous literature review that supported the design of the strategy instruction and the development of the methods of data collection. Consequently, the analysis aimed at interpreting data collected to compare it to the literature review and answer the research questions. Table 14 shows how this framework was used as a reference to describe the three main data analysis procedures of the study which were the organisation of data, the analysis of data, and the presentation of data analysis.

Table 14 Main Analysis Procedures to interpret data based on Yin’s five-cyclical phase Framework (2011).

ORGANISE DATA	ANALYSE DATA	PRESENT DATA
1. Compiling: organising	2. Disassembling: coding data 3. Assembling: grouping them by code 4. Interpretation: make sense of data by themes or categories	5. Conclusions

Yin's data analysis framework (2011) helped to ensure the consistency and the quality of the analysis procedures. The first procedure and first phase of the framework referred to all the actions taken to compile and organise data to get it ready for the analysis. The second procedure was related to the analysis per se, and it included the second, third, and fourth phase. In the second phase the researcher identified the codes that guided the analysis of data or the disassembling of data in smaller units. Then, in the third phase data was reassembled by classifying collected data in the identified codes. The fourth phase was devoted to the interpretation of the new information found in the previous phases, which led to the improvement of the data collection and teaching materials. All these phases eventually, helped with the fifth phase or the elaboration of a new narrative that would be part of the conclusions and dissemination of results. The researcher went through these cyclical phases to organise, analyse, and disseminate data results in the three cycles of this action research study as it is shown in Table 14.

Organise data

The first analysis procedure and the first stage of Yin's Framework is the compilation or organisation of data. It was ensured that data was collected in an organised way to facilitate the analyses in each cycle. The process included the assignation and distribution, the collection and ordering, and storage and reduction of participant's materials and responses (see Figure 25). The first action was to assign each participant a coded booklet, with all the materials for the strategy instruction. In the first session of each cycle, the English teachers were given a list in blank and a package with the coded booklets. They were asked to rearrange a new student' list and distribute the booklets accordingly. In this way, only the English teachers could know the name behind each code, and they were the only person allowed to distribute and collect the booklets throughout the study. This protocol guaranteed each participant would receive the same booklet in each session. It also facilitated the preservation of students' anonymity. After each session of the strategy instruction, the English teachers would collect the booklets, questionnaires, or self-reports. Then data collected would be given to the researcher for its compilation, storage, and preparation for analyses.

Material would then be organised using the students' codes in ascendant order. Regarding the storage of the material, students' booklets would never remain available to the school community, but in a personal locker during the cycle, and in the Modern Philology Department in Universidad de Alcalá, after the analysis of each cycle. Participants' responses were digitally

stored using Microsoft Excel (.xlsx), Microsoft Word (.docx), and Microsoft OneNote files saved in the researcher’s personal laptop in separate folders created for each session of each cycle. All the information was first saved in one main folder in the researcher’s Dropbox account and eventually a backup was uploaded to the researcher’s OneDrive university account. Both cloud-based storage services offer encryption for the information stored in their workspaces. The details of the protocols of these procedures can be found in Appendix G.

Participants’ responses given in the questionnaires, self-reports, and their work were introduced in previously created Google Forms that would then generate one Excel book per instrument or activity. A Word Document was created in the second and third cycles for the transcriptions of paired-oral interactions and another Word Document was created for the transcriptions of the interviews of the third cycle. Extra help was needed for transcribing the responses. The Researcher’s notes and reflections were saved in the Researcher Diary in a OneNote file. Further analyses were conducted after printing the digital data stored in the different Excel books, Word Documents, and OneNote sections. Figure 25 shows the main events in the organisation of data before carrying out the analyses.

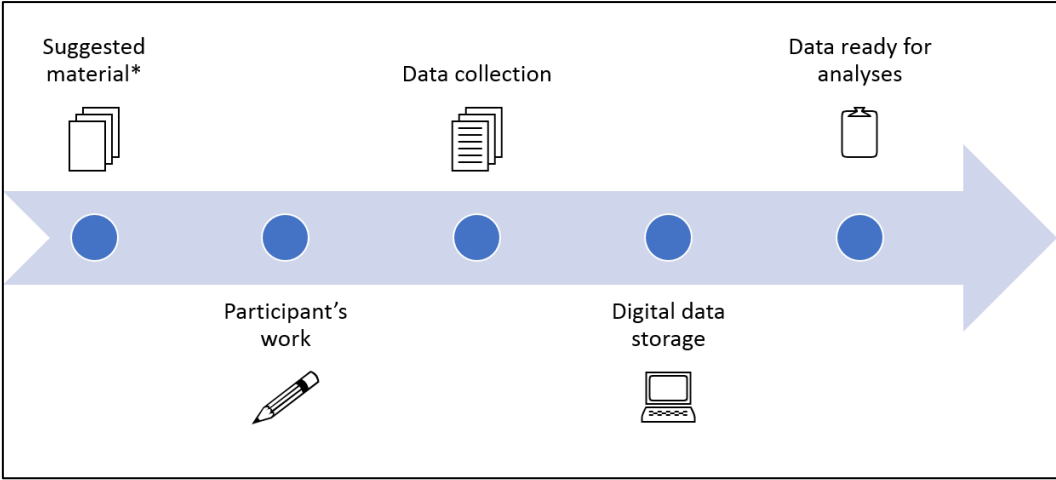


Figure 25 Organising data before analysis

Analyse data

In Yin’s Framework the analysis is done while disassembling, assembling, and interpreting data. After data compilation and reduction were carried out, three analysis strategies were employed: descriptive statistics, thematic analysis, and Content Analysis. Microsoft Excel formulas were used to perform Descriptive Statistics to determine which strategies students claimed to be using more frequently and which strategies were not used at all. The COUNTIF formula was used to find out the number of times a strategy had been considered as “always”, “sometimes”, “never” used by students (See Appendix E3). In addition, the formula was

employed to count the number of strategies applied by students in the interaction transcripts (See Figure G3 in Appendix G) The MAX formula was also used to discover the strategy students had agreed with employing “always”, “sometimes”, “never”. Charts were used to display data results from these analyses.

Another method of data analysis employed in the study was Thematic Analysis. Thematic analysis (TA) is a “method for identifying, analysing, and reporting patterns (themes) within data” without considering the frequency of appearance (Braun & Clarke, 2006, p. 79). This method was necessary for analysing Diary Entries and Interviews since it was more important to identify the themes arising in those texts than the number of times they would appear. In those cases, a theoretical thematic analysis with a top-down approach was used to find patterns addressing the research questions and already-given themes (Vaismoradi et. al, 2013). In the case of Diary Entries, TA was used to identify the themes that would evidence the development and improvement of my teaching and reflective skills to support students’ speaking and self-regulatory strategies. Regarding audio recordings, TA was applied to identify students’ oral performances that would match with the themes given by the literature review. These themes were related to the type of oral communicative strategies and functions students could apply during paired-oral interactions given the characteristics of the strategy instruction. TA has its own phases which are shown in the following Figure 26.

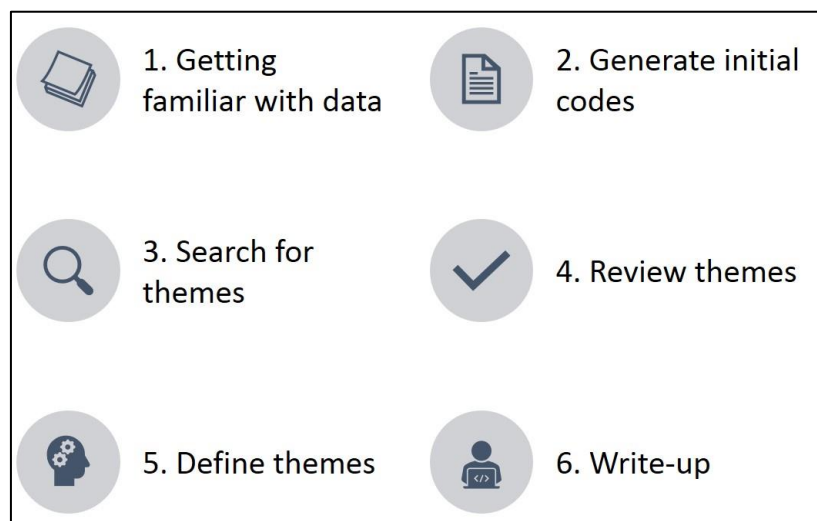


Figure 26 Thematic Analysis Stages. Adapted from Braun and Clark, 2006.

Content Analysis (CA) was performed “to determine trends and patterns of words used, their frequency, their relationship, and the structure of communication” (Vaismoradi et al., 2013, p. 400). This method was used for analysing and quantifying participants’ responses to open-ended questions in questionnaires or surveys as well as in their self-reports and interview

responses. Open-ended questions aimed to describe students' reasons to find it difficult to speak in English in pairs, and students' strategies to manage positive and negative emotions. It was also illuminating to quantify the written and oral responses to establish patterns in participants' opinions and reflections about their performance, and the project and its materials. CA was applied as it was necessary to quantify the number of times a theme was repeated in these instruments in order to identify possible patterns in students' responses that might be used to improve my teaching practice.

Analysing data in each cycle

Data Analysis strategies and methods were used in the different cycles considering two criteria. The first criterion was the purpose of the analysis based on the research concern of each cycle (See Figure 23). The second criterion was the type of instrument or technique used to collect data. Table 15 shows the methods of data collection used in the study and the types of data analysis they required.

Table 15 Data Analysis Procedures for the Methods of Data Collection

Methods of Data Collection	Data Analysis Procedures
Questionnaires	Descriptive Statistics and Content Analysis
(Informal) interviews	Thematic Analysis
Students' Self-reports	Content Analysis
Diaries Entries	Thematic Analysis
Audio-recordings	Content Analysis

The research concern of the first cycle was the improvement of my teaching skills to observe, reflect, and address participants' comments and reactions to the teaching materials and instruments developed for the first group. In this cycle, data was collected from questionnaires, students' work, and informal interviews. As a result, descriptive statistics was used to identify the strategies students would claim to use the most and the strategies students would make more questions about. This analysis helped me to improve the questionnaire and select the strategies that I could include in the following cycles. Thematic Analysis was used to identify themes in the informal interviews. Content Analysis was used in the open-ended questions in the Emotion

Questionnaire that required students to write about the strategies they would apply to manage their positive and negative emotions.

The analysis in the second cycle focused on observing and addressing the oral communicative strategies students would apply so that I could support their learning process. In this cycle, data was collected from questionnaires, diary entries, students' work, students' reflections, and informal interviews. Descriptive Analysis was used one more time to describe the strategies that were most frequently used among students. This time results were compared with the previous group to see if there was a pattern among the strategies that EFL secondary students would tend to use. Thematic Analysis was performed to review my reflection on the development of the study in the diary entries. Content Analysis was used to explore the salient themes that would arise in the conversation exchanges with the English teachers -about the strategy instruction- and students' responses to the adaptations of the open-ended questions in the Emotion Questionnaire. It was also used with the audio-recordings transcripts to identify the oral communicative strategies students would employ in their paired-oral interactions.

Finally, the analysis conducted in the third cycle sought to describe how addressing students' needs helped me to improve my teaching practice. In this last cycle, data was collected from questionnaires, students' work, students' reflections, informal interviews, and the researcher diary. In this cycle, descriptive statistics were used to determine an initial starting point regarding students' strategy use and an ending point after strategy instruction, so that certain comparisons could be established to enlighten the triangulation process. Content Analysis was also used to identify and quantify any evidence related to strategy use that students would write or talk about -either in their booklets or oral interactions- or choose in the Speech Regulator App. Finally, Thematic Analysis was employed for identifying themes and categories in the open-ended responses of the Emotion Questionnaire, in some tasks in the Booklet, and in the final interviews held with participants at the end of the study.

It is important to highlight that although the analysis procedures have been described in a linear way, they actually required an iterative and reflective process of going back to personal notes, and students responses. A visual representation of the main actions performed in and among the different stages of Yin's cyclical Framework is shown in Figure 27. The first five actions are related to the compilation and organisation of data before the analysis. Researcher analyses refer to the methods of analysis performed to interpret data. Computerising analyses involved the introduction of the analysis and the analysis results in digital files. The analysis performed

after each session and after each cycle contributed to the improvement of the following sessions and cycles. In this way, the cycle would start again with updated suggested materials.

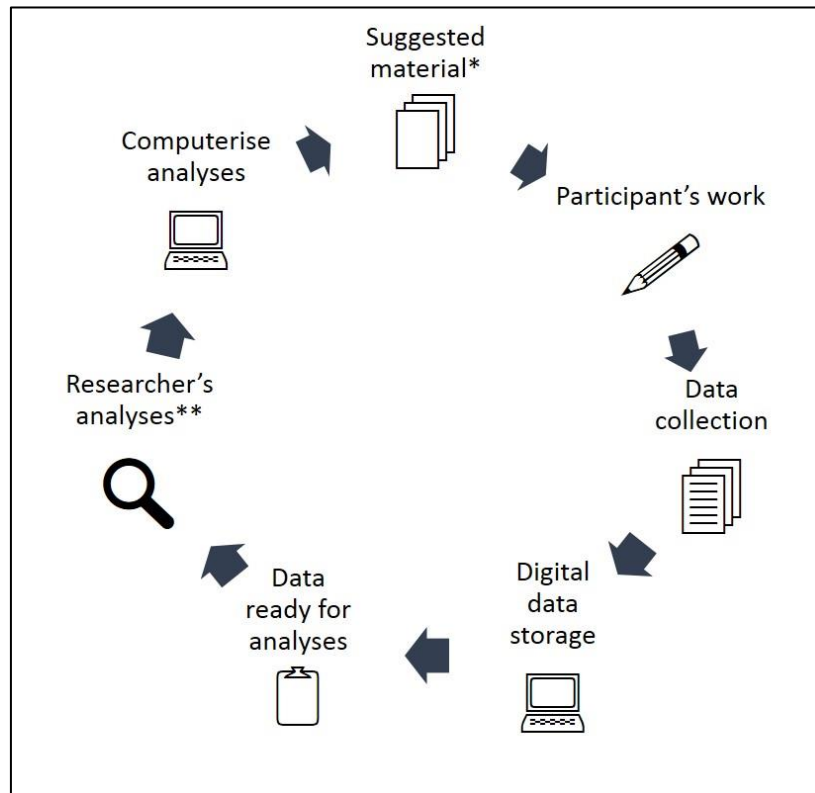


Figure 27 Data Analysis Iterative and Reflexive Process performed during the study based on Yin (Own source)

Explain data

When the information was ready, the study mainly combined the sixth and fourth methods of organizing and explaining data analysis from Cohen et al. (2011). The former method organises the analysis by the cycles of the study while the later organises the information by research questions or concerns. Cohen et al. (2011) encourage the application of different methods that could facilitate the understanding of the study.

Figure 28 shows the interactions of some of the methods proposed by Cohen et al. (2011) in the first and second cycles. Each cycle was about a case study (sixth method) which had a research concern (fourth method) that was explored using *descriptive narrative* chronologically (per sessions). This narrative was organised by the learning issues (third method) that arose during participants' interactions and the application of methods of data collection (fifth method).

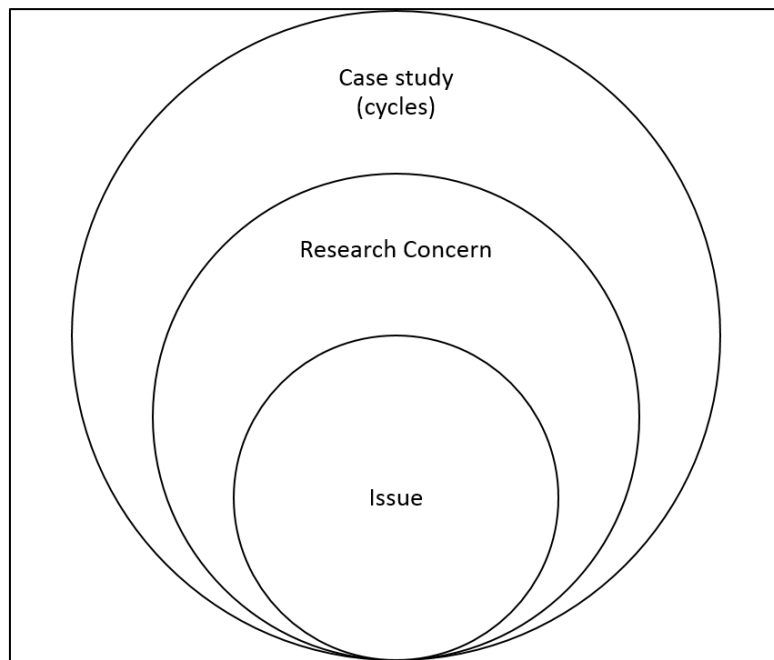


Figure 28 Organisation of the Presentation of the First and Second Cycles of the study

Regarding the third and final cycle of the study (See Figure 29), this cycle had a research concern (fourth method) that was explored in 4 case studies, which corresponded to each co-constructed performance (sixth method). This was possible since the previous cycles had given a better understanding of the strategy instruction which guided the research concerns and the final teaching unit design. Learning issues (third method) were also defined before the cycle to explore them during it. The *Narrative* was not organised chronologically, but in relation to the issues that arose during the study.

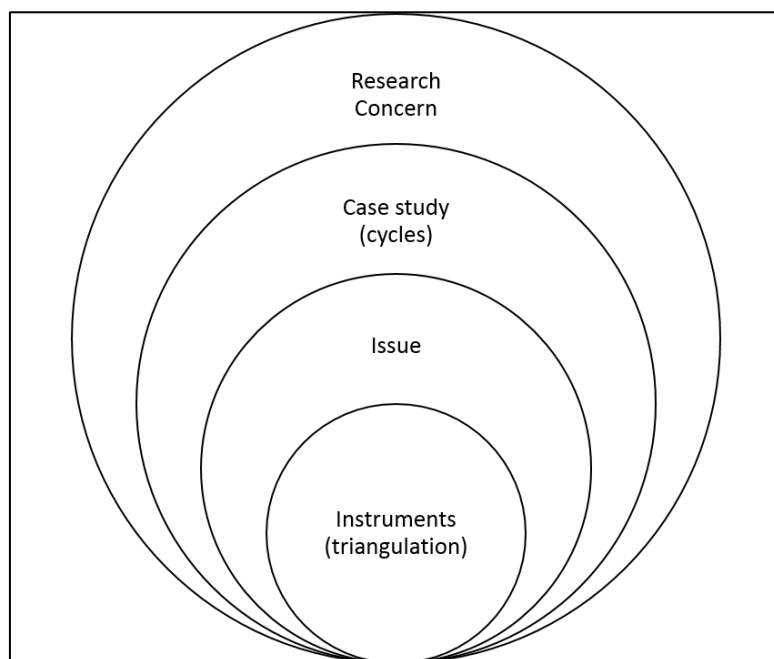


Figure 29 Organisation of the Presentation of the Second Cycle

4.5 Building trustworthiness and credibility

A study is expected to be trustworthy (Gherardi & Turner, 2002). This section describes, in a general way,⁷ the actions or measures taken to meet the three objectives of a credible study (Yin, 2011). The first objective is to ensure transparency. Adopting transparent procedures allows the audience to give their opinion about the study by supporting, refining or replicating it. In this regard, the researcher kept two diaries -a digital and a non-digital notebook- to register consistent procedures or protocols followed in different stages of the data collection and data analysis processes. As a result, this approach helped me to identify which procedures could be improved in the following sessions in each cycle and also among cycles. It also facilitated my reflections on my thoughts, feedback delivery and participants' comments.

The second objective was to adopt Methodic-ness. Methodic fieldwork descriptions are given when the qualitative researcher shows her efforts to set a plan for avoiding biases and careless work (Yin, 2011). Methodic-ness is also part of the study when the researcher's descriptions demonstrate she has been involved in the study with all her thoughts and emotions. Two measures were taken to ensure this objective. On the one hand, personal and peer reflection were encouraged. Not only the researcher regularly registered observations and wrote in her diaries, but she also engaged in dialogues with the English teachers and colleagues who could give their opinions on each session. In addition, most of the descriptions and reflections were taken immediately after being with the participants and when the researcher was still in the setting. These actions facilitated the remembrance of several details related to my own performance and emotions as well as the comments provided by students and the English teachers. Furthermore, reading the collected data helped me to take some transparent steps, in each session, to overcome my natural subjectivity, bias, and reactivity (Maxwell, 2013). For instance, there are a few diary entries where I think of a) how my pursuit of students' responses might have influenced in their performance, and b) how I could minimise my reactivity and subjectivity.

On the other hand, the study aimed at Methodic-ness by working with the triangulation strategy, which allows the use of different methods of data collection to seek for multiple perspectives that would allow a clear understanding of the research issues (Maxwell, 2013; Yin, 2011). Throughout the study, I tried to register my observations and participants' comments as part of my notes. In addition, I analysed students' audio-recordings of their paired-oral interactions and

⁷ Further details of the selection and elaboration of the methods of data collection and analysis procedures are described in section 4.4 and when they appear in the descriptions of Chapter 5.

their responses in the Self-regulated Speaking Portfolio and App. Figure 30 represents the elements considered for the triangulation processes.

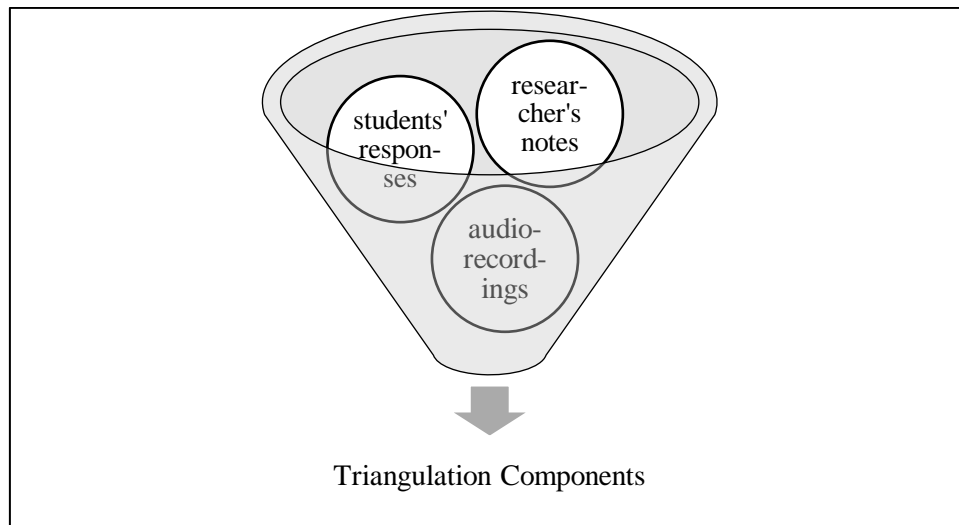


Figure 30 General Elements considered for the triangulation strategy

These components were collected and analysed through Methodic-descriptions from Maxwell's eight-point guidelines for validity (Maxwell, 2013). For instance, the intensive field involvement -especially in the second and third cycle- allowed the intervention in the setting, the collection of rich data, a few comparisons among groups, the finding of negative cases, and respondent validation (Maxwell, 2013). All the data collected helped me to identify some evidence of participants' learning and also evidence of contradictory cases where students were not performing as expected. On the one hand, Figure 31 shows that in order to explore the *development of students' strategy use*, it was important to analyse students' responses, my observations and reflections in the diary, and the conversation transcripts.

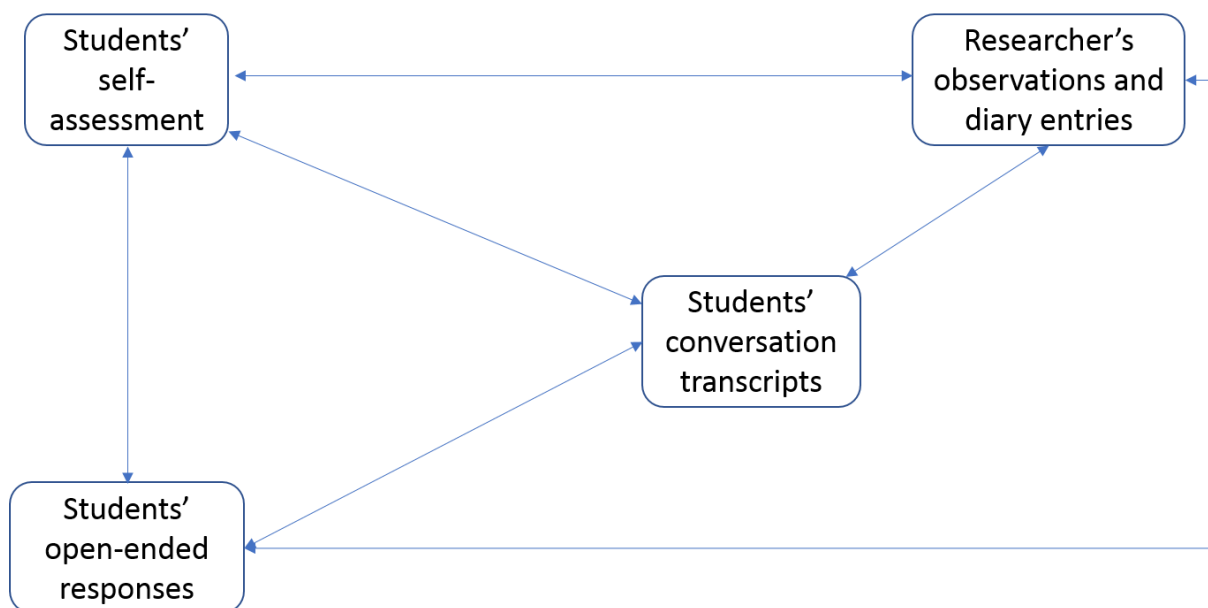


Figure 31 Triangulation Process to observe Students' Performance Development. Own Source

Students' responses in the booklets, in the self-assessments -paper-based and in the App-, in the (informal) interviews facilitated the identification of the strategies students' thought they were applying. Besides, I also reviewed my reflections and observations written in my research diary to have a better idea of students' performance. This information was compared with the analysis of the conversation transcripts which showed the strategies students were actually using.

On the other hand, the triangulation process conducted to study the *development of my own teaching practice* also included the revision of data collected throughout the cycles, as shown in Figure 32. The diary entries about my reflections and about the informal talks held with participants after sessions guided the improvement of my course design skills and the formative assessment skills. In addition, this process supported the final interview in the third cycle.

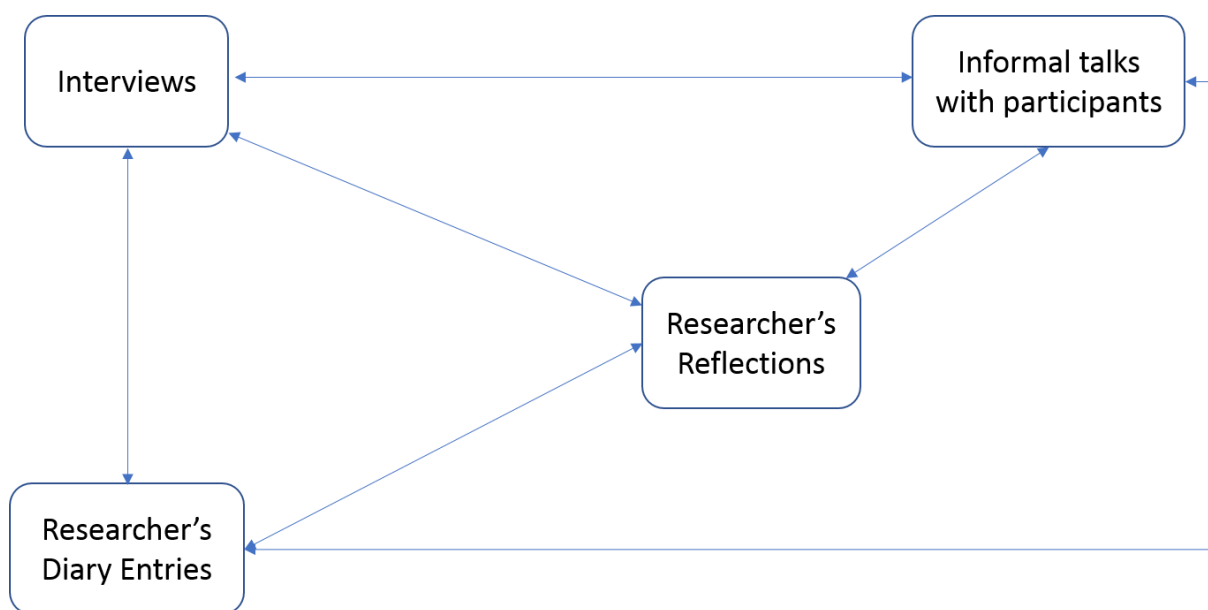


Figure 32 Triangulation Process to explore the Development of my Teaching Practice. Own Source

The final objective to promote credibility was to adhere to evidence (Yin, 2011). This refers to the researcher's efforts to present sufficient evidence as realistic as possible. According to Maxwell (2013), it should be clear how the researcher ensures the descriptive, interpretative, and theoretical validity or the credibility of the descriptions, interpretations, and conclusions of the study. For doing this, the researcher needs to observe, describe, interpret, and relate data or, in terms of Gherardi and Turner (2002), the 'capta' or information captured from the social setting. Therefore, I observed the object of study, in this case, my teaching performance and students' strategic performance before, during and after paired-oral interactions. Then, I described the collected capta. Yin (2011) suggests descriptive validity might be achieved by using participants' actual words and showing their decision-making processes. I relied on my research diaries, field notes, informal interviews, peer-review, and students' responses and audio-recordings to triangulate and corroborate the descriptions (Maxwell, 2002; 2013). Besides, interpretative validity was strengthened when the researcher interpreted data "on the basis of participant's accounts and other evidence" (Maxwell, 2002 p. 46). For example, interviews were used to clarify students' responses and observational data taken from paired-oral conversations (Punch, 2014). Furthermore, when those observations and interpretations were related to existing theory, then theoretical validity was met (Gherardi and Turner, 2002).

This chapter has described the reasons to follow the action-research methodology to approach the cycles, collect and analyse data. It is expected that further researchers and English teachers could related to some situations of this research since it has aimed to be transparent, Methodic, and evidential with the descriptions of the processes, decisions, and reflections of the study.

Chapter 5: The Three-cycle Experience

5.1 Introduction

Previous chapters have established the theoretical framework that supports the study and the methods of data collection and data analysis. This fifth chapter describes the S2R2 experience of designing a teaching unit to promote self-regulation and self-reflection. The unit puts into practice those theories and plans in order to establish a two-way interaction between me, as a researcher and practitioner, and the other participants' of the study -mainly the students. The chapter illustrates my reflections on participants' performances such as their comments, questions, instrument responses, and their paired-oral performances. By doing this, I was able to improve my teaching unit design, my formative assessment skills, and the intended guided self-regulated speaking practice. This, in turn, assisted students during the strategy instruction and their strategy development.

The chapter is divided in three subsections. Each subsection corresponds to the description of one cycle of the study. Each cycle includes a table which summarises the main elements of the research process. In addition, each cycle presents the main actions for each phase of the Action-Research Methodology: planning, applying, observing, and evaluating. Cycles provide information about the settings, participants, and the action plan.

The execution, observations, and evaluation of the action plan are placed together to show the iterative nature of the research methodology. In the first and second cycles these stages follow a chronological narrative while in the third cycle they are adapted to the issues arising during the strategy instruction (see Section 4.4.4). The subsections end with the evaluation of each cycle and the ideas for future action plans.

5.2 First Cycle: High School in Madrid

The first cycle was conducted in a Highschool in Madrid. To provide a better overview of the cycle, Table 16 includes the number and setting of the cycle, its main concern, its objectives according to the action research methodology, and the methods of data collection and analysis procedures.

Table 16 First Cycle Overview

Cycle setting	Research Concern	Objectives	Methods of Data Collection	Data Analysis Procedures
High School in Madrid	How do addressing students' reactions to my <u>teaching unit</u> can help me improve to my teaching practice?	<ol style="list-style-type: none"> Plan a teaching unit to support the students' development of self-regulation skills and communicative strategies for paired-oral interactions Apply the teaching unit. Observe students' reactions to the teaching unit and my attitude towards their reactions. Evaluate the observations and actions to improve the teaching unit. 	<ul style="list-style-type: none"> Questionnaires Students' self-reports Field notes 	<ul style="list-style-type: none"> Descriptive Statistics Content Analysis Thematic analysis

5.2.1 The settings and participants

The high school was a bilingual school located in Madrid. An English Language Assistance, who was doing a master's in teaching English as a Foreign Language, would attend once a week to teach American history and practice the English language with the students. In addition, students would receive French classes. Twenty-seven students (M=14, F= 13) from the third year of Compulsory Secondary School (3ESO from now on) participated in this cycle.

5.2.2 Planning the strategy instruction

The first cycle started with the general idea of observing *what would happen if we introduced a teaching unit based on self-regulation of the oral skills*. This idea promoted the development of a teaching unit which could be improved with the feedback received from the English teachers, the students, and the researcher's observations, comments, and

questions. Table 17 shows how the initial unit plan was organised in four sessions to observe students' attitudes towards the order and wording of the unit plan, the instructions, and the reflective questions. The first session included a presentation of the project. Then, the affective and motivation strategies were introduced. It was thought that starting with those strategies, one set per session, would motivate students to participate in the project. The set of social and cognitive strategies were left to the last session, so that students could apply the knowledge following the pattern of the exercise.

Table 17 Action Plan for the First Cycle

Session Day	Session Name	Lesson objectives	Tasks for the session
1 st	Thinking about communicative strategies	To introduce students to the metastrategies and OCS concepts	<ol style="list-style-type: none"> 1. Watch the Intro cartoon video 2. Introduce the booklet 3. Complete the thinking time 4. Introduce Video 2: why do we need the project? 5. Introduce a speaking task from the back of the book. 6. What have we learnt today?
2 nd	I can speak in English with affective and motivational strategies	To introduce students to meta-affective and meta-motivational strategies	<ol style="list-style-type: none"> 1. Brainstorm ideas 2. Students will complete the questionnaire 3. Perform a speaking task 4. Students will fill in the OCSI questionnaire and will report their reflexions in their learning diaries 5. Reflect on communicative strategies and metastrategies on their booklets
3 rd	We can talk together with meta-social strategies	To introduce students to Meta-social strategies	<ol style="list-style-type: none"> 1. Perform a speaking task 1. Reflect on communicative strategies and meta-strategies on their booklets.
4 th	I can prepare my speech with cognitive strategies	To introduce students to Metacognitive strategies	<ol style="list-style-type: none"> 2. Brainstorm ideas from the previous sessions 3. Introduce the different parts of the FCE exam 4. Perform a speaking task 2. Complete the Report

5.2.3 Acting, observing and Evaluating the Praxis

This subsection describes the actions taken to achieve the action plan objectives while facing the unforeseen events which appeared during each session. It also describes the observations and reflections on my teaching performance and students' performance, which led to the improvements in further sessions and cycles.

Session 1

The aim of this session was to address and reflect on students' reactions while introducing them to the materials, the project, and the concepts of metastrategies and oral communicative strategies. In order to achieve this, twenty-seven coded booklets were assigned and distributed by the English teacher as it was mentioned in section 4.4.4. Then, students filled in the EFL Profile questionnaire which asked about their age and gender, how many years they had been learning English, and which reasons they had for studying the subject. The questionnaire also asked them if they spoke another language. In the last question of the instrument, students had to choose how important learning languages was for them.

After filling in the EFL Profile, I introduced the "S2R2 Project" and the materials with the "*Getting to Know your portfolio*" pages which helped me to explain that each session would have a video of strategies, and some spaces for taking notes and registering their thinking process. Students also met the video characters who introduced the concepts of oral communicative strategies. Then, students wrote down what they would do if they faced breakdowns in communication. Finally, three questions were asked to review students' understanding of the purpose of the study, the number of sessions, and what they were expected to do as participants of this project. At the end of the session, the English teacher collected the booklets and gave them back to the researcher. Afterwards, I had a feedback meeting with a colleague who had been observing my performance (See notes in Table E2 n Appendix E).

Evaluating the praxis

I analysed data collected from the EFL Profile questionnaire, the video reflection questions, and the observations exchanged in the feedback meeting. I conducted a Descriptive Analysis for the questionnaire, a Content Analysis for students' responses in the reflection part, and a thematic analysis for the informal interview.

The Descriptive Analysis of the 27 students' responses to the EFL Profile questionnaire (See Table E1 in Appendix E) allowed the researcher to confirm that all participants' mother tongue was Spanish. Besides, they would also devote more than 3 hours to learning English. When asked about the languages they speak, 25 students wrote they also speak French as it is part of their school curriculum. Four students mentioned that they speak a third language apart from French. These languages were Arabian, Portuguese, and English.

Regarding the reasons they have for studying English (see Figure 33 and Table E2 in Appendix E), it was possible to have two level of analyses. On the one hand, it was found that the main reasons to study this language were its benefits for their future career, their interest in the language, and travelling purposes. On the other hand, travelling abroad, learning about the culture, and studying abroad was less popular for them.

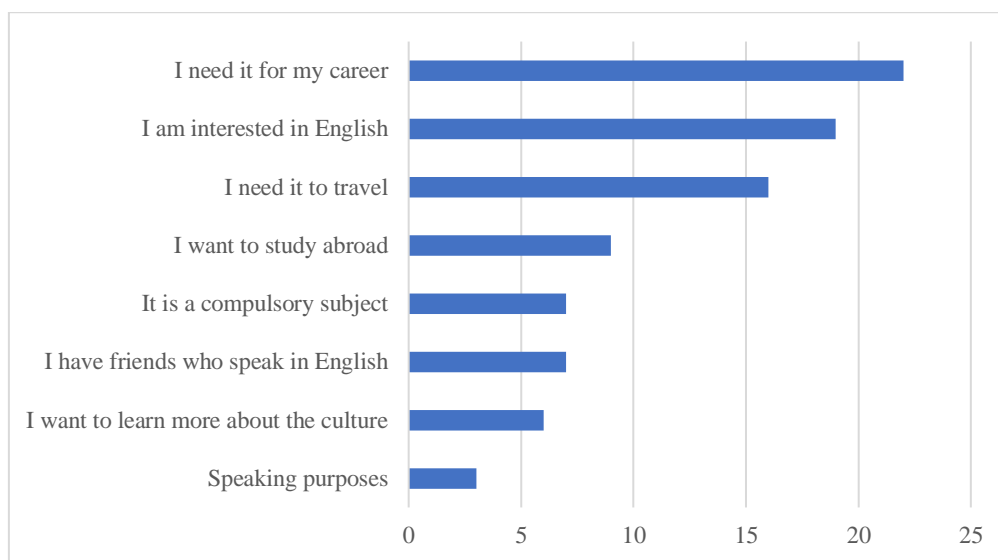


Figure 33 Students' Reasons to study English

A second level of analysis helped us to establish some patterns among the reasons to study English, which could indicate students' motivations. Students who were interested in the language usually did not choose learning English for its compulsory nature, but for travelling for studying their future career. However, students who chose the option of studying the language as it was a compulsory subject of the curriculum, did not choose any other option as a reason for learning. This might suggest that having a purpose for learning a foreign language might contribute to the motivation required to take agency of their learning process, as it was found in Noels et al.'s study (2003). On the contrary, students with external motivation only study because they have to.

The last question of the EFL Profile Questionnaire asked students to choose the option that best described how important learning English was for them. Nineteen students believed learning English is "very important". Six students chose it is only "important" while only one student considered it is "not that important". All in all, the results of the Descriptive Analysis showed this group of students had introjected motivation to learn English and to use it for academic or leisure purposes. This might be due to the fact they are in a trilingual school which offers them

the opportunity to meet exchange students and interact with a native speaker who has come to Spain to study and teach.

The results of the Content Analysis of the 23 responses to the reflection part showed that most of the students would apply some strategies to continue with the conversation when they face communicative breakdowns and only 6 students mentioned they would abandon the conversation (MA) (See Table E3 in Appendix E and Figure 34). Students were asked about what they would do if their peers did not follow the conversation or if they got stuck. According to the responses given to this question, students would apply, in this order, Message Modification strategies (MM), they would make Attempts to think in English (AE), and employ Fluency-Oriented strategies (FO). Negotiation of Meaning strategies (NM) and Socio-Affective strategies (SA) were more frequently applied. Table 34 shows the number of students who would apply the strategies and the number of strategies mentioned in their performances.

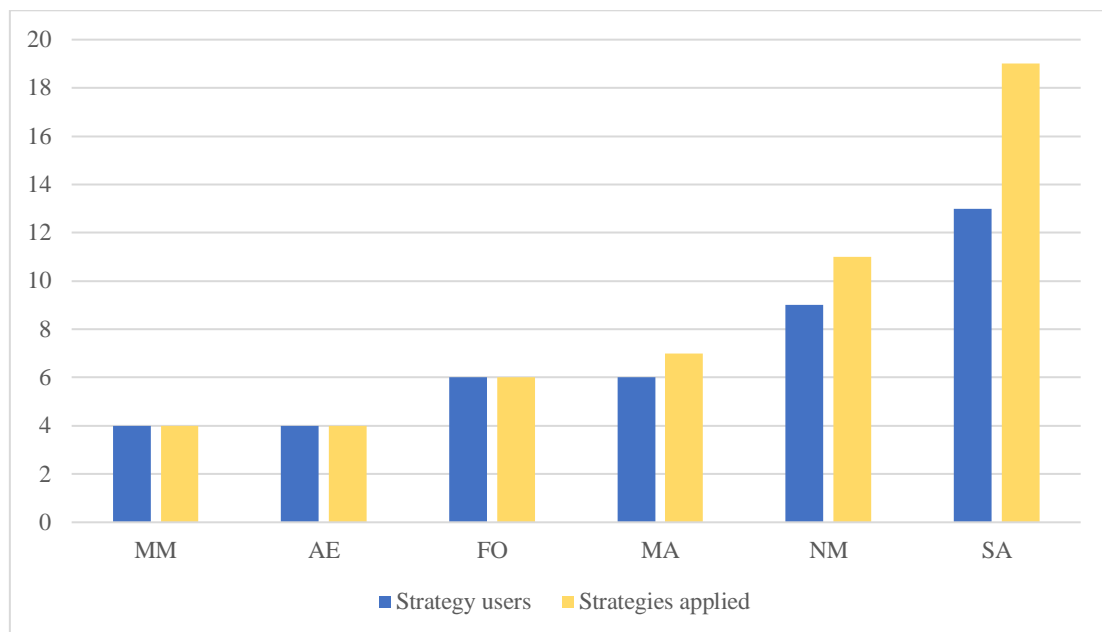


Figure 34 Strategy users and strategies applied during communicative breakdowns.

A deeper analysis to students' responses to this question helped me to learn that students would apply more than one strategy to face communicative breakdowns. This finding is similar to what Oxford (2017) suggested that students tend to apply strategies clusters. Figure 35 shows the clusters or patterns identified in some of the students' responses.

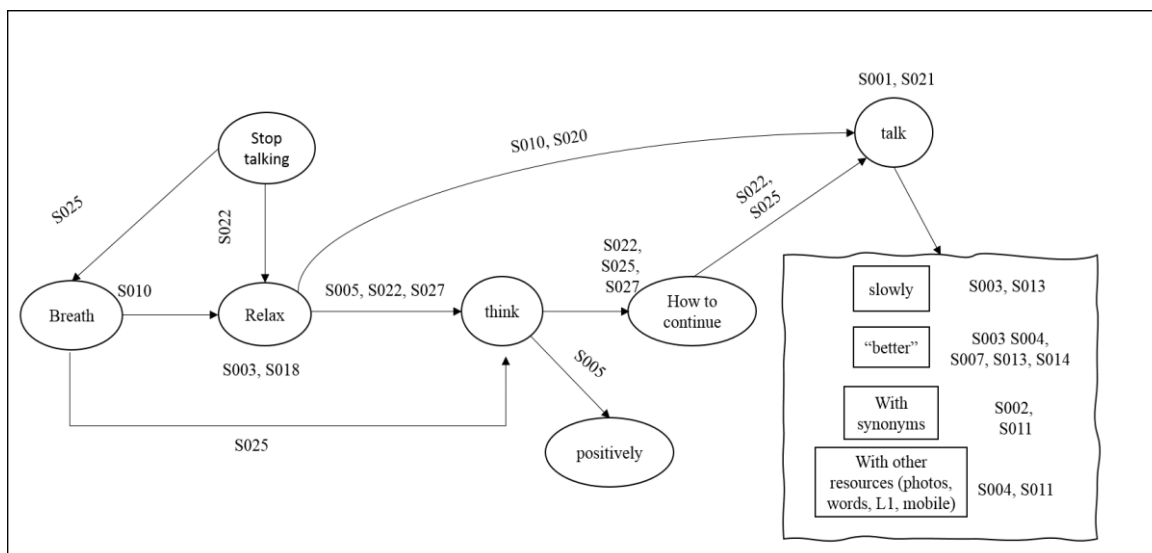


Figure 35 Students' Strategies interactions when facing oral communicative breakdown. Own Source

According to the Figure 35, only students ST101 and ST121 would apply the Fluency-Oriented (FO) strategy of keeping on talking without any other strategy. These students wrote down they would “talk” and “improvise”. Students ST103 and ST113 seemed to be aware of their fluency. Student ST103 wrote: “I try to calm down, explain myself better, to explain slowly”. Student ST113 also made a connection between speaking slowly (FO) and a better understanding of the message (NM), he wrote: “what I do is to speak slowly, I explain myself better”.

Other students, however, seemed to apply the Socio-Affective strategy (SA) of calming down before moving on with the conversation. Student ST110 wrote: “I usually calm down by breathing, then I try to continue” and student ST120 wrote: “I relax and keep on talking”. Some students made a connection between the social strategy of calming down and the cognitive strategy of thinking. For instance, student ST127 wrote: “I try to relax, I focus on what I should say”. Interestingly, students ST122 and ST125 explained that they would first apply the strategy of stopping their talk. They would not do this to abandon the conversation, but to engage in a thinking process that would benefit the application of Negotiation of Meaning and Fluency-Oriented strategies. Student ST122 wrote: “I stop talking, I relax, I think how I can continue, I try to continue” while student ST125 specified what exactly she would do to relax: “[I will] stop for a second before continuing, I will take a deep breath, and organise what I want to say”.

In addition, it was observed that some students wrote down only one or two strategies, but their responses could be interpreted as if they were applying several strategies. This is possible as Oxford (2017) points out that one strategy might play different roles at the same time. For example, student ST104 wrote “[I will] explain myself, I will start with other term”. It could

be inferred that he would apply the strategies of addressing the listener's clarification needs (NM) and the paraphrasing strategy (MM). Moreover, he would also attempt to think in the words and expressions he already knows in the L2 to adapt them into the conversation (NM). Besides, his attempts would be supported by the Socio-Affective strategy of encouraging himself to participate. Something similar was observed with student ST127 who in spite of mentioning the internal processes of relaxing and thinking of what to say, she did not specify that she would actually apply the Socio-Affective strategy of continuing with the conversation or the strategy of making attempts to think about familiar phrases or expressions in English. Consequently, it is advisable to understand strategies are not fixed, but continually evolving and dependent from the strategy user.

Regarding the themes that appeared in the Thematic Analysis of the reflections on the feedback meeting that my colleague and I held after this session, we agreed that students seemed to have been confused when filling the questionnaire, answering the video-questions, and the reflection questions. While filling in the EFL Profile, many students reported being lost with the question about the number of languages they speak since they did not know if they had to count "English" as "another language" or not. Besides, it was observed that students answered the video questions in the thinking time screenshot, and not in the section designed for this purpose. Regarding students' self-evaluation, students were asked about the purpose of the project. They asked many times about what they were supposed to do, in the task and in the App. This might have been because I had poorly explained why the project was called "S2R2 Project". In addition, students had to reflect on what they had learnt in the session in the space provided. Nevertheless, students would not use it as expected since they might use one-word answer to say they learnt: "something", "anything", "a lot", or they might leave the space blank. Thus, all these comments and observations needed to be addressed.

Evaluating the session, reviewing my notes, and receiving feedback helped me to improve my teaching practice by addressing my skills of giving instructions, designing materials, and guiding thinking. First, I decided that, in the following sessions and cycles, I should explain the meaning of the name of the project since that would help them understand both its purpose and students' role in the project. Second, the *"Getting to Know Your Portfolio"* section was also improved. Icons indicating video time, thinking time, and speaking time would be introduced to familiarise students with these types of tasks. Also, the screenshots of the thinking time and taking notes part would be labelled and reduced, so students would not confuse them with the real space where they should write (see Graphic). In regard to guiding students' thinking time,

it was suggested that the introductory video should also be monitored to know the appropriate time to stop, so students could have time to read the questions and write down their reflections without forgetting them.

Session 2

The aim of this session was to raise students' awareness of oral communicative strategies by talking about them, applying them on a speaking task, and reflecting on them while filling in the Oral Communication Strategies Questionnaire (OCSI questionnaire from now on). During the brainstorming, students had to think of and write down -in their booklets- how they would behave if they were asked to participate in a conversation and they face difficulties in the interactions. In addition, the collaborative task of the FCE speaking exam was described. Students, then, did a speaking practice. Even though we had not revised any strategy yet, it was thought the speaking task would help them elicit ideas to fill in the questionnaire about oral communicative strategies they would employ in paired-oral interactions (See section 4.4.3). Participants had to select the frequency of strategy use in a range of 1 to 5, 1 being "never" and 5 "always". The questionnaire was written in participants' mother tongue (Spanish) and two words were explained: "circumlocutions" and "angloparlante". The former was described as "*a way of paraphrasing ideas*" while the later was said to "*refer to an English native speaker*". At the end of the lesson, participants were supposed to write down what they had learnt during the session.

Observations

It was observed that during the brainstorming session, students said they would feel nervous when speaking in English. However, they would not write those ideas down in their booklets. They did write about the strategies they would employ to participate. Furthermore, during the speaking practice students would not engage in paired oral conversations, but monologues of their ideas. Regarding the OCSI questionnaire, students seemed to fill in the questionnaire without problems. There was not available time to share what they had learnt before ending the session. Booklets were collected and the feedback meeting was held as in the previous session.

Evaluating the praxis

This session was designed to learn more about the strategies students would apply during paired-oral interactions. In order to achieve this, we carried out content and descriptive analyses of students' responses in their booklets and in the OCSI questionnaire. The Content Analysis of students' open-ended responses to the second question of the brainstorming moment helped

us learn that students would apply four types of oral communicative strategies. They would mainly employ Socio-Affective strategies to encourage themselves to continue and to “*be in the conversation*” (ST109). For instance, student ST125 wrote she would “*start when calm*”, and students ST110, ST113, ST116 stated they would “*express feelings and points of view*”, “*express their ideas*”, and “*participate*” in the conversation when they find any difficulty. Student ST102 wrote he would “*speak to [his] partner*”. Student ST106 mentioned he would “*start talking*” and students ST111, ST112, ST118, and ST120 agreed that they would keep on talking “*about the topic*”. Student ST121 suggested “*following the topic or starting a new one*”.

They would also apply the Socio-Affective strategy of calming down. Student ST107 wrote “*I try not to be nervous*” and student ST122 mentioned she would “*stay positive*”. Students ST114, ST115, and ST117 wrote they would try to “*relax*” and then they gave more details afterwards. Student ST114 added that after relaxing he would “*think in Spanish and then translate*”, student ST115 explained he would be relaxed “*because of his classmate*”, and student ST117 described that he would participate by “*trying to follow the steps given [in the strategy instruction]*”.

Another set of strategies were the Negotiation of Meaning strategies. For example, student ST103 wrote she would “*ask for and give opinions*” whereas ST107 wrote she would “*speak the best I can*”. Besides, students also seemed to apply cognitive strategies to participate in the conversation. Student ST102 wrote: “*I first organise myself*”, student ST126 explained that she would “*think what to say, before the tasks*”. Student ST123 also stressed the importance of preparing “*beforehand what [he] would say*”. Students ST127 and student ST105 described the techniques they would use to think of ideas. Student ST127 wrote she would “*read the instructions again and [then] answer it*”, student ST105 would “*compare opinions*”, students ST112 and ST124 would “*ask questions*” as a way to keep on the interaction. Only students ST116 and ST119 seemed to have found it difficult to think of what they would do to speak in English in pairs as they would only listen to their partner or would plan anything for the conversation.

The Descriptive Analysis of the 24 responses of the OCSI questionnaire gave insight in the strategies students claimed to be applying more frequently, as shown in Table 18. Students agreed to use a wide range of strategies. There are further details in Table E4 in Appendix E. The top ten strategies are mainly Fluency-Oriented strategies and Socio-Affective strategies.

Table 18 The top 10 strategies students from the first cycle would use the most

	Strategies	1	2	3	4	5	class	sum 3-5
1	3. Intento que el tono de mi voz sea claro y adecuado	0	1	5	13	6	FO	24
2	15. Intento disfrutar de la conversación.	1	0	5	13	6	SA	24
3	12. Utilizo palabras de relleno para continuar con la conversación.	1	0	9	10	5	SA	24
4	8. Confirmo que mi interlocutor y yo estamos comprendiendo el mensaje de la conversación.	1	0	5	7	11	NM	23
5	9. Pido aclaraciones o repeticiones cuando es necesario.	1	1	5	9	9	NM	23
6	10. Establezco contacto visual durante la conversación.	0	2	7	7	9	NV	23
7	2. Me tomo mi tiempo para expresar lo que quiero decir.	1	1	9	9	5	FO	23
8	5. Presto atención a la pronunciación, ritmo y entonación del otro.	1	0	10	7	6	FO	23
9	1. Presto atención a mi pronunciación, ritmo y entonación	1	2	2	16	4	FO	22
10	14. Intento relajarme cuando me siento nerviosa/o.	1	2	4	8	10	SA	22

The most popular strategies are strategies 3, 15 and 12 since 24 students (96%) chose they would use them. Strategy 3 is a Fluency-Oriented strategy that consists of trying to use a clear and appropriate tone of voice. Strategy 15 and strategy 12 are Socio-Affective strategies that help students to enjoy the conversation and use fillers to continue with the conversation flow. Negotiation of Meaning strategies (8, 9) and Non-Verbal strategies (10) were also chosen as common strategies to be employed in oral interactions. Strategy 8 is about checking understanding while strategy 9 is about asking for clarifications and repetitions. Most of students also would apply the non-verbal strategy of establishing eye-contact. In addition students would pay attention to fluency-oriented strategies to take their time to express their ideas (strategy 2) and to monitor the pronunciation, rhythm, and intonation of their partners' speeches and of their own speech (strategy 5 and 1).

The analysis of data collected through instruments and the observations that arose from the feedback exchange guided the improvement of the brainstorming moment and the speaking practice. It was decided to make the brainstorming moment more concrete for students. In future cycles, instead of asking what they usually do to face difficult situations, concrete situations would be listed so that students could share their reactions to the specific chosen situations. Example of the suggested scenario and list of situations would be:

Imagine you have to talk in English with a partner, what would you do if:

- A. You forget a word.
- B. Your partner forgets a word.
- C. You do not understand your partner..
- D. Your partner does not understand you.
- E. Your partner speaks very fast.
- F. Your partner does not speak.

Regarding overcoming students' tendency to engage in monologues instead of interactions, it seemed students need to '*explicitly*' learn communicative strategies to actually *participate* in paired oral interactions. The *noticing strategy* would be used together with example videos to illustrate and reflect on the characteristics of a collaborative conversation. This might facilitate students' performance improvement.

Session 3

This session was devoted to the identification and reflection of students' affective and motivational strategies employed during paired-oral interactions. It was thought that introducing these strategies, at this stage of the project, would help students to speak about the emotions and their experience in the speaking process of an EFL learner.

The session started with the explanation of the meaning of monitor and meta-strategies since the English teacher suggested that reviewing these abstract concepts could help students work better during the session. Afterwards, in the brainstorming of the session, students were asked about how they feel when speaking in English in pairs and what they would do to participate in those situations. This brainstorming moment was done to prepare students for filling in an adaptation of Oxford's *Managing your Emotions for Language Learning Questionnaire*.

The first question included a scenario where students would be speaking in paired-oral conversations. They had to describe how would they feel in that scenario. The questionnaire also asked a) what they would do to face such situation, b) if they had had a previous strategy instruction, and c) how successful it had been.

After filling in the questionnaires, students engaged in a speaking practice which was followed by the "*Self-report on my self-regulation*". This report had three blank spaces where students could write down what they did before doing the task, while doing the task and after doing the

task. This time the session finished with the chart: *"today, I have practised..."*. The chart was shown to summarise their learning.

Evaluating the praxis

The praxis was evaluated by carrying out a Descriptive Analysis for the first and second question of the Emotion Questionnaire, and a Content Analysis for the other questions. Results of the Descriptive Analysis of the 25 responses given in the Emotion Questionnaire showed students would experience more negative emotions than positive emotions when speaking in English (See Table E6 in Appendix E). When asked about the type of emotions they would feel, students wrote they would feel excited (1), happy (3), relaxed (3), and comfortable (1). Other students wrote they would be scared (5), stressed (4), shy (3), insecure (3), uncomfortable (1), and even angry (1).

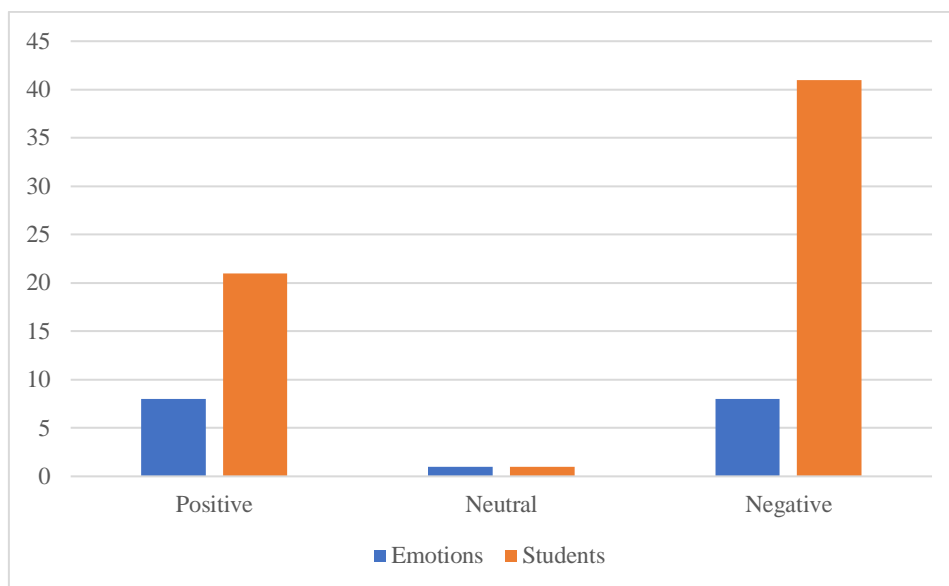


Figure 36 Positive and Negative Emotions Reported by Students while speaking in English in pairs (N=25)

Some students wrote they would feel at the same time positive and negative emotions. When revised if there was a relationship between what they would answer in the first and second question.

The third question asked students how they would manage the positive and negative emotions that they would experience when speaking in pairs. Figure 37 shows the strategies students would apply to use the positive emotions to continue with the conversation. Fifteen students recognised they would start talking and eight students pointed out that they would also help their partners after conveying their messages. Students ST103, ST115, and ST123 specified that asking a question will be the way of helping their partners to interact. In this question, students

also mentioned they would calm down, but they did not explain how they would do this or what they would do afterwards. Students ST107 and ST109 would not know how to react while student ST127 would regain her own confidence by letting her partner speak.

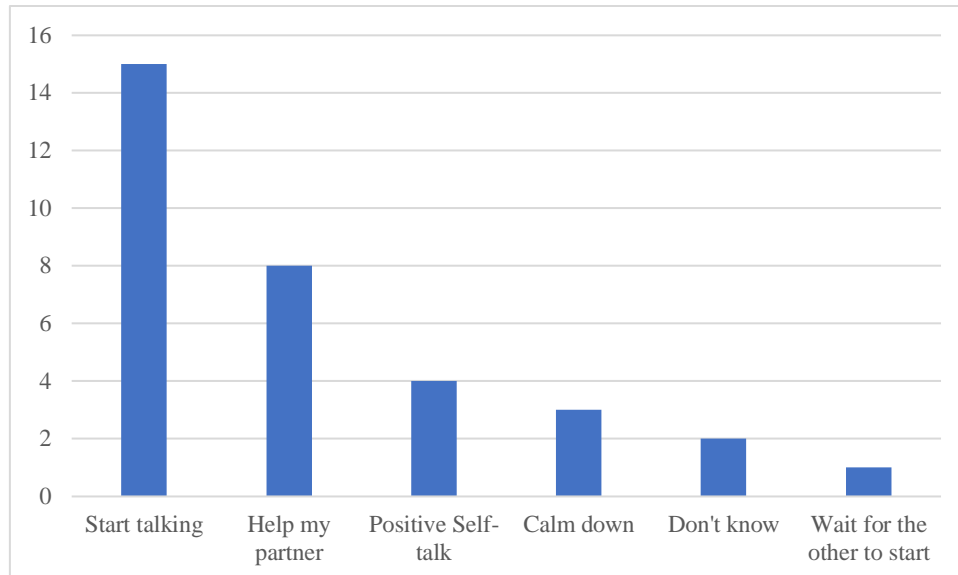


Figure 37 Strategies to manage positive emotions during paired-oral conversations

Regarding the strategies students would apply to overcome the negative feelings, students would “*calm down*”, “*relax*”, and “*get calm*” to continue with the conversation. Students ST106 and ST117 would apply the Socio-Affective strategy of calming down as an “*ice-breaker*” (ST1017) before re-starting the dialogue. Other students would rely on the breathing technique, as well as the thinking and positive self-talk strategies. For instance, students ST102, ST110, and ST120 specified that they would breathe, and calm down to be able to do the task. Furthermore, students ST111, ST116, ST125 would think of the ideas they could use in the interaction. In addition, students ST105, ST1012, ST121 would focus on positive thoughts such as “*everything will be fine*”.

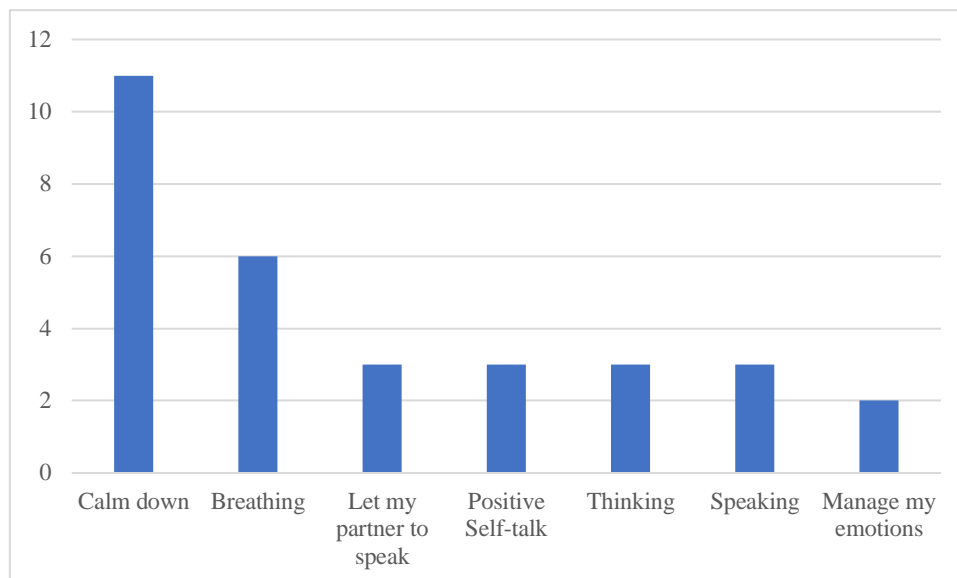


Figure 38 Number of strategies employed to manage negative emotions during paired-oral conversations (N=25)

While students ST104 and ST122 would continue with the conversation without “[being] scared” (ST104). Students 003, ST115, and ST126 would let their partners speak as the only strategy to overcome their negative feelings. Finally, student ST113 wrote he would manage his emotions, but he did not specify how, however student ST127 did explain that her tip to manage negative feelings and get focused is to “count until 5”.

According to our observations and notes, the brainstorming section and the Emotion Questionnaire should be reviewed to elicit more detailed answers from students. Therefore, more improvements were introduced in these two parts (See Appendix E, Figure E1). For the brainstorming section, it was decided to make the second question more concrete. Instead of asking what “would they do in ‘those’ situations”, the question would refer back to the specific situation already mentioned in the first question (speaking while being observed by their teacher). For example, if in question 1 a student wrote speaking in English in pairs makes them feel “frustrated”, then in question 2 they should explain what they would do when feeling frustrated.

Regarding the first question of the Emotions Questionnaire, two modifications were made. First, the given scenario, ‘think of a time when you had to talk about a problem and choosing the best solution’, was thought to be too general for them. The new version would include the following situation: “Imagine you and your partner have to talk in English and your English teacher would be observing your conversation”. Second, a new option was added to this question about the kind of emotions students would experience given the provided scenario. This decision was made taking into consideration some comments made by students and registered in a diary entry.

One student had argued that the given scenario would not make her feel positive nor negative emotions. On the contrary, she said she would feel "normal" which in her words meant: "not too excited, not too worried because I know how to speak in English". Other participants also agreed that they could not understand what we meant by "positive" and "negative" emotions.

Diary Entry Example

As a result, the first question and its options would look as follows:

Imagine you and your partner have to talk in English and your English teacher would be observing your conversation. How would you feel in that situation?

- A. Positive (happy, confident, enthusiastic, etc.)
- B. Negative (worried, frightened, anxious, etc.)
- C. Neutral (Ok, calm, etc.)

Third, a change was done with the second question of the Emotion Questionnaire which required students to "*name the emotions*" they would feel in the given scenario. Students' responses were too brief. Thus, the new version would include a list of emotions students could choose from. In addition, it was considered that revising the vocabulary of emotions before filling in the questionnaire would help students elicit more ideas to complete the third exercise about what they would do to manage the positive and negative emotions felt during the speaking situation.

Finally, the last change was to eliminate three questions of the questionnaire because their answers did not contribute to the research focus of the study. Questions 4 and 5 sought to learn if students had gone through a similar experience and if they had received any support from their teacher. Moreover, question 6 asked if students had received such support, they had to explain how the teacher had given it. Although, these questions might be useful to explore student's experience before the strategy instruction, it was observed that they might not be appropriate for the purpose of this questionnaire and session.

Regarding the self-regulation stage, it was not possible to modify the format of the self-regulation report since students' booklets had already been printed. However, more specific questions were written on the board to guide students' reflections, according to the resolutions of the first session. This time students could write more ideas, but it was difficult to identify

any evidence of self-regulation engagement. The second cycle should, therefore, provide a guided practice of self-regulation that would help students during the planning, monitoring, and evaluation of their spoken performance.

Session 4

The aim of this final session was to reflect on my teaching performance while introducing social and cognitive strategies to help students improve their performance while participating in paired-oral interactions. Students watched two videos which gave them a set of expressions to show understanding and to ask for and give help during paired-oral conversations. In addition, the videos included some phrases to start the conversation, give opinions, and make comments. Afterwards, students did the final speaking task and then they self-assessed their performance. This time, a new version of the self-report sheet was given to facilitate students' self-regulation of their paired-oral interactions.

Observations

It was observed that providing students with the set of expressions and strategies helped them to participate more in the interactions since they seemed to have more concrete resources to apply while speaking. For example, students' silence moments were filled with "*I see your point*", "*I agree with you*", or "*What do you think?*". Furthermore, the self-report sheet included more specific options to facilitate students' report on their self-regulation. This time students were asked to choose which concrete strategies they would plan to apply during the conversations. They also could "rehearse their performance" by deciding to pay attention to social aspects such as their partner's body language, tone of voice, need for help.

Evaluating the praxis and students' responses

The results of the Content Analysis of twenty-three responses in the Self-report on their Self-regulation process showed this group of students had started to apply certain strategies before, during and after the paired-oral interactions. Figure 39 portrays that few of them (8) took negative attitudes. Students were nervous (2) and they got distracted (6). However, most of them (15) adopted positive attitudes in the planning stage. Students claim that they would set their goals (2) think of how to organise their speech (4), and try to be calm (9).

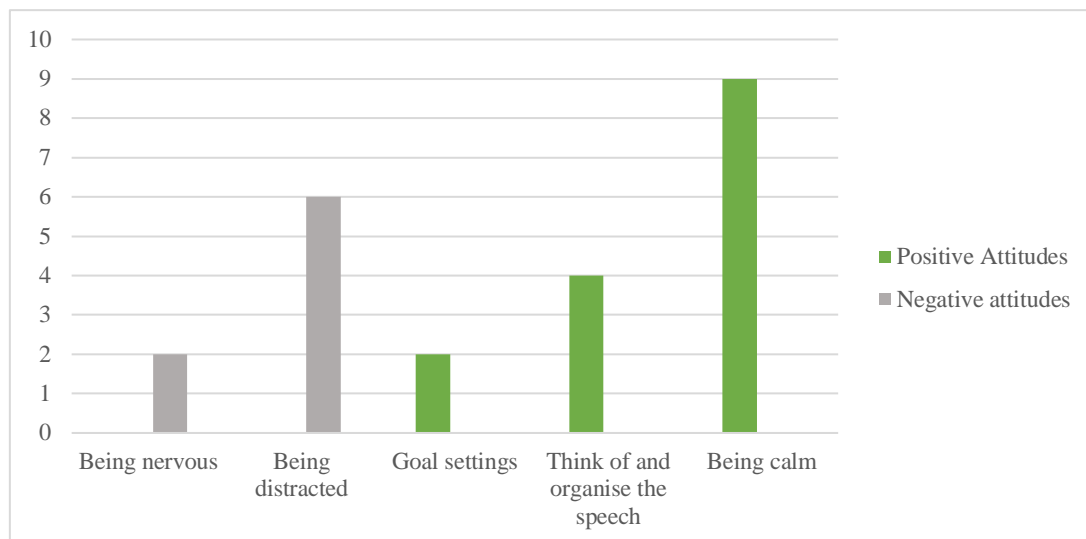


Figure 39 Number of students' positive and negative strategies before a paired-oral interaction (N=23)

In regard to the students who had a less positive or active attitude towards the speaking task, two of them wrote they were nervous and the other six were distracted by different reasons. For instance, two students went through this stage by doing other activities. Student ST109 used the planning stage to "eat a gum", then he did not fill in the other parts of the report. Student ST118 first engaged in negative self-talk since he wrote "I don't [talk] effectively", however, he then wrote he spoke better during the task and he thinks he spoke "a lot of English". Other students seemed to have been affected by external sources of motivation such as boredom and teachers' approval. Student ST112 wrote she "was bored" during this stage, then she explained while evaluating her performance that she had been "bored because she was tired" whereas student ST106 wrote that "when the teacher [came] I improvise[d] a little bit". On the other hand, three students did not write anything in the planning stage, but they filled in the other parts of the report. These attitudes might suggest that I should emphasize more in the importance of the planning stage and the strategies they could use to take advantage of it.

Regarding the positive attitudes, students wrote about and two cognitive strategies and one social strategy. Two students employed the goal setting strategy. This cognitive strategy was used to define the expressions they would apply during the task. For example, student ST116 decided to listen in this planning stage while ST126 decided to "try to say clear things". Other students wrote they used the cognitive strategy of thinking and organising their speech. For instance, student ST104 wrote he spoke "about what we have to do", and student ST107 stated "I [was] thinking and organising the ideas". Student ST111 also wrote "I tr[ie]d to think about the beginning of [the] task", and ST121 shared she was "thinking about how we start the conversation, think about how we say my ideas". On the other hand, nine students wrote they

would apply the social strategy of being calm. Although not all of them specified what they would do to achieve this, student ST111 did explain he “ate a gum to relax” and student ST126 engaged in positive self-talk to relax.

After analysing 17 students’ reflections on what they had done during the interactions, it was found that students employed different strategies to continue with the conversation. Figure 40 shows that most of them explicitly stated that they tried to continue with the interactions and some of them wrote about the strategies they focused on to keep on participating. For example, students ST107, ST113, ST116 wrote that they had spoken about the ideas they wanted to convey which implies the Socio-Affective strategies of expressing personal ideas and participating in the conversation. Besides, student ST106 would also use the Negotiation of Meaning strategy of giving clarifications to explain her ideas and continue with the conversation. Students also seemed to have applied the Socio-Affective strategy of enjoying the talk and addressing emotions. Student ST120 wrote: “*we’ve been talking calmly*” and students ST112, ST113, ST110 pointed out that they had felt comfortable because they had been “talking to [their] friends”.

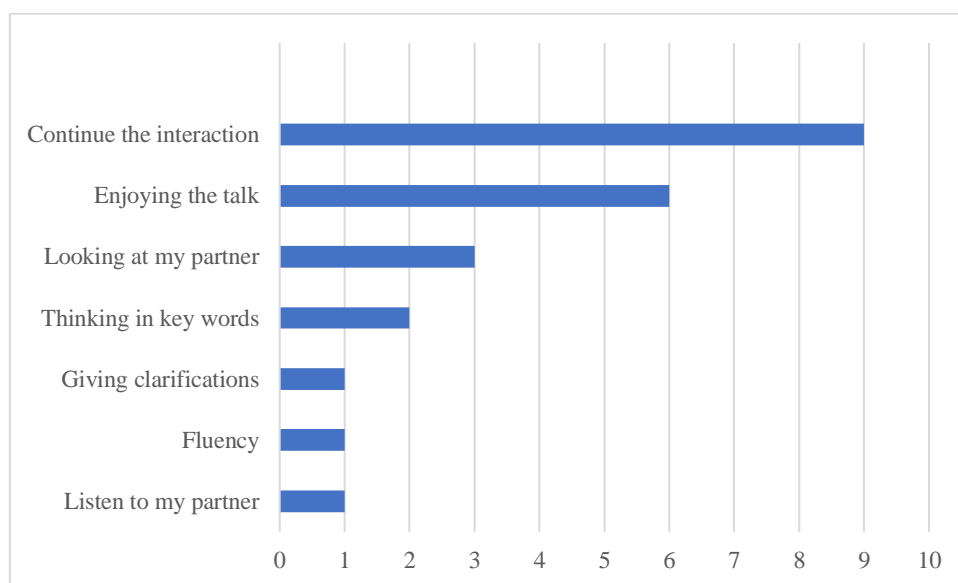


Figure 40 Students' strategies applied during paired-oral interactions

Other students paid attention to their partners, key words, and fluency. Student ST119 mentioned he “*listen[ed] to [his] partner*” while students ST115, ST126, and ST127 wrote about establishing visual contact. Student ST115 stated “*I [felt] relax and comfort ...I was looking at my partners’ eyes*”. Student ST121 and ST125 employed the strategy of making Attempts to think in English by thinking in “*different expressions*” and using “*key words*”. ST115 and ST124 might have identified the reasons for being calm. The former wrote that

while the latter wrote about positive-self-talk: “*I tried not to be nervous [to be] confident*”. Finally, student ST118 was the only student who referred to Fluency-Oriented strategies as he wrote he would “*speak better*” during paired-oral interactions.

Finally, students’ evaluation of the task was filled only by 11 students. These students focused on different things during the self-assessment of their performance, according to the thematic analysis. Students ST120 and ST107 wrote they were happy because they had been “relaxed”, and they had spoken without “being nervous”. Student ST106 stated that she had used vocabulary and ST118 that he had spoken “*a lot of English*”. Students ST110 and ST114 mentioned they had mainly paid attention to their partners’. Students ST115, ST119, ST124, ST126, ST127 recognised that applying the communicative strategies had worked for them. One student wrote: “*we managed to have a good conversation and choose one option*” (ST127). All in all it seems, that the new version self-report might have helped students to give more detailed responses which has facilitated the analysis of their self-regulation.

5.2.4 Evaluating the Cycle

As it had been previously mentioned the aim of this cycle was to reflect on my teaching performance when addressing students’ reactions to my teaching unit about the self-regulation of oral communicative strategies and students’ strategy application. Two steps were followed to achieve this goal. First, I collected data about my teaching performance and students’ performance. Then I applied the triangulation strategy to the data collected as shown in Figure 41.

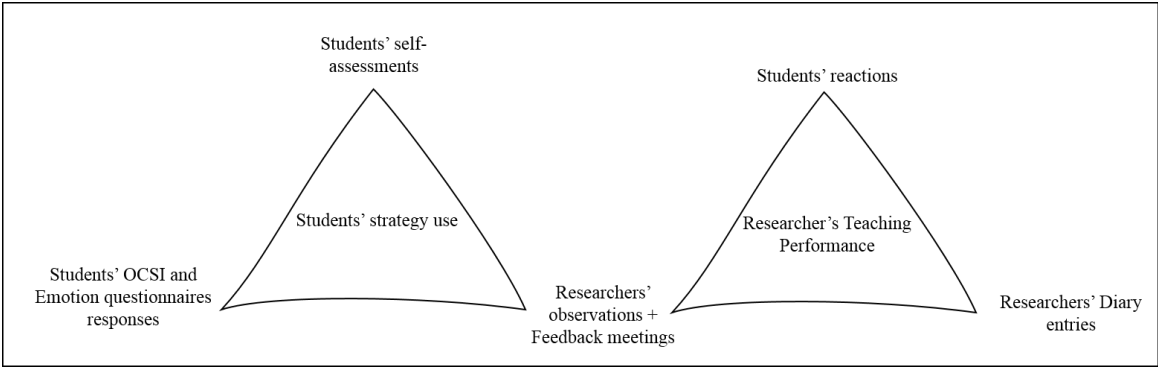


Figure 41 Triangulation processes to analyse students' strategy use and my teaching performance. Own Source

The key element that provided trustworthiness to the processes was a) peer-reviewed reflections meeting with a critical friend, and b) the researchers’ personal reflections (See Figure E3 in Appendix E). The meetings with the critical friend were hold immediately after each session.

The goal of the meetings was to exchange comments related to the oral and written instructions, the unit design, and the reflective questions in order to improve my teaching skills. These conversations enriched the whole process and the decisions for further sessions and cycles. It was expected to identify aspects of my practice to be improved and how to make the instruction more learner friendly.

On the other hand, the researcher's personal reflections were pivotal to interpret the results of the analyses. The analyses of students' responses, in the questionnaires and self-assessments, were expected to give insight in which strategies students were more interested in and which ones required more practice. Even though it was not possible to establish final conclusions about students' performances in only four sessions, there were some observations and insights that contributed to my own learning and the development of my teaching practice.

Table 19 summarises the main actions and the observation focus of each session described in the subsection 5.2.3. It also includes a chronological development of the learning process of this cycle. According to Table 19 and the results obtained throughout the four sessions of this cycle, it would be advisable to take into consideration three aspects to improve my teaching practice in further cycles.

First, regarding unit design, it might be better to introduce social strategies in the first sessions as students seem to rely on them to start, maintain, and end the paired-oral interactions. Furthermore, in regard to my formative assessment skills, it would be necessary to explore more about how to guide students during their self-assessment to help them report about their communicative and self-regulation process. Finally, in relation to my teaching skills to guide the self-regulated speaking practice, it would be necessary to research when and how this guidance should be provided in the strategy instruction, as well as which instruments should be used to register this process. These suggestions might help the researcher to support students' development of their self-regulation skills that, as it was demonstrated with the triangulation analysis, students seem to be willing to learn and to put into practise.

Table 19 Observations and lessons for my own learning

Session	Actions	Observation focus	My observations of participants' reactions	Lessons for my own learning
Session 1	<ul style="list-style-type: none"> - Introduce the Project and the booklet - Encourage filling in the Student Profile questionnaire. 	Students' reactions to wording of instructions	<ol style="list-style-type: none"> 1. Some instructions were confusing. 2. Students were not sure about the purpose of the project 3. Students did not write where they were supposed to. 	<ol style="list-style-type: none"> 1. Ensure clarity in the items 2. Explicitly state the project objectives. 3. Be clear about where students are supposed to write.
Session 2	<ul style="list-style-type: none"> - Introduce the communicative strategies concept - Identify which strategies students use (and its frequency) in paired oral interactions. 	Students' reactions to questionnaires wordings	<ol style="list-style-type: none"> 1. Students use few words to describe their realities in the first questionnaire. 2. They did not interact but engaged in monologues. 3. Students left the second page of the questionnaire in blank. 	<ol style="list-style-type: none"> 1. Help students provide richer answers by including concrete situations 2. Introduce social strategies to help students avoid monologues 3. Specify the questionnaire has 30 items.
Session 3	<ul style="list-style-type: none"> - Identify the type of emotions students go through in paired oral interactions. - Identify the strategies students use to manage their emotions and talk 	Students' reactions to the Emotion questionnaire and self-report	<ol style="list-style-type: none"> 1. Students showed confusion when classifying emotions. 2. They gave richer answers in items with concrete situations. 3. Students keep on leaving self-reports in blank 	<ol style="list-style-type: none"> 1. Revise vocabulary of emotions before this session and add an explanation of "positive", "negative" and "neutral" emotions. 2. Keep on including concrete situations 3. Learn more about guided self-assessment
Session 4	<ul style="list-style-type: none"> - Introduce social and cognitive strategies - Identify the frequency of students' strategies use 	Students' reactions to the OCSI questionnaire and self-report	<ol style="list-style-type: none"> 1. Students reduced their monologues and applied learnt expressions. 2. Students filled in the modified self-reports 3. They left in blank less items than before 	<ol style="list-style-type: none"> 1. Social and cognitive strategies and expressions seem to aid students to interact. 2. Keep improving guided self-reports to facilitate self-regulation. 3. Specify students should attempt to fill in all the items.

5.3 Second Cycle: Karol Wojtyla School

The first cycle set two main tasks: a) to conduct a second literature review and b) to address the aspects that might improve the teaching practice. These processes led to a new research concern with its own objectives, methods of data collection, and analysis procedures. Attending a second-high school gave me the opportunity to put into practice an improved version of the strategy instruction, which aimed at exploring how I could improve my teaching practice by paying attention to students strategies use, as it is shown in Table 20.

Table 20 Second Cycle Overview

Cycle	Research Concern	Objectives	Methods of Data Collection	Data Analysis Procedures
2nd Cycle High School in Toledo	How addressing the strategies students apply with my teaching unit could help me to improve my <u>teaching practice</u> ?	<ol style="list-style-type: none"> 1. Re-Plan the teaching unit support the students' development of self-regulation skills and communicative strategies for paired-oral interactions considering the evaluations of the first cycle. 2. Apply the new teaching unit. 3. Observe the oral communicative strategies and the self-regulation strategies students apply and my reactions towards their needs. 4. Evaluate the improvements introduced in the teaching unit and the possible effects they had on the paired-oral interactions and my teaching practice. 	<ul style="list-style-type: none"> • Questionnaires • Diary Entries • Students' self-reports • Conversation Audio-recordings 	<ul style="list-style-type: none"> • Descriptive Statistics • Thematic analysis • Content Analysis

5.3.1 The settings and participants

This High School, which is located in Toledo, was created in 2017 and did not belong to any bilingual program at the time of the study. Participants were 24 students (M=14, F=10) from fourth year of ESO (4ESO from now on). This was a mixed-ability classroom with students from an A2 English level to a B2 English level. The English teacher mentioned that she had

been teaching this group for two years. They would receive four-English hours weekly. Since their classroom did not have a projector, it was decided to move to another classroom during the sessions of the project. In order to do this without interrupting the activities of the other classroom, the English teacher suggested working with students once a week for six weeks instead of doing the strategy instruction in a single week. As a result, the second cycle was carried out during six consecutive Thursdays after students came back from their morning break.

5.3.2 Planning

The questions set for the first cycle and the questions that emerged during it, helped me to identify the themes to deepen the literature review: teachers talking time and questioning techniques, the set of meta-strategies, and self-regulation/assessment techniques. These themes were included in the design of the second action plan and are part of the Literature Review Chapter of the Thesis.



Figure 42 Themes reviewed to improve the Action Plan for the Second Cycle

A six-session unit plan was designed for the Action Plan of the second cycle. Table 21 shows the specific objectives and tasks per session. The introduction of the project was planned to be done in two sessions. In the first one, students were introduced to the project, the materials, and the self-regulation approach. In the second session, communicative strategies were addressed. This time, metacognitive strategies were presented first, so students could get the idea of planning, monitoring, and evaluating strategies. In addition, these strategies could give students a structure for approaching the task right from the beginning. Meta-social, meta-affective and meta-motivational strategies were thought to be a support for further sessions. Students could add the new set of strategies to the pattern of the exercise 3 of the FCE exam.

Table 21 A matrix on the implementation of strategy training and intervention - adaptations from Action Plan 1

Session	Session Name	Specific objectives	Tasks for the session
1 st	INTRO	To introduce students to the metastrategies and OCS concepts	<ol style="list-style-type: none"> 1. Watch the Intro cartoon video 2. Stop it in the second welcome to the project 3. Introduce the booklet 4. Introduce video characters 5. Prepare students to continue with the video with the taking notes 6. Complete the thinking time 7. Introduce Video 2, why do we need the project? 8. Introduce a speaking task from the back of the book. 9. What have we learnt today?
2 nd	Thinking about communicative strategies	To determine students' OCS use	<ol style="list-style-type: none"> 1. Brainstorm ideas from the previous sessions 2. Replay the video in the questions part. Let students complete 3. Introduce a speaking task from the back of the book. 4. Encourage Thinking Pie use 5. Students will fill in the OCSI questionnaire and will report their reflexions in their learning diaries 6. What have we learnt today?
3 rd	I can prepare my speech with cognitive strategies	To introduce students to Metacognitive strategies	<ol style="list-style-type: none"> 1. Brainstorm ideas from the previous sessions 2. Introduce the different parts of the FCE exam 3. Perform a speaking task 4. Complete the Self-regulation Report
4 th	We can talk together with meta-social strategies	To introduce students to Meta-social strategies	<ol style="list-style-type: none"> 1. Review cognitive strategies 2. Perform a speaking task 3. Reflect on communicative strategies and meta-strategies on the booklets.
5 th	I can speak in English with affective and motivational strategies	To introduce students to meta-affective and meta-motivational strategies	<ol style="list-style-type: none"> 1. Review cognitive and social strategies 2. Students will complete the questionnaire 3. Perform a speaking task 4. Reflect on communicative strategies and metastrategies on the booklets
6 th	I can self-regulate my oral communicative strategies	To practice the different set of strategies following the self-regulation template	<ol style="list-style-type: none"> 1. Review the strategies 2. Perform a speaking task 3. Reflect on communicative strategies and metastrategies on the booklets

5.3.3 Acting, Observing and Evaluating the Praxis

Session 1

The purpose of Session 1 was to observe and reflect on the development of my teaching practice when creating a Student Profile for each participant and introducing the name and purpose of the “S2R2” Project. After distributing the materials, the Speaking Project was introduced by working with the teaching resources developed by the researcher. The updated booklets aimed to provide students with a Speaking Portfolio where they could take notes, plan, and reflect on their conversations. They could also see the speaking tasks instructions, and fill in the questionnaires.

The new booklets included the adaptations to the “*getting to know your portfolio*” section. From this cycle on, this section explained the project would use videos during the four sessions. It also introduced the characters of the videos that would appear in the booklet. In addition, participants were explicitly told what they were expected to do in the “*taking notes*” and “*thinking time*” spaces.

Then, a video was played to brainstorm ideas about how students would react when they faced communication difficulties when speaking in English. This time, students answered the reflection questions immediately after watching the segments of the video that would assist them in their responses. They also filled in the adaptation of the OCSI Questionnaire that was described in the first cycle. At the end of the session, some questions were asked to ensure students had understood the purpose and methodology of the “S2R2 project”.

Students’ responses to the EFL Profile showed that 91.7% of students had been learning English as a foreign language (L2 from now on) for more than 3 years. Besides, 70.8% of the students believe learning languages is important for their lives. In addition, Figure 43 portrays students’ reasons for studying English as a Foreign Language. According to the figure, this group of students study English as they would like to study abroad, and also because it is a compulsory subject. In this case, travelling was not the most important reason. Interestingly, 20.8% of students chose the “other” option to state another reason that was not in the list. In their opinion, they would need English to “*work*” or “*to find a job*”. Students’ interest in the English culture seemed not to be the main reason to study the target language. See Table F1 and Table F2 in Appendix F for more details.

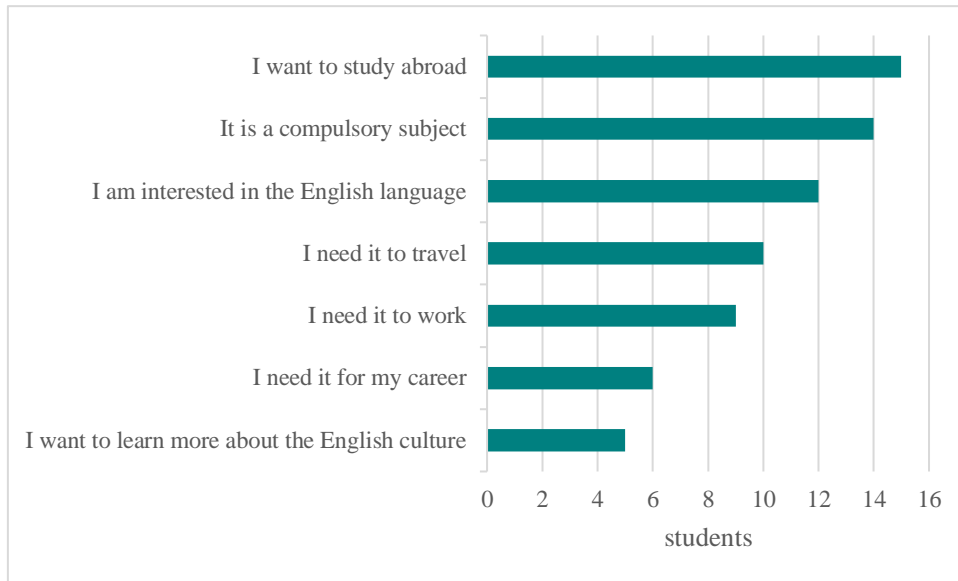


Figure 43 Students' Reasons to study English as Foreign Language (N=22)

It was not possible to identify clear patterns among the different reasons to study English, as it was found in the first cycle. However, a few special relationships were established after the Descriptive Analysis, as shown in Figure 44. For example, students would study the target language because they are interested in English and they want it for their future careers and to travel.

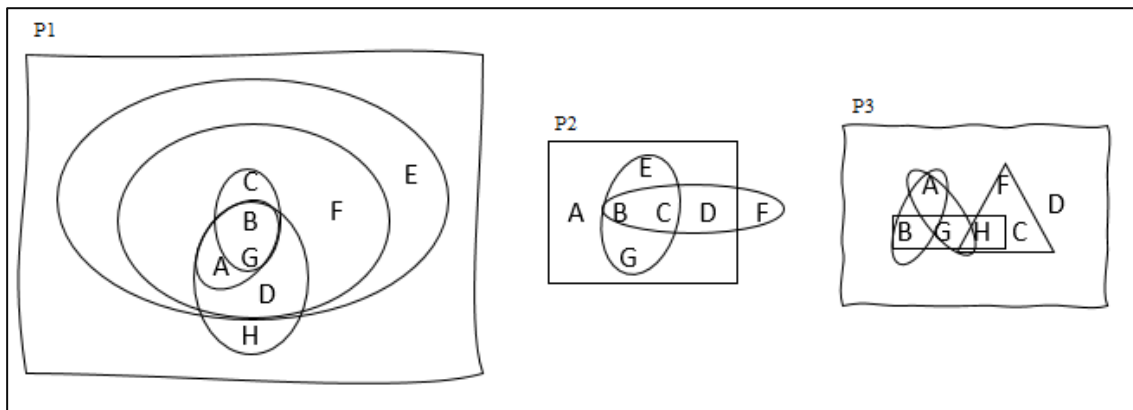


Figure 44 Patterns of students' reasons to study the language A=study, B=travel, C=language, D=study abroad, E=culture, F=friends, G=compulsory, H=others

The Descriptive Analysis of students' responses to the OCSI questionnaire showed that this group agreed to employ a wide range of strategies (See Table F3 in Appendix F for all the responses). Table 21 illustrates the top 10 strategies or the most popular strategies among students. This time, there were fewer missing data. It is believed this was because this point was stressed by the researcher during the task.

Table 22 The top 10 strategies students seemed to apply in the paired-oral interactions

	Strategies and their place in the questionnaire	3	4	5	# Strategy users	Classification
1	10. Establezco contacto visual durante la conversación.	5	8	11	24	NV
2	25. Identifico palabras familiares para deducir la intención del hablante	7	7	10	24	WO
3	30. Intento permanecer calmado incluso cuando no entiendo todos los detalles de la conversación.	11	6	6	23	GG
4	26. Presto atención a la primera parte de las oraciones para identificar si es una pregunta o no.	2	8	12	22	WO
5	5. Presto atención a la pronunciación, ritmo y entonación del otro.	3	8	11	22	FO
6	8. Confirmo que mi interlocutor y yo estamos comprendiendo el mensaje de la conversación.	3	11	8	22	NM
7	9. Pido aclaraciones o repeticiones cuando es necesario.	5	6	11	22	NM
8	15. Intento disfrutar de la conversación.	5	10	7	22	SA
9	27. Presto atención a las palabras que el interlocutor enfatiza.	9	7	6	22	WO
10	28. Deduzco la intención del hablante basándome en el contexto.	4	7	10	21	GG

According to Table 21, students would rely more on Non-Verbal strategies, word-order strategies, and Getting the Gist strategies. As it can be observed, students of this second cycle would take a more passive role during paired-oral interactions rather than a more active one.

This is similar to what has been described in other studies which suggest that beginners learners would pay more attention to body language (strategy 10), familiar words (strategy 25), and their partners' intonation and emphasised expressions (strategy 5) to get the general idea based on the context (strategies 30, 27 and 28). Students also would check for understanding and clarification (strategy 8). Furthermore, in spite of their English level, almost all of them (92%) want to enjoy the conversation.

The Content Analysis was conducted on students' open-ended responses to the two video-questions. The first question asked them about what they usually do if their peers do not follow the conversation or when they get stuck. In a first analysis it was found that “breathing” and “speaking with other words” were the most frequently used strategies. A visual analysis of the connections among each strategy helped to identify a pattern of strategy use. This pattern is portrayed in the following Figure 45.

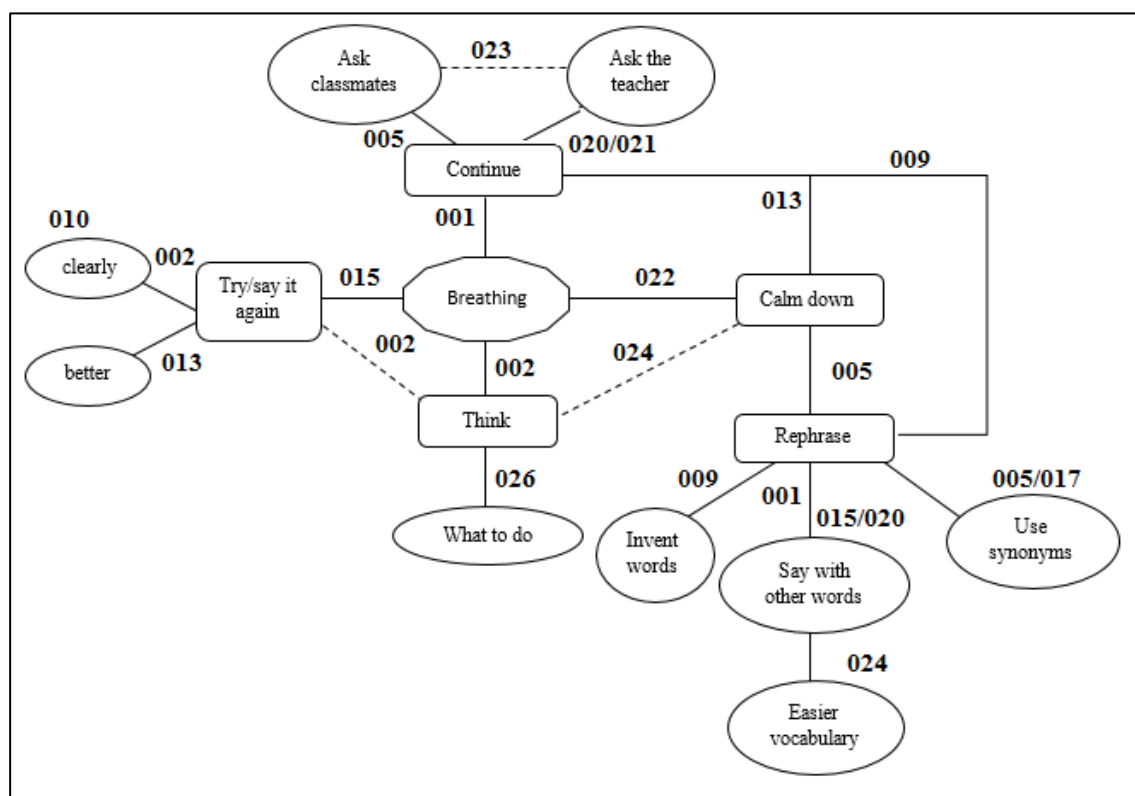


Figure 45 Patterns of Students' strategy use in paired-oral interactions.

According to Figure 45, students would use the breathing strategy to overcome communication breakdowns during conversations. The breathing strategy seems to help students to calm down. For example, ST222 wrote he feels relaxed after breathing while ST205 claimed he breaths before calming down and then he can “say [the idea] in another form”. Although ST213 did not specify which strategy he uses to calm down, he did mention that being calm is needed to continue with the talk. Breathing also seems to facilitate the organization of ideas. ST202 wrote

taking “*a deep breath*” helps her to take her time “*to think*” and then she would say clearly what she “*wanted to say*”. ST226 reflected that he could know what to do after thinking.

Another common strategy was the rephrasing strategy. ST201 and ST205 explained they rephrase their ideas after having breathed and calmed down. ST209 wrote he would invent words (word coinage). Some students wrote they would use synonyms (ST205 and ST217) while others did not specify if they used synonyms or if they changed completely the meaning of their message as they just pointed out they used “*other words*” and “*easier vocabulary*”.

Evidence of learning was considered at the end of the session. Regarding students’ learning, it was observed students could recall the reason of naming the project as “S2R2” Project. They could also name the type of strategies we would be learning during the following six weeks: communicative strategies. In regard to the insights to improve my teaching practice, I learnt that I should review the strategies they are more interested in rephrasing ideas, moving on a different topic, calming down.

[Session 2](#)

The aim of Session 2 was to present the concept of communicative strategies. This time I tried to raise students’ strategy awareness. Therefore, we worked with 4 situations to elicit responses related to the strategies, as it has been decided in the evaluation of the first cycle. Then we did a speaking task. It seemed to me students were not speaking that much. However, I could spot some examples of strategies while I was observing their practice without intervention/monitoring their progress. For instance, some students would make some attempts to rephrase their speech so that their partners could continue with the interaction.

[Session 3](#)

As it has been planned, cognitive and metacognitive strategies were introduced in this third session to encourage the planning, monitoring, and evaluation of participants’ spoken performance. The structure for the paired-oral conversation tasks were presented in the video together with some expressions. Students took notes in their booklets. Then, they worked with a self-report sheet called “Self-report on my self-regulation”, self-report from now on, (See Figure F2 in Appendix F). The self-report sheet was divided into two parts: *the planning stage* and *the evaluating stage*.

For the *planning stage*, participants were told to choose the set of strategies they would like to employ during the task. Figure 46 shows that 4 students decided to start the conversation. 13 students planned to use strategies to state their opinion and 12 students chose to ask questions.

Some students (8) decided to try to make comments and only a few students (7) left this part of the self-report blank. These decisions might indicate the extent of students' willingness to participate in the conversations.

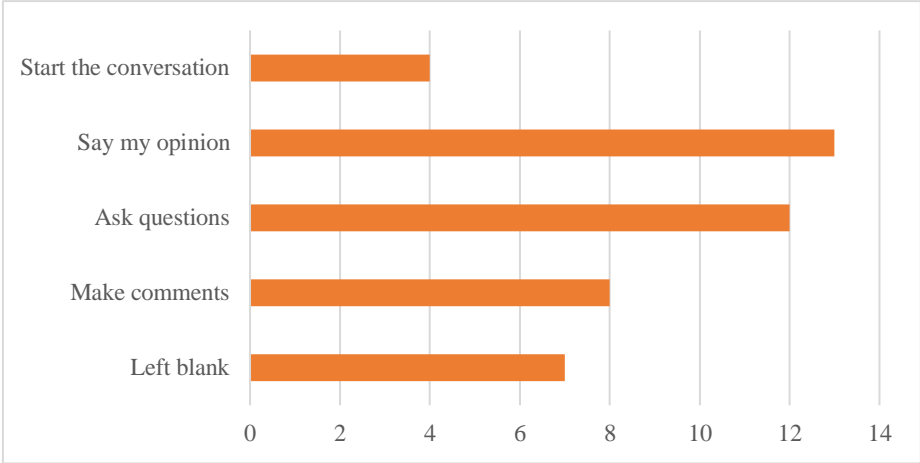


Figure 46 Students' strategy choices in the Planning Stage

For the *evaluating stage*, students had to self-assess their performance. They had to reflect on a) what they had learnt, b) what they had struggled with, and c) their resolutions for the next session. In regard to what they had learnt a few students left blank the section about what they had learnt, but others did indicate some aspects as shown in Figure 47.

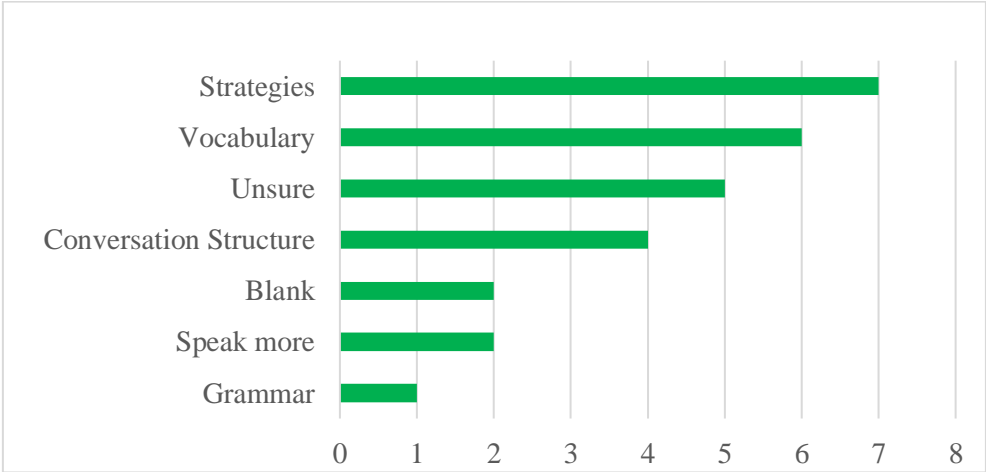


Figure 47 Students' claims of learning in the third session

For instance, seven students recognised they had learnt strategies in this session. Students ST209 and ST214 who wrote that they had learnt “*the strategies to talk*” or student ST201 who claimed he had learnt how to “*say [his] opinion*”, and student ST215 who specified that the strategies had helped her to “*talk with someone easier*”. Six students mentioned they had learnt more vocabulary and one student grammar. Four students highlighted that they had learnt more

about “*the structure of the conversation*” (ST204), “*how to start*” (ST206) and “*how to continue with a conversation*” (ST211).

Others claimed to be unsure about their learning in this session. For instance, in the ‘Today, I have learnt’ space, student ST218 wrote “*I don’t know*”. On the other hand, some students did make some attempts to specify the strategies they had been working with. In the following examples, this point can be appreciated:

Today, I have learnt:

“[to] say my opinion”. ST201

“cómo empezar a conversar, antes no sabía”. ST206

“[to] continue with the conversation” ST211

“strategies to talk with someone easier” ST215

“how to interact better with my partner and understand her better” ST215

Regarding students’ responses about their struggles during paired-oral interactions, the Content Analysis identified five sources of difficulty (See Figure 48). Most of the students admitted having problems with the vocabulary of the task. For instance, student ST211 wrote “*I think that I still have problems with the vocabulary*”, and Student ST216 had problems with “*some words that [she] didn’t know.*” Two students mentioned they had problems with translating and pronouncing some words. Although these difficulties might be considered struggles with the

lexico-grammatical feature of language (vocabulary), they were stated as separated aspects since students specified it.

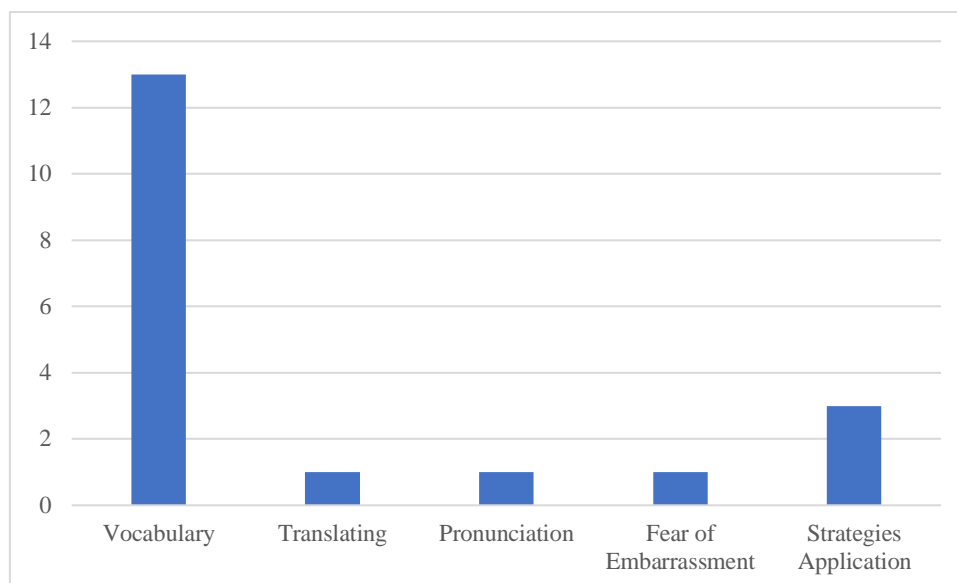


Figure 48 Students' struggles in paired-oral interactions

Other students revealed their fear of being embarrassed. Student ST210 wrote that he felt “*ashamed*” during the task. Besides, interestingly, students ST201 and ST215, who had written about their learning of strategies to talk to others and to say their opinion, found difficulties with the application of those strategies during paired-oral interactions. Student ST201 struggled with “*ask[ing] questions*” while student ST215 had difficulties with “*starting the conversation and making comments*”. These examples are evidence of the application and development of students’ oral communicative strategies and self-regulatory strategies. Facing these difficulties is part of the development of the oral communicative strategies. It seems that they tried to employ the strategies we had reviewed during the session which might suggest their strategy awareness and their willingness to put strategies into practice. On the other hand, being able to identify these struggles shows they were self-regulating their performance. This inference was supported afterwards, when these students wrote that they would “*need to practise more*” for further sessions.

The last question of the *evaluating stage* was related to students’ resolutions. This question aimed to help students to use the reflections on this session to plan and prepare for future sessions. Figure 49 shows the results of the Content Analysis of this question in which 8 students (33%) expressed they would need to learn vocabulary while 16 (67%) pointed out they should practice more. Two students (7%) mentioned they should talk more and only one student (4%) left the question blank. It is believed that there is a relationship between these resolutions

and students' evaluations of their difficulties and learning since students might have realised the need of rehearsing.

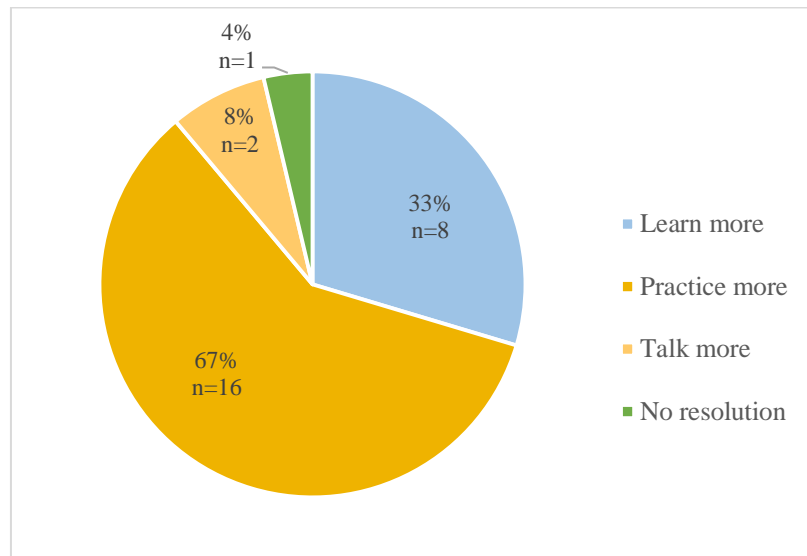


Figure 49 Students' resolutions based on the experience (N=27)

As it has been described in this session it could be observed that the improvements introduced into the strategy instruction might be helping the researcher to raise students' strategy awareness and to encourage students' strategy use. In addition, in spite of not being able to collect evidence of students' oral performance, evidence of students' self-regulatory skills and processes have arisen.

Session 4

The aim of this session was to introduce students to social strategies for communicating during paired oral interactions. As it had been observed in previous sessions of this cycle, and in the first cycle, students would engage in monologues before the strategy instruction. Nonetheless, monologues are not part of paired-oral interactions, so it was thought that social strategies would help students to show their ability to interact and participate in a conversation. Students watched a video about asking-for-or-giving help and about showing understanding. They were told that speakers could ask questions when they found it difficult to follow the conversation. For instance, they could use questions to ask for clarifications, repetitions, and even examples. These questions might help them to relax and to show social skills. At the same time, the questions might help their partners to rephrase or improve their speech. The video also included some expressions to show understanding, which is important to demonstrate that speakers are

involved in the conversation even when they are not speaking but listening. After watching the video and eliciting comments about it, 24 students self-regulated and participated in a speaking practice.

The self-report had five questions, which were approached through two Descriptive Analyses and three Content Analyses (See Table F5 in Appendix F to read students' responses). The first question was about the strategies students chose to apply during the speaking practice. Figure 50 portrays the results of the Descriptive Analysis which revealed that ten students chose to ask for examples while nine students wanted to show understanding. Six students decided to ask for repetition, and five students planned to ask for clarification. This time six students left the exercise blank. It is possible to infer from these results, that students were willing to employ the Socio-Affective strategies reviewed during the session.

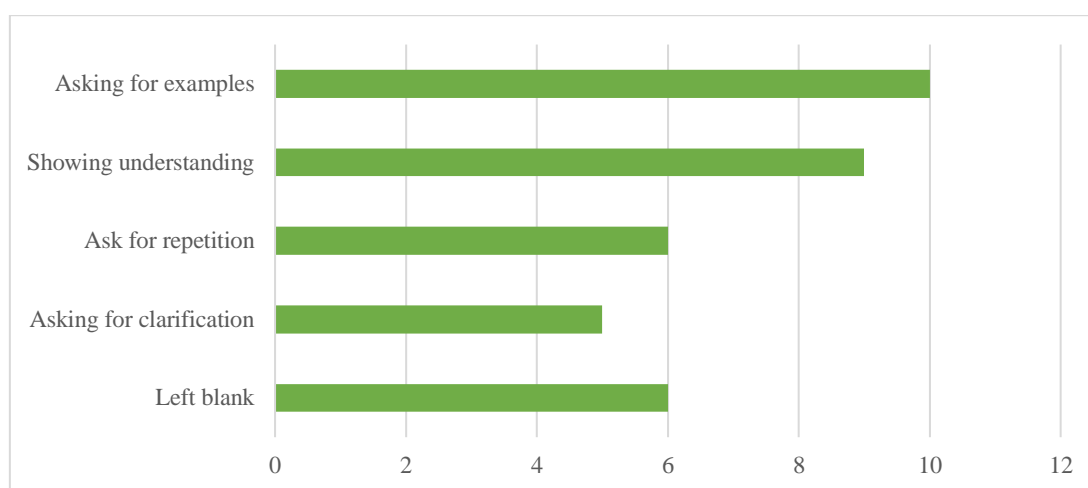


Figure 50 Student's strategy choices in the Planning Stage session 4 (N=24)

In the Descriptive Analysis of the second question, students reported having paid attention to their partners' gestures and ideas during the conversation (See Figure 51). According to an observation in a diary entry, students were sitting facing their partners and they were also nodding when they wanted to show agreement. Twelve students expressed they paid attention to their partners' voice to be able to follow the conversation while ten focused on their partners gestures and ideas. This was significant as they had not been doing this in previous speaking practices. This was supported by the researcher and the English teacher when they agreed that students had not relied on their monologues as in the previous sessions, but they used their body languages.

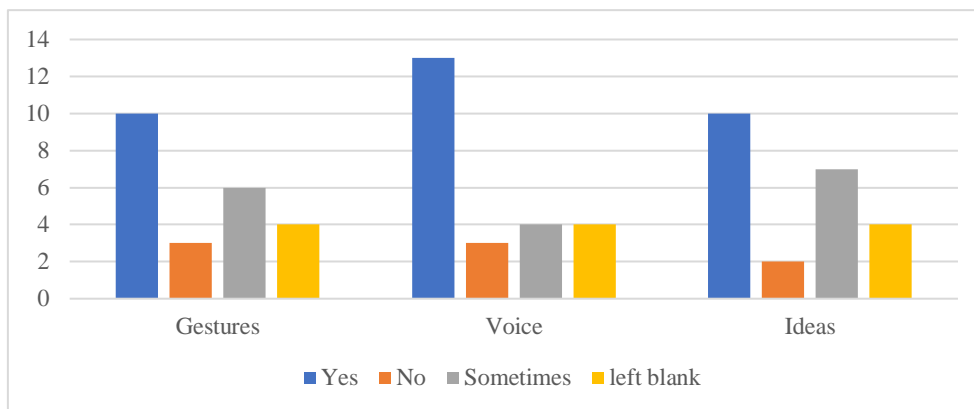


Figure 51 Students' report on applying social strategies

The third question was about what students had learnt in this session. The Content Analysis revealed that 12 students had learnt about strategies and 5 students had learnt new vocabulary. In addition, the blank responses and unsure students were significantly reduced (see Figure 52). Regarding strategies, some students applied social strategies and others Fluency-Oriented strategies. Students ST207 wrote he had practised how to “listen to [his] partner”, student ST215 had also practised “how to interact better with [her] partner”, student ST216 had also received help from her friend. Student ST213 wrote down that he had learnt how to “speak faster”. Besides, student ST214 specified the type of strategy he had learnt as “self-regulation strategies”. Students also mentioned they had learnt more vocabulary. There were a few negative cases of students in this question. Three students explicitly wrote they had learnt “nothing” and one student wrote “I don't know”. This might suggest that they were unsure about their learning in this session or that they experience amotivation.

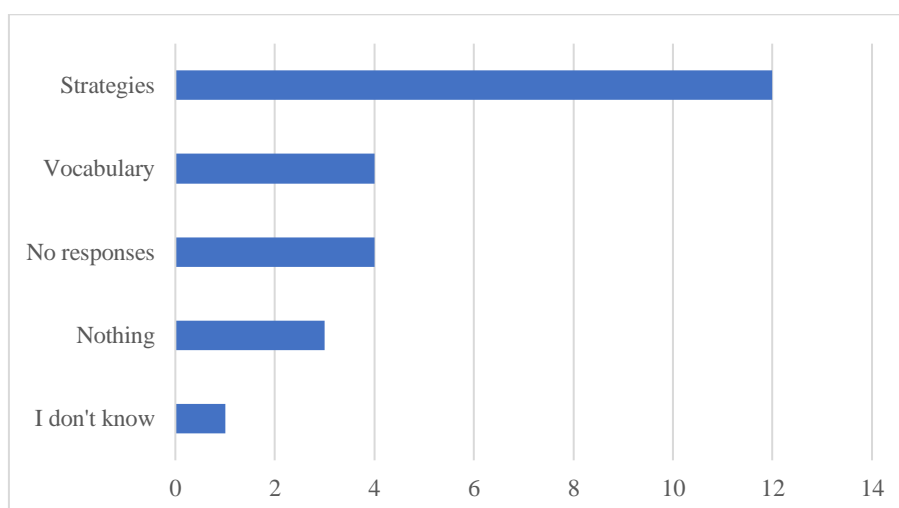


Figure 52 Students' claims of learning for the fourth session

Another Content Analysis was followed with the fourth question about the aspects students had struggled with during the conversations. As it can be observed in Figure 52 a few students

identified grammar, task structure, strategies, and pronunciation, as the sources of task difficulty. Only two students mentioned that they did not experience any complication at all. However the main source of struggle in paired-oral interactions was related to vocabulary, or the lexico-grammatical level of the speech production.

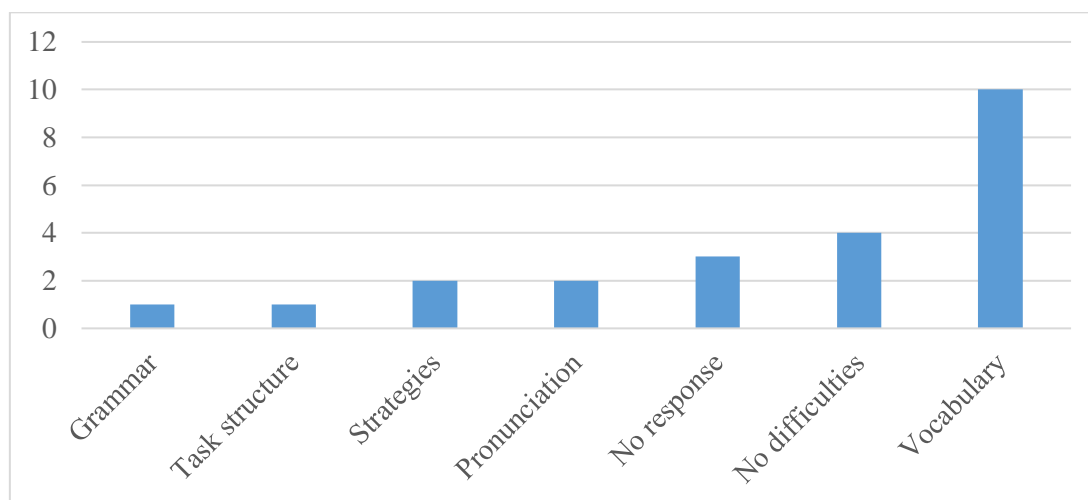


Figure 53 Students' struggles during the task

The last question of the self-report asked about students' resolutions for further sessions. Figure 54 displays the results of the analysis of the given responses. Seven students had no resolution. The Content Analysis of the other responses showed that the students' most common future goals included to *“learn more vocabulary”* and *“practice more”*. It is worth to mention that three students gave evidence of strategy self-regulation since they wrote about the concrete strategies they would like to apply. Student ST201 wrote he would need to *“ask for examples”*, student ST210 would *“explain [himself] better”*, and student ST215 stated she had to *“learn how to change the subject”*. Two students proposed to *“learn grammar”* and one student agreed to *“study more”*.

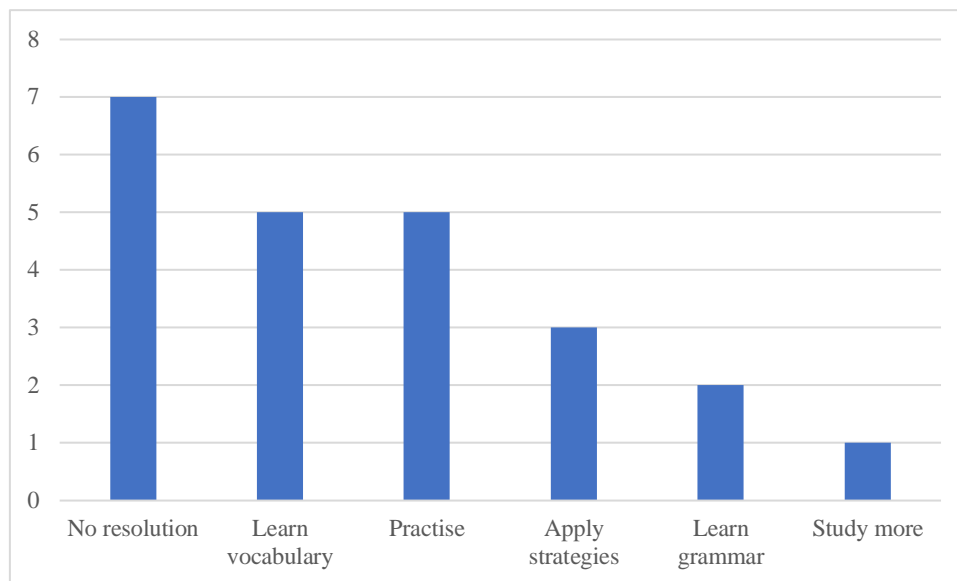


Figure 54 Students' Resolutions for further sessions

These results might suggest that the guided practice facilitated students' oral performance and self-assessment process. Furthermore, it seems students might be getting used to the vocabulary the strategy instruction is introducing to raise their strategy awareness and encourage the strategy use. However, I have noticed the need of considering two issues. One issue is students' lack of vocabulary which needs to be addressed so that they could participate in the paired-oral conversations. Another issue is the challenge of keeping track of students' oral performances without recording them or interrupting their interactions. The former is required by the law of protecting personal data -in this case students' voice- while the latter is necessary to ensure the conversation flow.

Session 5

Session 5 was devoted to motivational and affective strategies that could be used during paired oral interactions to deal with the task. This session included the adaptation of the Emotion questionnaire based on Oxford's Emotions Questionnaire version 4.1 (2017) and the learning experience observed in the first high school (see section 5.2.4). This time the questionnaire aimed to guide students in the reflection of their emotions which seems to be a very abstract concept for them. The instrument included the following specific situation:

“how would you feel if you had to talk with your partner and your English teacher would be evaluating your conversation?”.

Twenty-two participants filled in the questionnaire (See Table F6 in Appendix F for more information). The first question was about identifying if the given situation would make them

feel good, bad, or neutral. The meaning of the “neutral” emotions was explained as “the feeling of not being too worried/nervous or excited/happy about the speaking task”. Before answering the second question about reflecting on what they would do to manage any positive or negative emotions in an imaginary scenario, it was decided to stop the completion of the questionnaire and introduce again the given scenario. It was observed that this group of students provided more detailed and concrete answers with this approach than the first group (High School 1).

The Descriptive Analysis of students’ responses indicated that participating in paired-oral interactions while being observed by the English teacher does not evoke positive emotions. Figure 55 shows that 13 participants (59%) reported experiencing neutral emotions. Six students (27%) chose the option of going through negative emotions when talking to a partner in a speaking task while only 3 (14%) chose the option which stated they would feel positive with this task.

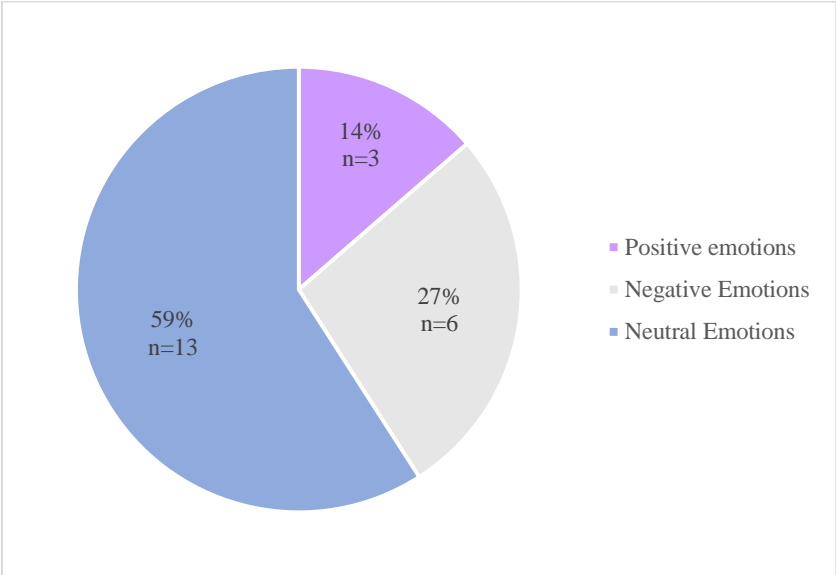


Figure 55 Students' Emotions before participating in paired-oral interactions (N=22)

The second question asked students to select from a list the emotions they would feel when talking in pairs. Figure 56 shows the answers given for this task (See Table F6 in Appendix F for further details). In a first Descriptive Analysis it was found that students selected more negative emotions than positive emotions. Most of the students agreed that they would tend to feel frustrated, ashamed, timid, and confused when being observed while talking in English with their partners. Some of them chose they would feel confident, calm, enthusiastic and capable in the given situation.

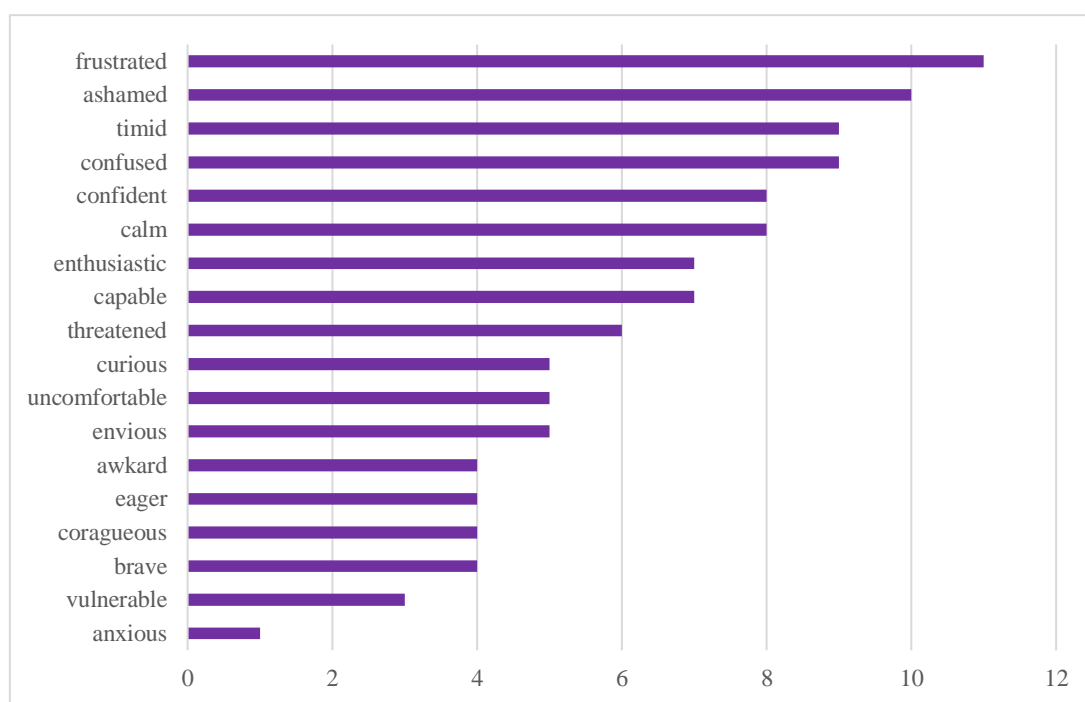


Figure 56 Emotions experienced during paired oral interactions (N=23, R=110)

Despite these preliminary results, a deeper Descriptive Analysis revealed that asking students to classify emotions might have confused them since there was not relationship between their answers in this question and the answers given in Question 1 (See Table F8 in Appendix F). For example, in the first question, six students classified their experience as “negative”, but when they had to choose the emotions they went through when participating in a similar situation, not all of them chose negative emotions. Only, two students (ST206 and ST208) chose negative emotions as the only feelings they would experience. The other four students chose a mixture of positive and negative emotions, but for some reason they considered that their experience was, in overall, negative. On the contrary, three students who in the first question had thought they would feel neutral emotions chose only negative emotions in the second task.

In the case of positive emotions, students ST204, ST217, and ST225 chose this option in the first question. Then in the deeper Descriptive Analysis it was found that ST204 and ST225 experienced a mixture of positive and negative emotions in the oral task. Student ST204 felt strong negative emotions while student ST225 seemed to have gone through more positive emotions than negative emotions. In addition, another eight students, who had previously classified their experience as neutral, were identified as feeling an average of positive emotions after doing the task. The idea behind this deeper Descriptive Analysis was to better understand students so that we could work with the emotions they are going through. As a result of this analysis, and as it is shown in Figure 57, it was found that the real number of students going through only negative emotions was fewer (5) than the number of students who experienced

only positive emotions (7) and even fewer than the number of students with a mixture of emotions (10).

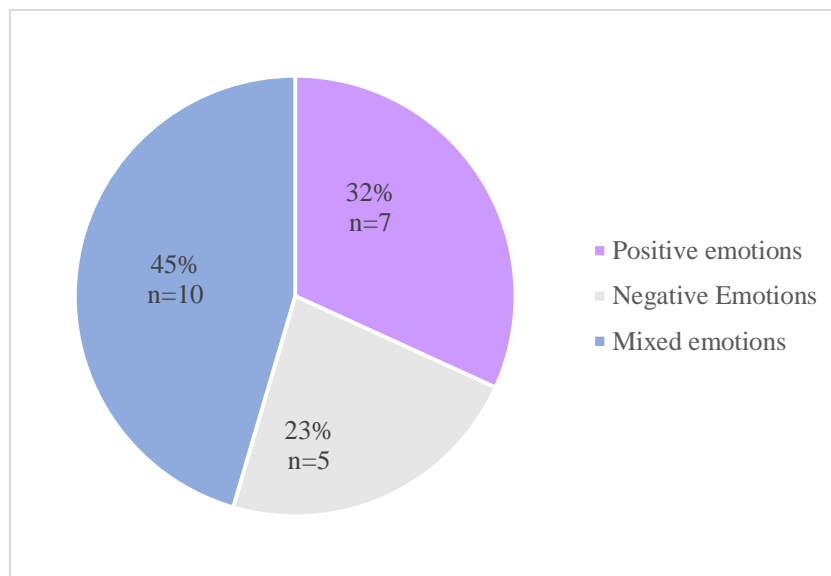


Figure 57 Students' emotions in paired-oral interactions, after a second analysis (n=22)

In the third and fourth questions of the Emotion Questionnaire students were asked about how they would use their positive and negative emotions to face the situation of talking to a partner and being observed by the English teacher. Figure 58 shows that students would apply a wide range of Socio-Affective strategies to manage positive emotions. Most of the students (13) seemed to rely on positive self-talk. For example, ST207, ST213, ST220, and ST209 would tell themselves they are “capable”, and they can “try to do [it] well”, so “everything will be ok”. ST211 and ST219 also believe “things might be easy” especially if they study and know the topic. ST215 also managed her positive emotions by thinking that she and her partners are equals in the conversation and that “nobody know[s] everything”.

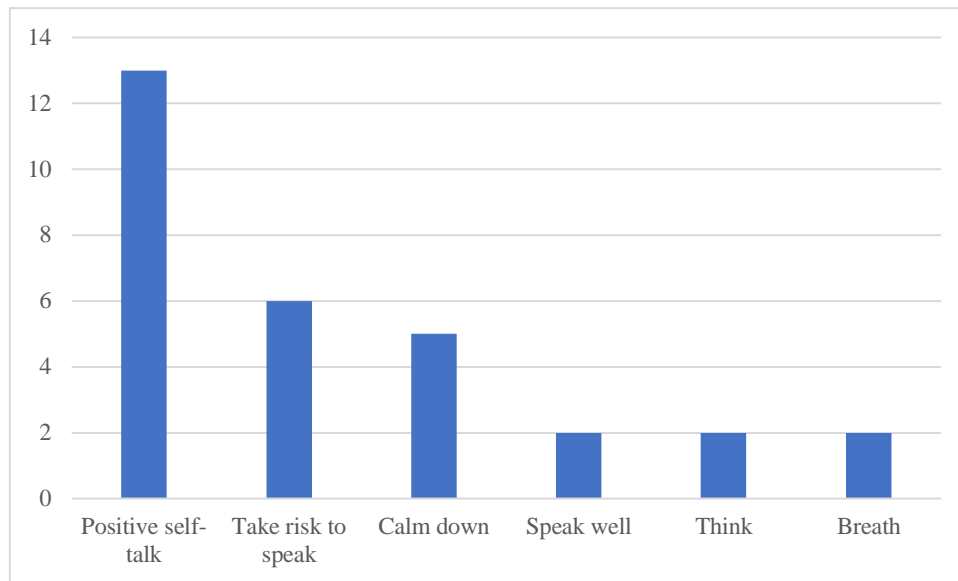


Figure 58 Students' strategies to self-regulate positive emotions

In addition, six students would calm down and five would take risks. For instance, students ST214, ST217, and ST222 would try to calm down and relax while students ST204, ST210, ST211, and ST225 would try to take risks to speak. Students ST207 and ST223 would relax and take the risk to speak at the same time. A few students would also rely on Fluency-Oriented strategies (2) and Cognitive strategies (2) to manage the emotions. Students ST203 and ST206 wrote they would “*speak well*”. Students ST207 and ST214 mentioned they would “*think*” in this scenario, although they would use that strategy for different purposes. Student ST207 would think to “*calm down, be brave, and trust*” in what she knows whereas student ST214 would think about “*what [she is] saying*”. In this group the breathing strategy was not as popular as in the first cycle because only two students (ST202 and ST207) mentioned that they would employ it.

In regard to the strategies for the management of negative emotions, students wrote that they would use positive self-talk, calm down, and take the risk to speak (See Figure 59). For example, ST203, ST204, ST213, ST217, ST221 would be “*confident*” and think that they can “*face the situation*”. Furthermore, students ST206, ST211, ST220, ST223, ST225, ST226 would try to calm down. Also, students ST211, ST220, and ST223 mentioned that calming down helped them to take the risk to speak, and student ST210 took this risk, but did not mention if she was relaxed or not.

Two students also would “*think*” before continuing (ST207 and ST215) while two would ask their partners for help (ST210 and ST212). Students ST201 and ST226 applied the breathing

technique and student ST222 wrote she would “*be empathetic*” to face the given situation. There were two negative cases of students who applied strategies that did not help them to participate in the oral interactions. Student ST209 wrote he “[*thought*] *how wrong things could go*” and student ST214 “*was nervous*”. It is thought these strategies negatively affected students’ performance since they did not write any other strategy to continue with the conversation.

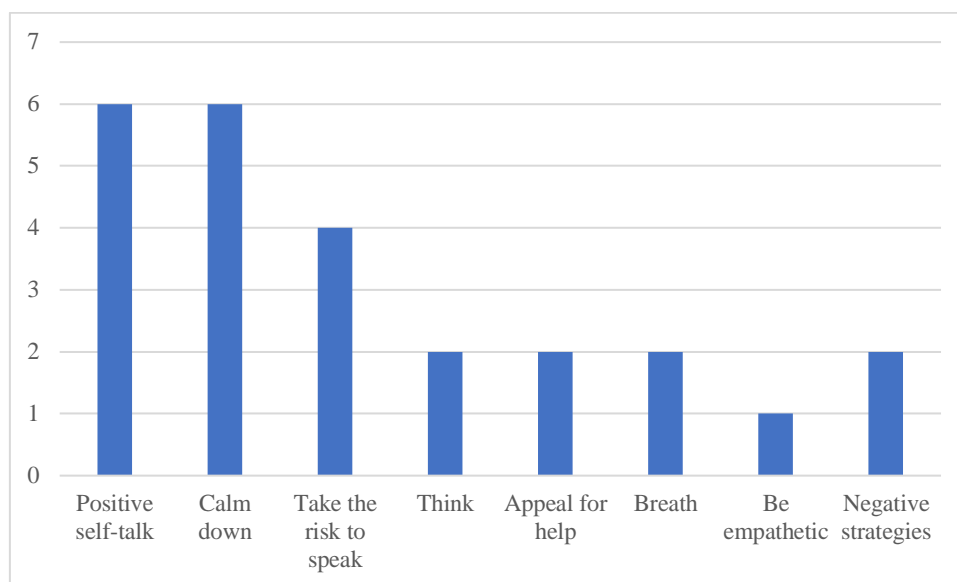


Figure 59 Students' strategies to self-regulate negative emotions

After filling in these questions, students watched a video of calming down strategies to encourage themselves to complete the speaking tasks in pairs. Then they had to do a speaking task using the “Self-report on their self-regulation” sheet to share the strategies they would plan, monitor, and evaluate. In the *evaluation stage*, students were suggested to think of what they had done during the conversation to relax and continue with the task. These reflections were supposed to help them to answer the last part of the Emotions questionnaire which asked them to think of what they did in the speaking practice to calm down and convey their ideas. It was believed that, in this way, students could have a fresh and vivid experience to think of and refer to when filling in the aforementioned section of the questionnaire.

Figure 60 shows the results from the Content Analysis which identified 42 students’ responses given by the 22 participants. It was found that students would mainly employ Socio-Affective strategies. (See last column in Table F6 in Appendix F). According to students’ responses, eight students would try to remain calm, seven would think more about what to say. Five students would either enjoy the conversation or ask for help. Four students would breathe or engage in positive self-talk. Two students stated they would help their partner or review their vocabulary.

Tree students also mention that they would smile, pretend they were talking when they see their teacher nearby, or do nothing.

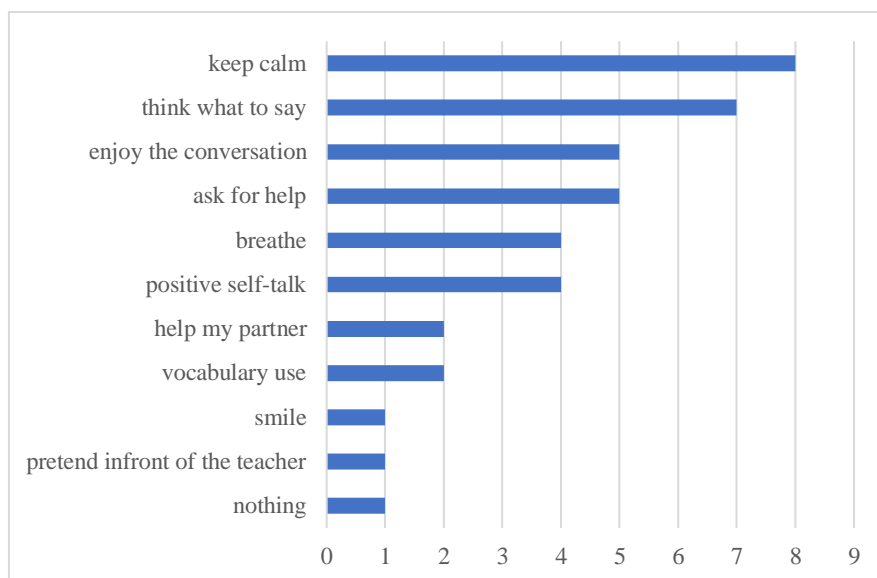


Figure 60 Students' strategies to calm down and convey ideas (N=22; R=42)

However, a deeper Content Analysis of the responses found relationships among the strategies employed by the students (see Figure 61). For example, seven students applied the cognitive strategy of thinking what to say together with social-affective strategies. Students made attempts to think of and “*focus*” (ST215) on their ideas and then they “*asked [their] partner for help*” (ST210). Students ST217, ST219, ST222 pointed out the importance of staying relaxed to engage in the thinking process. Students ST220 and ST214 also employed positive self-talk to promote thinking. Other students mentioned they actually enjoyed the conversation to participate in it. It seems they were “*comfortable*” with (ST203, ST27, ST213) and “*confident*” (ST221) in the conversation because they “*could communicate*” (ST214). Besides, two students described their efforts to “*help [their] partners*” (ST209) and to make the conversation “*more fluent*” (ST211).

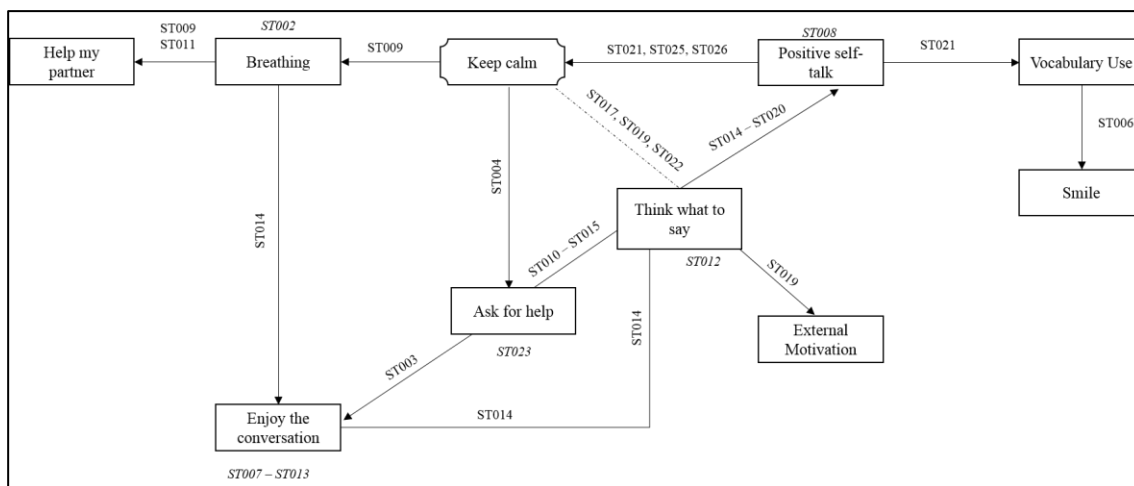


Figure 61 Strategies clusters among oral communicative strategies employed by students in Session 5

Session 6

The sixth session was aimed to give students an opportunity to apply the strategies we had been revising during the previous sessions, and to reflect on their performance (See Figure F4 in Appendix F). They were given the booklets and introduced to the speaking task about their opinions about the advantages of five means of transport. Before doing the task, students were reminded of the main language functions they should try to use in their oral performance. Students were expected to start the conversation, give their opinions, ask questions, and make comments (discourse features) by using a set of expressions (lexico features) with the right intonation (phonological features).

My goal as a practitioner was to write down evidence of students' expressions when starting the conversation, giving their opinions, asking questions, and making comments. Since it was not possible to get the permissions to record the oral performance of this group of secondary students, an Observation Sheet was developed instead. Table 23 shows the results from the observations when monitoring the speaking pairs without interrupting their interactions.

Table 23 Examples of Students' oral performance in Session 6

Student Pairs	Start the conversation	Give your opinion	Ask questions	Make comments
1	***	- the bus is very cheap	- ***	- Yes. it's [for] tourism
2	- shall I start?	- I like it.	- OK	- Well I don't like [it]. It's dangerous
3	- shall I start?	- it's fast	- why car is useful?	- the train is useful. - The car so with no problems
4	- shall I start?	- they need to go to the job or their home	- what do you think of the train?	- It's very fast
5	- shall I start?	- It's very quickly	- * why motorcycles is dangerous? * Why the bus is useful?	- * I agree ecology * ecology can travel so people or more
6	- I'm going to start	- motorhome [is good] and don't pay a hotel. It's better than the bus	- ***	- * don't contaminate and [reduce] traffic
7	- You want me to start?	- I think the motorhome and a car home is the same, but you've got the tv.	- why the car is useful?	- I think it is not useful, it is a home, but is small
8	- shall I start?	- I think that the train is one of the best. [it] travels long distances at cheap prices	- ***	- I totally agree with you although sometimes it is not cheaper. - It can be better to take a plane
9	- shall I start?	- I think transport is useful, you can be at your own car.	- what do you think?	- I agree with you. I like the bus because I use it everyday

Student Pairs	Start the conversation	Give your opinion	Ask questions	Make comments
10	do you want to start?	- I think the motorcycle is dangerous if you travel without protection you can get hurt	- what do you think?	- I agree with you, if you drink and then drive [it] could be dangerous
11	- do you want to start?	- is useful it transports many people	- what do you think?	- it is effective
12	- do you want to start?	- the train is a transport important for me because [of] the new technology - bus is a good transport	- ***	- * plane is the vehicle more fast * I agree with your opinion. * I think the bus is a horrible transport and it is slowly

According to the Content Analysis performed to the researcher's observations of the twelve pairs it was possible to identify that all of them were addressing the suggested language functions. The twelve pairs (100%) were exchanging their opinions. I could listen to eleven pairs (92%) starting the conversation even though I arrived in the middle of a conversation which I was not able to interrupt. I asked students to start again and I wrote down that seven pairs (58%) were clearly asking for their partners' opinions. Regarding the language function of making comments to the other's ideas, five students would agree (42%), two would disagree (17%) and one would use fillers (8%). This is shown in Figure 62.

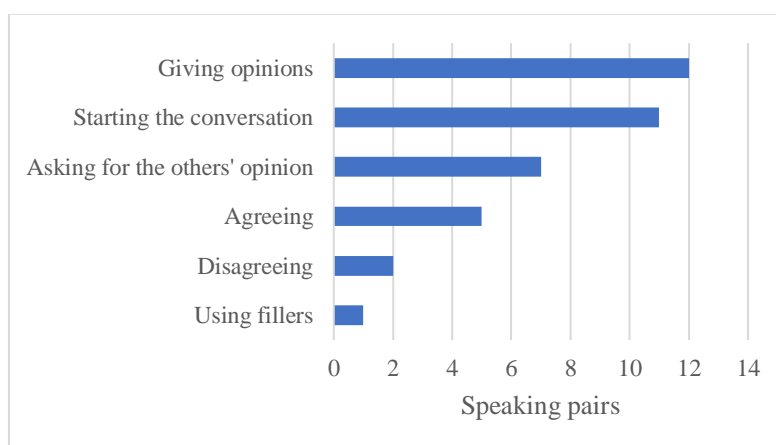


Figure 62 Number of speaking pairs addressing language functions (Pairs=12)

Even though it might seem that students were using pre-established expressions in unnatural dialogues; it is noteworthy to mention they were actually choosing which expressions they could use at certain moments in their conversations. In addition, they were sharing their own ideas related to the topic. For instance, among the eleven conversations I could listen to, nine students asked if they could start the interaction, one student asked if his partner could start while one student informed the other speaker that he wanted to start. In addition, the twelve pairs who were giving their opinions actually employed 27 sentences to let their partners know what they were thinking of the topic they had chosen to talk about. As a result, it could be concluded students were incorporating the strategies into their previous knowledge to participate in the speaking tasks.

Session 7 (expanded session)

This session had not been included in the action plan, but it was designed after talking to the English teacher and to some students. They agreed to record few oral interactions to identify strategies students would apply when interacting in English in paired-oral conversations. Self-reports sheets were given for this session to help students self-regulate their performance (See Figure F3 in Appendix F).

The Self-report sheet presented a table where students could write down the expressions they would use to start the conversation, give their opinions, ask questions, and make comments. By doing so, they could regulate the application of Fluency-Oriented strategies (FO), Negotiation of Meaning (NM) strategies, and Social-Affective (SA) strategies. In addition, the Self-report sheet included two web diagrams with the topics of the paired-oral interaction they would choose to participate in. Therefore, the self-regulation material they received for the task guided them to apply the note-taking strategy in the planning stage, which consisted in writing down the sentences they could use in the conversation.

It is important to highlight there was a difference between the “giving opinion” function and the “making comments”. The former was about the new exchange of ideas students could introduce to cover the 5 different topics from the task to answer the question. The latter dealt with students strategies to show understanding, agreement, disagreement, or any other expression that could actually represent a comment to their partners’ intervention.

The conversations were not recorded in the classroom, but in a room assigned by the school’s English coordinator for the purposes of the study. Twenty students participated in the audio-recordings and they entered the room in the same pre-established pairs in the previous sessions. They received the material which consisted in the last session speaking task instruction and the

self-regulation table to plan and monitor their performance. All of them were given the same instructions and the same amount of time to plan and speak (See Figure F in Appendix F)

According to the Content Analysis of the ten audio-recordings and twenty planning reports, it seems that the note-taking strategy did help students to participate in the paired-oral interactions. Table 24 shows the columns of the four main language functions addressed in the instruction and the rows of planning stage and the evaluating stage. In the planning stage, we analysed the students' report to identify the number of students who had planned to apply oral communicative strategies (OCS) and the number of strategies that had been chosen to be employed during the conversations. In the evaluating stage, we analysed the transcripts of the audio-recordings to determine the number of students who actually applied OCS per language function, and the number of OCS they employed.

Table 24 Students planning and applying OCS according to language functions

	Starting the conversation	Giving new opinions	Asking questions	Making comments
<u>Planning stage</u>				
Students planning to apply OCS	11	17	14	9
Chosen OCS to be applied	16	46	19	11
<u>Evaluating stage</u>				
Students who applied OCS	10	20	17	19
OCS strategies applied	10	61	29	65

As it can be observed, there is an increase in the number of students who plan to work on a language function and the sentences they plan to use. For example, there were 17 students who filled in the part of “giving opinions” and they wrote 46 possible sentences or expressions they could use during the speaking task to participate in the conversation. Interestingly, all the twenty students -even the three students who had not planned to do so- gave their opinions during their interactions and their participation was higher than what they had prepared. This is similar to

the cases in asking questions and making comments because there is an increase in the number of students who planned to use certain strategies and the real number of students who use them. Furthermore, the number of expressions, ideas, and contributions that students employed during the collaborative speaking task is higher than the ones they had planned to apply.

The visual evolution of the planned strategies and the applied strategies, as well as the number of students who planned and applied them, is illustrated in Figure 63. The blue bars represent the number of students who planned to use the suggested language functions while the grey bars show the number of students who actually applied the strategies or expressions. The orange bars indicate the number of OCS planned to be used and the yellow ones the number of the OCS applied in the task. As it can be observed, the number of strategies applied outnumbered the strategies students had chosen to apply in the planning stage.

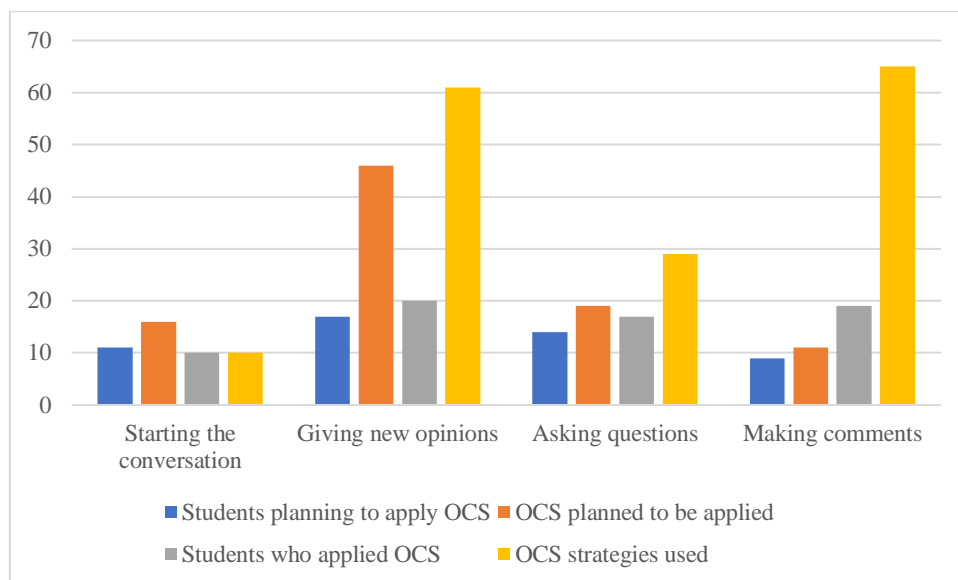


Figure 63 Oral Communicative Strategies and Strategy Users in the speaking task (N=20)

As part of the analysis, there could be identified some examples of students' strategy use. Students applied the Social-Affective strategy of participating in the conversation by employing the Fluency-Oriented strategy of making comments on their partners' previous ideas. In the following examples students chose to agree and comment on their partner's opinions before moving on a different topic.

For instance, even though Student ST215 agreed on the train as a good means of transport, she also introduced the bus to make a comparison with the train, and then changes the topic to the motorcycle.

- ST202: I think, the train is a good choice of transport because you can travel long distances with no an expensive price, and also there are electric trains with more... like... friendly.... environmentally friendly, so it's good for the environment.
- ST215: I agree with your point, I see the bus is comfortable too...the train is faster, but and if you are going to travel a really long distance then is cheap, so it's good. What do you think of the motorcycle?

Another example of Socio-Affective strategy use can be seen when student ST202 agreed on the danger of the motorcycles and then continued by elaborating on this idea before moving to the next topic, motorhomes, with a following question.

- ST215: I think the motorcycles are too dangerous for me, it's too fast.
- ST202: I agree with you, I don't really like motorcycles because they are really, really dangerous. What about the motorhome? What do you think about it?

In addition, students also helped their partners by applying the Negotiation of Meaning strategy of confirming speakers are following the conversation and showing understanding. For instance, student ST220 seemed to notice that his partner was getting stuck, so he moved on a next topic with a question. This action might have helped ST213 to continue talking.

- ST220: In my opinion [the car] is very comfortable because you can go singing and listening [to] the music you want. What do you think?
- ST213: Yeah! And the electric car is very useful because you can save the energy you can use for drive, and you don't have to...eh...[stop]...eh...
- ST220: What do you think about the bus?
- ST213: The bus? It's fine you can travel to many places...very fast, all is communicate[d].

Other students changed the topic to avoid communication breakdowns. Student ST222 also asked a question to continue with the conversation flow as his partner was getting stuck.

- ST219: My opinion of a car is that is good because they go to school for not [being] late...
- ST222: Motorcycle is good if you are young and staying at home, and is good
- ST219: It's all of the transport.
- ST222: What is your favourite transport?
- ST219: My favourite transport is car because go to the most sites.

Furthermore, some students used the Socio-Affective strategy of participating and enjoying the conversation. Students had been told this strategy could be applied if they tried to share some examples because they would feel confident about this. Student ST217 used an example to illustrate his point about how technology had helped football.

- ST211: I see advances in technology is good for pollution and environment and could be more efficient. And in the sports, what do you think?
- ST217: In the sports like in the football, the ball.... the referees and the teams don't play dirty, and it's much better for all the people.

In following extract of the transcript of a conversation, Students ST202 and ST215 use the strategy of giving examples to illustrate their point. Students had been told that examples can help them to use their vocabulary or experiences to give more details to their ideas. Student ST202 also employs this strategy when she needs to disagree politely without interrupting the conversation flow.

- ST215: I think motorcycle is dangerous, so what do you think?
- ST202: I think that the motorcycle... yeah... is dangerous...but you do the [stops] things that when you...gonna go...I don't know how... [sigh] when you are gonna take the motorcycle, you need to put the helmet and I think if you do that is...less dangerous...than...you...don't do. Wat about the motorhome? What do you think about it?
- ST215: I think it's a good idea for traveling because you have a home and you can sleep in a bed that is comfortable, but yeah is a good for
- ST202: In part I agree with you, but for example If you travel to the beach, the motorhome can be as good as a moto... you have to pay for a station, so if you are going to...

Students also employed message-alteration strategies and attempts to use English strategies to rephrase their ideas and ensure understanding of their messages. For example, student ST217 gave his opinion about medicine, he used the L1 to explain the term "illness". Then he also rephrased his ideas using more familiar words.

- ST211: And in the medicine?
- ST217: In the medicine? In the past the people don't have medicines for the...for the... "cosas malas que les pasaba", and now you can... the medicine help people more than in the past.

Finally, students tried to overcome their monologues. In the following dialogue, we can see how students ST225 and ST214 worked towards interacting with each other while conveying their ideas. At the beginning they were saying the monologues they had written in the self-regulation sheet before the conversation. In his third intervention, student ST225 asked a question to go back to his topic. Student ST214 replied back, and then he asked a question to learn about his partner's opinion. This question might prove that student ST214 had not being paying attention to student ST225 since he had already given his opinion about cars.

- ST225: Do you want to start?

- ST214: Ok. I think the motorhome is useful because you have a house and a car and you travel so far, and you can sleep in the motorhome.
- ST225: I think the car is a useful transport because it helps you to move to other countries or go to the supermarket.
- ST214: Mmm, I also believe train is good because you can go place more fast if you go on car or bus.
- ST225: What do you think about “the car is useful”?
- ST214: I think is useful because you can travel more relaxed than if you go in bus or train and if you go to different places you can go better. What do you think?

ST225 used a clarification question and then they could finally interact and exchange the ideas they had planned beforehand while acknowledging their partners’ contributions.

- 025: About what?
- ST214: About the car
- ST225: I think the car is useful transport because it helps you to move to other.... sites
- ST214: Great [stop] Why motorcycle is useful?
- ST225: I think motorcycle is useful ... mmm.... [stop] I don’t know, I don’t think it is useful!
- ST214: Ok

All these examples and the results of the Content Analysis help us to infer that this group of students had been incorporating the oral communicative strategies and the self-regulation strategies to participate in paired-oral conversations. Not only they were conveying their ideas, but they also were showing understanding, paraphrasing their messages, and involving their partners. As a result, it was possible to identify some evidence of collaborative and interactive skills which were the purpose of the speaking task.

5.3.4 Evaluating the Cycle

The second cycle had the twofold objective of addressing students’ strategies use and introducing a teaching unit about self-regulation of oral communication strategies considering the setting and participants of this cycle and the insights from the former cycle. This cycle started with the idea of providing students with concrete scenarios of paired oral interactions so that they could access their prior knowledge to give more detailed answers. In this way I could explore the development of students’ strategy use and my teaching practice, which are the two concerns of this cycle. The triangulation technique was used to ensure the trustworthiness of the process of understanding the aforementioned development. Figure 64 shows the different methods of data collection employed and analysed to meet this goal.

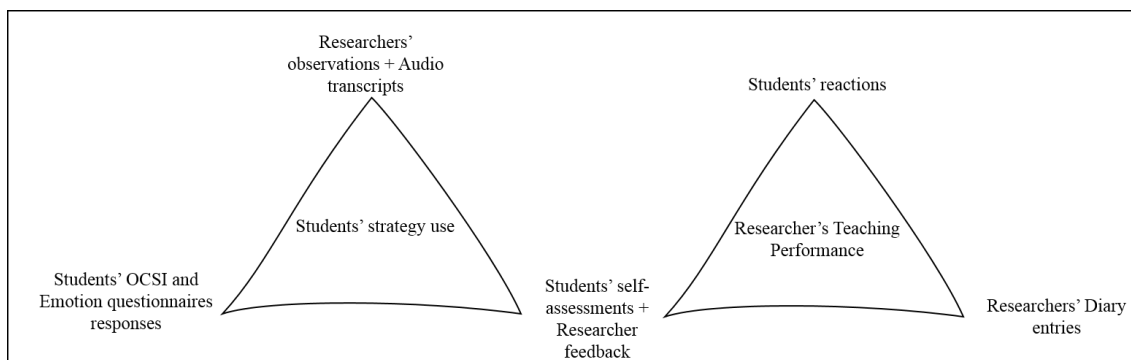


Figure 64 Elements of the triangulation process in the second cycle

Regarding students' strategy use, the data analyses performed in this cycle demonstrated that students were developing their self-regulatory strategies and their oral communicative strategies. Students showed they were using the self-regulatory strategy of taking notes to prepare their interactions by activating prior knowledge of vocabulary, expressions, and ideas. Besides, they seemed to have increased their metacognitive strategy of task awareness since they were making comments in the appropriate time in the conversations to agree, disagree, help their partners, or move on a different topic. Also, it was possible to observe that students were improving their self-assessment skills to evaluate their performance. Some of them commented on how thinking about the thoughts and paying attention to their partners' body language and ideas had helped them to calm down and interact. This could suggest that explicitly teaching what to do when planning (notetaking) and how the task works (task-awareness) might benefit students' strategies use during paired-oral interactions.

In regard to my teaching performance development, Table 25 summarises the main actions and the observation focus of each session of the cycle. It also presents the remarkable observations and lessons gained through this second phase of the research design. The detailed descriptions of the table have been included in the previous section 5.3.3.

Table 25 Observations and lessons from the Second Cycle

Session	Actions	Observation focus	Remarkable observations	Lessons for my own learning
Session 1	<ul style="list-style-type: none"> - Introduce the Project and the booklet - Encourage filling in the Student Profile questionnaire. 	Students' reactions to wording of instructions	<ol style="list-style-type: none"> 1. Students filled in the questionnaire without problems. 2. Item #3 received the same answer. 3. Students were able to explain the purpose of the project 4. Students did write where they were supposed to. 	<ol style="list-style-type: none"> 1. Continue with the questionnaire format but change item 3. 2. Item #3 will inquire about the number of hours students study English outside the school. 3. Explicitly stating the project objectives does work. 4. Being clear about where students are supposed to write does work.
Session 2	<ul style="list-style-type: none"> - Introduce the communicative strategies concept - Identify which strategies students use (and its frequency) in paired oral interactions. 	Students' reactions to questionnaires wordings	<ol style="list-style-type: none"> 1. Students use more words to describe their reactions to concrete situations. 2. They did not interact but engaged in monologues. 3. Students did not leave the second page of the questionnaire in blank. 	<ol style="list-style-type: none"> 1. Including concrete situations does help students provide richer answers. 2. Introduce social strategies to help students avoid monologues. 3. Questionnaire instructions is a must.
Session 3	<ul style="list-style-type: none"> - Introduce cognitive strategies. - Identify the type of strategies students use 	Students' reactions to the strategies and self-report	<ol style="list-style-type: none"> 1. Students started using the revised expressions. 2. Students gave more details in the more concrete self-reports. 4. Students blank responses were reduced. 	<ol style="list-style-type: none"> 1. Continue using concrete expressions and cognitive strategies as they might help students interact. 4. Guided self-reports might support students' self-assessment.
Session 4	<ul style="list-style-type: none"> - Introduce social strategies - Identify which social strategies students 	Students' reactions to the strategies and self-report	<ol style="list-style-type: none"> 1. Students kept on using the learnt expressions. 2. Students relied only on the fixed expressions. 5. Students started using more body language and expressions rather than monologues 	<ol style="list-style-type: none"> 1. Revise how to introduce strategies to create connections among sessions. 2. Revise more expressions so students can produce natural dialogues 5. Provide more practice opportunities.

(Table 25 continue)

Session	Actions	Observation focus	Remarkable observations	Lessons for my own learning
Session 5	<ul style="list-style-type: none"> - Identify the type of emotions students go through in paired oral interactions. - Identify the strategies students use to manage their emotions and talk 	Students' reactions to the Emotion questionnaire and self-report	<ol style="list-style-type: none"> 1. Students seemed to be more confident when filling the questionnaire, but their answers showed a confusion when classifying the emotions, they would experience in oral conversations. 2. Students gave more details in concrete situations exercises. 	<ol style="list-style-type: none"> 1. Revise the wording of this exercise. 2. Keep on including concrete situations to facilitate descriptions.
Session 6	<ul style="list-style-type: none"> - Identify the oral communicative and regulatory strategies some students apply in a recorded speaking task - Introduce a speaking guide to support paired conversations 	Students' performance	<ol style="list-style-type: none"> 1. Students followed the structure of a paired oral interaction. 2. Students did work with the speaking guide. 	<ol style="list-style-type: none"> 1. Provide more practice to acquire the strategies learnt. 2. Concrete strategies seem to support students paired oral interactions.

As it can be observed in Table 25, this cycle helped to consolidate three aspects of my teaching approach. First, introducing strategies through concrete situations shown in specific video and then making comments about the video proved to help students to better understand the abstract importance of strategies. Another aspect was my teacher talk during the guided self-regulation practice. The last aspect was my teaching approach when giving feedback. I tried to give feedback after each speaking task to the general group, to the specific pairs and to each student. At the end of the cycle, I gave the English teacher a personalised folder with feedback for each student. During an informal talk, I was told they appreciated that. I noticed students were happy a) to receive a written feedback and b) to read a comment on a specific aspect of their performance. As a result, the following cycle will continue to explore how to use the feedback technique to support students' development of their self-regulatory and communicative skills.

5.4 Third Cycle: Karol Wojtyla School

The collaborative work carried out with the English teacher in the second cycle promoted the idea of designing a new cycle with more sessions to improve students' oral communicative strategy development in a new school year. The previous cycles had set two main tasks: a) to deepen the existing literature review and b) to address the aspects that could improve the teaching practice. These processes led to a new research concern with its own objectives, methods of data collection, and analysis procedures which are displayed in Table 26.

Table 26 Third Cycle Overview

Cycle	Research Concern	Objectives	Methods of Data Collection	Data Analysis Procedures
3rd Cycle High School in Toledo	How supporting students' strategies development could help me to improve my <u>teaching practice</u> and students' strategy use?	<ol style="list-style-type: none"> Plan a teaching unit (TU) to support the students' development of self-regulation skills and oral communicative strategies including the improvements identified in previous cycles. Apply the new TU Observe the oral communicative strategies and the self-regulation strategies students applied before and after the intervention. Evaluate the improvement of the TU and its relationship to the paired-oral interactions before and after the strategy instruction. 	<ul style="list-style-type: none"> Questionnaires Diary Entries Students' self-reports Conversation Audio-recordings Interviews 	<ul style="list-style-type: none"> Descriptive Statistics Thematic analysis Content Analysis

5.4.1 The settings and participants

The third cycle was performed with eight students from the fourth year of obligatory secondary education (4ESO from now on) class in Karol Wojtyla Highschool in Toledo during part of the second term of the 2019-2020 school year. This high school was the same school of the second cycle. The eight students who participated in this cycle were the only ones whose parents sign the authorisation for recording their paired-oral conversations.

5.4.2 Planning

The nine-week action plan for the third cycle underwent three modifications. The first modification was carried out after the second cycle and before the school year 2019-2020. It took into consideration the insights from the previous cycles and participants' suggestions. Previous cycles had highlighted the importance of accurate and on-time feedback, concrete instructions and explanations of the strategy materials and exercises. Furthermore, students from previous groups had pointed out that vocabulary was one the main challenge they would face during paired-oral interactions. Thus, these aspects were addressed in the new action plan. In addition, the English teacher expressed, in an informal interview before the end of the second cycle, her willingness and interest in continuing participating in the study to learn from this process.

Therefore, the English teacher and I collaborated on the adaptation of the strategy instruction for the new cycle. On the one hand, she was willing to include the project as part of her annual teaching plan so that she would be in charge of the reading, writing, and listening skills, and I would be in charge of the speaking skill. Hence, she gave me access to the digital teaching resources to design speaking tasks related to the contents that would be covered in the second term according to students' book. It was thought that working with the same contents could allow the English teacher to help her students during the speaking tasks since she might help them remember the expressions learnt in classes. This cooperation would facilitate students with the vocabulary and grammar structures for the speaking tasks. This way, all participants could benefit from this cooperative work, which is also part of the action-research methodology.

On the other hand, and in order to meet the ethical protocols of the University Ethic Committee, we both talked about how to approach students' parents to inform them about the project, so they could give their consent for participation. The English teacher made suggestions about a promo video and the consent letter. Her advice was considered useful to establish contact with students' parent. Results of the adaptations can be seen in Table 27.

Table 27 A matrix on the implementation of strategy training and intervention – adaptations from Action Plans 1 and 2

Day	Session Name	Specific objectives	Strategies	Tasks for the session
1 st	Thinking about communicative strategies	- Introduce students to the meta-strategies and OCS concepts	- Materials distribution and introduction	<ol style="list-style-type: none"> 1. Watch the Intro cartoon video 2. Introduce the booklet 3. Complete the thinking time 4. Introduce Video 2: why do we need the project? 5. Introduce a speaking task from the back of the book. 6. Reflect on today's tasks: What have we learnt today?
2 nd	Speaking about dangerous food	- Introduce students to the <i>metacognitive strategy</i> of making an outline for the conversation.	- Start the conversation - Say your opinion - Make comments - Ask questions	<ol style="list-style-type: none"> 1. Brainstorm ideas 2. Students will complete the questionnaire 3. Perform a speaking task 4. Students will fill in the OCSI questionnaire and will report their reflexions in their learning diaries 5. Reflect on communicative strategies and meta-strategies in their booklets
3 rd	Eating with friends	- Address <i>social strategies</i> during the oral interactions. - Apply Non-Verbal strategies	- SSMA - Looking at your partner - Making eye-contact, nodding and smiling.	<ol style="list-style-type: none"> 1. Warm-up to introduce the topic 2. Watch the strategies cartoon video 3. Complete the tasks for the planning stage 4. Perform oral conversations with today's topic 5. Complete the reflective stage tasks 6. Complete the planning for next sessions task 7. Share what they have learnt
4 th	Enjoying cooking?	- Use can-do charts as an <i>affective strategy</i> - Pay attention to their emotions regarding the task and themselves.	- Use the Emotions Questionnaire to assess the strategies employed during the conversation	<ol style="list-style-type: none"> 1. Warm-up to introduce the topic 2. Watch Paul and Cristina's strategies used in a video. 3. Complete the tasks for the planning stage 4. Perform oral conversations with today's topic 5. Complete the reflective stage tasks 6. Complete the planning for next sessions task 7. Share what they have learnt

Table 27 (continued)

Day	Session Name	Specific objectives	Strategies	Tasks for the session
5 th	Future inventions	- Ask for/give opinions and clarifications	- Using the following questions: What do you think? What about...? Do you agree? - What do you mean?, Could you say that again? - Why do you say that? - I think... / I mean...	1. Warm-up to introduce the topic 2. Watch Roberto and Simone's strategies used in the video. 3. Complete the tasks for the planning stage 4. Perform oral conversations with today's topic 5. Complete the reflective stage tasks 6. Complete the planning for next sessions task 7. Share what they have learnt
6 th	Survival skills	- Create an individualized plan based on their performance and can-do charts	- Assess how your speaking skill is developing	1. Warm-up to introduce the topic 2. Watch the strategies video: 3. Complete the tasks for the planning stage 4. Perform oral conversations with today's topic 5. Complete the reflective stage tasks 6. Complete the planning for next sessions task 7. Share what they have learnt
7 th	Talking about professions	- Make comments about the speaker's opinions → agreeing and disagreeing	- Maybe..., perhaps..., - I'm not sure, I agree... - I (don't) see your point	1. Warm-up to introduce the topic 2. Watch the strategies cartoon video 3. Complete the tasks for the planning stage 4. Perform oral conversations with today's topic 5. Complete the reflective stage tasks 6. Complete the planning for next sessions task 7. Share what they have learnt
8 th	Talking about summer jobs	- Use familiar words or topics - To use gestures or facial expressions	- This is...	1. Warm-up to introduce the topic 2. Watch the strategies cartoon video 3. Complete the tasks for the planning stage 4. Perform oral conversations with today's topic 5. Complete the reflective stage tasks 6. Complete the planning for next sessions task 7. Share what they have learnt

Table 27 (continued)

Day	Session Name	Specific objectives	Strategies	Tasks for the session
9 th	Keeping balance: healthy vs delicious food	<ul style="list-style-type: none"> - Take risks without worrying about mistakes or not being understood - Use comprehension checks, fillers, and continuation signals 	<ul style="list-style-type: none"> - Do you understand? - Do you agree? what do you mean? - Well, let me see, you know - I see, I mean, yes, right - Oh really! 	<ol style="list-style-type: none"> 1. Warm-up to introduce the topic 2. Watch the strategies cartoon video 3. Complete the tasks for the planning stage 4. Perform oral conversations with today's topic 5. Complete the reflective stage tasks 6. Complete the planning for next sessions task 7. Share what they have learnt
10 th	Alternative therapies	<ul style="list-style-type: none"> - Pay attention to the conversation and emotions. - Plan which strategies will be used (social or emotional) 	<ul style="list-style-type: none"> - Try to enjoy the conversation - Take the risk to speak and use the strategies - Use simple or familiar expressions 	<ol style="list-style-type: none"> 1. Warm-up to introduce the topic 2. Watch the strategies cartoon video 3. Complete the tasks for the planning stage 4. Perform oral conversations with today's topic 5. Complete the reflective stage tasks 6. Complete the planning for next sessions task 8. Share what they have learnt
11 th	Keeping healthy	<ul style="list-style-type: none"> - Practice the acquired cognitive, social, and affective, strategies (before, during, after the ask) 	<ul style="list-style-type: none"> - Follow the outline - Use Negotiation of Meaning strategies, appeal for help, and Fluency-Oriented strategies 	<ol style="list-style-type: none"> 1. Warm-up to introduce the topic 2. Watch the strategies cartoon video 3. Complete the tasks for the planning stage 4. Perform oral conversations with today's topic 5. Complete the reflective stage tasks 6. Complete the planning for next sessions task 1. Share what they have learnt
12 th	I can have a conversation in English (Review)	<ul style="list-style-type: none"> - Practice the acquired cognitive, social, and affective, strategies (before, during, after the ask) 	<ul style="list-style-type: none"> - Follow the outline and - Use Negotiation of Meaning strategies, appeal for help, and Fluency-Oriented strategies 	<ol style="list-style-type: none"> 1. Warm-up to introduce the topic 2. Watch the strategies cartoon video 3. Complete the tasks for the planning stage 4. Perform oral conversations with today's topic 5. Complete the reflective stage tasks 6. Complete the planning for next sessions task 7. Share what they have learnt

The action plan was supposed to be reviewed by the English teacher in a September meeting. This was the same English teacher I was collaborating with since the second cycle. The meeting would consist of the evaluation of the strategy instruction to ensure that it included the contents of the second term. Unexpectedly, a new English teacher arrived before starting the third cycle, so it had to be reviewed again, and modified.

Suddenly a new challenge presented itself which was the change of the teaching staff. The main challenge of this second phase was adapting the action plan to the English teacher's needs. We both did the necessary adaptations to prioritise the contents students should cover as part of the teacher's curriculum and my study. The major changes in the original action plan were related to the order of the lessons and the inclusion of a new unit. The strategy instruction started in this phase with the whole class, however, since the class and the substitute teacher were going through an adaptation period, it was decided to work only with the students who had shown any willingness to participate. Students and parents' consent to the study was believed to be proof of this.

The last challenge presented itself in the form of a health emergency situation related to the pandemic which caused a national lockdown. This meant that the study was post-poned because all teaching went online, and the general teaching plan had to be revised. The final phase of the action plan was developed during the Covid-19 lockdown in order to face the challenges that the pandemic brought into the study. Since participants were minors, it was difficult to get in contact with them during the lockdown. In addition, students and parents had signed a consent to record students' voices during paired-oral interactions performed in the school, not online. Another challenge was that we were in the middle of the strategy instruction, so there were six missing sessions that had been designed to promote strategy development.

These unexpected delays required a new adaptation of the research study. Since the strategy instruction could not continue, two sessions were designed to collect data. The first session consisted of recording the last paired-oral interaction while the last session was devoted to sharing preliminary results with participants, giving them feedback and conducting final interviews.

5.4.3 Acting, Observing, and Evaluating the Praxis

The research question of this cycle aimed to explore how I could improve my teaching practice in order to support the development of students' communicative and self-regulatory skills for paired-oral interactions. In order to achieve this, I focused on participants' profile, my course and materials design skills, and my feedback delivery skills (See Figure 18 in Chapter 4 Section 4.3.1). The improvement of my teaching practice consisted in identifying, addressing, and reflecting on five aspects of participants' profile.

These aspects were based on the data collected about students' attitudes towards the English language, their emotions when speaking in English, their awareness and application of Socio-Affective strategies, and their oral communicative strategies, and self-regulatory strategies. Table 28 shows the instruments used to explore these aspects and the moment when the instruments were applied.

This knowledge facilitated the adaptation and design of the strategy instruction (content and materials) and the development of my feedback delivery skills to address the identified needs. As a result, this section describes my learning process of improving my teaching practice (course design skills and formative assessment skills) while supporting participants' needs throughout the strategy instruction.

My reflections are presented in three levels: a general level, a paired-level, and an individual level, following the Butterfly effect of paired-oral interactions (See Figure 17 in Chapter 3 Section 3.3). The general level of analysis overviews the most salient characteristics of the development of students' needs as a group. A paired level description shows the reality of the interactions and the co-constructed performance withing a pair of two students. Finally, the individual level clarifies each student's unique performance and their contribution to the co-constructed oral performance.

It is noteworthy to mention that, even though it was not possible to determine the actual strategy roles and usages students were giving to the strategies applied, some classifications have been used in order to analyse their performance following an approach (Oxford, 2017). However, they should not be taken as the only way to classify students' language function use and strategy use.

Table 28 Instruments used to collect data at the beginning (1), in the middle (2), and at the end of the study (3)

Aspects to observe	EFL Profile + EQ	OCSI Questionnaire	Students' work	Oral interactions transcripts	Students self-evaluation	Research Diary	Interview
Attitudes towards studying English as a Foreign Language	1					123	3
Emotions when speaking in English	1				123	123	3
Socio-Affective Strategies	1		1	123	123	123	3
Oral Communicative Strategies		12		123	123	123	3
Self-regulatory Strategies	1		123		123	123	3

Attitudes towards studying English as a foreign language (EFL)

Students' attitudes towards learning English might affect their performance. Three data collection methods were used to determine students' attitudes: the EFL Profile Survey, the Researcher Diary, and the Final Interviews. Collected data facilitated the adaptations of the initial strategy instruction plan and personalised feedback delivery. The triangulation process was done at a general level, paired level, and individual level by comparing the data collected at the beginning, during, and at the end of the study.

The EFL Profile Survey helped to discover students' attitude towards the language by exploring the foreign language importance degree, the studying hours, and the reasons to learn the language. Participants had to choose whether they think learning foreign languages is 'very important', 'important' or 'not important'. The responses to this item gave us some insight of students' beliefs about the need of learning the language. These beliefs were also related to the number of hours devoted to learning the L2. It is said good students would spend hours studying the foreign language. In addition, students' reasons to learn the language might affect their attitudes (Noels et al., 2003).

The general overview of students' responses showed they had positive attitude towards learning English. According to their responses in the EFL Profile Survey, seven out of eight participants chose they think learning English is 'very important' and five of them would also study it 1-3 hours weekly. Two students who considered learning languages as "very important" also agreed on studying English more than 4 hours weekly. Only one student chose learning languages as an "important" activity which he would devote 1-3 hours weekly. According to students' responses to these two aspects, they seem to have positive beliefs and attitudes towards learning English as it is shown in Table 29.

Table 29 Students' opinions about the importance of learning English and extra study hours

	Very important	Important	1-3 study hours	> 4 hours
402	✓		✓	
408	✓		✓	
419	✓		✓	
422	✓		✓	
429	✓		✓	
407	✓			✓
420	✓			✓
414		✓	✓	

In regard to students' reasons to study the language, students' responses gave more interesting details on the motives they have for claiming learning languages is important for them. According to Figure 65 students chose that learning English is important as they would use the language for travelling and working purposes. Other students also chose the option of having friends and studying abroad.

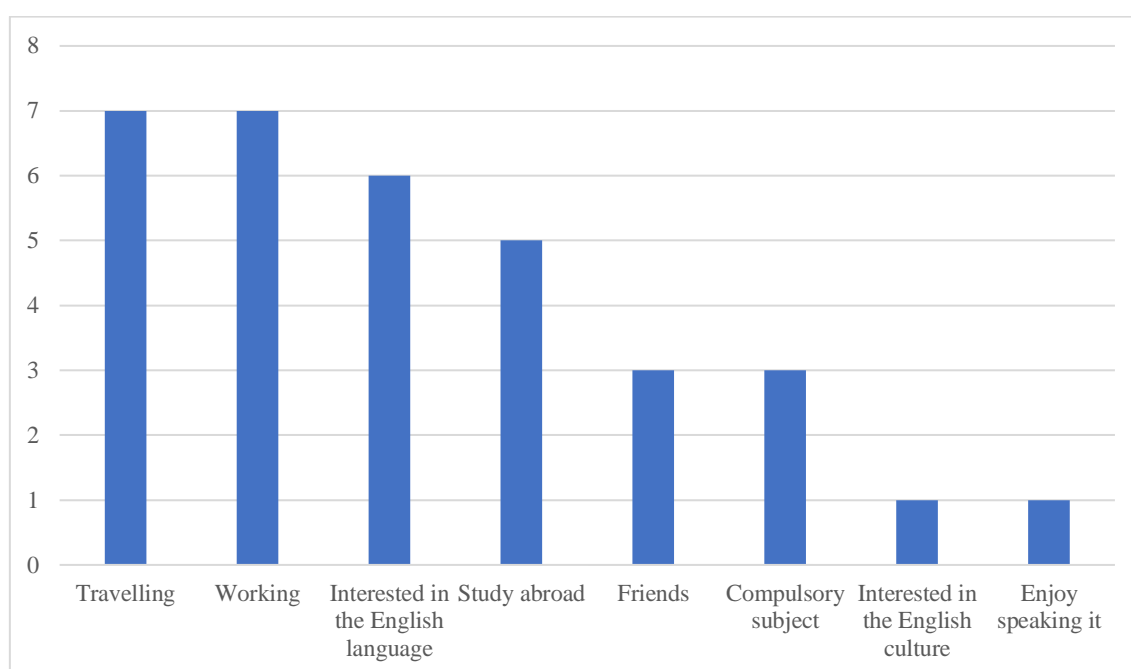


Figure 65 Students' reasons to study English

During the following sessions, it was noticed that students would make some attempts to employ the oral communicative strategies and self-regulatory strategies that had been reviewed during the strategy instruction. The students' participation was considered as evidence of the performance indicator of "involvement" and "interest" of the whole group in the project.

According to participants' responses in the final interview, students felt this experience had helped them to improve their oral skills. The following section addresses students' attitudes towards learning English at a paired-level and how those attitudes might have been related to their co-constructed oral performance.

Students 402-408

Student codes	Importance	Study hours	Reasons to study it
402 – 408	Very important	1-3 hours	<ul style="list-style-type: none"> - Interested in the language - Want to travel - Study abroad - Working - Friends (408)

Students 402 and 408 two fifteen-year-old girls who think learning a foreign language is “very important”. They study English between 1-3 times per week. They shared some reasons to study this language. Both are interested in the language, and they want to travel and study abroad. They also think English would be needed for work. Student 408 added that she has friends who speak in English and she thinks learning this language will help her “to have better working opportunities”. This student also claimed to be learning Italian and French. The information gotten at this point seemed to indicate that this pair of students have positive attitudes towards the language.

These responses were confirmed throughout the study with the research diary, students performances, and students interviews. Having positive attitudes during the strategy instruction might have helped them to try to use the suggested communicative and self-regulatory strategies. For example, Student 408 seemed to be interested in the instruction as she asked questions about the task structure and the strategies. Student 402 showed her positive attitudes towards the instruction by taking the risk to speak even when she had recognised that she was afraid of being heard by her classmates. In the last interview, Student 408 mentioned her gratitude to the support given by the researcher and English teacher. It is believed that their positive attitude towards learning English might have encouraged their interactions in their co-constructed oral performance.

Students 407-429

Student codes	Importance	Study hours	Reasons to study it
407 – 429	Very important	> 4 hours (407) 1-3 hours (429)	- Study - Travelling - Working - Interested in the language + studying abroad (407) - Compulsory subject (429)

Students 407 and 429 were two fifteen-year-old girls who think learning foreign languages is very important. Student 407 was Ukrainian and she spoke Ukrainian and Russian, and seems to have a good English level. She also studies English more than 4 hours per week while Student 429 studies English 1-3 times per week. The students share 3 reasons to study the language. They both think they need English for their degree, for travelling, and working. Student 407 chose she was also interested in the language and in studying abroad while Student 429 studied the language as it is compulsory.

Student 407 was highly motivated to learn and she kept her motivation throughout the study. Student 429, however, was less talkative, but she still tried to employ the oral strategies. I used this knowledge to promote participation by encouraging Student 407 to interact more with her partner and by highlighting concrete examples of their good performance. In the last interview, both students agreed that the strategy instructions had helped them to engage in oral interactions.

Students 414-422

Student codes	Importance	Study hours	- Reasons to study it
414 - 422	Important (414) Very important (422)	1-3 hours	- Interested in the language - For travelling and working purposes - Enjoys speaking it (414) - Friends and study abroad (422)

Student 414 is a sixteen-year-old boy who speaks Spanish, he devotes among 1 to 3 hours to study English, and he thinks that learning English is “important”. Student 422 is a fifteen-year-old girl who speaks Spanish and Romanian. She studies English 4 times per week. She thinks learning English is “very important” for her. Both students are interested in the language. They think they would need English to travel and to work. Student 414 selected he would need the language in the future, and he likes to speak the language. Student 422 also chose she studies this L2 because she has friends who speak it and she wanted to study abroad.

At the beginning, it seemed that Student 414 was not as confident about his oral skills as his partner. He even told me in an informal conversation that he “was not sure about participating in the study because he did not know how to speak in English” These students kept their positive attitudes towards the language since they wanted to support each other. Student 422, on the contrary, was positive about her performance and her partner’s performance. Therefore, during the instruction, I tried to address the individual needs of these students in order to benefit their co-constructed performance. For example, I would point out the specific strategies that could help Student 414 to organise his prior knowledge to participate in the conversations. I would also allow the spontaneous peer-review given by Student 422 to encourage her classmate. After a couple of sessions, I started noticing that Student 414’s attitude towards English had improved. He even told me he was thinking of taking some extra English classes to take the First Certificate of English test. Both of them agreed that they had enjoyed the strategy instruction.

Students 419-420

Student codes	Importance	Study hours	-	Reasons to study it
419 – 420	Very important	1-3 hours (419) More 4 hours (420)	-	Compulsory subject Interested in the language + study abroad (419) Travelling + working (420)

Students 419 and 420 are a fifteen-year-old girl and a fifteen-year-old boy. They both think English is “very important”. The girl studies English 1-3 times per week and speaks a little bit of French and another language while the boy studies English more than 4 times per week and he does not speak any other language apart from Spanish and English. Both participants say they study English because it is a compulsory subject. Student 419 also reported to study English as she is interested in the language and she would need it to study abroad. Student 420 would need English for travelling, for studying his degree and for working.

In spite of the initial perception of a positive attitude towards learning English, I discovered that these students were struggling with frustration and shyness. They were the only pair of students who did not choose to work together, but they had to do so since there were not more available classmates who had signed the authorisation for the study. However, I took advantage of this scenario to address students’ needs individually, so they could work on their co-constructed performance. I would encourage their participation by addressing the expected strategies and by guiding their reflection on those strategies. This seems to have helped them to be more relaxed and confident when engaging in paired-oral interactions.

Students’ emotions when speaking in English.

In order to explore students’ emotions when speaking in English, participants filled in a task in the Speaking Portfolio and a task in the Emotions Questionnaire (See Appendix G). The task of the Speaking Portfolio asked about the reasons why they would find speaking in paired-oral interactions challenging. The task in the Emotion Questionnaire required students to choose the emotions that would describe their feelings while being observed by their English teacher during paired-oral interactions. Students’ answers in these instruments were analysed with the

Content Analysis technique (see Table G1 in Appendix G). The analysis was performed in a group level, co-constructed performance level, and individual level.

Figure 66 displays the nine causes identified students' responses in the task in the Speaking Portfolio about their difficulties during paired-oral interactions. The most common reasons were students' lack of vocabulary and the pronunciation of the English words. Grammar also represented a main source of distress followed b nervousness, fluency and understanding.

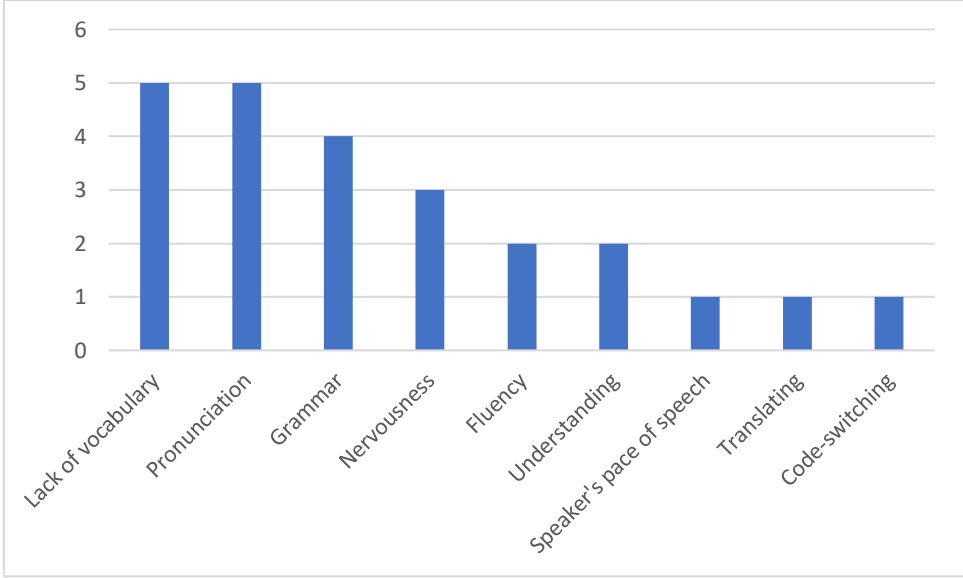


Figure 66 Students' reasons to struggle in paired-oral interactions

Regarding the task in the Emotion Questionnaire about the emotions experienced when speaking in English while being observed by the teacher, students chose 36 emotions from which 83% were negative emotions and 17% positive emotions. Therefore, it seems that most of the time students experience negative emotions when speaking in paired-oral interactions. Figure 67 shows the different emotions and the number of students who chose them.

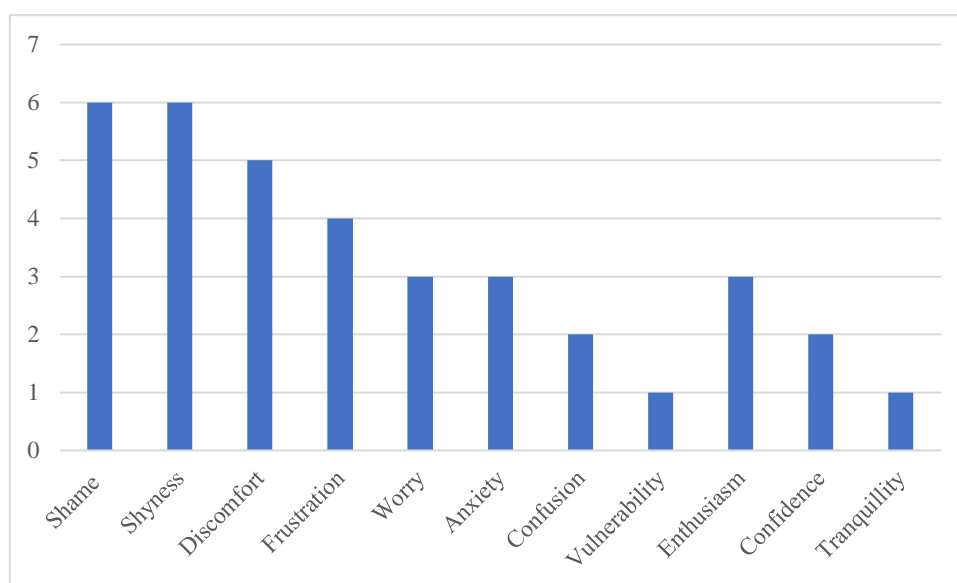


Figure 67 Students' emotions experienced during paired-oral interactions

This part describes the analyses of students' responses in the Speaking-Self-regulated Portfolio at a paired and individual level. The analyses revealed the difficulties and emotions they would bring to the paired-interaction. At the beginning, it was found that students would feel more negative emotions when speaking in English in pairs. Identifying this starting point was necessary to understand the feelings they brought to the individual and co-constructed performance. Paying attention to task design and feedback delivery allowed me to help students to move from negative emotions to more positive emotions during tasks.

Students 402 - 408

Student code	Difficulties in paired-oral interactions	Students' emotions in paired-oral interactions
402	<ul style="list-style-type: none"> - I do not find the words to continue with the conversation - I do not have the fluency in my speech - I do not have good pronunciation 	Shame, confusion, frustration, discomfort, vulnerability, worry, shyness.
408	<ul style="list-style-type: none"> - [I] do not speak quickly and with fluency - I do not find the correct words - Using the correct [tense] is very difficult 	Shame, confidence Enthusiasm Shyness Super emotion

In regard to the emotions they would experience when having to talk in English in pairs while being observed by their English teacher, Student 402 chose she would feel discomfort, shame,

confusion, frustration, vulnerability, worry, and shyness. This answer was consistent with her shy attitude towards speaking in pairs while being with her classmates. Nevertheless, Student 408 admitted she would feel good in that scenario. She also expressed that although she would feel shame and shyness in that situation, she would also experience confidence and enthusiasm. Actually, she wrote she would be “super happy”. This might suggest that her enthusiasm was bigger than the nervousness she would feel about this type of task.

The feedback strategy I used to improve their co-constructed performance was to explicitly point out to the expressions and strategies they would use in speaking tasks. This strategy helped me to address Student 402 lack of confidence and to sustain Student 408 motivation. It was observed that students would engage in collaborative conversations. According to students’ reports, they both agreed that applying oral communicative strategies helped them to overcome their nervousness.

Students 407 - 429

Student code	Difficulties in paired-oral interactions	Students’ emotions in paired-oral interactions
407	- Because when I speak sometimes I say the wrong tense.	Anxiety Shame
	- When I speak I start to being nervous.	Enthusiasm Frustration
	- When I am nervous I star to speak more quickly	Worry Shyness
429	- It is difficult to speak it because I think their words are complicated	Anxiety Shame
	- I get nervous	Discomfort
	- I try to be calm and start again	Shyness

Student 407 reported to feel good in that scenario. Although she said to experience enthusiasm, she also selected she felt anxiety, worry, shame, shyness, and frustration. In an informal talk I learned she would feel uncomfortable when talking in paired-oral interactions as she might not control who she would be talking to. Student 429, however, reported to feel “nor good, nor bad”. She chose she would feel anxiety, shame, discomfort, shyness if she had to participate in a paired-oral interaction when the English teacher observes them.

During the instruction, we employed the goal setting strategy to encourage both students' confidence. I gave them concrete goals to communicate in the oral tasks. For example, Student 429 was asked to give at least one opinion while Student 407 was persuaded to help her by asking clarification questions or making comments on her partner's ideas. In addition, I would praise Student 429's attempts to take the risk to participate and Student 407's efforts to help their partner. In the last session, I could notice that they were actually interacting instead of saying monologues. Both of them could ask questions and make comments to continue with their conversation. As a result, it seems that encouraging expected performance might have contributed with the improvement of their overall co-constructed performance.

Students 414 - 422

Student code	Difficulties in paired-oral interactions	Students' emotions in paired-oral interactions
414	<ul style="list-style-type: none"> - To conjugate the tenses when I speak - The pronunciation - Understand it 	Confidence Worry
422	<ul style="list-style-type: none"> - Sometimes the pronunciation is not perfect - Sometimes I forget some words - I do not understand every word 	Confidence Shyness Tranquillity.

Student 414 and Student 422 reported they would feel good if they had to participate in a paired-oral interaction while being assessed by the English teacher. However, Student 414 also claimed to feel a mixture of emotions since he chose he would feel worried and confident in that scenario. Student 422 expressed she would feel confidence and tranquillity in that situation in spite of her shyness.

In order to help them to gain confidence in their oral skills, students were encouraged to write down their ideas and expressions before speaking. This way, Student 414 could remember, rehearse, and use the vocabulary and phrases from his prior knowledge and Student 422 could do the same with the questions she could ask to help her partner to continue with the interaction during a breakdown in communication. Moreover, I would use the noticing strategy to give them feedback about their performance and to guide their self-regulation process. In the final

interview, they both agreed that this strategy instruction had helped them. Student 414 said he was happy to see he could speak.

Students 419 - 420

Student code	Difficulties in paired-oral interactions	Students' emotions in paired-oral interactions
419	<ul style="list-style-type: none"> - I do not have a big vocabulary - I have to think too much [before] speaking - Mix the English with the French 	She did not fill in this part
420	- ****	Shame Frustration Discomfort

When this questionnaire was filled, Student 419 was absent, so we only have Student 420 responses. Student 420 reported to feel bad since the scenario made him experience shame, frustration, and discomfort. In an informal talk, Student 419 told me she did not want to work with her classmate as she thought he had not a good English level, so she would not be able to show her skills. I used the similar feedback strategy of pointing out the strengths of students' performance, encouraging repetition of good performance and reflection. We also worked on the setting the goals strategy in order to help them to take the risk to speak (Student 420) and help the partner to overcome breakdown in the interaction (Student 419). In the following oral tasks, I noticed that both students felt more confident and started to participate more in the conversation in spite of their shyness (Student 420) and frustration (Student 419).

Socio-Affective strategies

Students' Socio-Affective strategies were identified with the third and fourth tasks of the third Emotion questionnaire (See Appendix G). The third task included two open-ended questions regarding what they would do in order to manage their emotions when speaking in English and while being observed by their English teacher. The fourth task asked students about their previous experience with strategy learning. This task aimed at determining whether they had received previous instruction of strategies and whether they had succeeded.

In general, students responses showed that, in their opinion, they would apply some socio-affective strategies to participate in paired-oral interactions. The questionnaire and the follow-up conversations about the importance of addressing each other's social-affective needs of

being heard and helped appeared to have contributed to raising students' strategy awareness. The type of task, paired-oral interactions, might have also helped to achieve this goal. Some students who were nervous, insecure, or uncomfortable to talk to their partners eventually seemed to take the risk to communicate. This was observed throughout the strategy instruction when students would use formulaic language to interact. For instance, they would adjust their vocabulary or content to the listeners' reactions. In addition, they would ask for and answer clarification questions or they would move on to different topics to help their partners overcome breakdowns in the conversation. These might suggest that students were working on their positive self-beliefs to feel confident enough to use those expressions.

The Content Analysis of students' responses to the third task of the Emotion Questionnaire was carried out at a paired-level and at individual level. Table 30 shows the Socio-Affective and emotional strategies students would apply to manage their positive and negative emotions when participating in paired-oral interactions.

Table 30 Students' Socio-Affective strategies to deal with communication breakdowns

Students code	Socio-affective strategies to apply in breakdowns
402	***
408	I have repeated myself with other words I have thought and continued Try to relax Breath Pretend Try to be more serious Smile Try to focus on my partner and not to get distracted Touch my fingers to release my nervousness
407	You need to take a breath a[nd] relax yourself
429	***
414	***
419	***
420	Calm down and think in Spanish what I want to say in English. Then, I say it, and if I cannot, I look for synonyms. Calm down Breathe deeply
422	I try to use other words that means the same or start a new conversation

Student 402 - 408

Student 402 left this item blank. However, student 408 did explain what she would do to continue with the conversation after a breakdown. Regarding the strategies she would use to manage her positive emotions towards the situation, student 408 wrote that she would try to “*calm down, breathe, pretend* [she can handle the conversation], *and to be more serious about the task*”. On the other hand, Student 408 mentioned three strategies she would apply to deal with her negative emotions during conversation breakdowns. She wrote that she would “*smile, establish [eye] contact, and touch [her] fingers to release nervousness*”. This student also

claimed that she had been previously taught how to manage her emotions and she thinks that she consciously and successfully can do this.

Student 407 – 429

Students 429 and 407 would apply different strategies to manage their emotions during communication breakdowns. On the one hand, Student 429 wrote that, to manage her negative emotions, she would “*take a deep breath and think*” about what she would say. The student also claimed to have been taught how to deal with emotions and she has tried to consciously apply strategies with success. After the speaking practice, she said she had tried to relax and think of what to say. Student 429 did not write anything about what she felt after doing the speaking task. On the other hand, Student 407 wrote that in order to manage her positive emotions she feels “*proud*” and she feels she is “*making progress*”. She also wrote down that when she would try to manage her negative emotions, she would relax and try to understand and speak. According to her responses, she had been taught about how to manage her emotions in a similar situation, but in her view, she had not been successful.

Student 414 – 422

Student 414 would try to relax and trust himself to manage his positive emotions. This student also wrote two strategies to manage his negative emotions. First, he wrote he needed to know everything well, which might suggest being prepared before the situation. Then, he wrote he would write down what he needs to say. Which could suggest that he might have learnt the note-taking strategy before. Student 422 pointed out that she would try to calm down and to trust herself to manage her positive emotions while she would take a deep breath, write down what she wants to say, and start talking to manage her negative emotions.

According to Student 422’s responses, she thinks her teachers had successfully taught her how to manage her emotions and now she can consciously do that and get positive results. On the other hand, Student 414 expressed his English teachers had not taught him about how to manage emotions in similar situations and he does not pay attention to emotions during conversations since he is not aware of them. After the speaking practice, Student 422 wrote she had been happy during the task as she knew she was going to do well, but Student 414 insisted on not paying attention to his emotions. These students needed to be encouraged to take the risk to participate (Student 414) and to be recognised for the efforts to interact and help her partner (Student 422). The responses supported the previous analyses which had found students mixed attitudes towards the L2 (Student 414) and the identified motivation attitude (Student 422)

Student 419 -420

Regarding the management of positive emotions, Student 420 pointed out that calming down would allow him to take some actions. For example, he would calm down and think in Spanish about what he wished to say before saying it. He even wrote that if this strategy did not work, he would think of synonyms to move on. In regard to the management of negative emotions, he would breathe to calm down. In the questions related to his experiences when managing his emotions during paired-oral conversations, the student chose the option that revealed that he had never been taught how to manage his emotions when talking in pairs in English. Besides, he chose the option which stated that he has not succeeded in managing his emotions in this type of task. After doing the task, Student 420 wrote: *“I focused on the conversation and I did not pay attention to my emotions.”*

Oral communicative strategies

Students’ oral communicative strategies were studied by comparing the Descriptive Analysis of students’ responses in the Oral Communicative Strategy Inventory (OCSI) Questionnaire (see Figure G2 in Appendix G), the Descriptive Analysis of the researcher’s observations, and Students’ Self-Report of their self-regulation. These analyses results were compared with the Content Analysis of two oral performances recorded during the strategy instruction with the S2R2 App (the App from now on).

According to students’ responses in the OCSI questionnaire, students would employ socio-affective strategies (SA) and Getting the Gist strategies (GG) more frequently (See Figure 68). They would also apply Message Modification strategies (MM) and Attempt to think in English strategies (AE). Only one student mentioned to use the Non-Verbal strategy of smiling to manage their emotions.

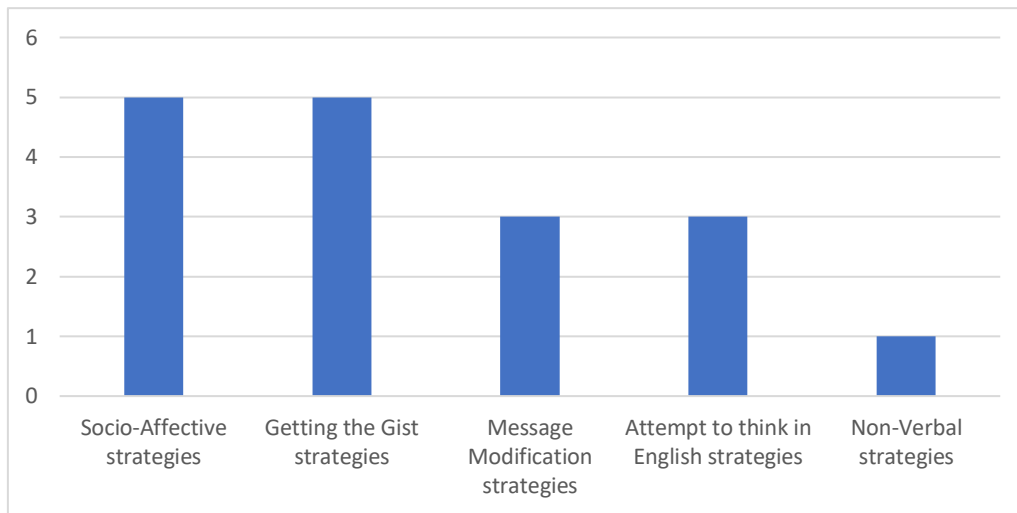


Figure 68 Types of Oral Communicative Strategies applied by participants in the 3rd Cycle according to the OCSI results

During the strategy instruction, students were introduced to a schema of language functions which could help them participate in the oral conversations. Students were told that they should think of expressions to start the conversation, to give their opinions, to make comments on their partner's opinions, and to ask questions. Afterwards, they engaged in some paired-oral conversations to practice.

The first recorded speaking task required students to talk about five options to survive if they were lost in a forest or desert. In the second recorded speaking task, some students were asked about five given professions that would exist in the future while others discussed five given options to be healthy. In both recorded oral interactions, the students and the researcher read the instruction, then the students were given time to prepare their performance. In general, students' speeches showed appropriate features of the speaking skill and met its conditions.

Students' speeches were intelligible and comprehensive in spite of sometimes including spoken grammar structure or low gravity errors (see section 1.2.1 and 1.2.2). Furthermore, students use the openings and closings in their discourse. However, at the beginning of the strategy instruction, students did not seem to be aware of transition relevant places to take turns or rephrase their messages as expected in paired-oral interactions (see section 1.2.3 and 1.2.4). All these features and conditions were addressed during the situated context of the strategy instruction that aimed at helping students self-regulate their performance for this type of task (see section 1.2.5 and 1.2.6). The Content Analyses helped to determine the number of times students applied a language function or a strategy from the OCSI questionnaire. Further details were found when exploring students' strategy use at the paired level and at the individual level.

Students 402 -408

According to students' responses and the researcher's observations, Students 402 and 408 seemed to apply a wide range of strategies. Both of them reported, in the first questionnaire, to apply Fluency-Oriented strategies (FO) and Message Modification strategies (MM) very frequently. Regarding Socio-Affective strategies students agreed to apply 3 social strategies. They both seemed to encourage themselves to participate without worrying about mistakes (Str16), they chose that they would usually pay attention to their partners' rhythm and intonation (Str17) and they try to use fillers to keep the flow of the conversation (Str12). However, they did not agree on the Affective strategies. Although Student 408 might usually encourage herself to enjoy the conversation (Str15) by calming herself down when feeling nervous (Str14) and by expressing her ideas (Str13), Student 402 might never or hardly ever employ these strategies.

Student 402 seemed to employ more *Getting the Gist* strategies than Student 408. Student 402 reported to rely on the context to deduce the speaker's intention (Str28), to follow the conversation (Str29), and even to remain calm if the conversation turned out to be difficult (Str30). However, Student 408 would only apply the strategy of keeping calm when the conversation was difficult (Str30).

On the other hand, Student 408 would employ more *Negotiation of Meaning strategies* than Student 402. Even though both students seemed to pay attention to their partner's clarifications requests (Str27), only Student 408 would check if her message was being understood (Str08), and would ask for clarifications when necessary (Str09). Student 402 might hardly ever do this.

Student 402 would always make some attempts to use English by translating her ideas from her L1 to the L2 (Str21). On the contrary, Student 408 reported to apply this strategy hardly ever. However, Student 408 does try to think in fixed expressions in English and then include them in the conversation (Str22) while her partner never does this.

These students seem not to rely on *Non-Verbal Strategies*. Student 402 does not make eye-contact (Str10) and Student 408 does it hardly ever. Student 408 never pays attention to gestures and facial expressions (Str11), but her partner does it sometimes.

Accuracy is more important for Student 408 than for Student 402 since the former usually tries to speak like an English speaker, but the later hardly ever does this. *Scanning strategies* are not frequently applied by these students. Student 408 sometimes pays attention to the subject and verb of the sentences (Str23), but Student 402 hardly ever does it. However, Student 402 tries

to identify the main idea of the conversation (Str24) while Student 408 does not. After the Descriptive Analysis of students' perceptions about their strategy use and the oral performance practices, it was observed that students would give their opinions without actually interacting with their partners.

The Content Analysis of the first recorded performance revealed the number of times that students used language functions to transform their conversations into interactions. Table 31 presents the conversation transcript and the lines where students gave their opinions, made comments, or asked questions. These interventions were considered evidence of their efforts to keep the flow of the dialogue.

Table 31 Language functions in the first speaking task between students 402 - 408

Conversation Transcript	Start	Give your opinion	Ask questions	Make comments	Type
408: Ok. In my opinion the...the...the important is drinking water because if you stay in a bad condition or something. Ok is bad, but the most important is...e...water if you don't...e	1	1			O
402: Drink.				1	
408: Yes, you don't drink, you have...a...you will be thirsty or something, is very important. what do you think?		1	1	1	O Q A
402: In my opinion, the most important is finding shelter because e... in the...in the...		1			O
408: In the desert?			1	1	Q GH
402: In the desert is more difficult to survive and if you have a shelter you can sleep in a safe place or...		1		1	O
408: mmm, Yes, but I think, the dessert is a site of hot. And is not more important the shelter than the water		1	1		O D F
402: In a shelter you can e...I don't know how to say "protegerse"		1	1	1	O AH
408: Un refugio? Yes, but water... If you don't have water you can die...and If you don't have slither ...is... you don't die				1	GH O
402: But you imagine that...eh...you are in a desert, well in a desert no...well in a dessert no		1	1		O
408: is a desert				1	O
402: well in a dessert, sí, the most important is the water and wearing fresh clothes		1			A O

Figure 69 shows that students would make some attempts to keep the flow of the conversation. Students gave their opinions ten times. Student 408 practice several language functions. For instance, she chose to agree, help their partner, and ask questions twice in each category. She even used a filler before disagreeing about the importance of shelter over water. Student 402, on the contrary, used a question to ask for help when she had problems with the lexicogrammatical feature of her speech.

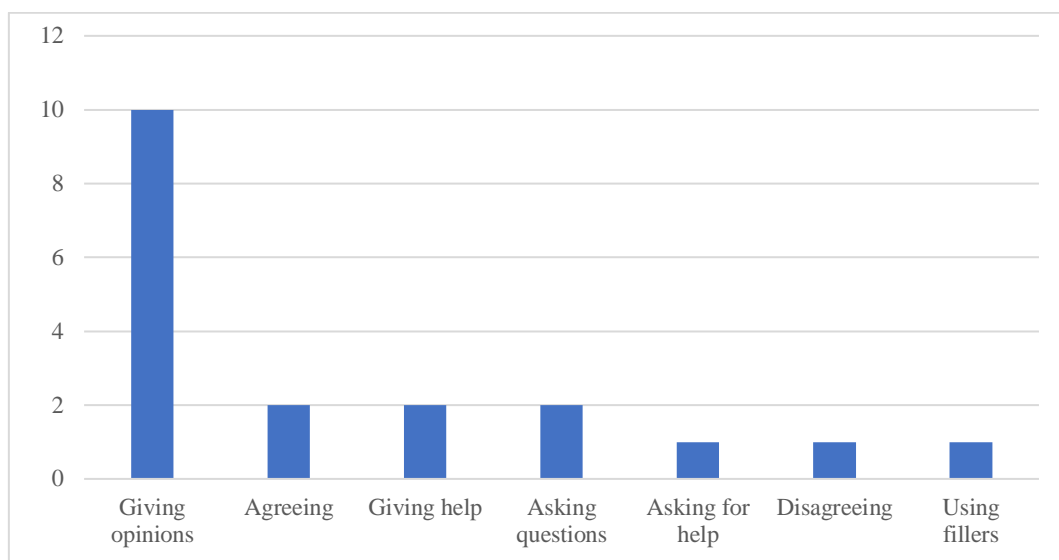


Figure 69 Language functions in the first speaking tasks between students 402 - 408

The second dialogue required students to talk about the five given options to benefit the health. Figure 70 shows the results of the language functions applied during the conversation. According to the figure, students used more disagreements statements and questions.

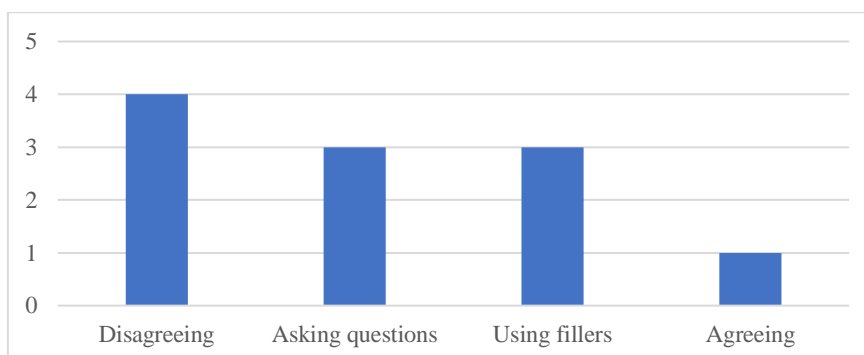


Figure 70 Language functions in the second speaking task between students 402 - 408

Table 32 Language functions in the second speaking task between students 402 - 408

Conversation Transcript	Start	Give your opinion	Ask questions	Make comments	Type		
402: I think all of this are benefit for the health. The best options are getting up earlier and eating more fruits. And you?	1	1	1		O	Q	
408: I think getting up earlier is very important because if you do this you have all of the day to do more things...and you...eh...you can buy a bike and more things. Eating more fruits are very good, but I think the vegetables are very important too. So, what do you think are eh...what do you think is getting up eh benefit for your help?		1	1		O	Q	
402: because If you don't sleep 8 hours you aren't healthy. Yes		1			O		
408: I think getting off the bus one stop earlier are a very good option because imagine you stay in your house and you want to come to other side, you...eh catch the bus... and if you... catch the bus all of days you walk very much on the week.		1			O		
402: I don't think so, if you want to walk, walk... don't get a bus one stop earlier.		1		1	O	D	
408: Ok, but I think this is little, little, little, and run is one hour of the day and these is all the days		1		1	F	O	D
402: Ok, if you want to get good life, a life health you want to run, not to get a bus		1		1	O	D	
408: Ok, ok. But if you want to come to a site but is not near, what do you do?			1	1	F	Q	A O
402: In this case,				1	F		
408: You don't drive a car and stop in a site		1		1	O		
402: In this case I won't get a bus,		1		1	O	D	

In order to see if there was any improvement between the two dialogues we compared the results of the analysis of each conversation. Figure 71 shows the improvements in the use of language functions. In both dialogues, students managed to give their opinions. They seem to have been working towards introducing fillers and questions to continue with the conversation flow.

Questions have been used to seek for assistance and clarification. Students have reduced the number of times that they would give help or use expressions to agree, but they increased their interventions to disagree.

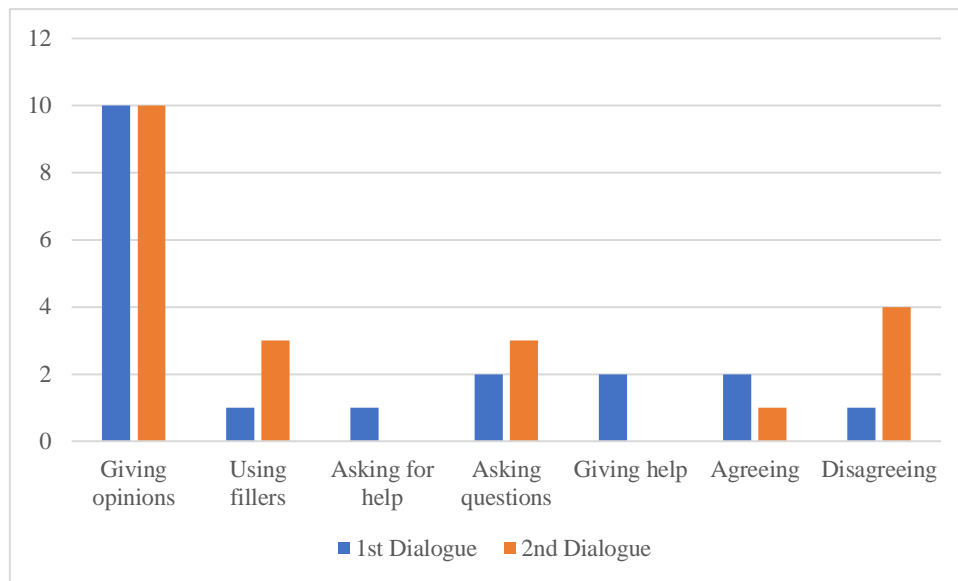


Figure 71 Comparisons between the number of Language functions applied by students in the first and second oral performance

Regarding the oral communicative strategies applied during the dialogues, Content Analysis were carried out considering the OCSI Questionnaire as reference. Figure 72 displays the comparison between the number of strategies applied in the first and second dialogues. It can be observed that students applied more oral communicative strategies in the second recorded dialogue.

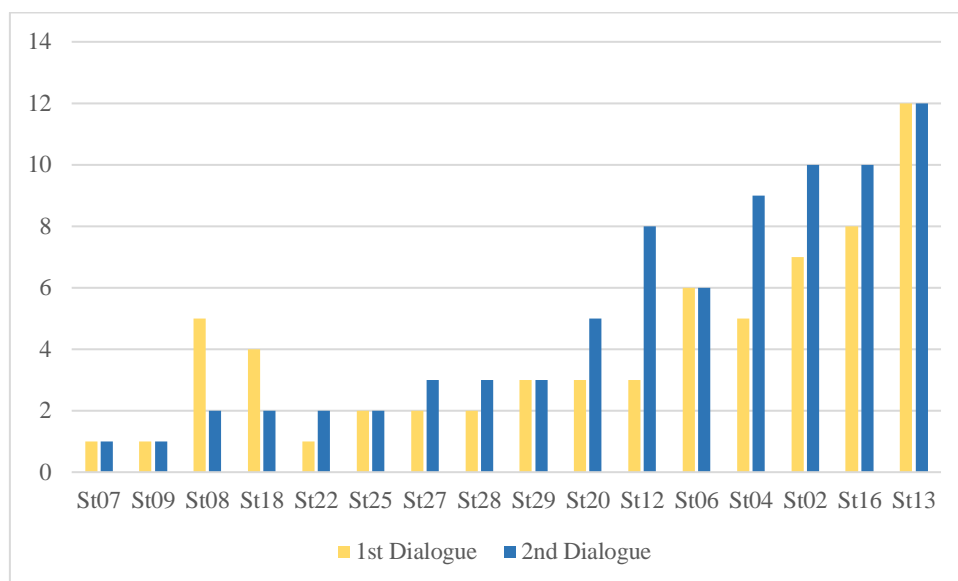


Figure 72 Comparison between the number of oral communicative strategies applied in the first and second dialogues by students 402-408

Students 407 -429

These students employed a wide range of oral communicative strategies to participate in two paired-oral interactions. A triangulation process was followed to analyse students responses in the OCSI questionnaire, the transcript of two oral interactions, and the researcher's observations in informal interviews and throughout the study. At the beginning it was found that students would make attempts to apply most of the strategies of the questionnaire. Figure 73 shows the first OCSI results with the MFUS strategies or the More Frequently Used Strategies and the LFUS strategies or the Less Frequently Used Strategies. The intercession of the graphic presents the 18 oral communicative strategies that students chose that they would apply in a range of sometimes, most of the times, and always. There were few strategies that students would never or hardly ever apply.

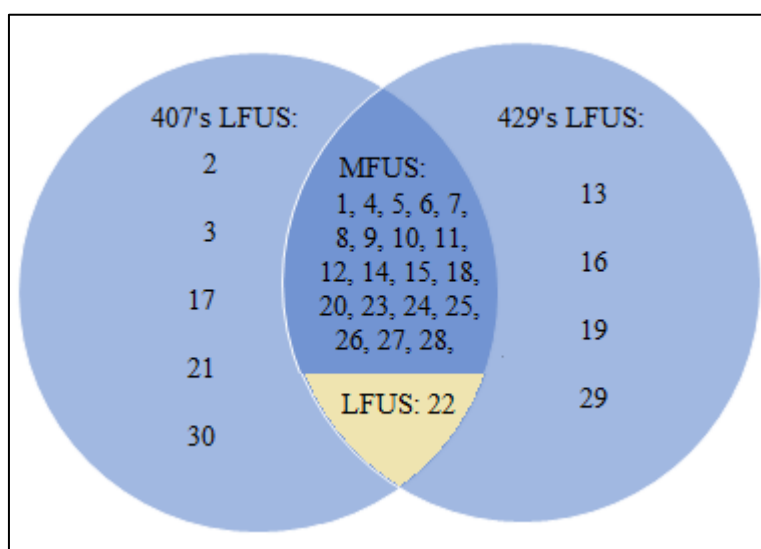


Figure 73 Venn Diagram about students 407-429's more frequently used strategies (MFUS) and the less frequently use strategies (LFUS) according to the OCSI results

According to Figure 73, Student 407 would not apply Fluency-Oriented (FO) strategies Str02, Str03, Str17 nor the Attempt to think in English (AE) strategies (Str21). Besides, she would hardly ever employ the Getting the Gist (GG) strategy (Str30) of using the context to keep calm even when they were having difficulties in the conversation. A researcher's diary entry clarified the analysis of this information because it stated that "the student seemed to be confident about her English level and the fluency of her speech". In addition, the student told me in an informal interview that she was satisfied because she was not translating her thoughts anymore (Str21 and Str22). These data might explain some of her answers in the questionnaire. For example, she chose that she would not worry about her pronunciation (Str02), her rhythm and intonation (Str03) or her partner's rhythm and intonation (Str17). Furthermore, she chose she would not need to keep calm (Str30) as she would usually not struggle during paired-oral interactions.

Student 429, however, would not employ Socio-Affective (SA) strategies which are related to participating without worrying about making mistakes or understanding all the message. In a post-informal interview reflection in a researcher's diary entry, it was learnt that this student was not confident about her English level, so she would not participate in the conversations (Str13 and Str16). Besides, her insecurity did not allow her to employ prior knowledge (Str22) to continue with the interaction when she was not understanding the dialogues (Str29).

The combination of students' application of oral strategies, their individual language knowledge, and the characteristics of the context of the first paired-oral interaction influenced on students' oral performance. The first speaking task required students to talk about five given options to survive if they were lost in a desert. The researcher and the students read the instructions from the booklet. They also reviewed the language functions they should use when starting the conversation, giving opinions, asking questions, and making comments. Participants were told they would be recorded with the App for further analysis. They took notes of their ideas and they seemed to organise their thoughts. Table 33 shows the conversation analysis of the audio transcript. It presents the number of times students would use the language functions reviewed in class.

Table 33 Content Analysis of Language Functions in the first oral interaction between students 407 and 429

Audio transcript	Start	Give your opinion	Ask questions	Make comments	Type of LF
429: In my opinion doctors will still exist because doctors are necessary, what do you think?	1	1	1		O Q
407: I think the same, because we need more medicine, for example at this moment coronavirus needs a medicine, and robots cannot do that		1		1	O A
429: I was to say that...				1	O
407: Vaya				1	F
429: What do you think about librarian?			1		Q
407: Eh...this work [is] not important		1			O
429: En verdad no sé qué decir, no te rías..				1	O

In spite of the brevity of the conversation displayed in Table 33, it was observed that students made a few attempts to interact. For example, both students tried to give their opinion, either in their L1 or L2, at least five times. Student 429 asked questions to interact with her partner at the beginning of the interaction and after the first conversation breakdown. This might suggest her willingness to overcome her fear to speak. On the other hand, Student 407 showed

understanding by agreeing with her partner’s opinion at the beginning. Although she used a filler after the first conversation breakdown, she seemed to forget to ask further questions to keep the conversation flow. Figure 74 shows the number of language functions employed during the paired-oral interaction. The analysis revealed that students were employing strategies even in short interactions.

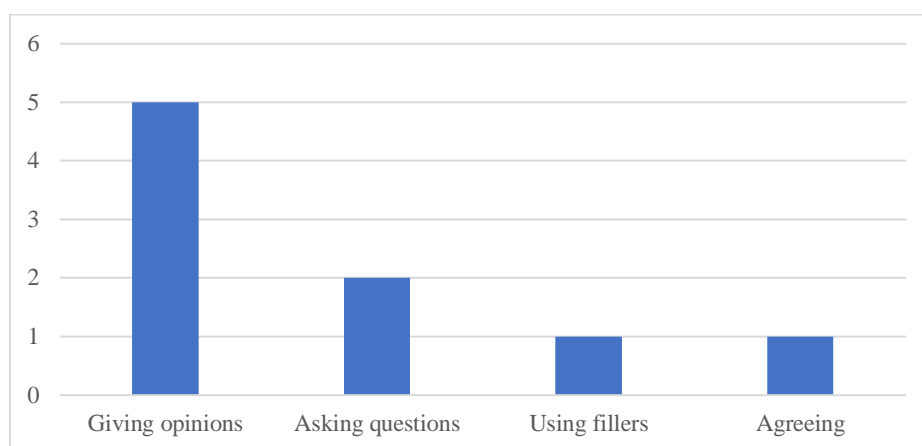


Figure 74 Number of Language functions in the co-constructed performance between students 407-429

The Content Analysis of the interaction aimed to identify the employed oral communicative strategies using the OCSI questionnaire as a reference. The analysis showed that when Student 429 started the conversation with her opinion she might have actually been trying to use strategy Str13 and Str16 to ensure participation. In addition, she used the strategy Str9 of asking questions to move on a different topic. She did this immediately after “getting lost”, as she wrote in the report, because her partner had addressed the topics she wanted to talk about (Str29).

All in all, it was observed that Student 407 engaged in monologues rather than interactions while Student 429 struggled with her intervention. The reflection on this task led the researcher to adjust the strategy instruction to encourage Student 407 to interact more and Student 429 to participate more. Negotiation of Meaning skills were stressed for the former and the note-taking strategy and asking for help for the latter.

In the final speaking task, Student 429 seemed to be making more attempts to participate while Student 407 seemed to be making efforts to help her partner interact. The task consisted in talking about five options to keep us healthy. Table 34 shows students language functions employed during the conversation. Figure 75 presents one use of filler, but also an improvement in the number of times students gave help (3), asked questions (7), and gave their opinions (7).

Table 34 Content Analysis of Language Functions in the final oral interaction between students 407 and 429

Audio transcript	give your opinion	ask questions	make comments	Type of LF
407: run and have fun. What do you think?	1	1		O Q
429: I think....			1	F
407: What you can do with your dog?		1		Q GH
429: Play with it	1			O
407: Do you think that eating more fruit is better than walking your pet?		1		Q GH
429: Yes	1			O
407: Why?		1		Q GH
429: Eating fruit will be good because I think it cleans your body. Why do you think is good walking your pet?	1	1		O Q
407: Combine food with sports and it would be much better walking your pet or riding a bike!	1			O
429: Because we do sport with it?		1	1	O Q
407: And getting up earlier do you think is good?		1		Q
429: Walking your pet is better. No, it depends	1			O

This time, Student 407 helped her partner by asking questions to support her delivery of ideas. Student 429 also tried to focus on her partner's questions and connected her opinion to hers when she found the possibility. Both students could exchange opinions and questions to keep the conversation flow as shown in Figure 75. The second recorded dialogue showed a better co-constructed performance although Student 407 did not elaborate her ideas as she might have wished. I let her know this had been a good decision with a good impact on the overall performance.

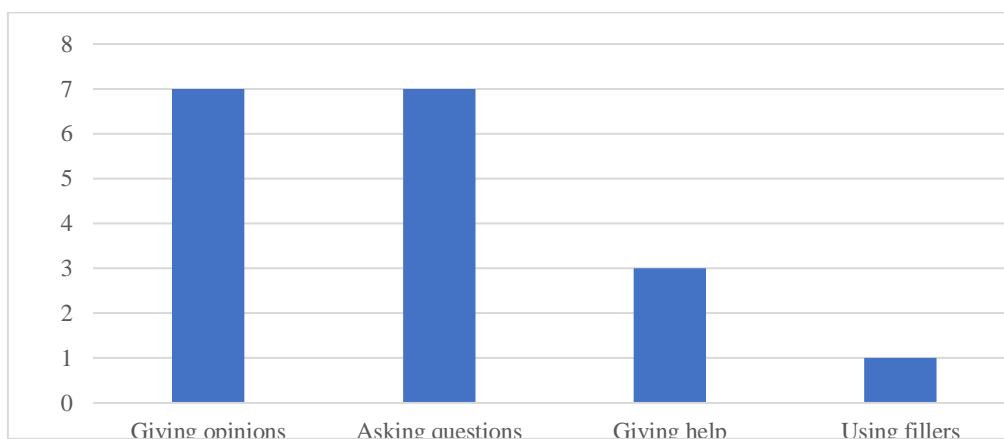


Figure 75 Number of language functions employed by students 407 and 429 in the final interaction

If we compare students' oral performance before and after the strategy instruction we could identify evidence of improvement in language functions application and oral communicative strategy use. Figure 76 shows the evolution of the language function employed in the first and last dialogues.

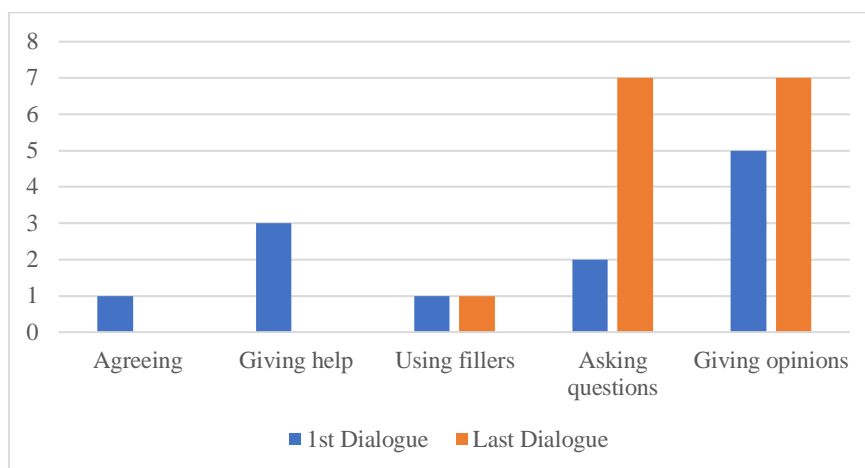


Figure 76 Comparisons between the number of language functions applied by students in their first and second oral performances

As it has been observed, Students 407 and 429 showed improvements in their co-constructed performance and in the number of strategies they would apply to interact. According to the Content Analysis carried out to students' conversations in the first dialogue and in the last dialogue, it was found that students had applied several strategies from the OCSI questionnaire. Figure 77 shows the evolution of students' oral communicative strategy use. The figure presents a greater strategy use in the second recorded dialogue.

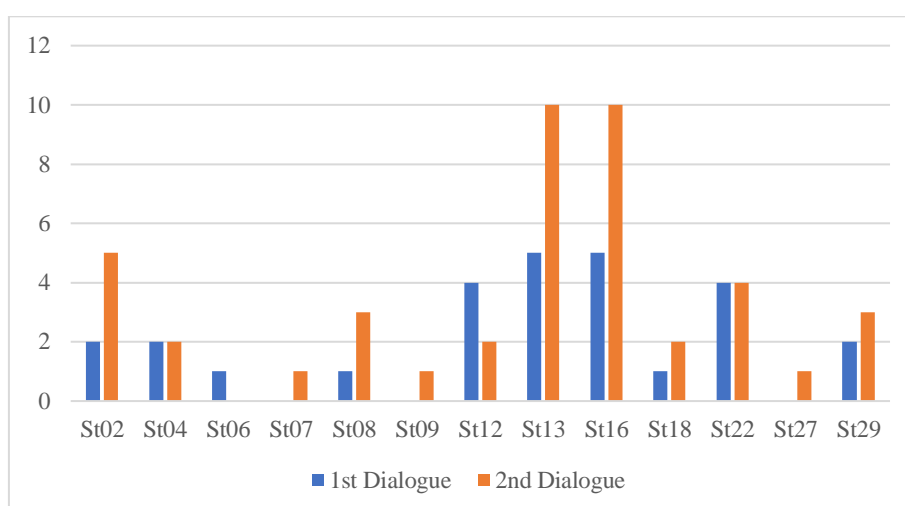


Figure 77 Evolution of students 407 and 429 strategy use

Table 35 shows students' responses to the questionnaires filled before and after the strategy instruction. The table displays the strategies that both students agreed they would apply during paired-oral interactions. The range is as follows: 3 implies students sometimes apply the strategies, 4 is most of the times, and 5 means that students always apply the strategies. We are not taking into consideration student's responses of the strategies they would never (1) or hardly ever (2) employ. Three asterisks have been placed to indicate this.

Table 35 Comparison between students' responses in the first and second OCSI questionnaires

Strategies	1 st OCSI results		2 nd OCSI results	
	407	429	407	429
1. I pay attention to my pronunciation.	3	4	3	4
4. I adapt my message to the context and conversation flow	5	5	5	4
6. I use expressions to show I am following the conversation	5	5	5	4
7. I pay attention to my partner's clarification and repetitions requests.	5	4	***	***
8. I use confirmation checks to know that we are understanding the message of the interaction.	4	5	***	***
9. I ask for clarifications and repetitions.	3	5	***	***
10. I make eye-contact.	4	3	***	***
11. I pay attention to facial expressions and gestures.	3	4	***	***
12. I use fillers to continue with the conversation.	4	3	5	4
13. I encourage myself to express my ideas without being worried.	***	***	5	5
14. I try to relax when I get nervous in a conversation.	5	5		***
15. I try to enjoy the conversation.	5	3	4	3
18. I pay attention to the phrases and expressions that could help me to follow the conversation.	4	3	3	3
19. I try to speak as an English native speaker.	***	***	5	4
20. I paraphrase the original message using easier and more familiar words.	3	5	***	***
23. I pay attention to the subject and verb of the sentences.	5	3	***	***
24. I try to identify the main idea of the conversation.	5	5	***	***
25. I deduce my partner's intentions based on the familiar words they use.	4	4	***	***
26. I pay attention to the first part of the sentences to see if it is a question or not.	3	4	***	***
27. I pay attention to the words the speaker emphasises.	3	3	***	***
28. I deduce my partner's intentions based on the context	5	5	***	***

According to students' responses shown in Table 33, students would consistently apply Fluency-Oriented (FO) strategies (Str1, Str4, Str6), Socio-Affective (SA) strategies (Str12, Str13, Str15), a Scanning (SC) strategy (Str18) and attempt to speak in English strategy (Str19). Even though responses in the second questionnaire seemed not similar, it was still possible to identify individual improvements that allowed participants to communicate.

For example, according to Student 407's questionnaire responses, she might have improved the use of strategies Str3, Str9, Str10, Str12, Str19 and Str25. In the first questionnaire she had given these strategies a 1, 3, 4, 4, 3, and 4 while in the second questionnaire she would use them more frequently -in the same order- 2, 3, 5, 5, 5, and 5. This was also observed as part of her personal goal to speak slowly (Str03), ask questions to interact (Str09) make eye-contact (Str10), use fillers (Str12), speak as a native (Str19), and make deductions based on familiar words (Str25). Regarding the strategies that the student would apply less frequently, in the first questionnaire, she chose would not pay attention to her classmate's pronunciation (Str5), rhythm and intonation (Str17) and emphasized words (Str27). In addition, she chose she hardly ever would pay attention to phrases that could help her to continue with the conversation (Str18) or to strategies to calm down (Str14 and Str30). This was consistent with one informal talk when she said she was already relaxed when speaking in English. She also said she would feel comfortable and confident, so she might not need to employ these strategies.

Student 429, on the other hand, improved the use of strategies Str12, Str13, Str19, Str22, and Str30 from initial values of 3, 1, 1, 1, and 3 to final frequency values of 4, 5, 4, 4, and 4. These responses were coherent with the student's efforts to use fillers (Str12), to express her ideas without being worried (Str13), to improve her pronunciation (Str19), to use familiar words (Str22), and to try to keep calm during difficulties in the conversation (Str30). She also showed her attempts to keep the fluency of the conversation (strategies Str1, Str2, Str4, Str6) and to continue with the conversation flow (Str8).

Students 414 -422

Students 414 and 422 would apply a wide range of strategies (93% and 90% of the questionnaire respectively). Both of them always try to enjoy the conversation (Str15) and identify its main idea (Str24). They also pay attention to the words emphasised by their partners (Str17) and their clarification and repetition requests (Str7). In addition, they try to keep calm even when they might be having difficulties in following the conversation (Str30). These students also usually paraphrase their messages with easier and more familiar words (Str18).

Students also seem to apply Fluency-Oriented strategies. Both of them always take their time to express what they want to say (Str2). Student 422 always pay attention to her pronunciation (Str1) and to her partner's pronunciation (Str5), but she usually pays less attention to rhythm and intonation in general (Str3 and Str17). On the other hand, Student 414 usually pays attention to his own pronunciation and his partner's pronunciation, rhythm, and intonation, and sometimes he pays attention to his rhythm and intonation. Student 422 always adapts her

message to the context and the flow of the conversation (Str4) and also uses conversation signals, Student 414 also does this, but less frequently.

In regard to Negotiation of Meaning (NM) strategies, these students seem to always pay attention to their partners' clarifications and repetitions requests (Str7). Student 422 also always ask for repetitions or clarifications (Str9) and Student 407 does this usually as well. Student 422 always uses confirmation checks to see if they are following the dialogue while Student 414 does this usually. This was later confirmed during the oral tasks.

Students apply Non-Verbal strategies. Most of the times, they make eye contact (Str10), but they pay less attention to gestures and facial expressions, they do this sometimes (Str11). These students seem to apply Socio-Affective strategies to be motivated to participate. Actually, they both reported to try to enjoy the conversation (Str15). Student 422 reported to always take the risk to participate in the conversation (Str13) even when she could make mistakes (Str16). She also calms down to continue the conversation (Str14). Student 414 tries to enjoy the conversation and to take the risk to participate and to calm down (Str13 and Str14), maybe because he sometimes participates without worrying about making mistakes (Str16).

Students usually uses easier and more familiar words to paraphrase their messages (Str20), but Student 414 hardly ever and Student 422 never try to speak as native speakers (St19).

Students apply some Scanning strategies. For example, they always try to identify the main idea (St24) and they usually pay attention to the phrases and expressions that facilitates the conversation flow (S18). However, they hardly ever pays attention to the subject or verb of the sentences (S23).

Students apply Word-order strategies, they always pay attention to the words the speaker emphasises (S27). Student 422 always infers the speaker intention (S25) and pays attention if the utterance is a sentence or a question (S26), Student 414 does not apply these strategies always, but usually.

Finally, students try to apply Getting the Gist strategies to stay calm even when they have difficulties in following the conversation (St30). Student 414 always infers the speaker's intention from the context (St28) and Student 422 does this usually. Student 414 usually tries to follow the conversation even when he is not understanding everything, but his partner hardly ever does this.

The first speaking task required students to talk about five given options to survive if they were lost in a desert. After reading the instructions from the booklet, they had time to take notes for

their task. Students were told they would be recorded for further analysis. Table 36 shows the conversation analysis of the audio transcript. It presents the number of times students would use the language functions studied during the session.

Table 36 Content Analysis of Language Functions in the first oral interaction between students 414 and 422

Audio transcript	Start	Give your opinion	Ask questions	Make comments	Type
414: In my opinion, walking at night is dangerous, what about you?	1	1	1		O Q
422: I think it is dangerous it can be good if the day is hotter than in the night you can walk calmer, I think, and... what do you think about wearing fresh clothes?		1		1	O Q
414: I think...ehhh... No sé...I think it is impostont (he reads his notes), important if it's not cold		1			O
422: I agree				1	A F
414: What do you think finding shelter?			1		Q
422: ok, it's important for sleep and night because it can be there sleep wild animals, and is important to be warm...And...what...do you. No, what about drinking water?		1	1		O Q
414: about. Is essential, you can drink... (he laughs and reads his notes) if you don't drink water		1		1	O F
422: yes, because if you don't drink water you can die		1		1	O A

The Content Analysis of this first dialogue, shown in Table 36, presents students' attempts to interact using the strategies they had been recommended. On the one hand, Student 414 started the conversation by giving his opinion before getting lost. He also employed the socio-affective strategy of asking questions to let his partner share her opinion and to move on to a different topic. In addition, he was observed reading his notes at several points in the interaction. For example, he checked his notes when he needed to paraphrase a vocabulary word. He used his notes again when he met a new breakdown in communication when asked about drinking water.

On the other hand, Student 422 also employed the socio-affective strategy of asking questions to keep the conversation flow. She agreed and asked questions so that Student 414 could elaborate from that. Besides, she used a formulaic expression to agree with her partner and support his performance. All in all, it was noticed that both students gave their opinions and asked questions to help their partners participate in the interaction. Figure 78 portrays the number of language functions identified in this co-constructed performance.

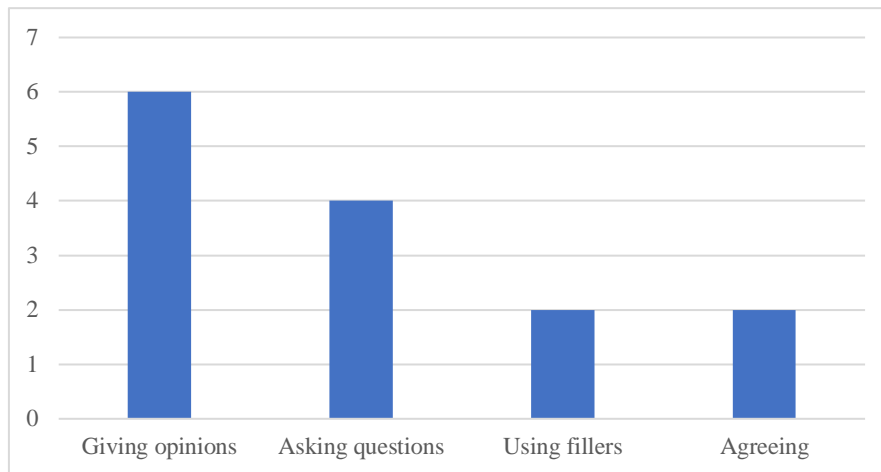


Figure 78 Number of language functions employed by students 414 and 422 in the first interaction

In the final speaking task, students employed more language functions to participate in the interaction. The task was about addressing five given professions that would still exist in the future. Figure 79 displays the number of times that language functions were identified in students dialogue according to the Content Analysis while Table 37 shows the analysis of the transcript of students' oral performance. It can be observed students gave their opinions, used fillers, asked questions, they also tried to agree and to give help. As a result, not only they increased their participation, but they also assisted each other.

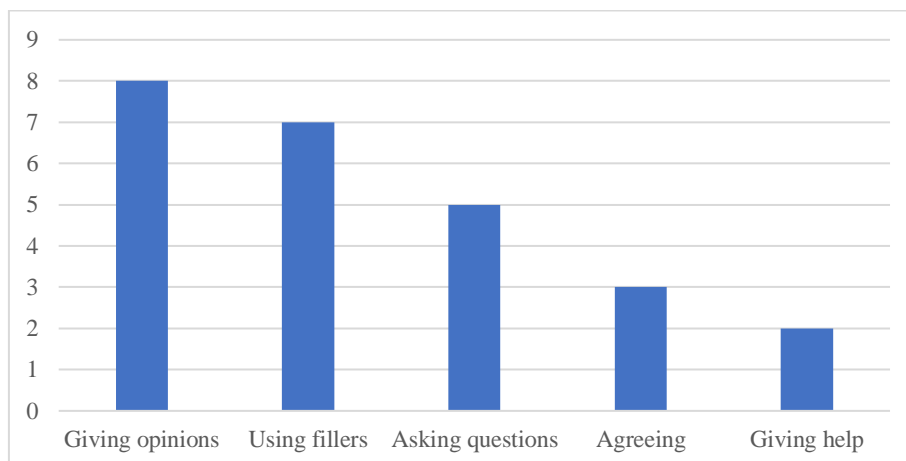


Figure 79 Number of language functions employed by students 414 and 422 in the final interaction

Table 37 Content Analysis of Language Functions in the final oral interaction between students 414 and 422

Audio transcript	Start	Give your opinion	Ask questions	Make comments	Type
422: Which of these professions do you think will exist in the future?	1		1		Q
414: Sport referee		1			O
422: Why?			1		Q GH
414: Why...				1	F
422: Because				1	GH
414: Because, the sports is very necessary, but... the technology I need too. For example, in football, I need the bar ...eh...because I... play future will be. What think you...		1	1		O Q
422: What do you think?				1	GH
414: What do you think?				1	Q
422: In my point of view, sport referee is not essential in the future because people play sports watching YouTube videos, for example. What do you think about a teacher?		1	1		O
414: A teacher is very important of.. for education, but the machine no		1			
422: Yes, I agree, but I think teachers would exist because everyone cannot pay online lesson		1		1	A O
414: What do you think of librarians or doctors			1		Q
422: Doctors, I think they still will exist because they are essential for our help because when they have an accident		1			O
414: Yes, and [with] technology I don't make a decision		1		1	A O

If we compare students' oral performance before and after the strategy instruction we can identify evidence of improvement in the number of language functions used and oral communicative strategies employed. Figure 80 displays the evolution of language function in the first and last recorded dialogues in all the categories studied.

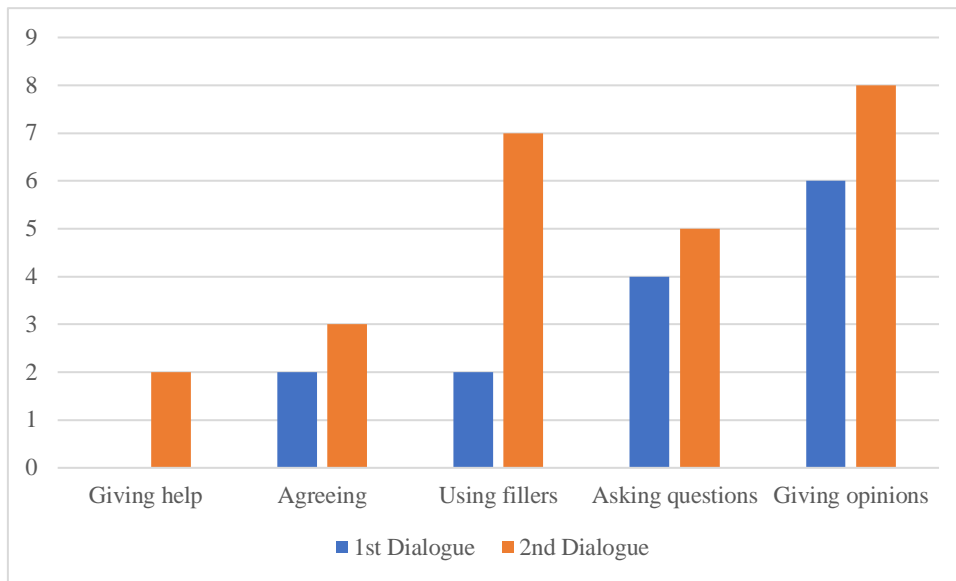


Figure 80 Comparisons between the number of language functions applied by students in the first and second oral performance

Regarding the application of Oral Communicative, the Content Analysis carried out in the transcripts of students' conversations revealed an improvement in the strategies used by students. Figure 81 shows that strategies Str2, Str13, Str16 and Str22 were more frequently used.

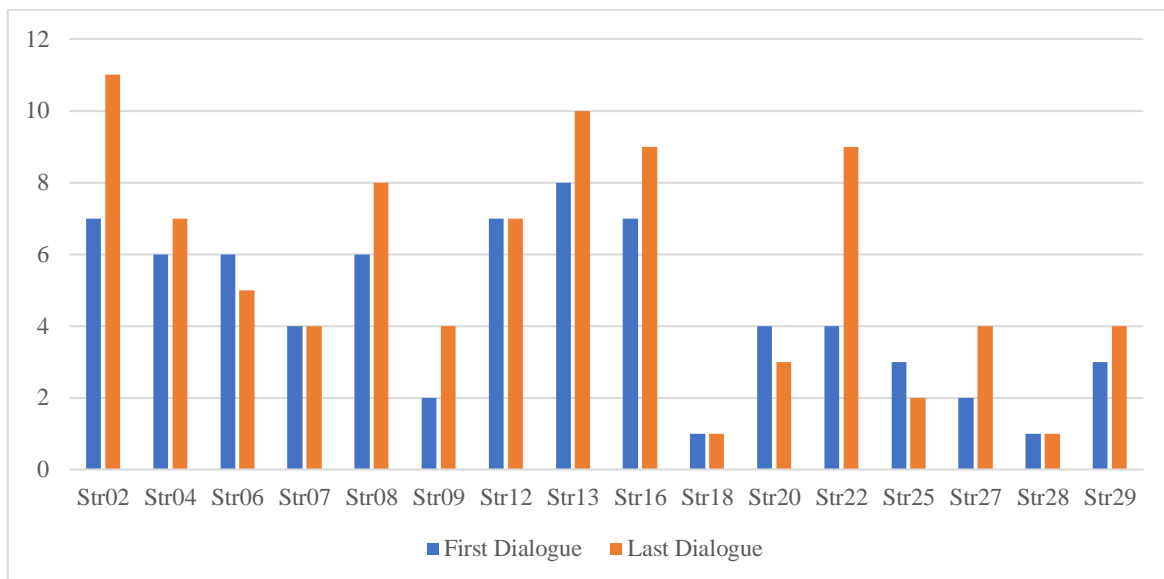


Figure 81 Evolution of students 414 and 422 strategy use

Students 419 -420

Students 419 and 420 seem to apply a wide range of oral communicative strategies. Both of them agreed on participating even when they could make mistakes (Str16). They also agreed on paying attention to their partner's clarifications requests (Str7).

Regarding the application of Fluency-Oriented (FO) strategies, Student 419 and 420 always use expressions to let their partners know they are following the conversation (Str6). They also take their time to express what they want to say (Str2). According to their responses, it seems that Student 419 is more concerned about keeping the fluency of the conversation than her partner. For example, Student 419 reported to pay attention to her partner's pronunciation, rhythm, and intonation (Str5, Str17), and to her own pronunciation, rhythm, and intonation (Str1, Str3), however, Student 420 reported that he sometimes or hardly ever applies these strategies. Student 419 also tries to adapt the message to the context and flow of the conversation (Str4), while Student 420 hardly ever adapts the message to the conversation (Str4).

Students 419 and 420 seem to employ Negotiation of Meaning strategies in spite of some variations in the frequency of strategy application. As it has been stated, they both seem to always pay attention to their partner's clarification request. They usually try to ask for clarifications or repetitions when necessary. In addition, although Student 420 sometimes confirms he and his partner are understanding the message of the conversation, Student 419 always does this.

Students 419 and 420 do not always agree on the Socio-Affective strategies they apply in oral conversations. They do always take the risk to participate even if they could make mistakes (Str16). However, although Student 419 always tries to enjoy the conversation (Str15), and usually uses fillers to keep on with the talk (Str12), Student 420 never applies these strategies. On the other hand, while Student 420 seems to use calming-down strategies (Str14) to be able to express his own ideas (Str13) without nervousness or fear, Student 419 does not report to use these strategies.

This might suggest that Student 419 tends to apply more Social strategies to interact and participate while Student 420 prefer to employ more Affective strategies to be relaxed and able to speak. This tendency might be consistent with students' attitudes towards Getting the Gist strategies. Student 420 seems to always apply Getting the Gist (GG) strategies to rely on the context to deduce the speaker's intention (Str28), to follow the conversation (Str29), and even to remain calm if the conversation turns to be difficult (Str30), but Student 419 hardly ever or

never employs this set of strategies. (Students' attitudes towards the L2? Students' personalities or L2 level?). Interestingly, Students 419 and 420 hardly ever pay attention to their partner's gestures or facial expressions (Str11) despite of being aware of the need of making eye-contact during the conversation (Str10).

Regarding their Attempts to think in English both students always organise their ideas in the L1 and then translate them to the L2 (Str21). However, Student 419 sometimes thinks of an already learnt English expression and then tries to adapt it to the conversation.

Students differ in their Accuracy-Oriented (AO) and Message Modification (MM) concerns. Although Student 419 usually tries to imitate English speakers' accent (Str19), Student 420 never does this. Besides, Student 420 always paraphrases the original message using easier and more familiar words while Student 419 sometimes does this (Str20).

Students 419 and Student 420 seem to apply Scanning strategies to get the general idea of the conversation. For instance, most of the times they pay attention to the phrases or expressions that could help them to follow the conversation (Str18). They also try to identify the main idea of the conversation (Str23) although in different frequency degrees. Student 420 always does this while Student 419 sometimes does this. None of them pays attention to the subject or verb of the sentences that appear in the conversations (Str24).

Finally, Student 420 employs more Word Order (WO) strategies than Student 419. Student 420 always uses familiar words to infer his partner's intentions (Str25), but Student 419 hardly ever does this. Student 420 always pays attention to the words his partner emphasises (Str27) while Student 419 sometimes employs this strategy. None of them pays attention to the first part of their partner's utterances to identify if it is a sentence or question (Str26).

In the first recorded dialogue students engaged in monologues to express their opinions, but they struggled to actually interact with their partners. There were a few occasions when they succeeded. After student 419's second intervention and just when she seemed to be getting stuck, Student 420 asked a question to take his turn. The question seemed to help student 419 to continue with the interaction. More examples can be observed at the end of the dialogue. For instance, both students used fillers to agree with their partners, but they did not add more information. Finally, Student 419 asked her partner for his opinion and Student 420 agreed. Table 38 shows the type of language functions and Figure 82 displays the total number of those functions. Students asked questions (1), used fillers (2), agreed (4), and said their opinions (6).

Table 38 Content Analysis of Language Functions in the first oral interaction between students 419 and 420

Audio transcript	Start	Give your opinion	Ask questions	Make comments	Type
419: I think walking at night it might help you because...uhh. in a night there is not hot, so you can walk more and don't be tired, but in the day you can be tired		1			O
420: And you can find shelter to the night, so in the night in the desert are be cool and the day are so hot		1		1	O A
419: yes, and bringing bottles of water is like it might help you because you have to drink or you gonna die, so if you have ...if you have bottles of water you will be hydrated		1			O
420: [420: It's very important] so do you think wearing fresh clothes in the desert?		1	1	1	O Q
419: Yes, it will...it is very important because in the desert are really hot so if you use fresh clothes you will be more...uh... cold, not cold, but you would be more fine, because [420:yes] the sun will be more... I don't know		1		1	O
419: And drinking water, it would help you a lot because if the day is hot, if you drink water you would be more good because your mind would be more fresh		1			O
420: Yes				1	F A
419: What do you think about it?			1		
420: I agree with your opinion		1		1	A
419: Yes				1	F A

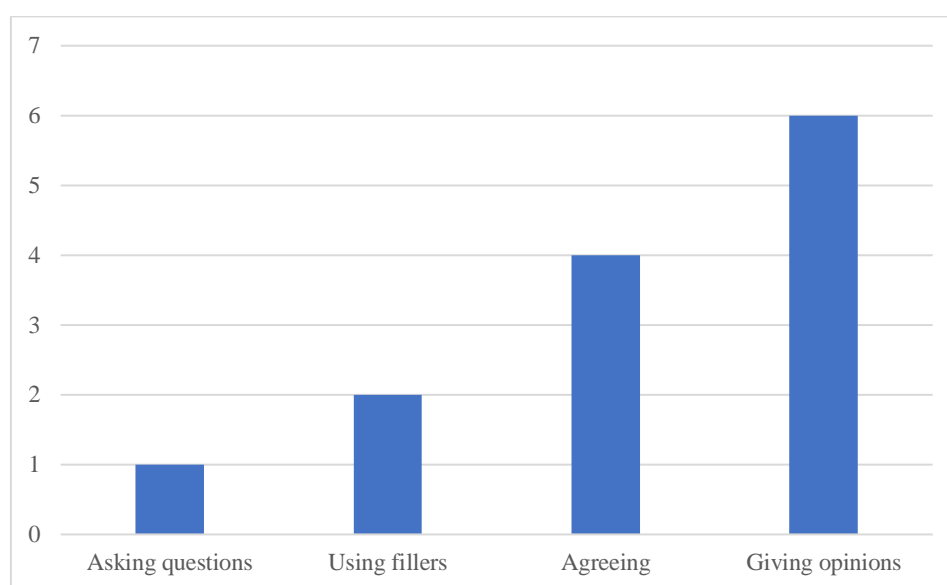


Figure 82 Number of language functions employed by students 419 and 420 in the first interaction

Before giving them feedback I reflected on students' comments before and after the interaction. At the end of the dialogue Student 420 commented on the fact that he had struggled to continue with the conversation. Besides, Student 419 had previously shared her concern about her partner's English level to carry out the interaction. I used this data to help them think of the strategies they would be working on. I encouraged Student 419 to work on different expressions to ask for her partner's opinions and show understanding. In regard to Student 420, I suggested that he should work on the note-taking strategy to write down the ideas he would like to share during the interaction. I told them that we could see improvements during this project.

According to Figure 83, students showed an increase in the number of times that they interacted with each other in the last recorded dialogue. Students showed a greater use of expressions to agree such as "I agree" or "Yes" or "I agree with you". Not only these formulaic expressions helped them to show understanding, but they also worked as fillers to maintain the conversation flow. In addition, Students employed different questions to ask for examples ("Can you give me an example..?"), opinions ("is it useful?"), or to move on to a different topic ("What about..."). Regarding their opinions, students managed to share their ideas about the given options to a healthy lifestyle. Table 39 presents the audio transcript and the classification of the intervention according to the reviewed language functions.

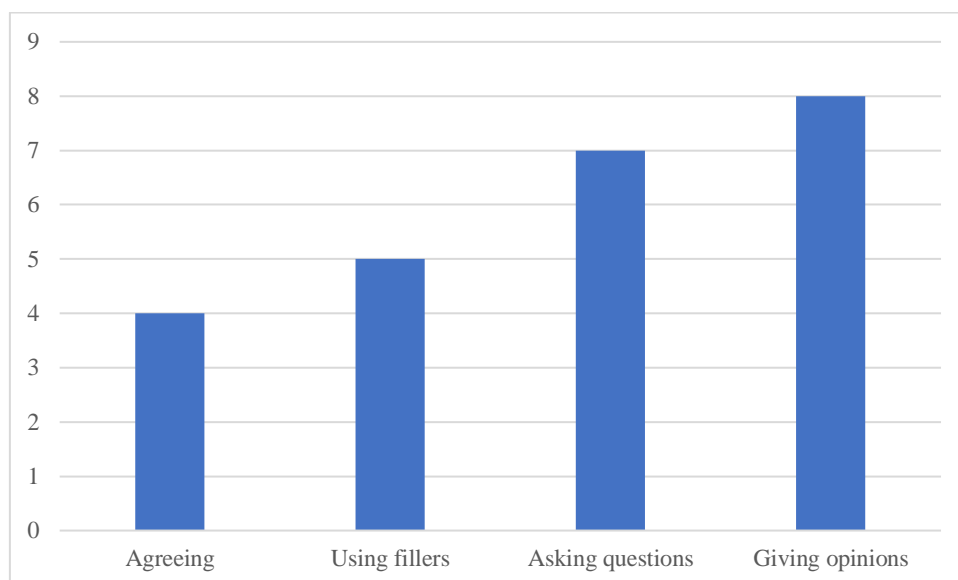


Figure 83 Number of language functions employed by students 419 and 420 in the final interaction

Table 39 Content Analysis of Language Functions in the final oral interaction between students 419 and 420

Audio transcript	Start	Give your opinion	Ask questions	Make comments	Type
419: Take a walk [is good], do you agree with me?	1	1	1		O Q
420: Can you give me an example people taking			1		Q
419: Because we will be moving our legs and that's good for our health because we will be doing exercise		1			
420: I agree. I think it's move		1		1	O A
419: Yes, and what do you think about riding a bike? Is it useful?			1	1	F Q
420: Yes, it is useful because you do sports and Do you think?		1	1	1	F O Q
419: I think it is good because we will be moving our legs as when we walk		1			O
420: What do you think eating every day?			1		Q
419: Yes, is. We have to eat a little bit of because we need other vitamins that fruits and vegetables don't have. With some other. And do you think getting up earlier is good for our health?		1	1	1	F O Q
420: Yes, because you can do more things in the day and...		1		1	F
419: Yes...I agree with you, but I also think we should do something productive and sit in your sofa there is not worthy if we do something productive		1		1	F A O
420: I agree with you		1		1	A
419: What about getting off the bus earlier?			1		Q
420: I don't think getting off the bus because I think it isn't very important for the health.		1			O
419: I have the same opinion. If you are going to meet someone you might be a little bit late.		1		1	A O

Figure 84 and Figure 85 compare students' strategy use in the first and last dialogues. They show the evolution of Student 419 and 420's strategy application throughout the instruction. Students' interventions seem to be working towards including questions, fillers, agreements to keep the conversation flow. In addition, they have increased the number of times when they share their viewpoints. This might suggest that students are taking risks and time to participate (Str13 and Str02) and they are trying to adapt their speech to the context (Str04).

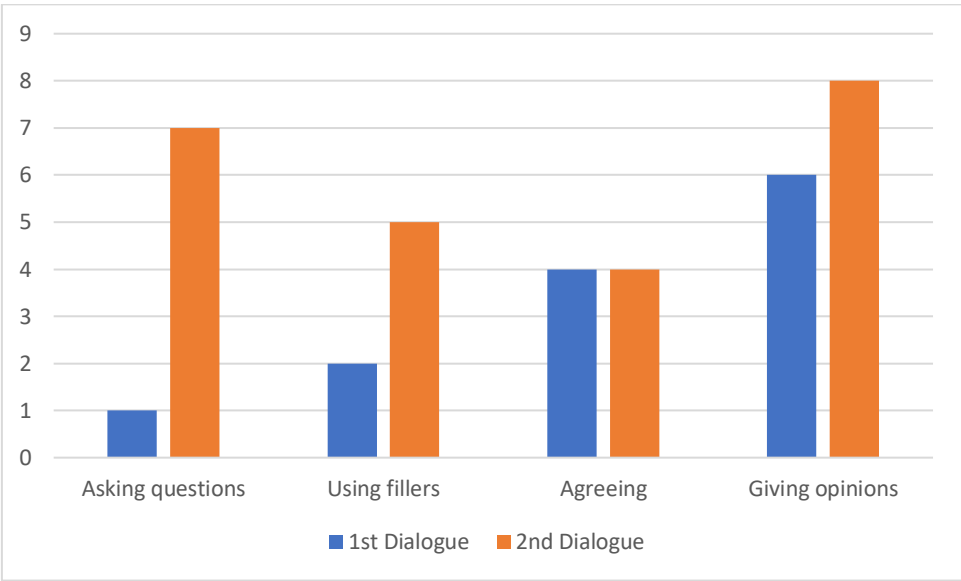


Figure 84 Comparisons between the number of language functions applied by students in the first and second oral performances

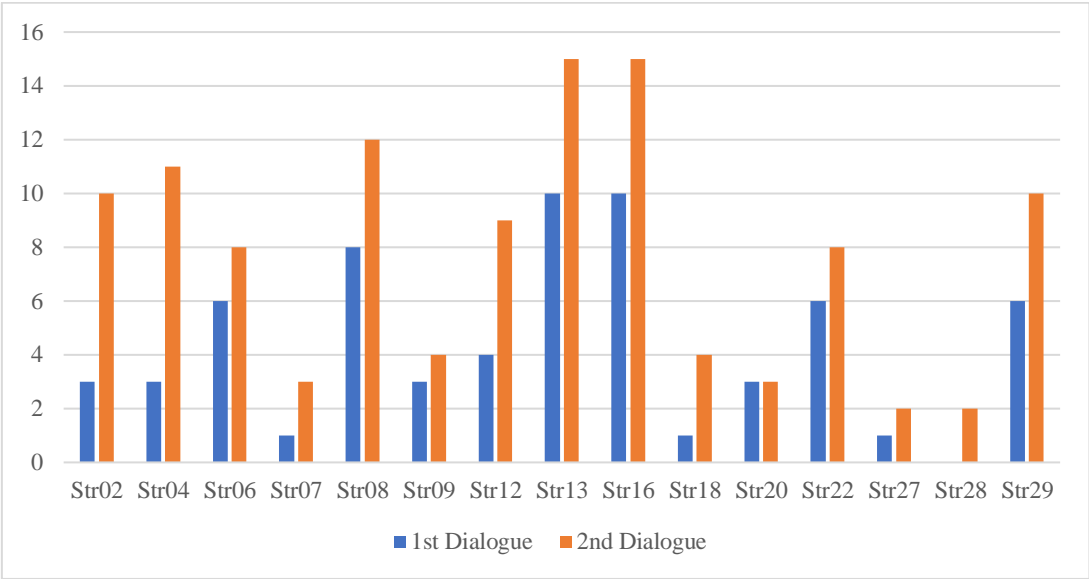


Figure 85 Evolution of students 419 and 420's strategy use

After analysing students' oral communicative strategy use at a co-constructed level and at an individual level, a comparative analysis was performed to determine the evolution of students' strategy use during the study. The analysis included the number of times a strategy had been used by each pair in the first and in the final dialogue. Table 40 shows the results of the analysis.

Table 40 Comparative analysis between the number of strategies applied in the first and second dialogue per each pair of students.

Strategy	1 st Dialogue				Total	2 nd Dialogue				Total
	402-408	407-429	414-422	419-420		402-408	407-429	414-422	419-420	
Str02	7	2	7	3	19	10	5	11	10	36
Str04	5	2	6	3	16	9	2	7	11	29
Str06	6	1	6	6	19	6	0	5	8	19
Str07	1	0	4	1	6	1	1	4	3	9
Str08	5	1	6	8	20	2	3	8	12	25
Str09	1	0	2	3	6	1	1	4	4	10
Str12	3	4	7	4	18	8	2	7	9	26
Str13	12	5	8	10	35	12	10	10	15	47
Str16	8	5	7	10	30	10	10	9	15	44
Str18	4	1	1	1	7	2	2	1	4	9
Str20	3	0	4	3	10	5	0	3	3	11
Str22	1	4	4	6	15	2	4	9	8	23
Str25	2	0	3	0	5	2	0	2	0	4
Str27	2	0	2	1	5	3	1	4	2	10
Str28	2	0	1	0	3	3	0	1	2	6
Str29	3	2	3	6	14	3	3	4	10	20

Figure 86 depicts the final results of each strategy per dialogue. According to the results of Table 40 and Figure 86, students employed a wider range of strategies in the second and final paired-oral interaction. The most salient strategies were taking the risk to speak (Str13), taking their time to speak (Str02), and adapting their conversation to the context (Str04).

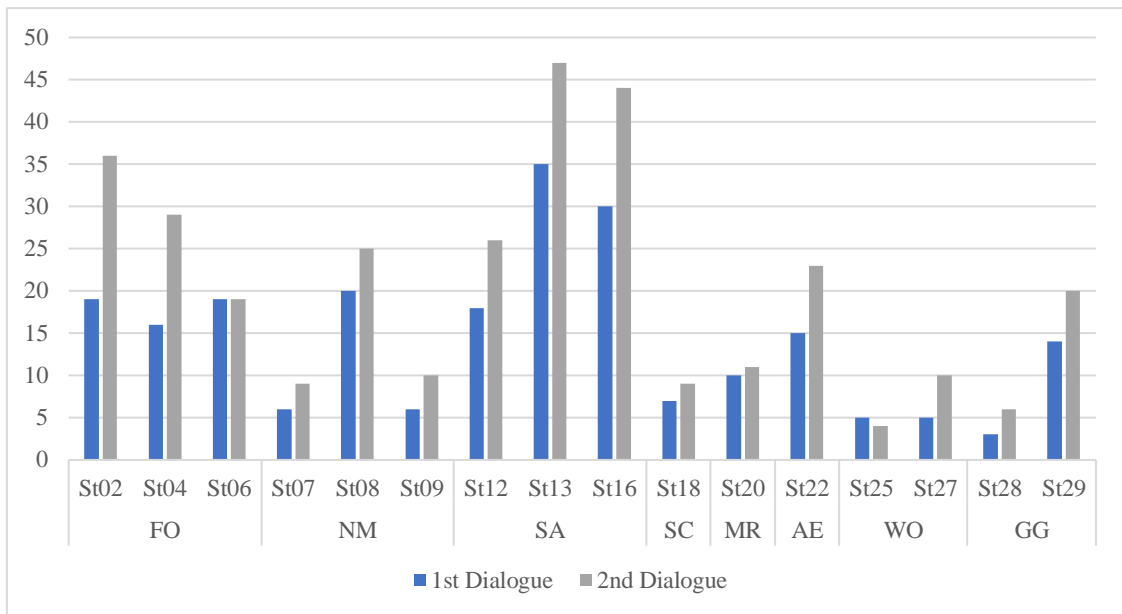


Figure 86 Comparative analysis of the number of strategies employed by students in the first and second dialogues of the third cycle

Self-regulatory strategies

There are several self-regulatory strategies that students could employ to improve their oral performance by addressing their Cognitive, Socio-Affective, and Motivational domain. This study introduced students to nine strategies to be used in the three stages of the self-regulation process. Table 41 shows the meta strategies and strategies classified by the students' domain and the self-regulation stages.

Table 41 Metastrategies and strategies for paired oral interactions classified by phases and domains.

SR phases	Meta strategies and strategies	Cognitive	Socio-Affective	Motivational
Planning	• The ideas they wish to say.	✓		
	• The expressions they may use to interact.		✓	
	• How to address their partner's needs.		✓	
	• The oral communicative strategies.	✓	✓	✓
Monitoring	• Using their notes.	✓	✓	
	• Asking questions, making comments.		✓	✓
	• Moving on to the topic they feel more comfortable with.	✓	✓	✓
Evaluating	• Their motivation levels.			✓
	• The effectiveness of their performance.	✓	✓	✓
	• The effectiveness of the note-taking strategy.	✓		

Regarding metacognitive strategies and cognitive strategies, students were encouraged to pay attention to, plan for, and evaluate cognition. They were taught that setting goals would prepare them to be attentive to the oral communicative strategies they would like to apply. In order to achieve this, students were introduced to the cognitive strategies of activating prior knowledge and taking notes. The former would help them to recall vocabulary and expressions related to the speaking tasks while the later would facilitate the organisation of ideas by writing them

down. It was thought that the more familiarised students could be with the task structure, the more advantage they could take from this strategies in the planning stage.

In regard to the social and affective domain, students were told to plan which social strategies they could use to interact. For instance, they were introduced to oral expressions to ask for their partner's opinions. They also learnt phrases to move on to a topic that they were more confident to speak about during the conversation. The motivation domain was addressed by drawing students' attention to the effectiveness of planning before the task and the evaluation strategy of thinking of their motivational levels after the interaction.

The S2R2 App was designed for this cycle to allow students to report part of their self-regulation process. The App had one section before speaking where each student could choose the strategies they would plan to employ during the interactions. Then, they would go to the recording section where they could record their conversation for further reflections. Since it is not possible to record students' internal strategic process during speaking task, the App allowed students to listen to their performance, as many times as necessary. This think-aloud task helped students to use their self-recording to identify the strategies they actually used during the conversation. Finally, as part of the evaluation stage, students would reflect on their emotions experienced during the task, on the effectiveness of the strategies used, and on the resolutions for further tasks. The information collected through the App would contribute to the identification of the development of students' self-regulatory strategies, and it would be used together with the researcher's observations. See Section 3.2.1 for further details on the self-regulation process.

The Covid-19 pandemic caused unforeseen events that made it difficult to follow the initial action plan of the strategy instruction. This initial plan included several recorded speaking practices using students' booklets, audio visual materials, the S2R2 App, and the reflection time. In spite of the unforeseen challenges, the four pairs of students managed to work at least in two recorded sessions.

In the first recorded speaking task, students were told about the activity while they were with the rest of their classmates. Then, each pair of students were called to the Coordinator's Office which had been provided to the researcher for recording purposes. After introducing the task and the App, each pair of students were told again that the audio of their interactions would be recorded for further analysis. The topic of the first task might have been different in some pairs.

Overall, students seemed to have planned, employed, and reflected on a wide range of strategies. Table 42 displays the results of the Descriptive Analysis of students' responses in the self-reports of the first dialogue. According to those reports, students chose to apply 30 strategies in the planning stage. After listening to their own recordings, they identified 33 strategies when evaluating their performance. In addition, and as part of the evaluation stage, students chose 34 strategies in their resolutions for further interactions.

Table 42 Results of students' self-report on their self-regulation in the first recorded interaction (N=8)

Communicative strategies	Planning	Evaluating	Resolution	Total number of strategies used
Say my opinion (Str02, Str22, Str29)	6	7	5	18
Ask for my partner's opinion (Str08)	5	5	6	16
Take the risk to speak (Str16)	3	5	5	13
Starting the conversation (Str16)	3	4	4	11
Use fillers (Str12)	4	5	1	10
Show understanding (Str06)	3	1	5	9
Give examples (Str20, Str22)	4	1	3	8
Encourage myself to say something (Str13, Str29)	1	3	2	6
Ask for examples (Str09)	0	1	2	3
Provide clarifications (Str07)	1	1	0	2
Ask for clarifications (Str09)	0	0	1	1
Total number of strategies per self-regulation phase	30	33	34	97

Table 41 also reveals that Saying their Opinion, Asking for their Partner's Opinions, and Using Fillers were the most frequent language functions in each self-regulation phase. Students choices of these strategies in the planning stage might suggest students' decision to practice Fluency-Oriented strategies, Socio-Affective strategies, Attempts to think in English strategies, and Getting the Gist strategies. The application of these oral communicative strategies might be evidence of students efforts to convey their message and interact. When evaluating their performance, students found they had actually employed their planned strategies. Interestingly, in spite of not having explicitly chosen the Socio-Affective strategy of taking the risk to speak, five students did identify this strategy as part of their performance, which might suggest students' awareness of and willingness to the use of this strategy. Students were consistent with the aforementioned strategies as they chose them again as part of the resolutions for future tasks. These general results were similar to the researcher's observations that highlighted students'

attempts to interact with their partners by employing the strategies they had been practising in class.

After the analysis of students' performance in this speaking task, it was decided, together with their resolutions, to design self-regulated speaking practices that explicitly teach students how to self-regulate their conversations. Future pre-tasks should focus on the prior knowledge activation strategy and the note-taking strategies. These strategies could help students to activate and write down the ideas to be used in paired-oral conversations. Nevertheless, the imposed lockdown did not allow students nor the researcher to attend to the high school which was the place where we could collect data as it has been agreed in the letter of consent.

Despite of this drawback, a second recorded interaction was arranged between the English teacher, the principal of the school, the students, and their parents. They all agreed that students could participate in two further online sessions to record a second interaction, and to hold an online interview with participants.

The second and final interaction was recorded in an online setting. The school principal got in contact with the students to ensure the anonymity of participants and she sent the link to log in the videocall. As a result, the call was started by the school principal and the researcher shared the App screen so that students could tell her which options they would like to choose. Although the call was not recorded, students and their parents gave their consent to record the audio of the conversations through the App.

The Descriptive Analysis of the results of this second interaction showed students chose more strategies while self-regulating their performances. Table 43 displays the strategies included in the App and the number of students who chose them. The first analysis revealed that students planned to use 36 strategies. Then, they identified 41 strategies in the audio recordings, and they would like to apply 35 strategies in future tasks. A deeper analysis demonstrated the most frequently selected strategies were Saying the Opinion, Asking for their Partner's Opinions, and Giving Examples which are essential for interacting. Besides, Starting the conversation was also chosen as a frequent strategy which might imply students willingness to manage their emotions of shyness and nervousness.

Table 43 Results of students' self-report on their self-regulation in the second recorded interaction

Communicative strategies	Planning	Evaluating	Resolution	Total per strategy
Say my opinion (ST22, St22, St29)	6	6	7	19
Ask for my partner's opinion (ST28)	7	6	5	18
Give examples (ST2, St22)	4	5	4	13
Starting the Conversation (St16)	4	4	3	11
Use fillers (St12)	5	3	2	10
Take the risk to speak (SA St16)	3	4	2	9
Provide clarifications (ST27)	2	4	3	9
Show understanding (ST26)	2	2	4	8
Ask for clarifications (ST29)	1	3	3	7
Ask for examples (ST29)	1	1	2	4
Encourage myself to say something (St13, St29)	1	3	0	4
Total strategies per self-regulation phase	36	41	35	112

Finally, a comparative analysis between the number of strategies chosen in the first and last recorded dialogues was conducted. The analysis sought to determine if students were showing evidence of improving their self-regulatory skills in terms of planning and evaluating their performance in paired-oral interactions. Figure 87 depicts how students' self-regulatory strategies have improved in all the stages of the self-regulation process.

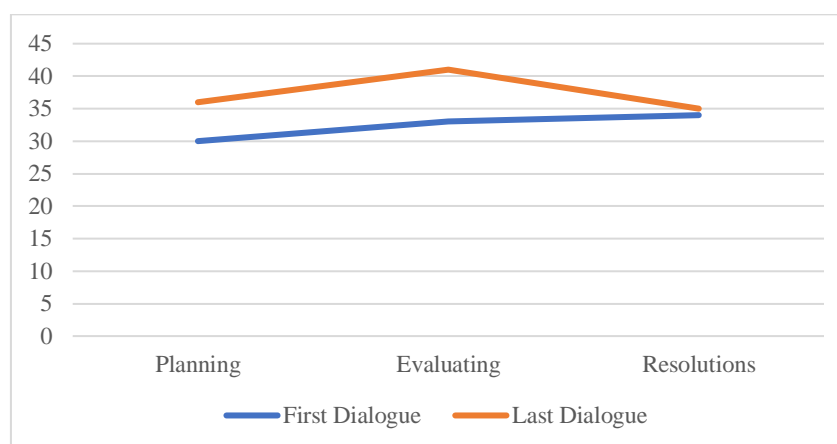


Figure 87 Evolution of the number of strategies used by students according to their self-reports in the first and last dialogues

Even though the self-regulation process is an individual task, it influences and it is influenced by the situated context where it takes place (Oxford, 2017). Therefore, further analyses were carried out to explore the development of self-regulatory skills on the co-constructed and individual level. These results guided the understandings of students' starting point, researcher's assessment and self-assessment, and initial improvements.

Students 402 -408

In the first recorded speaking task students worked with their booklets and the S2R2 App. They were told the task instructions and the recording procedures. Then, they were given time to take notes and organise their ideas. Figure 88 shows the results of the Descriptive Analysis of the strategies chosen in the App. As can be seen, students chose to apply 6 strategies in the planning section, they then identified 7 strategies in their recordings, and they decided to apply 13 strategies in the future sessions. Student 402 chose 3 strategies when planning and 3 strategies when monitoring her performance while Student 408 chose 3 strategies in the beginning, but then recognised four strategies in her speech. Both of them were committed to practise more strategies in the future: Student 402 wanted to apply 7 strategies whereas Student 408 selected 6.

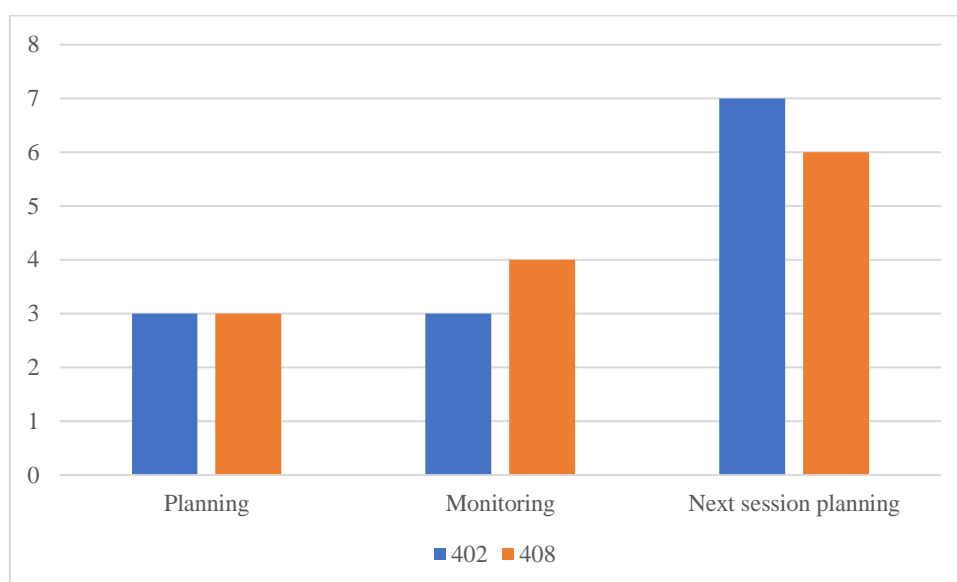


Figure 88 Evolution of the number of strategies used by Students 402-408 according to their self-reports in the first and last dialogues

In the App they chose they would say their opinions, give examples, and ask for their partner's opinions. This showed they were setting the goals in the *Planning* stage. However, it was observed that they did not take any notes even though they were supposed to plan their performance. Then, students engaged in the task and they tried to give their opinions and make comments on their partner's opinions to keep the conversation flow. This might suggest that students were *Monitoring* their performance and their partner's in order to react to their speeches. Regarding the Evaluation Stage, students listened to the audio recording and recognised that they had met their first and third objective, but that they had not been able to illustrate their ideas with examples. In addition, students identified they had been using fillers. Finally, students challenged themselves to take the risk to speak, show understanding, give

examples, and encourage themselves to speak. Table 44 shows students responses retrieved from the App and Figure 88 shows the number of strategies chosen in each self-regulation stage.

Table 44 Strategies students 402-408 chose in the planning, evaluating, and future planning stage in the first dialogue.

Communicative strategies	Planning		Monitoring		Next session planning	
	402	408	402	408	402	408
	Start the conversation				X	X
Take the risk to speak					X	X
Say my opinion	X	X	X	X	X	X
Give examples	X	X			X	X
Show understanding					X	X
Ask for my partner's opinion	X	X	X	X	X	X
Encourage myself to say something					X	X
Use fillers			X	X		

In the second recorded speaking task students worked from home and the researcher shared the screen of the S2R2 App. Table 38 reports on students choices when working with the S2R2 App. It was observed that they chose they would say their opinions, give examples, use fillers, and provide clarifications. Student also tried to ask more questions related to examples and their partner’s opinions. This showed they were using the *Planning* stage to set their goals and to decide to pay attention to their partner. However, in spite of this improvement, they did not take any notes.

Then, as shown in Table 45, students participated in the interaction and they made some attempts to sustain a conversation. It seemed that they were more aware of commenting on their partner's opinions and also on the task requirement of moving to the next conversation option. In addition, they started using examples to illustrate their point. This might suggest students were *Monitoring* their performance by trying to adapt their message to the interaction.

Regarding the *Evaluation* stage, students listened to the audio recording and they both agreed that the strategies had helped them to interact. Also, they recognised that they had been able to give examples. Student 408 demonstrated some evidence of self-regulation since she identified

she had showed understanding, asked for clarifications, and provided clarification. On the other hand, Student 402 chose she had said her opinion and given examples as she had planned and encouraged herself to provide clarification. Finally, students decided the aspects they would be in future interactions. Student 408 was motivated to apply all the strategies while Student 402 would like to practice more her questioning skills in order to move on to the other topics.

In the second recorded speaking task students worked with the S2R2 App and their notes while we were in an online session. They were told the task instructions and the recording procedures. Then, they had time to organise their performance. Figure 89 shows the results of the Descriptive Analysis of the strategies chosen in the Ap. This time students chose to apply 12 strategies in the planning section. After listening again to their performance, students identify 10 strategies, and they chose to employ 16 strategies in future paired-oral interactions.

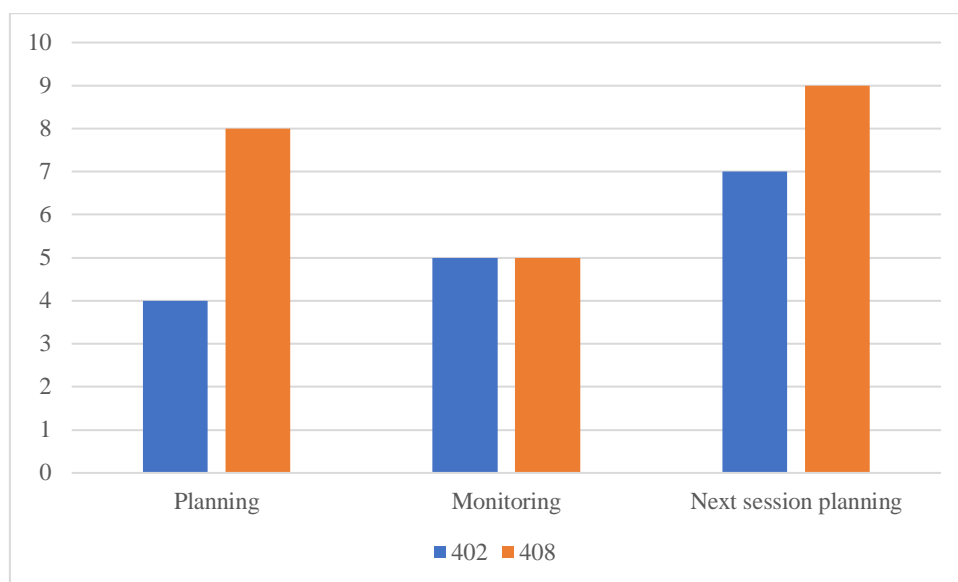


Figure 89 Comparative analysis of the number of strategies employed by students 402-408 in the last dialogue

Table 45 presents the strategies students chose in the App in the different stages of their self-regulation process. Students 402 and 408 agreed that they would say their opinions, give examples, ask for each other’s opinions, and use fillers. Student 408 also chose to start the conversation, show understanding, and to provide clarifications. According to these responses, it seems that students made attempts to use socio-affective strategies and negotiation of meaning strategies to interact with their partners.

Table 45 Strategies students 402-408 chose in the planning, evaluating, and future planning stage in the second dialogue.

Communicative strategies	Planning		Monitoring		Next session planning	
	402	408	402	408	402	408
Start the conversation		X	X		X	X
Take the risk to speak				X		
Say my opinion	X	X	X		X	X
Show understanding		X		X		X
Give examples	X	X		X	X	X
Ask for examples		X			X	X
Ask for my partner's opinion	X	X	X		X	X
Ask for clarifications				X	X	X
Provide clarifications		X	X	X	X	X
Encourage myself to say something			X			
Use fillers	X	X				X

Figure 90 shows the results of the Comparative Analysis of students' responses in the first and second self-regulated practice. It is possible to observe an improvement in the number of strategies Students 402 and 408 are willing to apply in paired-oral interactions. Students doubled the strategies they planned to use. This might show a motivation to try to practice the strategies. In regard to the strategies students identify when monitoring their oral performance, students would recognize more strategies in their performance. However, they did not identify motivational strategies of taking the risk to speak and encourage themselves to speak. Students; evaluation of their practice might have led them to choose a greater number of strategies for future conversations.

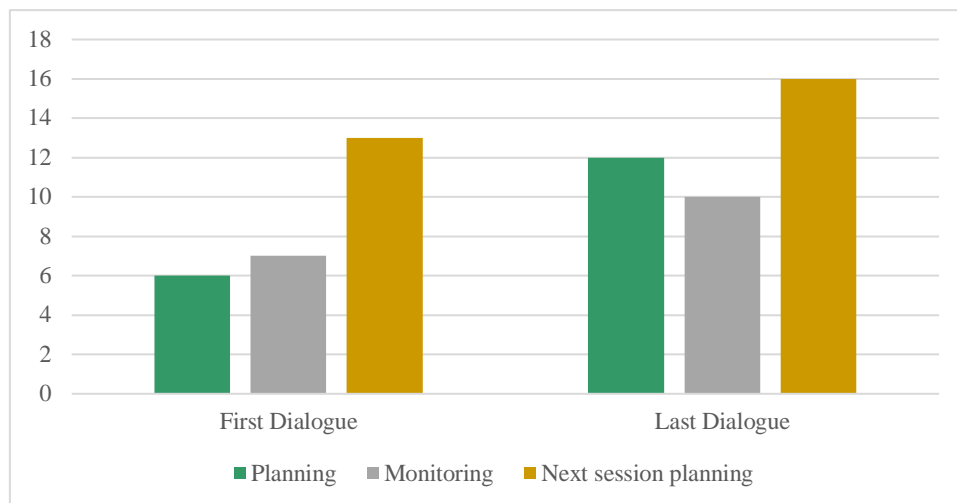


Figure 90 Comparative analysis of the number of strategies employed by students 402-408 in the First and Last dialogues of the third cycle

Students 407 -429

This pair of students had two main challenges. Student 407 had a good English level, and she was used to giving monologues of her ideas whereas Student 429 was not confident of her English level and was not sure when or how it was appropriate to speak. Both students were introduced to the planning strategy of note taking so that they could write down the ideas they would like to use. In addition, Student 407 was encouraged to write the expressions to facilitate interaction, such as making comments to show understanding or asking for examples or clarifications.

In the first recorded conversation, students had their booklets and the App to plan, monitor and evaluate their performance. We read the task description and the recording instructions. Then, students had time to prepare their performance. Figure 91 shows the result of the Descriptive Analysis of the number of strategies students chose in each stage. In the planning stage, students chose 10 planning strategies. Student 407 chose 7 strategies while student 429 chose only 3. After listening to their own audio-recording, students recognised 11 monitoring strategies. Student 407 chose she had applied 8 strategies whereas her partner employed 3 strategies. Finally, 7 strategies were selected for future sessions. Student 407 planned to focus on 3 strategies while Student 429 would challenge herself with 4 strategies. The number of strategies chosen in each stage of the self-regulation process show students' learning process when planning and evaluating their performance, and making commitments for future interactions.

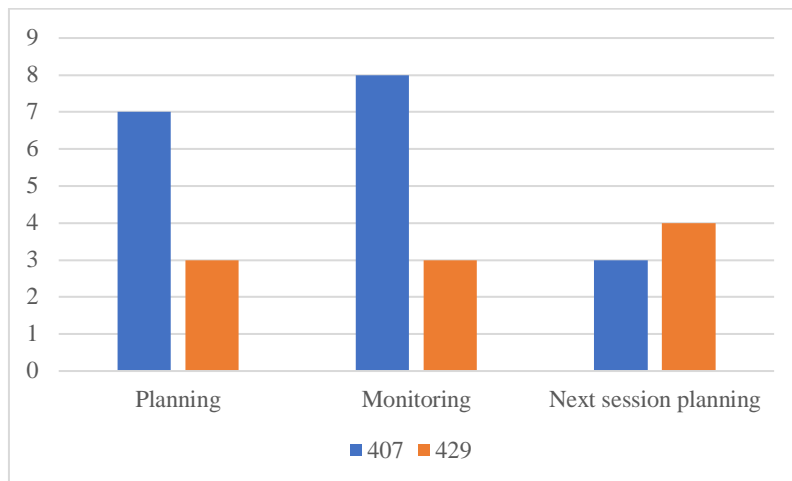


Figure 91 Number of strategies employed by Students 407 and 429 in the Final Dialogue.

Table 46 shows students' strategies responses retrieved from the App for the different stages of the self-regulation process. According to the collected data, Student 407 chose that she would say her opinion, give examples and clarifications, and ask for her partner's opinion. Although in the evaluation stage she chose to have applied these strategies, she did not ask for examples or provided clarification. In addition, it was observed that when her partner could not continue with the dialogue, she did not ask further questions to help her to move on in the conversation. Student 429, however, set the goal to take the risk to speak, say her opinion, and give examples. Even though Student 429 did start the conversation and said her opinion, she also seemed lost when, in her view, her ideas had already been mentioned by her partner. In the evaluation stage, Student 429 recognised to have applied the first two strategies, but she did not identify that she had asked for her partner's opinion twice.

Table 46 Strategies students 407-429 chose in the planning, evaluating, and future planning stage in the first dialogue.

Communicative strategies	Planning		Evaluating		Next session planning	
	407	429	407	429	407	429
Start the conversation	X		X			X
Take the risk to speak	X	X	X	X		X
Say my opinion	X	X	X	X		X
Show understanding				X		
Give examples	X	X	X			
Ask for examples			X		X	
Ask for my partner's opinion	X		X		X	
Ask for clarifications					X	
Provide clarifications	X		X			
Use fillers	X		X			X

At the end of the session, we listened to the recording again and I highlighted concrete behaviour and made some recommendations to model self-assessment to students. I praised Student 429's attempts to use her notes to delivery her message and encouraged the note-taking strategy. I also stressed Student 407's efforts to comment on one idea without addressing all of them at the same time. I also suggested that interacting with her partner was essential for this type of task. Afterwards, students were asked what actions they could take to improve their performance. Student 407 chose she would like to ask more questions to help her partner and Student 429 would like to take the risk to participate more by saying the ideas she would prepare in the planning stage.

The second dialogue was recorded two months after the instruction. Students were reminded of the task structure and the self-regulation process before recording. The Descriptive Analysis of the number of strategies chosen by students in each stage of the self-regulation process revealed that students chose 8 strategies for the planning stage, 7 strategies for the monitoring of their dialogues and 6 strategies for the resolutions for future conversations (See Figure 92).

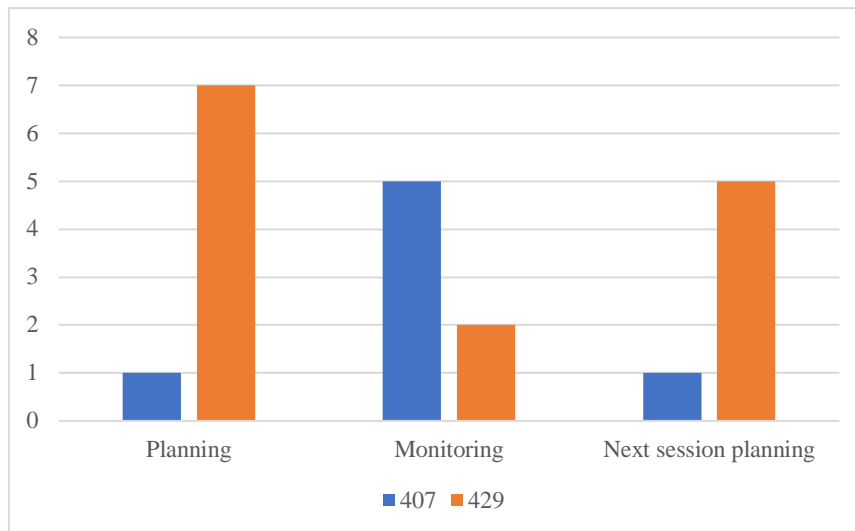


Figure 92 Number of strategies employed by Students 407 and 429 in the Final Dialogue.

Student 407 chose to focus on one strategy to ensure interaction whereas Student 429 chose 7 strategies to participate more. During the monitoring of their self-recording, Student 407 identified 5 strategies and Student 429 recognised 2 strategies. When choosing the strategies for future conversations, Student 407 chose that she would like to work on one strategy and Student 429 would like to work on 6. This represents two strategies more than the first dialogue. Even though this time students chose less strategies in each stage, it is believed that they resembled their real performance better, as it was shown in a deeper Descriptive Analysis of students' responses.

Table 47 shows the strategies retrieved from the App. The Descriptive Analysis of this data clarifies the development of students' self-regulation skills. As it was mentioned before, students' responses might be more accurate than in the first self-regulation practice. For example, Student 407 chose to ask for her partners' opinion. This shows a metaknowledge of the task structure, a socio-affective awareness of her partner's communicative needs, and a coherence with her previous resolutions. Then, when she listened to her performance, she identified the type of questions she had asked. She also recognised that she gave her opinion using an example as part of the interaction. Then when she had to plan for future conversations, she chose to self-regulate how she could show understanding during paired-oral interactions. Regarding Student 429 performance she self-regulated the socio-affective strategy of challenging herself to participate by asking questions and giving her opinion and examples and asking questions. Even though she did apply all these strategies, she only chose the last two in the monitoring stage. Among her resolutions for future oral tasks, she chose she would like to show understanding and ask questions. During the feedback exchange I mentioned to them the

effectiveness of their strategy choices since they had performed better by focusing on specific strategies to improve their personal performance and the co-constructed performance.

Table 47 Strategies Students 407-429 chose in the planning, evaluating, and future planning stage in th second dialogue.

Communicative strategies	Planning		Monitoring		Next session planning	
	407	429	407	429	407	429
	Start the conversation		X	X		
Take the risk to speak		X				X
Say my opinion		X		X		X
Show understanding					X	X
Give examples		X	X	X		
Ask for examples			X			
Ask for my partner's opinion	X	X	X			X
Ask for clarifications			X			
Provide clarifications						
Encourage myself to say something		X				
Use fillers		X				

Figure 93 shows the Comparative Analysis of the number of strategies employed by these students in the First and Final Dialogue. According to the analysis, Students 407 and 429 chose less strategies in the second paired-oral interaction. In the first interaction, students had planned to use 10 strategies while in the second, they chose 8. In addition, students had recognised 11 strategies while listening to their first oral performance, but they only monitor 7 strategies in their second audio-recording. Students' strategies for future interactions were also fewer in the second dialogue.

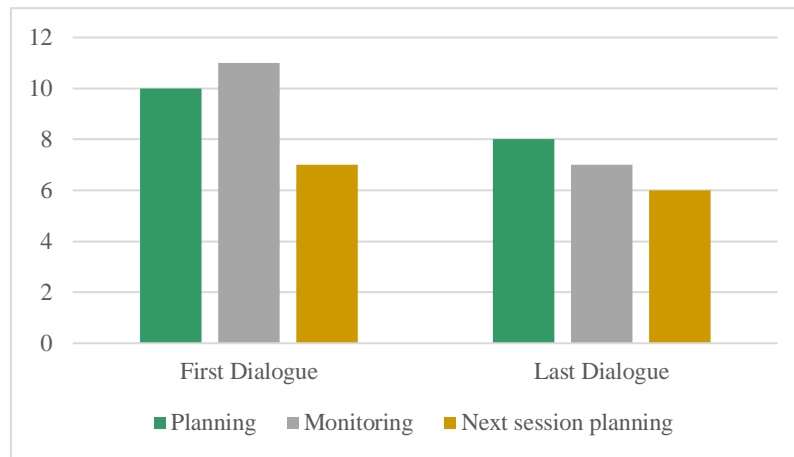


Figure 93 Comparative analysis of the number of strategies employed by Students 407 and 429 in the First and Final dialogues

As it has been described before, the number of strategies does not imply students' motivation nor they necessarily suggest the development of the self-regulation process. Nevertheless, they can be used to see students' strategy focus. The triangulation strategy was applied to better understand this difference and to explore students' self-regulation development.

Student 407 was working on asking for her partner's opinions because she had previously realised her tendency to monologues. She identified in her second performance that she was able to give examples and ask for examples and clarifications. Student 407 chose to practice the strategy of showing understanding in future conversations. This might suggest that she is determined to develop her interactional skills. Student 429 was also working on showing understanding and asking for her partners' opinions. She had identified her shyness and nervousness to speak. This time she planned to apply several strategies, but she only chose two strategies in the monitoring stage. Both strategies were related to her speech delivery. So, even though she chose less strategies than in the first dialogue, she seems to be more aware of her performance when saying her opinion and asking for her partners' opinion. This awareness seem might have influence Student 429' choices for strategies in future practices.

Students 414 -422

This pair of students had two main challenges. Student 414 was not confident of his English level while Student 422 was. Both students were introduced to the planning strategy of note taking so that they could write down the ideas they would like to use. In addition, Student 422 was encouraged to write the expressions to facilitate interaction, such as making comments to show understanding or asking for examples or clarifications.

In the first recorded conversation, students had their booklets and the App to plan, monitor and evaluate their performance. We read the task description and the recording instructions. Then, students had time to prepare their performance. Figure 94 shows the result of the Descriptive Analysis of the number of strategies students chose in each stage. In the planning stage, students chose 8 planning strategies. Student 414 chose 5 strategies while student 422 chose 3. After listening to their own audio-recording, students recognised 10 monitoring strategies. Student 414 chose she had applied 6 strategies whereas her partner employed 4 strategies. Finally, 9 strategies were selected for future sessions. Student 414 planned to focus on 3 strategies while Student 422 would challenge herself with 6 strategies. The number of strategies chosen in each stage of the self-regulation process show students' learning process when planning and evaluating their performance, and making commitments for future interactions.

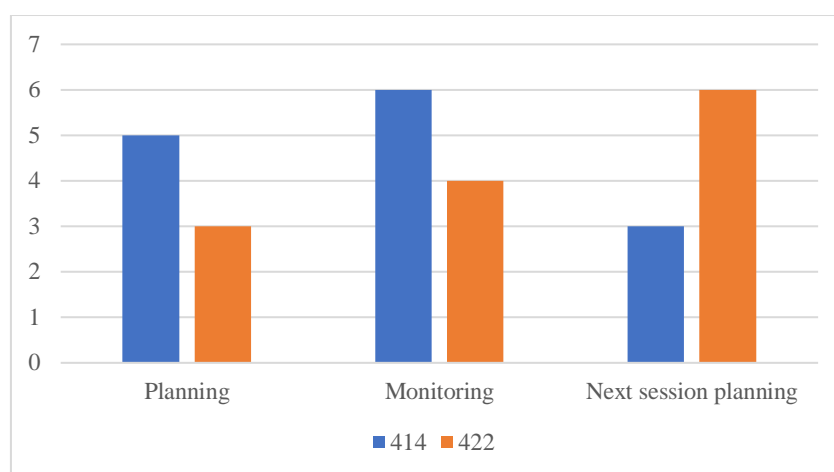


Figure 94 Number of strategies employed by students 414 and 422 in their First Dialogue

Table 47 shows students' strategies responses retrieved from the App for the different stages of the self-regulation process. According to the collected data, Student 414 chose that he would start the conversation, take the risk to speak say his opinion, give examples and clarifications, and ask for her partner's opinion, and use fillers.

Although in the evaluation stage she chose to have applied these strategies, she did not ask for examples or provided clarification. In addition, it was observed that when her partner could not continue with the dialogue, she did not ask further questions to help her to move on in the conversation. Student 429, however, set the goal to take the risk to speak, say her opinion, and give examples. Even though Student 429 did start the conversation and said her opinion, she also seemed lost when, in her view, her ideas had already been mentioned by her partner. In the evaluation stage, Student 429 recognised to have applied the first two strategies, but she did not identify that she had asked for her partner's opinion twice.

Table 48 Strategies students 414-422 chose in the planning, evaluating, and future planning stage in the first dialogue

Communicative strategies	Planning		Monitoring		Next session planning	
	414	422	414	422	414	422
Start the Conversation	X		X			X
Take the risk to speak	X		X	X		X
Say my opinion	X		X	X		X
Show understanding		X				X
Give examples						X
Ask for my partner's opinion	X	X	X	X		X
Encourage myself to say something		X	X	X		
Use fillers	X		X			

At the end of the session, we listened to the recording again and I highlighted concrete behaviour and made some recommendations to model self-assessment to students. I praised Student 422's attempts to use her notes and to support her partner. I also stressed Student 414's efforts to say his opinions by reading his ideas. I also suggested expressions to keep the interaction in this type of task. Afterwards, students were asked what actions they could take to improve their performance. Student 414 chose he would like to ask more questions to help her partner and Student 422 would like to start the conversation, take the risk to speak, say her opinion, show understanding, give examples, and ask for her partner's opinion.

The second and third dialogue was recorded two months after the instruction. Students were reminded of the task structure and the self-regulation process before recording. The Descriptive Analysis of the number of strategies chosen by students in each stage of the self-regulation

process revealed that students chose 11 strategies for the planning stage, 12 strategies for the monitoring of their dialogues and 11 strategies for the resolutions for future conversations (See Figure 95). Student 414 chose to focus on 5 strategies to ensure interaction whereas Student 422 chose 6 strategies to participate more.

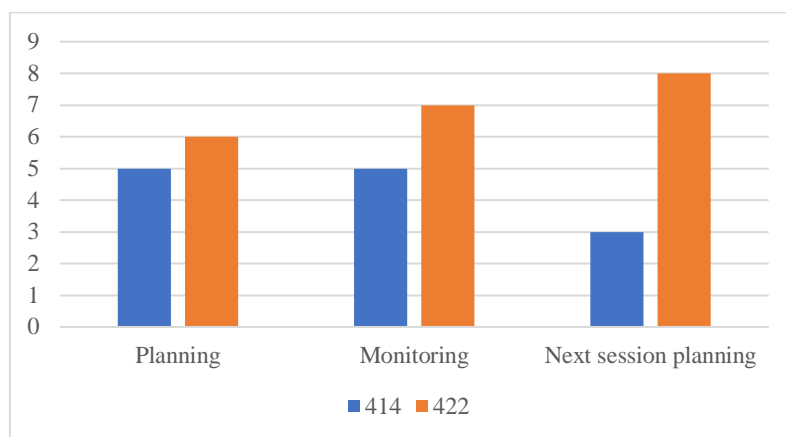


Figure 95 Strategies students 414-422 chose in the planning, evaluating, and future planning stage in the second dialogue

Table 49 shows the strategies chosen for planning the second paired-oral conversation. This time students were more focused on saying their opinions and asking for their partner's opinions. These two strategies were then identified while monitoring their performance and planning for their next session.

Table 49 Strategies students 414-422 chose in the planning, evaluating, and future planning stage in the second dialogue.

Communicative strategies	Planning		Monitoring		Next session planning	
	414	422	414	422	414	422
Start the Conversation	X		X		X	
Take the risk to speak	X	X		X	X	X
Say my opinion	X	X	X	X	X	X
Show understanding		X		X	X	X
Give examples	X			X	X	X
Ask for examples	X					X
Ask for my partner's opinion	X	X	X	X	X	X
Ask for clarifications			X	X	X	X
Provide clarifications		X	X	X		X
Encourage myself to say something	X	X		X		X
Use fillers	X				X	X

Table 50 shows students' strategies identified during the last self-regulation task. In this final dialogue students kept paying attention to the key strategies for interacting. They identified their efforts to communicate with their partners by using fillers, asking for their partner's opinion among others.

Table 50 Strategies students 414-422 chose in the planning, evaluating, and future planning stage in the third dialogue.

Communicative strategies	Planning		Monitoring		Next session planning	
	414	422	414	422	414	422
Start the conversation	X		X			
Take the risk to speak	X	X	X	X		X
Say my opinion	X	X	X	X	X	X
Give examples				X	X	X
Show understanding		X		X		X
Ask for my partner's opinion	X	X	X	X	X	X
Ask for clarification		X		X		X
Give clarifications		X		X		X
Use fillers	X		X			X

As it can be observed this pair of students were working on their skills to interact with each other. Student 422 practised the questions to ask for her partner's opinions. She used clarification questions and delivered positive feedback to support her partner's speech. Student 414 worked on taking the risk to speak and using the ideas he had previously written down. The reflective questions also helped him to discover that he was capable of participating in this type of task.

Students 419 -420

This pair of students faced two challenges to regulate their performances. Student 419 had a good English level, but she mentioned -in an informal interview- that she would not like to speak with partners with lower English level because that would affect her performance, whereas Student 420 was not confident of his English level and he would stop speaking when he got lost. However, he seemed to be interested in learning strategies because he would ask for repeating the audio-recordings to improve his performance. Even though both students were introduced to the planning strategy of note taking, there were different educational purposes for this decision. These purposes aimed at addressing students' learning needs holistically.

On the one hand, I made some attempts to address Student 419’s cognition and motivation by making herself aware of her own socio-affective dimension. She was encouraged to use her English skills to learn and practice socio-affective strategies to guide the interactions. I told her she could write down some formulaic expressions to make comments, show understanding, or ask questions about examples or clarifications. By doing this, she could still practice the English language while improving her speaking and listening skills.

On the other hand, I took advantage of Student 420’s learning motivation to guide him to organise his ideas by classifying his opinions into examples, comments, clarification questions, and questions to move on to a different topic if he felt that he was getting lost. By doing this, he could rely on his notes to keep the conversation flow.

In the first recorded conversation, students had their booklets and the App to plan, monitor and evaluate their performance. We read the task description and the recording instructions. Then, students had time to prepare their performance. It is noteworthy to mention that the conversation was recorded twice because this was the first time these students were interacting and they seemed to be struggling with nervousness and other negative emotions that have been described and addressed in *the student’s motivation* section of this chapter. It was considered appropriate to repeat the task to ensure students’ positive attitudes towards the study. Figure 94 shows the result of the Descriptive Analysis of the number of strategies students chose in each stage. In the planning stage, students chose 3 planning strategies. After listening to their own audio-recording, students recognised 5 strategies. Student 419 chose she had applied 4 strategies whereas her partner perceived he had employed 1 strategy. Finally, 5 strategies were selected for future sessions. Student 419 planned to focus on 3 strategies while Student 420 chose 2 strategies.

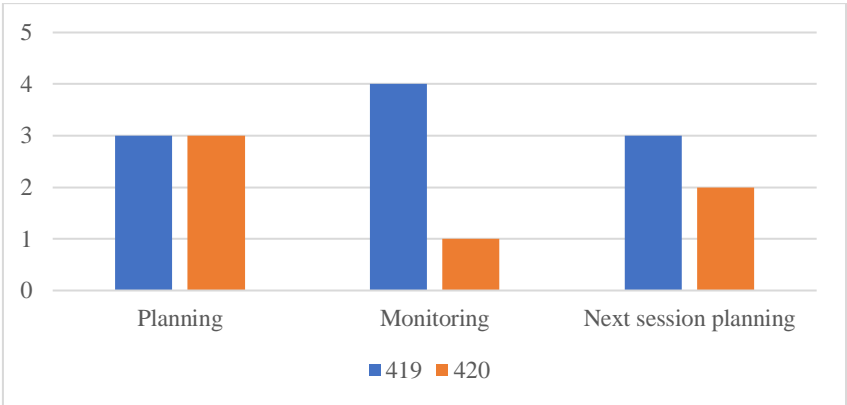


Figure 96 Number of strategies employed by students 419 and 420 in the First Dialogue.

Table 51 presents the strategies chosen by students in the App. According to the table both students focused on showing understanding and using fillers in the planning stage. Student 419 also decided to start the conversation while Student 420 chose to say his opinion. When monitoring and evaluating their performance, students provided useful information for improving my teaching practice.

For instance, Student 419 realised that, apart from starting the conversation and saying her opinion, she had also encouraged herself to speak and taken the risk to speak. This might suggest that interacting with her partner was a personal commitment which shows her willingness to participate in the project in spite of her initial motivations. I used this data to praised her performance and to highlight its strong points. In regard to Student 420's self-regulation, he only identified that he had used fillers. Nevertheless, he did not recognise the three times that he said his opinion, the two times he asked for his partners' opinions, and the one time he showed understanding by agreeing with Student 419. Thus, I used the feedback exchange time to stresses these attempts to interact. In regard to the strategies for the next dialogues, Student 419 chose she would start the conversation and ask for examples whereas Student 420 chose that he would show understanding. They both agreed that they would ask for their partners' opinions. At the end of the session, I told them that I believe this project would help them to develop their interactive competence that is needed to talk to everybody no matter the level of acquaintance.

Table 51 Strategies Students 419-420 chose in the planning, evaluating, and future planning stage in the first dialogue.

Communicative strategies	Planning		Monitoring		Next session planning	
	419	420	419	420	419	420
Start the conversation	X		X		X	
Take the risk to speak			X			
Say my opinion		X	X			
Give examples						
Show understanding	X	X				X
Ask for my partner's opinion					X	X
Ask for examples					X	
Encourage myself to say something			X			
Use fillers	X	X		X		

Two months after the initial sessions of the strategy instruction, we recorded students final paired-oral interaction. This time they chose they would employ 5 planning strategies, 12 monitoring strategies, and 3 strategies for future dialogues. Figure 95 shows the number of strategies chosen per student. Student 419 chose 2 planning strategies, then she identified 8 strategies in the recording, and decided to work on one strategy for further sessions. Student 420 chose 3 strategies in the planning screen, then he recognised 4 strategies in his performance, and he also chose to work on one strategy.

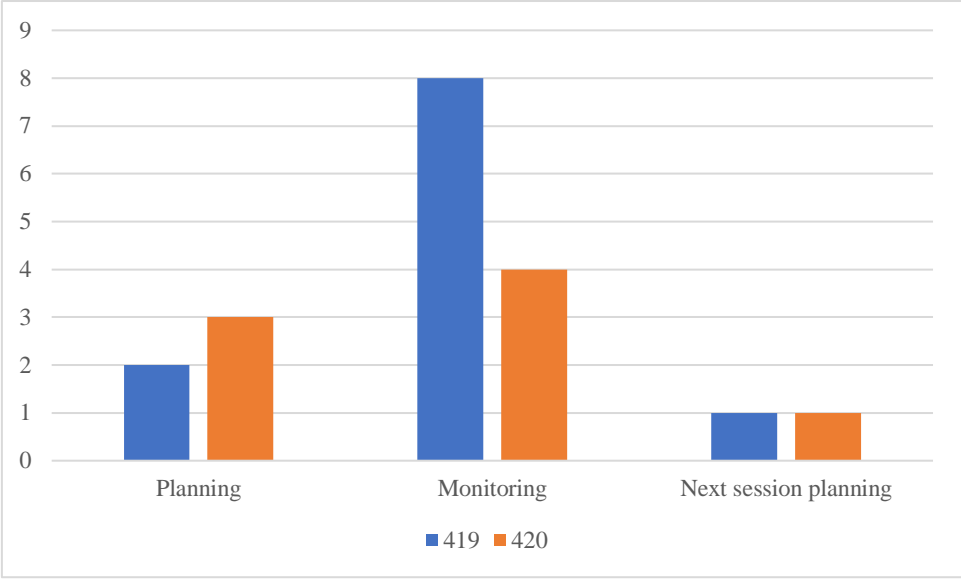


Figure 97 Number of strategies employed by Students 419 and 420 in the Final Dialogue.

Table 52 shows the strategies chosen in the different stages of the self-regulation process in the second dialogue. As it can be observed, Student 419 chose to start the conversation and to say her opinion and Student 420 decided to ask for his partners’ opinion, ask for examples, and use fillers. When they self-monitored their recordings, they realised they had used more strategies than the ones they had initially planned. Student 419 had also given examples, asked for her partners’ opinion, used fillers, and provided clarifications. In the last part of the self-regulation process, they chose to focus on saying their opinions in future practices. In the end, I highlighted that their strategy use had allowed them to interact.

Table 52 Strategies students 419-420 chose in the planning, evaluating, and future planning stage in the second dialogue.

Communicative strategies	Planning		Monitoring		Next session planning	
	419	420	419	420	419	420
Start the conversation	X		X			
Take the risk to speak			X			
Say my opinion	X		X	X	X	X
Give examples			X			
Show understanding						
Ask for my partner's opinion		X	X	X		
Ask for examples		X				
Encourage myself to say something			X	X		
Use fillers		X	X	X		
Provide clarifications			X			

Figure 96 shows the number of strategies chosen by these students in the First and Final Dialogue. According to the Comparative Analysis it can be observed that students were choosing less strategies to focus on during their performance and in relation to further performances, but they were also identifying more strategies in their current paired-oral interactions. This might mean a delimitation of their interests and a recognition of their improvements. These attitudes could be considered as evidence of their self-regulatory skills development.

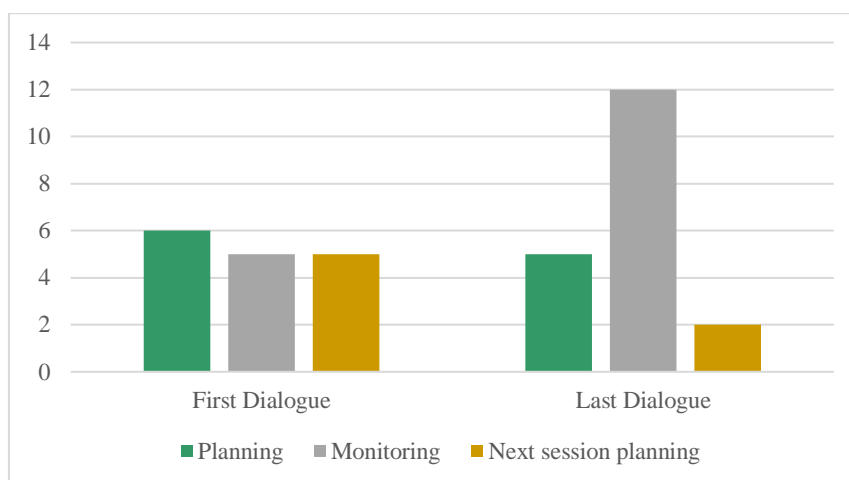


Figure 98 Comparative analysis of the number of strategies employed by students 419 and 420 in the First and Final dialogues.

After the Descriptive Analysis of the number of strategies chosen in the first and last dialogue during this cycle, it was found that students seemed to be on the path of employing more self-regulation strategies during paired-oral interactions. Figure 97 shows the number of strategies chosen when planning, evaluating, and making resolutions in the first and final recorded dialogues. According to students opinions they are more willing to apply more strategies during paired-oral interactions.

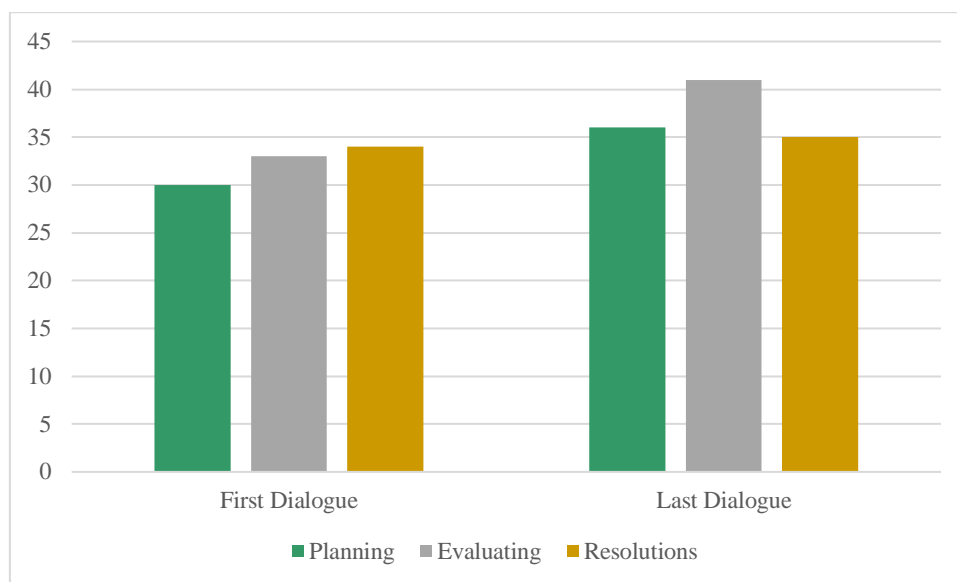


Figure 99 Number of strategies identified by students when planning and evaluating performance, and proposing resolutions

5.4.4 Evaluating the Cycle

Planning, acting, observing, and evaluating the praxis in the third cycle has shed light onto the learning process of improving my teaching practice to support students' strategy development. The purpose of this final cycle was to explore this process including the learning acquired throughout the previous cycles. In order to do this, I paid special attention to data from different sources to identify evidence of students' strategy development, as it is shown in Figure 100. I compared students' responses in questionnaires (the OCSI Questionnaire and the Emotion Questionnaire) with their actual performance collected in their self-reports and in the audio transcripts. In addition, I contrasted that data with my own observations and reflections.

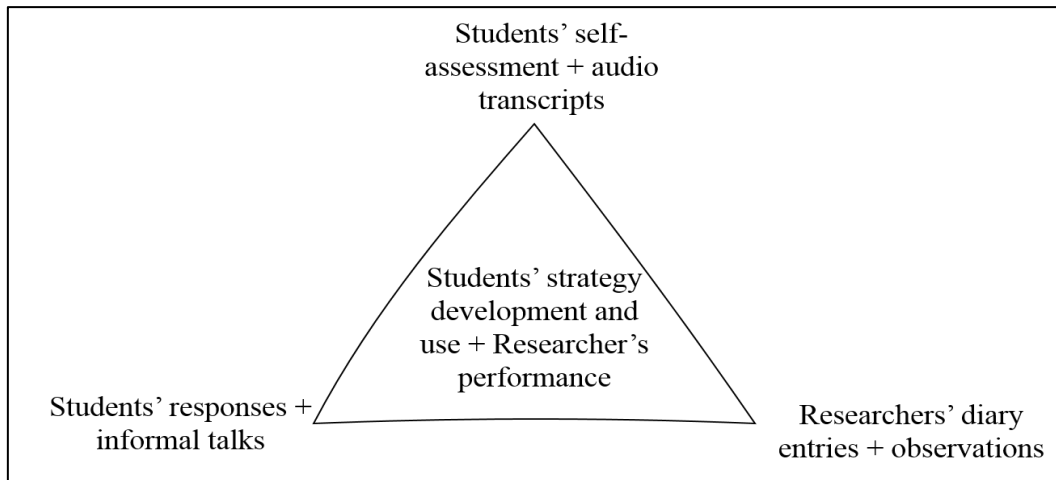


Figure 100 Triangulation process in the third cycle

Since my strategy instruction was based on Oxford's Self-regulation model (2017), I approached students' four domains in attempt to provide a motivational, Socio-Affective, and emotional support during the instruction. For this reason, I used different methods of data collection to develop a student profile per participant. Then, I tried to provide each participant with the explanations, exercises, and feedback that -in my understanding- could help them improve in the five chosen aspects of their profile. The first aspect was related to students' motivations, so it addressed their' reasons to study the language. The second and third aspect explored the evolution of students' emotions and Socio-Affective strategies when speaking in English. The fourth aspect focused on students' oral communicative strategy development and use, while the fifth aspect of students' profile centred on the development of students' self-regulatory strategies.

Furthermore, following an action research methodology I relied on participants' feedback and colleagues' feedback that could guide on my journey towards my goal. For instance, not only I considered the English teacher, the school principal, and students' comments, but also I shared my learning with the critical friend who jointly observed the First cycle.

Table 53 Observations and lessons from the Third Cycle

Students' profile aspect	Observation focus	Researcher's observations on students' performance	Lessons for my own learning
Students reasons to study English	Students' attitudes towards the language	1. Students showed extrinsic motivations to study the language	1. Addressing students' extrinsic motivations to study English helped them to remain focused on their goals.
Emotions Development	Students emotions towards paired-oral interactions	1. Students would experience negative emotions when speaking in pairs. 2. Students seemed to start working on more positive self-efficacy beliefs	1. Self-regulated tasks can help students to face paired-oral interactions with calm. 2. Reflecting on their performance can strengthen students' self-efficacy beliefs.
Socio-Affective strategies Development	Students strategies to handle their emotions during paired-oral interactions	1. Even though students had claimed to be aware of socio-affective strategies, they would engage in monologues during the first paired-oral interactions. 2. Students seemed to be willing to apply SA strategies.	1. Teachers need to explicitly raise students' awareness of their partners' need of participating in the conversation.
Oral Communicative Strategies Development	Students strategies to participate in the conversation	1. Students tried to use strategies to overcome communication breakdowns	1. Explicitly teaching and practising how to start and continue a conversation. 2. Vicarious experiences with films can promote this development.
Self-regulatory strategies development	Students' strategies to plan, monitor, and evaluate their performance	1. Students were not used to self-regulating their performance. 2. Students showed some evidence of earlier self-regulation skills during guided self-regulation practices.	3. Guided-self-regulation practises need to be designed for self-regulatory strategies development. 4. These practices should include teacher's feedback.

As it can be observed in Table 53, this cycle helped to put into practice the aspects reflected on previous cycles. First, exploring students' initial learning profile contributed with the understanding of their learning needs. This starting point was necessary to design the tasks, to conduct the formative assessment, and to provide feedback. In addition, concrete situations described through audio-visual and digital resources proved to be useful for raising students' awareness of available strategies and expressions to self-regulate their performance. Taking notes of students' performance, comments and suggestions was essential to reflect on the feedback that could be delivered to address students four dimensions. Students seemed to be attentive to the researcher's feedback of their oral performance and to the comments made to encourage their positive self-efficacy beliefs. During this process, it was noticed that students were willing to and capable of using both oral and self-regulation strategies. Further cycles could explore the development of their self-regulation during an extended period of time.

This chapter has detailed the actions taken to support students' oral communicative and self-regulation skills during three cycles or experiences. Each cycle has included the action plan, the observations, and reflections carried out while interacting with participants in sessions. Furthermore, the chapter has presented reflective tables which summarise the evidence of the researcher and the participants' learning. As a result, the chapter has shown the progressive improvement of the researchers' teaching practice towards promoting students' self-regulation practices.


PART 3: EVALUATING THE RESEARCH EXPERIENCE

Chapter 6: Results and Discussion

6.1 Introduction

This study explored the learning experience of introducing change in the *status quo* of my teaching approach. This was done to support the development of EFL students' Oral Communicative Strategies and Self-regulation Strategies in paired-oral interactions. Action Research Methodology and an adaptation of Oxford's (2017) Self-regulation Model were followed to reflect on two aspects of my teaching practice: my course design skills and my formative assessment skills. In addition, these aspects served to establish the Research Questions and Research Objectives of the study. Table 54 shows the relationships among all these elements.

Table 54 Research Objectives and Questions

Main Research Question and Purpose	Research Focus	Specific Research Questions	Specific Research Objectives
<p>MRQ: How could I improve my teaching practice to support <u>EFL</u> students' application of oral communicative strategies and self-regulation strategies?</p>	<p>Course Design Skills</p>	<ol style="list-style-type: none"> 1. Which oral communicative strategies and self-regulation strategies should be included in the strategy instruction (content)? 2. What resources should be used to introduce strategies? 3. What characteristics should tasks have in a self-regulated oral practice? 	<p>Plan a <i>teaching unit</i> to support the students' development of self-regulation skills and oral communicative strategies. Apply the changes to my teaching practice to improve students' oral performance.</p>
	<p>Formative Assessment Skills</p>	<ol style="list-style-type: none"> 4. What oral communicative strategies do students employ during oral performance? 5. What strategies do students apply to self-regulate their oral performances? 6. How can I give feedback to help students reach expected performance? 	<p>Observe the oral communicative strategies and the self-regulation strategies students apply before and after the intervention. Evaluate my intervention and students' oral performance to identify aspects needing improvement.</p>

As shown in Table 54, addressing the main question and the specific questions of the study led to achievement of the main goal. Furthermore, each aspect of the research foci (the course design skills and formative assessment skills) had its own specific research questions, which were also related to the research objectives, and to the main research question. The Action Research Methodology facilitated the reflection on those aspects during the three learning experiences that were carried out in the study. Each cycle had its own actions, observation focus, and lessons that contributed with the learning experience (See Chapter 5). The following subsections describe the results obtained in relation to each research question throughout the three cycles.

6.2 Results of addressing course design skills.

As it has been mentioned earlier in this chapter, introducing change in my teaching practice was the main goal of this study. Addressing my course design skills was one of the aspects that helped me support EFL students' self-regulated learning of oral communicative strategies. These skills referred to the selection and adaption of the content, the materials, and the tasks of the strategy instruction. This process of selection and adaptation was related to the situated learning environment of participants. The suggestions for the teaching unit for guiding students' self-regulated and strategic performance in paired-oral interactions is one the results of the reflections made during the study (See links to this suggested teaching unit in Table H in Appendix H). Three questions guided the exploratory journey of improving my course design skills.

6.2.1 RQ1: Which oral communicative strategies and self-regulation strategies should be included in the strategy instruction?

This question focused on the content of the strategy instruction. The literature review was used to determine the strategies that should be part of the teaching unit. I paid close attention to the features and conditions of the speaking skill (see section 1.2), the characteristics of strategies (see section 2.2), and the phases of the self-regulation process (see section 3.2.1). This revision of the state of the art gave insights into the strategies that would be included in the teaching unit for paired-oral interactions.

First of all, especial focus was given to the features and conditions of the speaking skill in paired-oral interactions. These features suggest that students should know how to organise the elements of the speech and the language functions according to the social context of oral tasks (Luoma 2009). In order to achieve this, I used three studies as reference for an explicit

instruction for students metapragmatic development for paired-oral interactions. This way students could be aware of (meta) how to interact socially and actively in paired dialogues. One study was Abdollahizadeh et al.'s (2014) research which explored the effect of explicit metapragmatic instruction on 60 females Iranian EFL secondary students. They found that this type of instruction benefited their development of the pragmatic awareness and competence. Farahian et al (2012) also found in their study with 64 Iranian intermediate university students that the direct instruction of refusal language at a pragmatic level benefited participants' performance. Mugford (2017) studied the impact of formulaic language of EFL requests on 26 Mexican EFL advanced learners. The instruction included pre-teaching, teaching and post-teaching of some expressions, and a reflection and follow-up stage. It was found that practising and reflecting on given formulaic expressions assisted learners in the language of requests. The results of these studies mean that participants were more aware of the expectations of the social context and they were more capable of meeting those expectations. Therefore, the teaching unit for this study had to provide students with practices in the pronunciation and vocabulary of formulaic expressions for giving opinions, asking questions, showing understanding, and making comments during paired-oral interactions. These expressions were part of the explicit instruction for students' metapragmatic development.

The next step for the unit design was to define the observable strategies or behaviours that would be identified in students' oral performance (Fulcher, 2014; Oxford, 2017). On the one hand, the language functions of paired-oral interactions guided the process of selecting the strategies to be addressed during the instruction. These functions included, among others, the ability to negotiate meaning, keep the fluency of the conversation, communicate through non-verbal language, and get the gist of the messages. Nakatani's (2009) Oral Communicative Strategy Inventory Questionnaire (henceforth, OCSI questionnaire) was adapted to explore the frequency of strategy use according to student's perceptions (See Section 4.4.3 for further details). The questionnaire was also used as a reference to build the set of oral strategies for the teaching unit.

After defining the set of oral communicative strategies to be included in the strategy instruction, it was necessary to decide the order to introduce the strategies. This was done by paying attention to the characteristics of the situated-learning environment. For instance, observations in the First Cycle revealed that students would speak in monologues instead of engaging in dialogues. In other words, the reciprocity condition was something that had to be introduced and stressed during the strategy instruction, so they could actually interact. Thus, this

observation led me to decide to start the instruction with the social strategies in further cycles. In this way, I could raise students' awareness of the need of involving their speaking partners in the conversation by asking questions, and making comments. Participants showed an improvement in this regard in the following cycles.

Furthermore, the self-regulation process and previous studies enlightened the choice of the strategies that students would need to organise their performance before, during, and after the interactions. For example, Altay & Saracologzu's study (2017) of the analysis of students' responses found that of the study affect each other significantly. Consequently, this study aimed at combining the teaching of these strategies to improve students' performance in paired-oral interactions.

Regarding the self-regulation process, the teaching unit exposed students to the metaknowledge of task structure to plan, monitor, and evaluate their performances. This included the goal-setting strategy, the note-taking strategy, and the reflecting strategy. At the beginning, some students found it hard to adjust to the time and processing conditions of paired-oral interactions, which required them to verbalise their ideas and react to their partner's ideas in a short period of time. Nonetheless, during the training sessions it seemed that planning before the task helped them with the conceptual preparation of their interventions as in Elli's study (2004).

Taking into consideration the relationship among strategies features (see Figure 9), students' responses showed that they would apply context-bounded strategies. This means that the strategies employed were related to the characteristics of paired-oral conversations. During the co-constructed oral performances, students demonstrated a dynamism in the application and adaptation of multiple strategies to the context of their interactions. This was observed when students would use formulaic language or expressions to say their opinions, paraphrase their ideas, ask for clarifications and examples, and to provide clarifications and examples.

6.2.2 RQ2: What resources should be used to introduce strategies?

Another aspect of the improvement of my course design skills was the selection and adaptation of the resources that would be given to the students and future teachers to work on oral communicative strategies and self-regulation strategies. To do this, I aimed at a holistic approach to work on students' learning needs, learning domains, and metaknowledge development.

In regard to students' learning needs, resources addressed students' audio-visual needs and writing needs. I designed Power Point Presentations and a Speaking Booklet. The Power Point

Presentations gave students audio-visual input of the abstract concepts of strategies and reflections. They also guided prior-knowledge activation in speaking pre-tasks. The Speaking Booklet allowed students to take notes during strategy presentations and when planning their oral performance.

As regards students' learning domains, I used the noticing strategy with short videos as it was suggested in Liaght and Afghari's research (2015). These authors studied the effect of applying semi-structured DVD Short films on teaching communicative strategies to 64 Iranian EFL upper-intermediate students. They found that the use of DVD Short films benefited strategy awareness. Some videos used in the present study were developed by the researcher using PowToon website and others were taken from the University of Cambridge YouTube Channel (See Appendix H for links to the correspondent files). Both type of videos showed speakers engaging in paired-oral interactions, so they were used to reflect on expected performance. The contents of the materials were chosen to raise students' awareness of oral communicative strategies, social strategies, motivational strategies, and cognitive strategies,

Regarding metaknowledge development, resources were designed to give students opportunities to learn about strategies, about the task structure and about themselves (Tan & Tan, 2010). There were two reasons behind this decision. First, it has been suggested that the higher the knowledge, the more strategies used (Ghapanchi, 2012). For example, Lee, Lee, & Bong (2014) found that metacognitive knowledge and instruction are facilitators of academic self-regulation. In addition, Ghapanchi (2012) concluded that metacognitive knowledge helped the proficiency development of 96 Iranian university students. A second reason to include different foci in the metaknowledge development was Tan & Tan's (2010) study which discovered that task knowledge is not enough in strategy instructions, but it needs to be supported by strategic knowledge, and person knowledge. As a result, resources were developed to promote strategy choice, strategy use, and strategy evaluation based on the task features and students' goals.

Two resources combine the three aspects for resources design: Self-report and Speaking Portfolios. The goal of these resources was to give students a space where they could organise their ideas while self-regulating their performance. These resources had the paper-based version and the digital version. The digital version was used to facilitate the observation and recollection of performance for further reflections.

Amengual-Pizarro & García-Laborda (2017) found, in their study with 80 Spanish EFL university students, that Computer-based assessment was a valid measure of oral competence.

This was considered as a reference to develop a digital application as a tool to register participants' paired-oral interactions. Furthermore, the first cycle it was observed that students would focus more on writing down their ideas rather than actually interacting. It was necessary to find a better strategy to a) engage students with the task and b) to facilitate the collection of data. The design of an Application that could allow learners to register the strategies they plan to apply, the ones that they actually apply and the evaluation of their performance. If students only had to choose from a given list of strategies we could learn what techniques they were more willing to apply. Then allowing them to listen to their own recordings could help them recall the events. Finally, it would be interesting to know which strategies they would like to apply in further tasks as well as their own feelings towards the conversation and the effectiveness of strategies.

Khalil (2005) also suggested working with self-report data together with interviews and think-aloud protocols. This study guided the Speaking Portfolio design and the App design so that participants could register their self-reports. Besides, Safari and Kooska (2015) explored the efficacy of portfolios for assessing 64 Iranian EFL learners' speaking ability during a 20-session strategy instruction. The training included working with the 3 units of students' book and then doing individual, pair, and group work. Participants work was recorded and the recordings were used for self, peer, and teacher assessment. At the end of the process, all participants (teachers and students) would write a reflection about their performance. The idea of Speaking Portfolios was taken from these studies and it was applied in the App design. The final version of the App includes a space to record participants think-aloud and interviews (See Appendix H for links to the correspondent files).

Göktük (2015) examined the effectiveness of digital video recordings on the oral performance of 10 Turkish EFL university learners during a 14-week program. At the end of the study, students showed that they would take more risks and were more confident after the instruction, however, they did not show significant improvements between their pre-test and post-test. The present study took the idea of recording participants oral performance. Due to privacy issues we only recorded participants voices, to use the recordings for evaluating the self-regulation process. Participants had the opportunity of planning and evaluating their performance individually. Then they could listen to and assess their co-constructed performance. Students seemed to benefit from listening to the audios of their first and last recorded dialogues as participants in Tan & Tan's study (2010) did when listening to their audio-blogs. Table 55 summarises the reflections made on the resources design and resources application during the teaching practice.

Table 55 Reflective Process for Resources Improvement

Original Resource	What lessons did I learn during the cycles?	Final Modified Resource
Speaking Booklet	<ul style="list-style-type: none"> - Allocated time and space should be provided, so that students could take notes. 	<ul style="list-style-type: none"> - It has space to write down ideas during self-regulated practices. - Instructions include the time students have to complete the tasks.
PowToon videos	<ul style="list-style-type: none"> - Short videos might help students to reflect on the strategies they are using. - Students need time to answer to the reflective questions from the videos. - Reflective questions can be written in the videos. 	<ul style="list-style-type: none"> - PowToon videos could include short conversations where students can identify strategy use examples. - PowToon Videos include reflective questions and time to answer them.
Power Point Presentations	<ul style="list-style-type: none"> - PowerPoint Presentations could be used to guide the pre-tasks and elicit previous knowledge and vocabulary. 	<ul style="list-style-type: none"> - PowerPoint Presentations include pre-tasks to activate prior knowledge and vocabulary.
Reference videos	<ul style="list-style-type: none"> - Cambridge videos of EFL students doing the collaborative task might help students to see the expected oral performance and strategy use performance. 	<ul style="list-style-type: none"> - A list of links to Cambridge videos, including the minutes where instructors can highlight strategy use, is provided.
The S2R2 App (The App)	<ul style="list-style-type: none"> - The App should facilitate the register of students' decisions at the different self-regulation stages. - The App should allow students to express their opinions in written and oral texts 	<ul style="list-style-type: none"> - The App presents a set of tasks in each stage of the self-regulation process. - The App facilitate the recording of students' opinions in written and oral texts.

The booklet had tasks to be completed before, during and after watching the videos. It also had speaking tasks similar to the collaborative task in the First Certificate of English Exam (FCE). Finally, it included a space for students to write down their ideas and then reflect on their

performance. As described in Table 54, the speaking booklet was improved by being more specific with the instructions and by allocating more time to students to answer to the audio-visual materials.

Working with audio-visual materials was thought to help students to follow the abstract ideas of oral communicative strategies. Furthermore, they were used to facilitate the understanding and application of the self-regulation process of planning, monitoring, and evaluating conversations. I developed my own teaching portfolio with self-made videos, Power Point Presentations, and links to Cambridge videos (See Appendix H for links to the correspondent files). The self-made videos were developed with PowToon. The videos included characters who asked students questions to reflect on the strategies they would usually apply when participating in paired-oral interactions, as well as their feelings when performing these tasks.

In general, it was found that even though the materials had been prepared in advanced, it could be improved in three aspects. First, we should aim at working with material that could convey clear and explicit message. Second, resources should allow students time to think. Finally, resources could be used to encourage and promote students' performance by pointing out real life examples of expected performance.

Even though I introduced the strategy instruction and the strategies with the videos, the results of the first cycle showed that students would not give any written nor spoken response as it had been expected. This was observed by students' blank responses in the open-ended questionnaires and students' behaviour when not participating in the paired-oral interactions. However, when students were given specific explanations and task instructions both in the target language and in their L1, they started sharing their ideas in the given booklets and in the conversations. In the second and third cycles, the teaching materials were adapted to specifically and directly introduce the structure of the collaborative task and the oral communicative strategies that could help them face paired-oral interactions.

This modification had three main results in students' performance. According to students' responses in the written and oral tasks, it seems that direct instruction helped them to raise their metacognitive knowledge and strategy use. Something similar happened in Khonamri & Kojidi's study (2011) of metacognitive awareness of the reading skill. The authors gave students reading support which turned to help participants to understand what they were asked to do. In addition, it is believed that knowing what to do thanks to direct instruction benefited students' autonomy and performance as in Diaz (2015), Farahian et al. (2012), and Khalil's studies (2005).

The evaluation of the first cycle, performed together with the critical friend, showed two aspects that required improvement in the resources. The first observed aspect was that students would not take notes in the reflective section because the dialogues in the videos were too fast. Another aspect stated by students was that they found the vocabulary of the speaking tasks difficult. These results gave insight into the need of considering the amount of time I should allocate for taking notes, and the need of designing a pre-task to activate previous language knowledge and strategic knowledge. The observations carried out in the second and third cycles demonstrated that addressing these aspects might have helped students to take notes and to recall the expressions they already knew about the task topic.

The last resource I introduced in the strategy instruction was the links to Cambridge videos of teenagers and young adults doing task 3 of the FCE exam. I started searching for this resource during the second cycle while reflecting on two points. On the one hand, students' claims that vocabulary was one of the reasons for struggling when participating in paired- oral interactions encouraged me to look for expressions that other EFL students would employ in this type of task. On the other hand, I continued reading about the benefits of the noticing strategy employed in direct instruction. I learnt that I could use the Cambridge videos to show students real-life EFL students performing the same task that they were expected to do. As a result, some videos were chosen to use them as part of the resources to support students' self-regulation or oral communicative strategies, as in Liaghat & Afghari's study (2015).

6.2.3 RQ3: What characteristics should tasks have in a self-regulated oral practice?

Since providing students with self-regulated practice is part of teachers' role (Williamson, 2018), this aspect was among the criteria I chose to focus on to improve my course design skills. The designed self-regulated oral practices involved the actions taken before, during, and after students' interactions in collaborative tasks. The speaking collaborative tasks required students to address five given topics to answer a question. Students were supposed to apply strategies to plan, monitor and evaluate their performance in order to approach the task. Students had to choose the content and order of the interactions. My role as a practitioner was to guide them during this process by following Weir's (2005) Socio-Cognitive Framework for assessing the speaking skill (see section 1.3.3).

According to that framework, the first thing was to determine which tasks should be included in the Speaking Portfolio or Booklet. In the first cycle, I used collaborative tasks similar to Part 3 of the FCE Cambridge Exam. The tasks were retrieved from websites for students preparing for this exam (See Appendix). In the second cycle, I started designing my own collection of

collaborative tasks to introduce variety. I reviewed the students' book to choose topics they could be familiarised with. In the third cycle, I designed the tasks according to the topics and contents of students' English book.

The second action was to be attentive and reflective towards the cyclical and iterative nature of each learning experience that took place when working with collaborative tasks. This meant to reflect on participants' comments, questions, and suggestions when facing the oral tasks. As it was explained in Section 1.3.3, this process guided the interpretation of the aspects needing improvement so that the tasks could be adapted to students' characteristics and internal processes (Weir, 2005).

The Thematic Analysis of my observations and diary entries, as well as the Content Analysis of students' responses in the written and oral tasks indicated that I was constantly addressing four aspects to improve tasks design. The aspects were Task Descriptions, Strategy Options Display, Students' Performance Evaluation, and two-way Feedback Exchange. Figure 99 shows the development of those aspects in the different cycles or learning experiences.

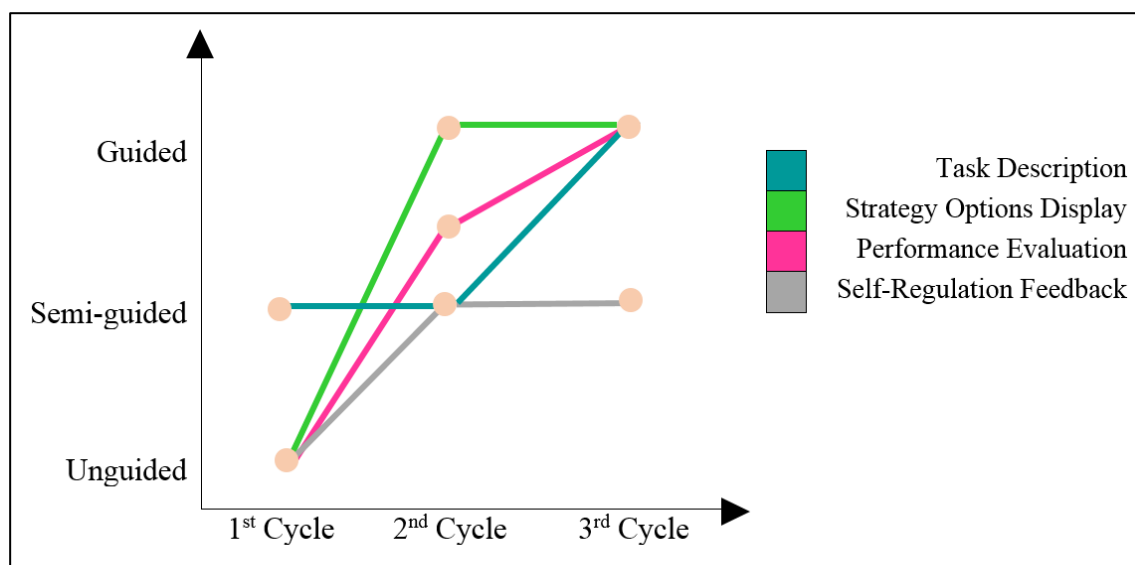


Figure 101 Development of task characteristics during the cycles according to the unguided-guided continuum

Task Description refers to the extent to which task instructions were specific enough for students to perform tasks as expected. It was observed that students would work independently when they were given clear and specific explanations and time to self-regulate and interact. According to Figure 98, in the First Cycle the assistance was semi-guided as students received brief explanations. This might have affected students' performance since they did not fill all the questionnaires items, nor they completed all the tasks. Some improvement was seen in the

Second Cycle when students started filling tasks after being reminded to do so. Nevertheless, the real improvement was noticed in the Third Cycle as tasks were guided.

Regarding the second aspect, it was noticed that students would need to have the display of the strategies to facilitate their self-regulation process. In the First Cycle, students were expected to write down the strategies they would employ to plan, monitor, and evaluate their oral performance, however, the self-regulation process was unguided. It was found that students needed to be directly guided to think of and choose the strategies they would employ in the oral task. This was done in the Second and Third Cycles by giving them a list of strategies to choose from as shown in Figure 98.

In regard to the performance evaluation, this aspect refers to the extent to which tasks help students assess their performance. In the First Cycle students were expected to write down their self-report of strategy use without any guidance. During the evaluation of this cycle two things were realised. First, it was necessary to find ways to give students access to their oral performance since the spoken language would disappear as soon as delivered (Luoma, 2009). This was achieved in the last cycles by recording students' conversations, and then allowing them to listen to their interactions. This way, students could identify the strategies they had used. Second, students need to have guidance during their self-assessment. Guiding questions were included in the written and digital self-reports to assist students during the process.

The last aspect regulated to improve the features of tasks was the quality of the self-regulation feedback. Feedback exchange between the researcher and the students was expected from the beginning of the study, but this goal was difficult to implement due to the available time in each cycle. Participants did not receive feedback of their self-regulation during the First Cycle. However, this feature was included in the following cycles to support students' self-assessment. In the Second Cycle self-regulation feedback was semi-guided since the researcher took time to read students' reflections and compare them with what she had observed during the performance. In spite of this evidence of improvement, there was not time for a feedback exchange session to promote self-efficacy beliefs and to set future goals. In the Third Cycle, students' self-regulation process was guided. Not only were students accompanied while self-regulating their performance, but they also received feedback to their own reflections and evaluations.

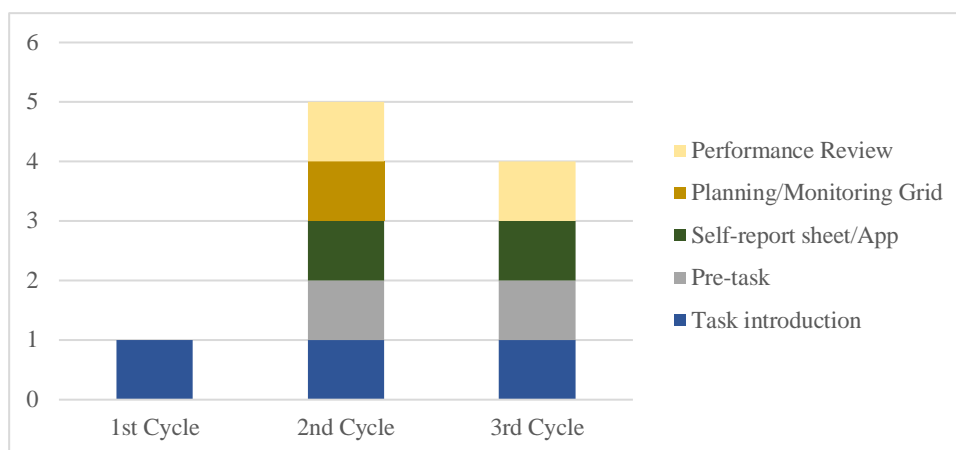


Figure 102 Teaching techniques to guide practice.

6.3 Results of self-regulating my formative assessment skills.

The second aspect of the improvement of my teaching practice was my formative assessment skills. These skills included my abilities to assess students by paying attention to the oral communicative strategies and the self-regulation strategies they would employ during the task performance. These skills required observing and reflecting on students' performance in order to provide concrete feedback.

Therefore, and as part of the research design, I developed a strategy instruction or teaching unit to raise students' awareness and use of self-regulation strategies and oral communicative strategies. Besides, I used a research diary to write down my observations of students' performance in self-regulated oral practices, as well as my reflections on my own performance.

The Butterfly effect in paired oral interactions was taken into account to identify students' performance in this study (see section 3.3). Each students' individual performance is the result of the situated combination of their own language knowledge and strategic competence that they bring into the conversation (see Figure). Even though the analyses carried out in the study bore in mind these individual performances, they stressed more the con-constructed performances observed when each pair of students engaged in paired-oral interactions.

6.3.1 RQ4: What oral communicative strategies do students employ during oral performance?

This question was important to identify the aspects of the course design that needed improvement and the aspects that I could also use to provide concrete feedback. In order to answer this question, I focused on students' responses in the OCSI questionnaire and their actual performance in paired-oral interactions. I carried out a Descriptive Analysis of the

questionnaire. Then, I compared the responses with what I had observed during the interactions and heard in the available oral recordings. The short duration of the First Cycle did not allow the recording of students' conversations nor I was able to identify the strategies they were actually using. Nevertheless, this very fact contributed with my commitment to keeping a Research Diary where I could register any evidence of students' observable oral communicative strategy use. In addition, I developed a protocol to record participants' paired-oral interactions while following the guidelines of the Ethic Committee of the Universidad de Alcalá.

According to the analyses of each cycle, it was observed that students' oral performance improved after the strategy instruction. Besides, students' strategy usage actually allowed them to share their ideas and continue in the interactions in spite of breakdowns in communications. This result is similar to what Donker et al. (2014) found in the meta-analysis of the effectiveness of strategy intervention in 58 studies.

Descriptive analyses of students' responses to the OCSI questionnaire were carried out in each cycle to determine the strategies students would think they apply more frequently in paired-oral interactions. In the first cycle, students did not employ the Accuracy-Oriented strategy of paying attention to the subjects and verbs of their conversations. As a result, that strategy was omitted in the second and third cycle questionnaires and was replaced by a Fluency-Oriented strategy of 'paying attention to my partner's intonation and rhythm'. The analysis in these cycles showed that students tend to apply the Fluency-Oriented, Socio-Affective, and Negotiation of Meaning strategies with more frequency. Figure 101 shows the number of strategies that were constantly in the list of the ten most frequent strategies used by participants throughout the cycles.

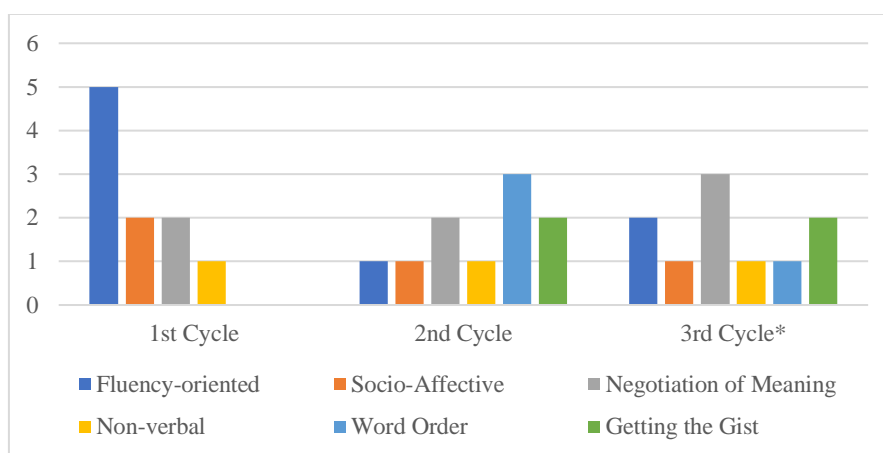


Figure 103 Number of strategies applied per category throughout the cycles

In the First Cycle, almost all students chose they would apply Fluency-Oriented (FO) strategies, Socio-Affective (FO) strategies, Negotiation of Meaning (NM) strategies, and Non-Verbal strategies (NV). Students saw themselves as strategy users who would take their time to speak with a clear and appropriate pronunciation, and they would also pay attention to their partners' pronunciation (FO strategies). These students would also enjoy the conversation and they would use fillers to ensure the conversation flow (SA strategies). In their view, they would ask for clarifications and examples and they would provide them if required (NM strategies). In addition, these students were aware of the need of establishing eye-contact as part of paired-oral interactions because they chose this strategy among the first 10 more frequently used strategies from the OCSI questionnaire.

These data were related to students' responses to the Emotion Questionnaire and the tasks in the Speaking Portfolio (Booklet). According to their responses to the strategies they would employ to deal with communication breakdowns, students would also use the Fluency-Oriented strategies. For example, they would focus on their ideas and try to continue. They would also use the socio-affective strategy of calming down and breathing. They would modify their message to explain themselves better.

Previous studies (Karbalaie & Negin, 2014) had found that low proficient students would tend to use compensation strategies like L1 use, coining words, getting help, selecting the topic. Direct instruction helped students to plan and apply *compensation strategies* in order to participate in the conversation (e.g. L1 use, gestures, changing topics) and achievement strategies (e.g. restructuring, negotiation of meaning, approximations).

6.3.2 RQ5: What strategies do students apply to self-regulate their oral performances?

This question was answered mainly in the Second and Third cycle since there was not time to practice the self-regulation process in the First Cycle. In order to explore this aspect, we used students' responses in the Self-report Sheet and Self-report App. The transcripts of students' audio-recordings and researcher's observations were also used to learn about students' self-regulation strategies. This means an innovation in the research field as previous studies had only relied on students' responses in instruments (Erdogan, 2018), not on the observation and analysis of their oral performance.

Students had not been trained in self-regulatory strategies as pointed out by Winne & Nesbit (2009). So, it was difficult for them to plan, monitor, and evaluate their spoken performance without a guidance. The importance of guiding reflection throughout the self-regulation process was realised after introducing strategies and not receiving any response by students in the First

Cycle. This section describes the teaching techniques employed to assess students during the different stages of the self-regulation process: Planning, Monitoring, and Evaluating.

Planning Stage

Goal setting and strategic planning were stressed during the self-regulated practices as the strategies to plan and organise before the paired-oral interactions. Two studies were used as reference. In Burskali & Öz's study (2018) about the influence of goal setting in metacognitive awareness and achievement, it was found that mastery and performance goal were important for achievement and metacognitive awareness among 118 university students who participate in the study. This result was consistent with Gerami & Baighlou's study (2011) which concluded that successful students tend to use metacognitive strategies.

Students were given a schema for task structure and they were told what they were supposed to write down for each part of the schema. The goal was to help them take agency of their oral performance by selecting which expressions they would use to start the conversation, give their opinions, make comments, and ask questions. It was thought that the metacognitive strategy of working with a schema or outline could help them to be more autonomous in this type of task. This belief was supported by Díaz (2015) findings of the relationship between metacognitive strategies and students' autonomy. At the beginning students would not take advantage of the planning stage as expected.

They would only choose the strategies they wanted to apply if reminded by the researcher. Furthermore, not all students would apply the note-taking strategy of strategic planning as expected since they would only write a word, or no words and then they would try to speak. Other students seemed to overestimate or underestimate their abilities by choosing to applying too many or too little strategies. This behaviour worked for those students who had the enough English level to improvise their performance, but for other students it resulted in breakdowns in the conversation. This observation was also made by Handayani and Aisah (2013) who had noticed that students would not apply planning strategies. However, the results should be taken with caution since there might be other reasons why students did not show self-regulation behaviours in this stage.

It seems that direct instruction and guided practice facilitated their self-regulation. In the Second and Third cycle students showed they had started taking notes and following the task structure to prepare for the conversations. In the Third Cycle, eight students also showed evidence of

goal setting and strategic planning. At the end of the strategy instructions students were working towards being more specific about the strategies they plan to practice.

Monitoring Stage

There were two criteria to determine an approximation of students' monitoring performance during paired-oral interactions, although it was not possible to register the internal self-regulation processes or the strategy consciousness that they were actually going through. The first criterion was the analysis of the researcher's observations to identify any evidence of students' efforts to participate in the conversations. The researcher would take notes of students' attempts to use fixed phrases, make pauses, and adjust their vocabulary and speech while they were being recorded. The second criterion was students' perceptions of their monitoring performance. These data were collected in the Self-Report Sheet and the S2R2 App when students would listen again to their own recorded conversations. Students would then answer questions about the strategy they had applied. The final criterion was the analysis of students' audio-recordings. These criteria helped to establish the triangulation of the data collected.

In general, it was noticed that students would look at their notes to remember their ideas or certain expressions. Some students would move on to a different topic to avoid breakdowns in communication by either starting them the new topic or by asking for their partners' opinions on that topic.

Evaluating Stage

During the evaluation stage, students were expected to reflect on the effectiveness of their oral performance including their motivation levels and the note-taking strategy use (See Table 40 in section 5.4.3). In this regard, guided self-assessment might have contributed to students' development of strategic planning and monitoring as in Punhagui and De Souza (2013) study of 25 eighth graders who were encouraged by their teacher to self-assess their performance.

Guided-self assessment was performed with questions and audio-recordings.

Adigüzel & Orhan (2017) used a descriptive survey method to determine whether metacognitive and self-regulation skills were related to the academic achievement in English lessons. They analysed 300 EFL university students grades, and their responses to the Self-regulated learning scale and the Metacognitive Scale. They found that metacognitive skills were not enough for academic achievement. However students who showed high level of self-regulation also showed an improvement on achievement. This study is consistent with Zhang & Goh's (2006) study which found that reflection is needed in order to see improvements.

In Erdogan's (2018) exploratory study of 860 university students' self-regulation and learning strategies, it was found that students who applied self-regulation strategies also applied language learning strategies.

Metacognitive aware students in Khonamri & Kojidi's study (2011) employed more comprehension monitoring strategies. This was also related to their proficiency level. This study included Metacognitive Journals so that the 30 participants could reflect on the process. Participants were supposed to use the App as a journal for reflection, but the pandemic did not allow its intended formative assessment use.

6.3.3 RQ6: How can I give feedback to help students reach expected performance?

This question was addressed in the present study because formative assessment has been found to increase students' academic achievement (Ozan & Kincal, 2017). As a result, I was committed to pay attention to the strategies I would employ to give feedback in order to improve this dimension of my teaching practice. Figure 101 shows the teaching techniques employed to guide practice.

Since the First Cycle was more devoted to my course design skills, I could not focus on giving feedback. However, I did include students feedback from this cycle to work on this aspect in the following cycles.

As it was described in Section 1.3.4, and according to Nicol & Macfarlane-Dick (2006), effective formative assessment practices meet at least seven criteria:

- 1) Promote teacher and peer dialogue.
- 2) Work on positive motivational beliefs and self-esteem.
- 3) Define the expected performance and the assessment criteria.
- 4) Provide students with self-assessment and self-regulation practices.
- 5) Give concrete feedback based on pre-defined criteria.
- 6) Work towards closing the gap between current and expected performance.
- 7) Provide teachers with information to improve their teaching approach.

Regarding the three first criteria, the strategy instruction was introduced as a *speaking project* which was open to the collaboration of students, the English teacher, and the researcher. All of us were participants of a project, so we had to discuss our roles for the activity. Actually, participants comments, questions, suggestions were taken into consideration to improve not only my teaching practice, but the teaching unit itself. Students were also told and ensured that they could interact with their partners if they employed oral communicative strategies and self-

regulation strategies. These ideas were reinforced when providing general and specific feedback. In order to achieve this, resources were used to show students other EFL learners doing similar tasks.

Regarding criteria four, five and six, the strategy instruction was designed with sessions including an explanatory phase and self-regulation practices to promote practice, feedback, and reflection. The explanatory phase was used to introduce strategies, establish criteria of expected performance, promote dialogue, and activate prior language and strategic knowledge. The self-regulation phase was used to support students while planning, monitoring, and evaluating their oral performance in paired-oral interactions. Zhang and Goh (2006) also found, in their study of the listening and speaking skills of 278 Singaporean, that even though students had metacognitive knowledge, it was not enough as they were not confident to apply the strategies. As a result, it was important to address confidence and motivation in order to encourage students to participate.

The Thematic Analysis of the Research Diaries entries showed that I was using six techniques to provide students with concrete feedback. Figure 102 represents the evolution of the number of times the feedback strategies were employed in each cycle.

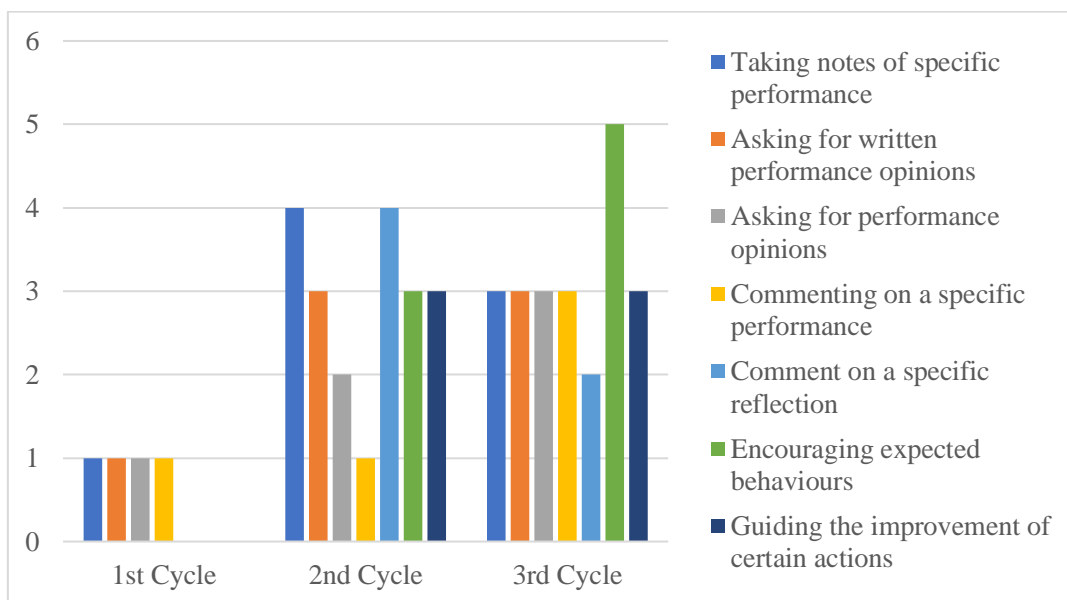


Figure 104 Development of feedback delivery strategy use

As shown in Figure 101, the first attitude to provide feedback was to take notes of specific performance. Having defined the performance indicators (see Table 11), I was able to focus on the specific performance that could help me interpret their behaviours. This was essential to be able to deliver concrete feedback. Then, I would involve students in the performance review by asking them to write their opinions about their performance and them by asking them about

those opinions. I would first show interest in their opinions before commenting on a specific performance in terms of oral communicative strategy use or self-regulation strategy use. I believed that by addressing their own reflections I would encourage them to take agency of their self-assessment process. Afterwards, and in order to promote students' resolutions for future conversations, I used the previous feedback exchange to encourage expected behaviours and to guide certain actions that needed improvement. Feedback delivery might have benefited students' motivation and cognition as in Ozan and Kincal's study (2017) where 45 secondary students who increased their achievement after receiving teacher's formative assessment.

Finally, giving and receiving feedback influenced the improvement of my teaching practice and teaching unit. I was committed to take actions regarding the lessons acquired during the sessions of each cycle. The descriptions of those actions were summarised in Tables 19, 25, and X. As it has been pointed out throughout the study the objective of improving the teaching unit design is to help students raise their strategy awareness and to provide them with self-regulated practices for paired-oral interactions.

6.4 Chapter conclusions

When Oxford (2017) wrote about self-regulation strategies as an approach to improve language learning with a broader perspective about strategies, she was actually suggesting a more complete learning cycle that could include reflections on the stages before the task, during the task, after the task. These reflections could benefit students and teachers' resolutions for future tasks.

This sixth chapter has presented the main results obtained during the study while aiming at responding to the research questions. Each question addresses one aspect of the main research inquire which focused on exploring how I could improve my teaching practice. The improvement of my teaching practice was the personal and professional goal to support EFL students application of oral communicative strategies and self-regulation strategies during paired-oral interactions. As in García-Laborda and Amengual-Pizarro's study (2017), students seemed to be satisfied, especially students from the Third Cycle since they pointed out to have been engaged by the opportunity of self-evaluating themselves.

Chapter 7: Conclusions, reflections, and further research

7.1 Introduction

The research goal of the study was to explore ways to improve my teaching practice to support students' development of oral communicative strategies and self-regulation strategies in paired-oral interactions. Since this is an Action Research Project, it required a reflective attitude to identify the characteristics of a strategy instruction that could promote the development of students' strategies in accordance with my values as an EFL teacher and researcher. These values guided my approach to each phase of the study: the revision of the literature, the design of the methodology and strategy instruction, the practice of that instruction, and the collection and analysis of data.

Action Research proved to be a good methodology to develop my identity as a researcher and practitioner. During this learning journey I had to reflect on the literature, on the previous studies, and on the characteristics of each cycle. This Action Research stimulated the iterative and cyclical revision of my learning and participants' learning. This learning aimed at improving a) my course design skills, b) my formative assessment skills, c) students' oral communicative strategies, and d) students' self-regulation strategies. In this way, paying attention to and thinking of students' strategy development helped me to improve my teaching approach.

The results obtained when addressing these aspects were described in the previous chapter. Chapter 7 presents the conclusions drawn from the evidence of the main results regarding the improvement of my teaching practice and students' strategic competence development. It also establishes the relationships between the results and the findings in the state of art. Furthermore, Chapter 7 examines a few implications of the study for the field of knowledge. Finally, some suggestions for future pedagogical practices and further research are given.

7.2 Main research findings

The main research findings and conclusions of the study are shown regarding the aspects of the teaching practice and the strategic development highlighted during the research. These findings and conclusions need to be considered carefully since they belong to the unique characteristics of the situated contexts where they took place. This means that the findings can guide other researchers or practitioners during the exploration of the changes they wish to introduce in their own contexts, but they should not be considered as the unique interpretation or as a fixed

approach to similar concerns. On the contrary, the findings should be used as possible examples to bring change into their realities according to the specific characteristics of their own contexts.

7.2.1 Regarding the improvement of course design skills

Our data indicates that addressing course design skills is part of English teachers' role to ensure self-regulated learning environments. Teachers should be constantly adapting the content and materials of the strategy instruction to raise students' strategy awareness and facilitate students' self-regulation of their oral skills. In addition, the type and order of strategies that should be introduced could be identified by guiding students to reflect on the strategies they are already applying in paired-oral interactions. That starting point would lead to the oral communicative strategies and the self-regulatory strategies that should be included in the teaching unit design. This design would involve the creation or adaptation of the contents and materials of the teaching unit.

The content of the self-regulation instruction could be aligned to the contents of students' English book, or to any other existent teaching material. Furthermore, the self-regulated oral practices could use Part 3 exercises from the FCE speaking exams. The present study has revealed, one more time, that students should be consulted when designing the course. For example, teachers could be attentive to incorporate topics suggested by EFL learners. These types of practices might help learners to feel interested in their own learning and in the conversations.

7.2.2 Regarding the improvement of formative assessment skills

Formative assessment skills are necessary to assess students co-constructed performance. Paired-oral interactions were chosen as the type of assessment of students' interactive skills (see section 1.3.2 for further details) for several reasons. Paired-oral interactions allowed the researcher to observe and register, without interrupting, what students were doing (operations) while discussing five options of a given question (conditions). These observations facilitated the identification of several language functions and self-regulatory skills in students' symmetric interactions. Consequential validity was also ensured while conducting formative assessment because both the researcher and the students could adjust their practices based on the reflections on students' oral performance.

The results obtained throughout the study lead us to the conclusion that working on formative assessment skills should be an iterative, reflective, and collaborative activity. This activity requires educators to constantly define the expected performance for all the participants of

strategy instruction. Educators should also be attentive to the actual performance to reflect on how close the observed performance is from the expected performance and what steps could be taken to close the gap. These actions should be reviewed constantly and in collaboration with other participants.

Interactions have proved to be a source of learning to promote formative assessment. Practitioners can learn from the interactions with other participants: students, English teachers, coordinators, and critical friends. For instance, practitioners can take notes of students' conversations (in oral performances or informal talks) to identify the oral communicative strategies that can be used later for talking about the self-regulation process and oral practices. At the same time students can be more willing to participate when receiving support from their partners and teachers. English coordinators and English teachers can also be part of the formative assessment learning since they could share their own experience and thoughts related to introducing oral communicative strategies and self-regulation strategies in the classroom. Working together with a critical friend who can accompany and comment on the action-researcher's performance is necessary to challenge personal perceptions, reflections, and approach to the teaching practice. This work supports the idea that an action research project succeeds when the members of the school community get involved in the same goal.

7.2.3 Regarding students' oral communicative strategy development

Students' oral communicative strategy development was addressed by working with the noticing strategy, EFL videos, and student's audio-recordings. The evidence of this study implies that the noticing strategy during direct instruction helps students to become aware of the features and strategies of the oral skill. Applying the noticing strategy to introduce phonological, lexico-grammatical, and discourse features of the speaking skill not only help students to be aware of these features, but it also benefits students' performance in paired-oral interactions. Besides, direct instruction and the noticing strategy provide students with resources to self-regulate their pair-oral conversations.

In addition, introducing students to videos of EFL or ESL learners participating in paired-oral interactions has demonstrated to help students identify and reflect on the strategies observed in others' performances. Moreover, most of the students of this study seemed to take notes and apply those observations in their speeches. In the final session of each cycle, students would employ expressions learnt during the explanations and video discussions.

Another finding was related to students' recordings of their oral performances. Working with the audio-recordings of their own interactions seems to suggest that this learning strategy

contributes with the development of student's communicative strategies. Some students might have got motivated by recognising they were capable of starting the conversation or managing breakdowns in the communication. Other students would decide to practice more strategies after assessing the whole interaction. Thus, it is believed that the time devoted to listen again to their performance might have benefited their oral skills development.

7.2.4 Regarding students' self-regulation development

Results reveal, as it had been pointed out in previous studies, that students need guidance and feedback during their self-regulation process since they are not accustomed to setting goals, or organising their speech, or reflecting on their performance. However, guided self-assessment might have helped learners understand and learn more about error correction identified by them or by their teachers or peers. Therefore, we can conclude from the study that when learners have this guidance and receive punctual and concrete feedback, they are capable of self-regulating, even some weeks after the strategic instruction. This was observed in the last sessions of the Second and Third Cycles when students made attempts to apply the suggestions given in previous feedback deliveries.

Another conclusion that could be made from the results is that self-regulation direct instruction helps to develop the oral communicative strategies because it gives students a purpose for planning, monitoring, and evaluating their interactional competence. Results showed that self-regulated learning environments raise students' awareness of their Socio-Affective dimension as well as their partners'. This seems to lead them to take risks to employ Socio-Affective strategies and Negotiation of Meaning strategies.

Regarding the development of students' planning skills, it is possible to claim that students have been working towards achieving some of the language learning strategy goals. Students purposes for applying strategies might have been self-regulation, task accomplishment, performance, and even self-efficacy beliefs development. It is thought that, in order to accomplish tasks, students made attempts to self-regulate and adapt their. They also tried to share their point of views and knowledge, which gave them a stronger identity as L2 speakers during the paired-oral interaction.

As a result, the study found that the characteristics of a strategy instruction that might increase students' motivations and self-efficacy beliefs, and improve oral performance could be the one that seeks for giving students a self-regulated learning environment with direct instruction, guided self-regulated speaking practices, and thought-provoking feedback.

7.3 Implications for the field of knowledge

This study has gone some way towards enhancing our understanding of how to support students' oral skills development from a person-in-context view. As a result, it is advisable to design strategy instructions that include students' cognitive, Socio-Affective, and motivational domain in order to approach students' learning needs.

Previous studies about strategy instruction for the speaking skill had focused on one aspect of student's dimensions, usually introducing strategies related to the cognitive and metacognitive dimensions. The present research has attempted to have a more general view of the participants involved in this process and their interpersonal and intrapersonal interactions. As a result, the practitioner, as an active agent in the research, focused on students' cognitive, socio-affective, and motivational needs. In order to achieve this, I tried to self-regulate my performance to honour my own socio-affective goals and motivations. Although there are limitations due to the variety of aspects explored, I believe this study could be the basis to further research to address similar learning experiences with a more humanistic and holistic approach. The following subsections give more details of the implications of the study in the field of knowledge.

7.3.1 Regarding the improvement of course design skills

This work has revealed that teachers should design not only the speaking tasks, but also the self-regulation tasks. Since students are not used to reflecting on their oral speeches, self-regulation tasks need to provide them with guidance to actually plan, monitor, and evaluate their oral performances (see Section 6.2.3). For example, it is important to pay attention to the topics of the paired-oral conversation tasks that we bring to the class so students might have the necessary spoken repertoire to face them. This means that pre-tasks should address the phonological features, lexico-grammatical features, and the discourse features that students would need to plan, monitor, and evaluate their paired-oral interaction. Further researchers should then explore the effect of this type of guided pre-tasks on students' oral performances and self-regulation.

7.3.2 Regarding the improvement of formative assessment skills

During the study, attention was paid to the feedback delivered by different sources: students, English teachers, English coordinators, and the critical friend. The aim was to use their feedback as reference to improve the practitioner's formative assessment skills. Furthermore, the researcher's commitment to address all these comments as part of the learning experience has resulted in a better understanding of the role of collaborative work in the development of the

teaching practice for self-regulated learning. This experience can have at least two implications for the field of knowledge.

First, feedback delivery is not a one-time comment given by one single person, but a process that requires iterative revision and collaborative partnership among members of the school community (see Section 6.3.3). Thus, formative assessment and feedback delivery should be considered part of the learning process in which students and other EFL teachers from the school could contribute to its improvement. Second, working on formative assessment skills can have the potential to build relationships. So, given the collaborative dimension of the development of formative assessment skills, this process can benefit the development of socio-affective skills inside the classroom and in the whole school community as well. The experiences analysed in the present study showed that participants seemed to be satisfied when their feedback was taken into consideration and employed to improve the project.

7.3.3 Regarding students' oral communicative strategy development

The field of oral communicative strategy development is constantly updating. This study has shown that students can work on their oral communicative strategies by self-regulating their performance provided that they receive guidance. This implies that educators should guide students to take agency of their learning process. This participation requires the introduction of task purpose, task structure, and oral strategies. It seems that teachers can introduce these aspects to create a learning environment where students would not feel threaten to practice their oral skills.

As it has been mentioned in the previous subsection, this learning process should not be isolated, but collaborative. Therefore, teachers should give students the resources and feedback to find out the strategies that work better for them and for the type of task they are facing. In the same way, teachers should be open-minded and attentive to identify students' needs, which can be expressed directly or indirectly during the whole learning process.

7.3.4 Regarding students' self-regulation development

According to the results and reflections of this research study, addressing students' self-regulatory development can be part of the teaching practice and the learning process in the EFL classroom. The study has found that students are already using strategies, but they are not aware of how to include them in their learning process or in paired-oral interactions. Results have also shown that addressing the oral task before, during, and after it is performed can help students to develop learning routines, which can lead to self-regulation development.

Pre-tasks, during tasks, and post-tasks have been part of teaching methodologies for several decades, however, they should be guided in order to promote self-regulation learning. Guided self-regulated practices are intended to help students to self-regulate their performance during each phase of the self-regulation process. According to the Figure 12 suggested in section 3.2.1, this is possible because guided speaking tasks consider the relationships among the characteristics of the self-regulation process, the oral tasks, and the socio-cultural context.

Guided self-regulated speaking tasks allow students to prepare the content and strategies they would use in the interaction to say their opinions and to deal with any communication breakdown. These types of tasks encourage students to reflect on the content and strategies they would apply before, during and after the interactions take place. They also guide the reflections and resolutions in self-assessment.

In order to take advantage of guided self-regulated practices, students need to be aware of the available strategies they have to interact with their partners, and to meet the task purposes. This implies teaching students how to self-regulate their own cognitive, socio-affective, and motivational dimensions to face these tasks. As a result, learners could be knowledgeable of the actions they can take to achieve expected co-constructed performance.

7.4 Pedagogical suggestions and further research

As it has been mentioned throughout the study, the social role that I have as an applied linguistic researcher and as an EFL teacher has guided my approach to this study. This awareness motivated me to embark in this learning journey so that I could collaborate with the academic field and school communities. Arguably, the findings of the study could help the applied linguistics field to move forward practically and intellectually. These section presents some recommendations for future practice and further research that could be carried out by researchers, educators, or both.

7.4.1 Recommendations for practice and policy

The results and reflections of this study have shed light into the benefits of developing strategy instructions to promote self-regulating learning. This type of instruction should be explicit and contextualised to the learner's needs. In order to achieve this, English teachers could consider any of following suggestions:

Teachers could take some actions to learn about students' attitudes, motivations, and beliefs towards learning English as a foreign language. Written and oral tasks could be designed to respectfully help students share this information. Besides, teachers can take advantage of

informal conversations they can have with their learners after classes, during lunch, or at any time. Devoting time to explore these details of students' identity can help teachers and students to identify and monitor attainable goals according to their students' profiles. Furthermore, updated versions of students profile can be used to design oral tasks that could help students improve their attitudes, motivations, and beliefs towards the whole learning process.

A key pedagogical implication arising from this study is that learners should actively participate in the formative assessment of their oral and self-regulation skills. This can be achieved by considering students opinions and profiles during the design and adaptation of tasks. In addition, helping students to gain agency of their learning requires teaching them how to self-regulate. This implies designing tasks to plan, monitor, and evaluate their own learning goals, feedback, and decisions.

Identifying the oral communicative strategies students are currently using is pivotal to determine the strategies they should learn or reinforce to participate in paired-oral interactions. Strategy identification is necessary to self-regulate its development. Students need to be aware of what they are capable of doing, and how they can improve. This knowledge might benefit students' self-efficacy beliefs first, and ultimately their co-constructed performances.

The self-regulation process can be introduced to students by addressing a set of strategies in each session and later incorporating all of them. A strategy instruction based on the self-regulation model gives both teachers and students opportunities to address students' different dimensions. As it was observed in the study, students can take advantage of talking about their social, affective, and emotional needs at different times in the instruction. Also, since they are not used to sharing their thoughts on these dimensions, introducing them in different sessions may facilitate the verbalisation of their ideas.

Another recommendation is to introduce and encourage the self-assessment of students' performance at each stage of the self-regulation process. As it was mentioned, students are not aware of how they should self-regulate their oral performance in paired-oral interactions, so they need to be given the opportunity to notice what they should do when planning, monitoring, and evaluating their performance. Regarding assessment, teachers should also allow students to exchange feedback with themselves (self-assessment), their peers (peer-assessment) and even with their teachers. It is believed this would promote the formative assessment environment required for this learning process.

As it has been described, active participation in paired-oral interactions can benefit students as suggested by socio-cultural theories. Students' zone of proximal development can be addressed when eliciting previous vocabulary and expressions to help them be prepared to interact and assist their partners. Self-regulated speaking practices should be used to give students the opportunity to modify existing schemata by reflecting on their performance and taking resolutions for future performance. Finally, these actions -exercises and reflections- might contribute with students psychological factors development such as learners' autonomy and self-efficacy beliefs.

In order to achieve the previous recommendations, teachers could keep track of students' oral performance and self-regulation performance, so that concrete feedback could be delivered. Not only concrete and on-time feedback could positively impact students' motivations and cognition, but it also could help them notice the abstract concepts and relevance of the self-regulation process. Moreover, students can learn to self-assess their own performance if teachers set the example and share how they are conducting the feedback.

As it has been mentioned before, participants used the S2R2 App in the presence of the researcher, so it would be necessary to explore students' responses when working alone. If the App could be available to EFL teachers, they could allow students to work with it by themselves. This would give teachers the opportunity to actually monitor students self-regulation of their oral performances. Moreover, they could have a better idea of what students do in each stage of the self-regulation process. As a result, the course design and the formative assessment could be improved as well.

The implementation of these recommendations should not be an isolated activity. After experiencing the benefits of the collaborative work, I believe English department, and students, could improve if there were more activities where teachers could not only share their practices, but also be observed while conducting self-regulated practices. Then, they could exchange their observations on how they are introducing topics/strategies, or how they are explaining tasks or delivering feedback. This might be an opportunity to share and learn from struggles and new insights, and to suggest possible solutions to situated experiences.

7.4.2 Recommendations for further research

Based on the results and conclusions, a number of recommendations for future research are given. Regarding to educator's actions to support students' second language speaking skill development, more research should be done about direct instruction. For example, practitioners could consider the relationship between direct instruction and the development of the L2

learners' identity and autonomy. This might clarify how important direct instruction is for students to be empowered to use their L2 with autonomy in oral tasks.

Furthermore, further research should continue exploring strategies for the development of students' language functions and oral communicative strategies after a self-regulation strategy instruction. This is necessary to determine if students can employ these strategies only during the instruction or if they can apply them as part of their oral performance for a longer period of time. Some students might have automatized certain strategies during the process making it difficult to study their improvements. For this reason, it is advisable to include diaries or self-reports that encourages the verbalisation of their performance. This could help to monitor language function and strategic competence development.

Another recommendation is related to feedback and formative assessment. This study benefited from sporadic feedback given by some members of the school community and the critical friend. Thus, it would be interesting to research more about how EFL teachers' formative assessment skills are influenced by frequent collaborative work and feedback. In addition, exploring the effects of collaborative work could positively contribute with the development of teachers' attitudes to their own teaching vocation. Another issue to be addressed in the future is how EFL teachers' self-regulatory skills and formative assessment skills are related to students oral skills and self-regulatory skills. Exploring the possible relationship among these constructs might help develop the understanding of the roles of teachers and students in the self-regulated learning classroom.

In regard to students' self-regulatory skills to monitor their co-constructed performance (see Figure 12), future enquiry can be directed towards the influence of media resources on the development of this skill. For instance, a study could explore the development of students' self-regulation of their oral strategies in paired-oral interactions when reflecting on their video-recording performance. This study could not analyse video-recordings but audio-recordings, however, it is believed that the former can give further information to assess performance to a better extent. It should also be determined to what extent video-recordings can actually help students to reflect on their performance after the oral interactions. Thus, it is recommended to do a comparative study between students' oral performance when being video-recorded and not video-recorded. Further studies can also search more about the use of videos of other EFL/ESL students in paired-oral interactions in the development of strategy awareness, strategy use, and self-regulation skills.

The final suggestions for further research are related to the S2R2 App developed during the study. The effect of the use of the S2R2 App should be researched more since students should share their thoughts about the assistance and support received while using this resource or similar digital tools. This could help to determine its effectiveness. Moreover, the App has included two more exercises to allow students to record any thoughts related to how they felt during the oral task. It would be advisable to study to what extent the verbalisation of students' feelings of their actions and decisions actually contributes to their motivational and socio-affective strategy development. A final recommendation would be to research about students' performance when using the App by their own. During the present study, the researcher was with students while they were using the S2R2 App because it was only installed in her laptop. However, the goal of self-regulation is that each student should provide their own answers by themselves.

7.5 Final thoughts

This dissertation has described the action-research carried out while exploring, reflecting on and improving the researcher's teaching practice. The achievement of this research goal was intended to support the development of students' oral communicative strategies and self-regulation strategies. The uniqueness of this study was illustrated with the image of a tree (see Figure 21 in section 4.3.3). The dissertation includes the improvement of a strategy instruction (trunk) throughout three research cycles (branches). The learning experiences (leaves) have been presented together with selected participants' performances (fruits) to show the elaboration of one single study (tree). All the descriptions and the suggestions provided are expected to contribute with further pedagogical and research practices.

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APPENDIXES

Appendix A: Strategies for regulating the oral performance

METACOGNITIVE STRATEGIES SETS FOR REGULATING COGNITION

A. Paying attention to cognition:

1. Paying attention in general.
2. Paying attention to what is being said during the oral interaction.
3. Paying attention to what I am doing.
4. Paying attention to what the other students are saying and doing.
5. Pay attention to the video/resources.
6. Paying attention to the differences in points of view.

B. Planning for cognition:

1. Listing my L2 learning goals in speaking for the next two weeks.
2. Recognizing the goals for a given task.
3. Deciding what to focus on.
4. Planning how to approach the upcoming task.
5. Prioritizing tasks based on importance.
6. Distinguishing between the communicative strategies I already know and the ones I still need to learn about ___ and focusing on the gap.

C. Organizing learning and obtaining resources for condition

1. Organizing the area where the conversation will take place.
2. Gathering the materials (pen, papers, and technology devices) that I need.
3. Making a list of the video material for my individualized study plan.

D. Monitoring and evaluation for cognition

1. Predicting which parts of the oral interaction will be easy and which will be difficult (this is a judgment about ease of learning or EOL).
2. Thinking about whether I understand the strategies well enough to do well on the next conversation. (this is a judgment of learning or JOL)
3. Sensing whether I will be able to recognize a certain sentence or phrase in an upcoming activity (this is a feeling of knowing or FOK)
4. Checking my understanding during the oral interaction.

5. Considering my strategy use during the interaction and thinking about whether to change strategies.
6. Comparing my cognitive performance to Course expectations (or to my own's goals).
7. Deciding whether I have learned enough to go to improve my proficiency level.
8. Asking myself after the oral interaction: How much do I know, what did I learn, and why it is so important? (This is a JOL).
9. Evaluating whether the strategy I use for the task worked well.
10. Considering whether the strategies I have been using this period are effective enough and whether I need to try others.
11. Considering my learning strategies to see which ones have worked best for me in the long run and which one no longer support me at my level of PROFICIENCY.

COGNITIVE STRATEGIES

They help learners develop schemata in the L2 and bring information back to the working memory. This process requires learners to be conscious and motivated for learning.

1. Using the sense to understand and remember
 - Using videos to see and hear the communicative language strategies.
 - Creating maps for mental associations.
 - Reading aloud dialogues and recording them with different-sounding voices.
 - Practising speaking while doing physical exercises

2. Activating KNOWLEDGE (KWL Chart)
 - Reviewing in the mind what I already know about the topic.
 - Mentally scan what I know by imagining my mind as linked pieces of information (MIND PALACE)
 - Using KWL Chart
 - Mentally envisioning drawing information from my mind to into my hand
 - Asking my mind to give me what I need to now.
 - Remembering original association

3. Using reasoning
 - Applying general rules for specific examples
 - Using specific examples to help figure out the rules

4. Conceptualizing with details

- Comparing and contrast the grammar of the new language with the grammar of my language
- Analysing the word, the conversation, the article, break it into parts
- Using a story grammar.
- Making and outline.
- Highlighting important words and phrases

5. Conceptualizing broadly

- Looking for the main idea Getting the Gist.
- Synthesizing material from several sources.
- Summarizing material from one source.
- Drawing a semantic map or picture that links various ideas.
- Putting information into larger categories

6. Going Beyond immediate data

- Using existing cues to predict what will happen next.
- Using existing cues to infer meaning

METASTRATEGIES AND STRATEGIES FOR THE MOTIVATIONAL DOMAIN

Relevant strategies make a motivational strategies messages for aggravated that motivation on domain I'm not trying to call Meta motivation strategies. While this is a long word, it is a useful one? It entails the metal level of planning monitoring and ever waiting about motivation the image of The Guiding Light because motivation is great like the moves us to action

Full metal motivation strategy sets on selected examples

A. Paying attention to motivation

1. Paying attention to my motivation levels.
2. Noticing when I'm bored or exhausted
3. Paying attention to the types of material on the types of tasks that made me excited (or unexcited).
4. Imagining a positive, desirable, realistic, multi-sensory future self (ideal self) and for that self to emerge.

B. Planning for motivation

1. Setting Mastery goals, especially short-term goals, that relates intrinsic motivation and deep processing
2. Planning ways to make myself more motivated.
3. Planning for how to make specific learning task seem more interesting.
4. Planning ahead for what will be entertaining in a week or two.
5. Planning my learning goals so they really express my motivations.
6. Writing in my journal about what would make me happy and then planning for you to happen.
7. Thinking about all possible ways I might make a forthcoming task more interesting.
8. Planning to reward myself if I do well.
9. Threatening myself to take away a desired for not doing well written or not reaching the goal.
10. Developing details concerning a positive, desirable, realistic, multi-sensory future self or ideal self, and ways for that self to merge using those details for planning.

C. Organise and learning and obtaining resources for motivation

1. Organizing my study in ways that are the most conducive to motivation.
2. Finding exciting task topics.
3. Identifying tasks that I could make more engaging.

D. Morning and Evaluating Motivation

1. Predicting which part of the strategy will be motivating for Learning and which will not (this is a judgement of MFL or motivation for learning)
2. Evaluating my motivation after I have completed the task.
3. Reviewing my task motivation to see which elements of a task were interesting and which were not.
4. Monitoring to determine the degree to which my task interest enhancement strategies worked.

MOTIVATIONAL STRATEGIES

A. Self-consequence

1. Providing myself a reward or price for good progress or achievement
2. removing a pleasurable activity for not doing well

B. Using positive self-talk and positive self-image

1. Using positive self-talk about reasons for achieving their goals (e.g. “I want to do this” “this is an important task”. “I can benefit from doing this well” “I will have an advantage if I meet this goal”
2. Using positive self-talk about myself and relation to a particular task or accomplishment
I am fully capable of completing this task I have I need to do this task well going 6 months of hard work. These three examples of efficacy self-talk.
3. Creating increasingly clear detail and concrete images of the ideal L2 self
4. Identifying good performance

C. Using defensive pessimism

1. Telling myself that I am not ready that I do not have ability, and that the deck is stacked against me (explanation defensive pessimism aims to convince myself that it is impossible to do well this can sometimes but not always is poor motivation to work harder sometimes, I give them all to come to the strategies are used More Often by people who was employed defensive pessimism)

D. Enhancing learning

1. Making learning a game, improving communication strategies by revising video-recordings
2. Adding creative input/videos
3. Joining with other people etc. to make learning process less boring or repetitive.
4. Take advantage of innovating opportunities.

E. Controlling attributions

1. purposefully selecting causal attributions to maintain or increase motivations.
2. Avoiding blaming academic setbacks on uncontrollable internal factors (ability) because this leads to helplessness.

META SOCIAL AND SOCIAL STRATEGIES

serve as a community manager define effectively there is a leader with managerial responsibilities for activities such as planning Gathering resources organizing monitoring and everything

A. Paying attention to context communication and culture

1. Paying attention to the different social identities I have when speaking or writing the language.
2. Listening to my introverted or extroverted tendencies and ways that I can effectively deal with them in order to learn a language.
3. Paying attention to the differences between the target culture (Cultural characteristics, communication styles, and facework.) and my own culture.

B. Planning for context, communication, and culture:

1. Putting goals (communication the language) ahead of a teacher's goals ("perfect" grammar).
2. Planning to record myself saying the Chinese tones.
3. Focusing on listening which has been so difficult for me in fast-paced conversations.
4. Prioritising my goals while preparing for a speaking task.
5. Deciding to gain more experience in the target language and culture and identifying a plan.

C. Organizing learning and obtaining resources for context, communication on culture

1. Seeking experts in the target language.
2. Seeking courses that allow a lot of listening and speaking practice.
3. Looking for tasks that encourage me to interact with others.
4. Seeking conversation Partners and study group members.
5. Seeking films that will give me a good understanding of a culture.
6. Finding locations that are conducive to conversation in the language.

D. Monitoring and evaluating for context communication and culture

1. Monitoring my accuracy on cultural understanding during conversations.
2. Monitoring how well my strategies are working as I perform my speaking task.
3. Listening well to my distance tutor's phone response to determine whether she has understood what I'm saying.
4. Evaluating my speaking in the self-reflection stage after the task is done.
5. Evaluating the effectiveness of my social strategies after the task is over.
6. Using the strategy chain of monitoring and then evaluating (orchestrating my strategy is in the social domain.
7. Checking whether I'm relying too much for help on my study partner and what I should be more self-reliant.

SOCIAL STRATEGIES

Social status budget is for social cultural context and communication directly facilitate communication and deep understanding of a social cultural context and the Learners' roles in it. In the S2R Model, social strategies are the community workers who received guidance from the community manager.

A. Interrupting to learn and communicate

1. Working several times a week with a knowledgeable, patient, interested mentor.
2. Reading all the postings on the discussion forum so I can get different ideas on how to language better.
3. Meeting periodically with a small group of independent Learners so we can speak the language together.
4. Forming a study group with two friends so we can study for tests in the language.
5. Emailing my teacher or another student to get clarification when I am confused about this week's homework.
6. Meeting with refugees to find out about a political situation and they speak their language.
7. Writing down questions to ask the distance tutor and then going over them one by one with the tutor to get explanations.

B. Learning despite Knowledge gaps in communication

1. Using synonyms and even an antonym if I can't remember the right word.
2. Making up a new word while I am talking if I don't know the necessary word, so that I can keep communicating and learning.
3. "Talking around" a missing word by describing it by its features or what it does. [circumlocution]
4. Slipping back into my native language for a moment just so I can keep the conversation going.
5. Using gestures of facial expressions to communicate meanings when I have no other way.
6. Changing the topic to something I can handle more easily as long as it will fit into the conversation.

7. Repeating what the person said in a question-inflection or with an interest-inflection, and then the person starts telling me more, this helps me understand what I did not understand before [this is eliciting information through repeating]

C. Dealing with sociocultural contexts and identities.

1. Focusing on the expected amount of silence (waiting times or just peaceful silence) and the presence or absence of interruptions (by whom?, between whom? To figure out the culture.
2. Subtly communicating friendship and a positive view of myself that contradicted native speakers' view of me as a foreigner with an odd accent.
3. Considering cultural implications and the values that are involved.
4. Imitating someone's posture and standing-distance in the culture and trying to understand the cultural meaning.
5. Practising the communication style and facework expectations of the target culture.

An Acronym for social strategies

CRITERIA: Cooperation, Respect, Integrity, Tolerance of ambiguity, Exploration, Reflection, Intercultural empathy, and Acceptance of complexity

META-AFFECTIVE STRATEGIES AND AFFECTIVE STRATEGIES

Meta fight of a strategist cognitive change or modify an appraisal of internal or external situations is only one of the families of motion regulation is charged as the image of a picture framer is captivating as a general symbol of the strategies in this domain.

A. Paying attention to affect

1. Observing physical signs of stress or anxiety regarding language studies so I can take care of a situation.
2. Thinking about how I feel before I start my homework happy, contented, interested, anxious angry?
3. Thinking about how my emotions affect my motivation at this moment.
4. Considering the factors that made me feel in a certain way.
5. Considering the motion load of this task is it a stressful or non-stressful for me?

B. Planning for Affect

1. Figuring out how to become less anxious in a speaking and listening and planning how to plan information.
2. Planning ways to relax and enjoy learning this language.
3. Finding ways to feel good about myself in this language and planning to use them.
4. Planning to find out exciting things about the language and culture.
5. Planning to be calmer about the next task by Wanting to be comment about the next task realizing how similar it is to tasks I have done before.
6. Planning specific steps to lower my anxiety and increase my enjoyment of this language.
7. Planning to use automatic status reminders on my smartphone so that I will do what I need to feel confident and happy about this language.
8. Starting a can-do chart for the whole month to make me feel more confident.

C. Organizing learning and obtaining resources for effect

1. Finding blogs on websites to learn more about reducing my anxiety language learning.
2. Searching for relaxing music to play in the background while I study the language.
3. Searching for exciting music for the country to rev me up.
4. Finding books on how to become a more confident and competent language learner.
5. Getting family help when I need to study.
6. Imagining ways to minimize the disruption so I feel less anxious.

D. Monitoring an ever-widening for effect

1. Monitoring how I'm feeling when my thoughts wander. (Am I bored? Am I physically fatigue? Am I feeling overwhelmed, upset, or anxious? Am I depressed about something that has nothing to do with language learning?)
2. Wondering whether my wandering thoughts mean I need a break to relax for half an hour.
3. Monitoring my effective strategies for a staying called and involve are doing a difficult task.
4. Recognizing that I will have to change my effective strategies if they do not work on this difficult task.
5. Considering whether I feel confident on contented on the end of this week of language study.

6. Judging how confident I am about the answers I gave on a test.
7. Considering whether the good result of a language exam was due to easiness of exam, easy grading on part of a teacher or my own preparation of knowledge.

AFFECTIVE STRATEGIES

A. Selecting the situation to influence emotions

1. avoiding on play some classmate in the L2 class.
2. Avoiding an L2 teacher known for giving terrible have final exams.
3. Sitting next a very intelligent, health student in order to feel secure going to the study session tonight before an exam to give myself the best chance of Performing well.
4. Meeting regularly with a native speaker of my L2 so they can give out my speaking and listening to skill the opposite avoiding emotional stressful situation involving the L2 asking students if they understand what happened in class trying to compare my answers with all the stones answers at the end of a test walking together with a passing sitting next to me.

B. Modifying external situations to control emotions

1. wearing bright colours on the days I'm going to start that I'm which soul I feel very wonderful
2. Decorating my desk with bright Ripple objects from the culture.
3. Straightening up the papers and books on my desk so I can feel good about studying.
4. Going to the library to study so that I can feel like a good student.
5. Meeting with my study group which is composed of the smartest people in the class, then I will feel good for being a smart.
6. Listening to many songs in the language to feel I'm getting good at the language. What too many films in the language for the same reason.

C. Deploying my attention to control emotions

1. Using a distraction to reduce the language anxiety.
2. Watching a funny television show to take my attention away from tension.
3. Focusing on the wine that comes from country what language is spoken to make myself feel engaged and happy.
4. Focusing on artwork for the culture and sometimes writing interesting captions in the language.
5. Thinking of something else.
6. Trying not to think of my anxiety

D. Changing cognitive appraisal of situations internal or external to shape emotions

1. Trying to think of something that makes me happy
2. Thinking of times when I have to study hard.
3. Trying to think positively.
4. Thinking of a success in the future.
5. Trying to find it I would do very well.
6. Thinking of both success and failure possibilities and choosing the one I like.
7. Telling myself that I would do it.
8. Telling myself that I'm not anxious.
9. Switching off the voice like turning of the phone or TV.
10. When feeling angry or overwhelmed about homework, immediately substituting a feeling of harmony and peace.
11. If it is threatened by contradictory information of thinking this language is too strange intentionally telling myself that the contradictions and strangeness are fascinating.
12. Telling myself that my pronunciation is fairly good and that is a lot of better than 2 months ago.
13. Telling myself that others will be excited about what I have to say.
14. When feeling weak and incompetent, telling myself that my friend M was able to do this, and I can too.
15. Using ABCDE as strategy to change my perspective a step-by-step encouraging Myself by saying it every hour I study will put me closer to my goals.
16. Intentionally making a mistake that I will not be anxious about making one.

E. Modulating my emotional responses

1. closing my eyes and going to place that calms me down.
2. Trying to relax
3. Trying to calm down
4. Trying to take it easy.
5. Drinking water to get calm.
6. Taking a deep breath
7. Managing my emotions by having a drink a laughing with friends after the difficult exam.
8. Relaxing with music before my language session.

9. Taking a short break if I'm feeling too tense while I'm getting ready to do a talk in the language.

10. Joking with friends as a way of relaxing before and after studying.

F. Making meaning as means of handling emotions

1. Doing anything in the L2 that will be new, different, and positive.

- a. Fighting a small car to someone in the L2.
- b. Finishing the L2 homework on time instead of late.
- c. Watching 10 minutes of an L2 video on YouTube or elsewhere.

2. Experiencing something special and bothering it.

- Going with a friend to foreign language film.
- Looking online to see the news in the Target culture.
- Finding a travel brochure or website for a country where the L2 is spoken and dreaming about a vacation there.
- Reading a poem, the poet who writes in the target language.
- Talking about any of these experiences.

3. I'm telling someone, caring about that person that, I'm doing something for that person: Saying sincere words of gratitude to three people today, tutoring English literacy, oral communication, are various academic subjects for ESL Learners through the regional Literacy Council. This is empowering for the ESL Learners and empowering to me as a tutor having beneficial effect on my own learning of another language.

4. Accepting difficulties with equanimity (having a positive attitude in a seemingly hopeless situation)

- Realizing that the other person does not understand what I'm saying into language and accepting that it is okay.
- Telling myself. It is okay if I don't understand everything.
- Knowing that I did not make an A or even a B in the language course and that this might affect my acceptance to a top-ranked university but accepting the situation with grace.
- Recognizing the need to take the language course again but accepting that is all right. (I had a change of cognitive appraisal that I will be much better prepared when taking to course the second time).
- Being aware that my Refugee is statues my make me unpopular with some people in the new country, but knowing that I can deal with anything

Appendix B: Example of a Research Diary Entry

How can I get evidence? - OneNote

Search

Jeannette De Fátima Valencia Robles

File Home Insert Draw History Review View Help

Researcher's Diary ▾ Ontology Epistemology Interactions Evidence - Anecdotes Data thoughts +

IMPROVING THE BOOKLET

23/10/2019 16:15
I am checking the Self-Regulation sheets following the suggestion of adapting it according to each speaking task. Check the meta-strategic objectives based on Oxford (2017) and the book I have read the teaching unit objectives and adapted them to the book

Add a question of emotions in the EFL Profile

25/10/2019 13:10
It has been observed that "one single view" of the instrument to be filled facilitates students' attention. For this reason, we have decided to work with A5 booklets instead of the A3 format. In this form, students could see, at once, the two pages of the EFL questionnaire and the Emotions questionnaire.

11/11/2019 10:05
Delete the question "what would you do in these situations?" to avoid confusions before the strategy instruction and because it is similar to the question in the session 0 and to have more space

Eliminate the "self-reflect question" as it is answered in the self-regulate space.

18/02/2020 10:30
Today, I have finally decided to follow more closely students who will be participating in the monitoring of their speech production. This is supposed to help me to find more evidence.

15/03/2020 11:19
Producing evidence of your own learning
With the diaries entries (McNiff, 2017)
Producing evidence of others' learning
"asking the people themselves to say what they have learned and the significance of their learning. their responses would stand as evidence of their learning" page 104

Search (Ctrl+E)

+ Add Page

Thinking Process in Cambridge

Doubts

How can I get evidence?

Making sense of data

Action Research Examples

Me as the practitioner-researcher

Confidentiality

What, when and where?

Thoughts

Appendix C: Teaching Performance Observation Sheet

ENGLISH TEACHER OBSERVATION

This is an informative instrument to learn about the English teacher performance and students' performance. There is no right not wrong answer since both might help us to improve. You can your answers to write on your diary afterwards. Please, fill in the observation sheet by selecting the number that better describes what you observed during the sessions. The meaning of the numbers is: 1= always, 2=sometimes, 3=never.

Practitioner's Teaching Practice

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| 1. She introduced the session* and its objectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. She created links with previous sessions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. She used the resources (booklets, PPT, videos) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. She tried to help students participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. She explained the speaking tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. She checked students' comprehension | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. She clarified doubts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. She encouraged students' self-regulation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Students' Performance

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| 1. Students seemed to understand the session objectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Students seemed to remember previous sessions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students filled in the booklets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Students participated during the explanations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. They tried to participate in the speaking tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. They asked questions about the tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. They support other students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I have seen some progress in students who normally won't speak | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

THANKS FOR YOUR COLLABORATION

Appendix D: Building relationships with the schools



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A quien corresponda

Por la presente yo, Dr. Jesús García Laborda, Director del Departamento de Filología Moderna de la Universidad de Alcalá informo que Doña Jeanette Valencia Robles recoge datos para su tesis doctoral en distintos colegios como parte del programa del programa de investigación de nuestro departamento.

Sirva esta carta de presentación para solicitar la colaboración de su colegio en dicho trabajo agradeciendo toda su colaboración.

Alcalá de Henares, 1 septiembre 2016

Un atento saludo,

A handwritten signature in blue ink, appearing to read 'Jesús García Laborda'.

Dr. Jesús García Laborda
Director

Figure D1 Letter for schools

THE STRATEGIC SELF-REGULATION MODEL

A Learning Project to develop the second language speaking competence during paired oral conversations

The contents

Oxford's Self-regulation Model (2011,2017)

- The model believes **L2 language users** are capable of **self-regulating themselves** for learning purposes by the application of **metastrategies** (Oxford, 2017).

L2 Language users and the Person-in-context-view

- A humanistic-holistic view of learners defines them as "thinking and feeling human beings!" (Ushioda, 2009, p. 220) who bring their uniqueness to the learning process in a particular context.

Self-regulation

- The **personal** process of monitoring and regulating actions by constantly planning and reflecting on performance.

Metastrategies

Types


- Metacognitive strategies → cognition
- Metasocial strategies → Context, communication, and culture
- Meta-affective strategies → emotions
- Meta-motivational strategies → Beliefs

Strategy instruction

Experience 1: Raising Strategy awareness (2 sessions)	Experience 2: Introducing the Self-Regulation Model (4 sessions)	Experience 3: Assessing strategy instruction
Students engage in a paired oral interaction task	Students engage in a paired oral interaction task with the SR Model	Students engage in a paired oral interaction task
Students fill in an OCSI questionnaire in their L1	Students Will fill in OCSI questionnaire	Students Will fill in OCSI questionnaire
Students reflect on strategies and are introduced to the OCS	Reflect on video-recordings*	Reflect on video-recordings*

Steps of the strategy instruction


Figure D2 Power Point Presentation to introduce the Project to the English Coordinators and English Teachers



FCE Speaking Test
Part 3: A four-minute Collaborative task

The task gives candidates the opportunity to show:

- Their **range of language**
- Their ability to **invite** the **opinions** and **ideas** of their partner.
- Their ability to **initiate** and **respond** appropriately.



Candidates are expected to

- Choose from 5 prompts to discuss
- Exchange **ideas**.
- Express and justify their **opinions**
- **Summarise** their discussion
- Work towards a **negotiated decision**

Candidates are assessed on their ability to:

- **Hold** a conversation
- **Turn-take** appropriately
- **Suggest/Speculate** and **Agree/disagree**
- Use the language of **negotiation** and collaboration.

Communicative Strategies

- Meaning-expression
- Meaning-negotiation
- Conversation management
- Para-linguistic

Figure D3 Power Point Presentation to introduce the Project to the Students

Appendix E: Documents from the First Cycle

Give the Spanish version how students reacted to this

THE S2R2 PROJECT

this has completely changed!

OUR EMOTIONS FOR LANGUAGE LEARNING

(Version 4.1)

Imagine you are in an English speaking country and somebody stops you and asks you for direction. You want to help.

Scenario 1:

You and your partner have to talk about a situation and choose the best solution. You are worried about talking and thinking in English.

topic → winning a lottery ticket, taking an exam → committing school

1. What kind of emotions would you experience in this situation? Circle the appropriate letter. E30 (Exage not encierra)

a. Positive
b. Negative

a. positive: excitement
b. negative: frustration, anger
c. that would not affect me at all

2. Please name the emotions (one or more) you would feel in this situation (maximum 10 words) minimum 3 words)

Scenario 1

_____	○ — (+)	○ —	○ —	○ —	○ —	○ —
_____	○ — (-)	○ —	○ —	○ —	○ —	○ —
_____	○ — (neutral)	○ —	○ —	○ —	○ —	○ —

3. Complete this table

What would you do to manage any positive emotions in this situation? scenario 1	What would you do to manage any negative emotions in this situation?

4. Have you ever encountered this situation or something like it?

a. Yes
b. No

SPEAKING PORTFOLIO 13

Figure E1 Example of the improvements of the Emotions Questionnaire

Self-Report on my Self-Regulation

THINKING TIME

Reflect on the process you have followed in the speaking task. Write your reflections in this section:

Before the task:

During the task:

After: the task

Figure E2 Self-report instrument used in the First Cycle



THE S2R2 PROJECT

improve this part

Self-Report on my Self-Regulation

THINKING TIME

where are we?

Reflect on the process you have followed in the speaking task. Write section:

Choosing the strategies

Before the task: My options are:

- Asking for clarif
- Asking for repetition
- Asking for examples
- Showing understanding (Hm, yeah,)

Before the task:

- Which strategies will you use?

During the task:

- Pay attention to:
- Partner's signs of underst.
- your partner's appeal for help.

After the task:

Answer the pie's questions (2)

Thinking of Rehearsing Performance

During the task: How which ones did I use?

- Signs of understanding: I am paying attention to my partners' BL.
- Appeal for help: I notice his/her appeal for help. Yes No Sometimes FTT
- Face
- Voice →
- Language

Reflecting

After: the task → How did they go?

Today, I have tried to...

Figure E3 Example of the researcher notes to improve the self-report

Table E1 Students' responses in the EFL Profile

Student Code	Student Gender	¿Cuál es tu lengua materna?	¿Cuánto tiempo has estado aprendiendo inglés?	¿Aparte del español, hablas otros idiomas? ¿cuáles?	¿Cuán importante es para ti el aprendizaje de una lengua extranjera?
ST101	Masculino	Español	3 o más años	Alemán	Muy importante
ST102	Masculino	Español	Entre 1 y 3 años	Francés	Muy importante
ST103	Femenino	Español	3 o más años	Francés	Muy importante
ST104	Masculino	Español	3 o más años	Francés	Muy importante
ST105	Masculino	Español	3 o más años	Francés	Muy importante
ST106	Femenino	Español	3 o más años	Francés	No es tan importante
ST107	Femenino	Español	3 o más años	Francés	Importante
ST108	Masculino	Español	3 o más años	Francés	Importante
ST109	Femenino	Español	3 o más años	Francés	Muy importante
ST110	Masculino	Español	3 o más años	Francés	Muy importante
ST111	Masculino	Español	3 o más años	Inglés, Francés	Muy importante
ST112	Masculino	Español	3 o más años	Francés	Muy importante
ST113	Femenino	Español	3 o más años	Francés	Importante
ST114	Masculino	Español	3 o más años	Francés	Muy importante
ST115	Femenino	Español	3 o más años	Francés	Importante
ST116	Femenino	Español	3 o más años	Francés	Muy importante
ST117	Masculino	Español	3 o más años	Francés, Portugués	Importante
ST118	Femenino	Español	3 o más años	Francés	Muy importante
ST119	Femenino	Español	Entre 1 y 3 años	Francés	Importante
ST120	Masculino	Español	3 o más años	Francés	Muy importante
ST121	Femenino	Español	3 o más años	Francés	Muy importante
ST122	Masculino	Español	3 o más años	Francés, Árabe	Muy importante
ST123	Femenino	Español	3 o más años	Francés	Muy importante
ST124	Masculino	Español	3 o más años	No	Muy importante
ST125	Masculino	Español	3 o más años	Francés, Otro	Importante
ST126	Masculino	Español	3 o más años	Francés	Muy importante
ST127	Femenino	Español	3 o más años	Francés	Muy importante

Table E2 Content Analysis of Students' Reasons to study English

Code	G	Reasons to study English				
ST101	M	Lo necesito para mi carrera	Lo necesito para viajar			
ST102	M	Estoy interesado en el inglés	Lo necesito para viajar	Lo necesito para mi carrera	Tengo amigos que hablan inglés,	
ST103	F	Estoy interesado en el inglés	Lo necesito para viajar	Lo necesito para mi carrera		
ST104	M	Estoy interesado en el inglés	Quiero estudiar en el extranjero	Lo necesito para viajar	Lo necesito para mi carrera	
ST105	M	Estoy interesado en el inglés	Lo necesito para viajar	Quiero aprender más de su cultura,		
ST106	F	Es una materia obligatoria	Tengo amigos que hablan inglés			
ST107	F	Es una materia obligatoria	Lo necesito para mi carrera			
ST108	M	Estoy interesado en el inglés	Lo necesito para mi carrera			
ST109	M	Lo necesito para mi carrera	es la lengua más hablada (other)	para poder hablar con otras personas (other)		
ST110	F	Estoy interesado en el inglés	Quiero estudiar en el extranjero	Lo necesito para viajar	Lo necesito para mi carrera	Tengo amigos que hablan inglés
ST111	M	Estoy interesado en el inglés	Quiero estudiar en el extranjero	Lo necesito para mi carrera	Quiero aprender más de su cultura,	
ST112	F	Estoy interesado en el inglés	Quiero aprender más de su cultura,	Tengo amigos que hablan inglés,	Lo necesito para mi carrera	Lo necesito para viajar
ST113	M	Estoy interesado en el inglés	Lo necesito para viajar	Lo necesito para mi carrera	Quiero aprender más de su cultura,	
ST114	M	Estoy interesado en el inglés	Quiero estudiar en el extranjero	Lo necesito para viajar	Tengo amigos que hablan inglés	
ST115	F	Estoy interesado en el inglés	Lo necesito para mi carrera	Tengo amigos que hablan inglés	Es una materia obligatoria	
ST116	M	Lo necesito para mi carrera				
ST117	F	Estoy interesado en el inglés	Lo necesito para mi carrera	Lo necesito para viajar	Quiero estudiar en el extranjero	Me parece interesante poder hablar con todo el mundo (other)
						Tengo amigos que hablan inglés,

Table E2 (continue)

Code	G	Reasons to study English				
ST118	M	Lo necesito para mi carrera	Lo necesito para viajar			
ST119	M	Lo necesito para viajar				
ST120	M	Lo necesito para mi carrera	Quiero estudiar en el extranjero			
ST121	F	Estoy interesado en el inglés	Quiero estudiar en el extranjero	Lo necesito para mi carrera	Tengo amigos que hablan inglés	Quiero aprender más de su cultura,
ST122	F	Estoy interesado en el inglés	Lo necesito para mi carrera	Lo necesito para viajar	Tengo amigos que hablan inglés	Es una materia obligatoria
ST123	M	Estoy interesado en el inglés	Lo necesito para viajar	Lo necesito para mi carrera	Es una materia obligatoria	
ST124	M	Estoy interesado en el inglés	Lo necesito para viajar	Tengo amigos que hablan inglés		
ST125	F	Estoy interesado en el inglés	Lo necesito para mi carrera	Quiero estudiar en el extranjero	Quiero aprender más de su cultura,	
ST126	F	Estoy interesado en el inglés	Lo necesito para mi carrera	Es una materia obligatoria		
ST127	F	Estoy interesado en el inglés	Lo necesito para viajar	Lo necesito para mi carrera	Es una materia obligatoria	

Table E3 Content Analysis of students' responses when dealing with breakdowns in oral interactions

Students' codes	Students' actions			MM	AE	FO	MA	NM	SA
ST101	talk	complain				1	1		1
ST102	buscar sinónimos			1					
ST103	intento calmarme	explicarme mejor	explicar más lento			1		1	1
ST104	explain myself,	I will start with other term		1	1			1	1
ST105	Pienso que todo va a ir bien	me relajo							2
ST106	Nothing						1		
ST107	Muchas veces no pillan mis comentarios así que yo se los explico.							1	
ST108	***								
ST109	Me pongo nervioso	me quedo bloqueado.					2		
ST110	I usually calm down by breathing,	then I try to continue.							2
ST111	I have my mobile phone to search words in word reference	I try to explain with other words or photos	I explain in Spanish if they know Spanish	1				3	1
ST112	***								
ST113	Lo que hago es hablar más lento	me explico mejor		1		1		1	
ST114	En esos momentos trato de explicarme y	explicarme para que la gente entienda						1	1
ST115	pienso que no me estaban prestando atención						1		
ST116	me río sin sentido	me callo					1		
ST117	me río	me callo					1		
ST118	luego me vuelvo más tranquila								1
ST119	I don't mind								
ST120	me relajo	sigo hablando							2

Table E3 (continue)

Students' codes	Students' actions				MM	AE	FO	MA	NM	SA
ST121	improviso									1
ST122	I stop talking	I relax	I think how can I continue	I try to continue		1	1		1	3
ST123	***									
ST124	***									
ST125	parar unos segundos antes de continuar.	Respirar hondo	organizar lo que quiero decir.			1	1		1	2
ST126	it was difficult									
ST127	concentrarme en lo que debo decir	intento relajarme				1	1		1	1

Table E4 Ranking of the OCSI Questionnaire about the Strategies applied by Students in Paired-oral interaction before the instruction

	Strategies	1	2	3	4	5	missing	class	sum 3-5	%
1	3. Intento que el tono de mi voz sea claro y adecuado	0	1	5	13	6	0	FO	24	96%
2	15. Intento disfrutar de la conversación.	1	0	5	13	6	0	SA	24	96%
3	12. Utilizo palabras de relleno para continuar con la conversación.	1	0	9	10	5	0	SA	24	96%
4	8. Confirmo que mi interlocutor y yo estamos comprendiendo el mensaje de la conversación.	1	0	5	7	11	1	NM	23	92%
5	9. Pido aclaraciones o repeticiones cuando es necesario.	1	1	5	9	9	0	NM	23	92%
6	10. Establezco contacto visual durante la conversación.	0	2	7	7	9	0	NV	23	92%
7	2. Me tomo mi tiempo para expresar lo que quiero decir.	1	1	9	9	5	0	FO	23	92%
8	5. Presto atención a la pronunciación, ritmo y entonación del otro.	1	0	10	7	6	1	FO	23	92%
9	1. Presto atención a mi pronunciación, ritmo y entonación	1	2	2	16	4	0	FO	22	88%
10	14. Intento relajarme cuando me siento nerviosa/o.	1	2	4	8	10	0	SA	22	88%
11	7. Presto atención a las reacciones y solicitudes de aclaración y repetición que genera mi mensaje.	1	1	6	14	2	1	NM	22	88%
12	6. Doy a entender, con frases y circunloquios, que sigo la conversación.	1	3	5	10	6	0	FO	21	84%
13	4. Adecúo mi mensaje según el contexto y el flujo de la conversación.	1	1	8	10	3	2	FO	21	84%
14	18. Presto atención a frases y expresiones que ayudan a seguir la conversación.	0	0	8	10	3	4	SC	21	84%
15	11. Presto atención a los gestos y expresiones faciales de mi interlocutor.	1	3	8	10	2	1	NV	20	80%
16	16. Participo en la conversación, aunque pueda cometer errores.	0	2	9	6	5	3	SA	20	80%
17	25. Identifico palabras familiares para deducir la intención del hablante	0	0	4	12	4	5	WO	20	80%
18	19. Intento hablar como un angloparlante.	1	1	8	7	4	4	AO	19	76%
19	28. Deduzco la intención del hablante basándome en el contexto.	0	1	5	7	7	5	GG	19	76%
20	29. Intento seguir la conversación incluso cuando no entiendo todo lo que se está diciendo.	0	1	4	10	5	5	GG	19	76%
21	13. Me animo para expresar mis ideas sin miedo a equivocarme.	1	4	8	6	4	2	SA	18	72%
22	20. Parafraseo el mensaje original utilizando expresiones más sencillas y familiares.	0	1	6	7	5	6	MM	18	72%
23	24. Intento identificar la idea principal de la conversación.	0	2	8	6	4	5	SC	18	72%
24	26. Presto atención a la primera parte de las oraciones para identificar si es una pregunta o no.	0	2	6	5	7	5	WO	18	72%

25	27. Presto atención a las palabras que el interlocutor enfatiza.	0	2	9	7	2	5	WO	18	72%
26	17. Presto atención a las estructuras gramaticales y el orden de las palabras.	0	4	6	8	3	4	AO	17	68%
27	23. Presto atención al sujeto y al verbo de la oración cuando escucho.	0	4	4	8	4	5	SC	16	64%
28	30. Intento permanecer calmado incluso cuando tengo dificultades para seguir la conversación.	1	3	4	5	7	5	GG	16	64%
29	21. Pienso mis ideas en mi L1 y luego las cambio al inglés.	0	6	6	6	3	4	AE	15	60%
30	22. Pienso en una frase que ya conozco en inglés y busco adaptarla a la conversación.	0	5	3	9	3	5	AE	15	60%

Strategies abbreviation in the table

FO: Fluency-Oriented strategies

SA: Socio-Affective strategies

NM: Negotiation of Meaning strategies

NV: Non-Verbal strategies

SC: Scanning strategies

WO: Word-order strategies

AO: Accuracy-Oriented strategies

GG: Getting the Gist strategies

MM: Message modification strategies

AE: Attempt to think in English strategies

Table E5 Ranking of Strategies applied by Students in Paired-oral interactions after the instruction

	Strategies	1	2	3	4	5	MD	Class	sum 3-5	%
1	1. Presto atención a mi pronunciación, ritmo y entonación	0	0	8	15	3	3	FO	26	100%
2	6. Doy a entender, con frases y circunloquios, que sigo la conversación.	0	1	7	12	6	6	FO	25	96%
3	10. Establezco contacto visual durante la conversación.	0	1	11	9	5	5	NV	25	96%
4	14. Intento relajarme cuando me siento nerviosa/o.	0	1	6	14	5	5	SA	25	96%
5	2. Me tomo mi tiempo para expresar lo que quiero decir.	0	2	5	15	4	4	FO	24	92%
6	3. Intento que el tono de mi voz sea claro y adecuado	0	2	8	9	7	7	FO	24	92%
7	5. Presto atención a la pronunciación, ritmo y entonación del otro.	1	1	9	13	2	2	MM	24	92%
8	7. Presto atención a las reacciones y solicitudes de aclaración y repetición que genera mi mensaje.	0	2	8	10	6	6	NM	24	92%
9	9. Pido aclaraciones o repeticiones cuando es necesario.	0	2	3	12	9	9	NM	24	92%
10	12. Utilizo palabras de relleno para continuar con la conversación.	0	1	7	12	5	5	SA	24	92%
11	15. Intento disfrutar de la conversación.	1	1	10	8	6	6	SA	24	92%
12	16. Participo en la conversación, aunque pueda cometer errores.	0	0	8	9	7	7	SA	24	92%
13	20. Parafraseo el mensaje original utilizando expresiones más sencillas y familiares.	0	0	10	9	5	5	MM	24	92%
14	24. Intento identificar la idea principal de la conversación.	0	0	7	10	7	7	SC	24	92%
15	4. Adecúo mi mensaje según el contexto y el flujo de la conversación.	0	3	6	10	7	7	FO	23	88%
16	8. Confirmo que mi interlocutor y yo estamos comprendiendo el mensaje de la conversación.	0	2	7	9	7	7	NM	23	88%
17	11. Presto atención a los gestos y expresiones faciales de mi interlocutor.	0	3	7	8	8	8	NV	23	88%
18	17. Presto atención a las estructuras gramaticales y el orden de las palabras.	0	1	8	13	2	2	AO	23	88%
19	26. Presto atención a la primera parte de las oraciones para identificar si es una pregunta o no.	0	1	5	11	7	7	WO	23	88%
20	27. Presto atención a las palabras que el interlocutor enfatiza.	0	1	7	11	5	5	WO	23	88%
21	29. Intento seguir la conversación incluso cuando no entiendo todo lo que se está diciendo.	0	1	10	7	6	6	GG	23	88%
22	13. Me animo para expresar mis ideas sin miedo a equivocarme.	0	4	8	9	5	5	SA	22	85%
23	18. Presto atención a frases y expresiones que ayudan a seguir la conversación.	0	2	6	13	3	3	SC	22	85%
24	30. Intento permanecer calmado incluso cuando tengo dificultades para seguir la conversación.	0	2	7	8	7	7	GG	22	85%

25	22. Pienso en una frase que ya conozco en inglés y busco adaptarla a la conversación.	0	3	10	8	3	3	AE	21	81%
26	28. Deduzco la intención del hablante basándome en el contexto.	0	3	5	11	5	5	GG	21	81%
27	19. Intento hablar como un angloparlante.	2	2	4	11	5	5	AO	20	77%
28	25. Identifico palabras familiares para deducir la intención del hablante	0	4	3	12	5	5	WO	20	77%
29	21. Pienso mis ideas en mi L1 y luego las cambio al inglés.	0	5	3	9	7	7	AE	19	73%
30	23. Presto atención al sujeto y al verbo de la oración cuando escucho.	1	2	6	10	3	3	SC	19	73%

Table E6 Students' Responses to the Emotion Questionnaire before the Content Analysis

Student code		How would you feel when talking in English in pairs?			What would you do to manage your positive emotions?	What would you do to manage your negative emotions?	
ST101	+	relax and comfortable	comfortable		I will start talking	I will go to the bathroom to relax	
ST102	-	Nervioso	preocupado	pensativo	Yo hablaría todo lo que pueda del tema ya que no estoy nervioso y ayudaría a mi compañero	respiraría y me tranquilizaría para poder hacer el ejercicio	
ST103	-	Nervioso	confusa		ayudar a mi compañero preguntándole y empezando a hablar	apoyarme en mi compañero	
ST104	-	Insecure	scare	nervous	confuse	I will use it very well because I am not nervous. I will start talking	stay to speak without scare
ST105	-	Nervioso	miedo			ayudaría a mi compañero. Expandirme más al hablar	respirar hondo. Pensar que todo va a salir bien. Me cuesta seguir a mi compañero.
ST106	+	Nervioso	miedo			I'd do it better and with energy	get calm and re-start
ST107	-	Nervioso	indeciso	estresado		no sabría cómo manejarlos	yo no sabría usarlos
ST108	+	Nervous	concentrated	interested		be relax	put me relax
ST109	-	Miedo	nervioso	enfadado		I don't know	I don't know
ST110	+	Happiness	nervous	excited		I start talking and try to calm down my partner	I start relaxing by breathing
ST111	-	Nervous	valentía	feliz		I'm happier because I can demonstrate my English	I try to think more in my head the sentence that I want to [say]
ST112	-	Worried	uncomfortable	nervous		I start speaking the best I can	Breathe and start thinking in a positive way so then I can do a great conversation.
ST113	+	Nervous	seguridad	compromiso		nervios, controlarme, seguridad, intentando ayudar al compañero y compromiso ayudándole	I haven't it. If I feel negative emotions, I manage my emotions

ST114	+	Seguridad	comodidad				I will just start to talk	I try to be relaxed
ST115	+	Nerviosa	timidez				pues empezaría hablando yo o le haría una pregunta a mi compañero	dejaría que empezara a hablar mi compañero
ST116	-	nervios	cómodo				Intentar expresarme mejor intentar poner... así como un poco de acento	me callaría e intentaría sacar ideas de algún lado para que la profe me vea participando.
ST117	+	nerviosa	cómoda	relajada	estresada		empezaría a hablar. Interactuar con mi compañero	empezaría hablando para relajarme y "romper el hielo"
ST118	+	alegría/contento	respetuoso	emoción	tímido		relajarme	I should relax
ST119	****	***						
ST120	-	nervios					empezaría hablando sobre ese tema	respiraría lentamente para relajarme
ST121	-	stress	nervous	worried	insecure		I used to be more confident of myself	I should relax and think that everything is going to be right
ST122	-						start the conversation	trying to continue the conversation
ST123	-	Insecure					ayudar a mi compañero preguntándole y empezando a hablar	estudiándomelo más
ST124	+	nervous	interested	concentrated	ok		I wouldn't like to start, but if she/he doesn't start I would make him/her a question	calm down
ST125	-	nervous	vergüenza	miedo	impaciente		I try to demonstrate what I know	I'll try to relax myself and I take a little bit of time to organise my ideas
ST126	+	relajada	cómoda				hablando	dejaría a mi compañero hablar
ST127	+	normal	agobiada	nerviosa			prefiero que la otra persona empiece a hablar así me confío un poco más y podemos llegar a tener una conversación relajada	respirar hondo y contar hasta 5 y concertarme

Table E7 Students' emotions when speaking in English in pairs

Emotion	Number	Type	Percentage
angry	1	N	4%
brave	1	P	4%
excited	1	P	4%
uncomfortable	1	N	4%
Respectful	1		4%
Emotion	1		4%
normal	1	Nt	4%
interested	2	P	7%
concentrated	3	P	11%
confused	2	N	7%
sure	2	P	7%
relaxed	3	P	11%
worried	3	N	11%
happy	3	P	11%
insecure	3	N	11%
shy	3	N	11%
stressed	4	N	15%
comfortable	5	P	19%
scared	5	N	19%
nervous	20	N	74%

Table E8 Analysis of the coherence in students' positive and negative emotions responses

Code	Type of emotions (students)	Emotions (researchers)	agreement with the emotions?	positive	Negative	1= average negative 2= average positive	1= pure negative 2= pure positive 3= positive and negative
Prevailing positive emotions							
ST101	+	+	yes	relax, comfortable		2	2
ST114	+	+	yes	seguridad, comodidad		2	2
ST126	+	+	yes	relajada, cómoda		2	2
ST108	+	+	yes	concentrated, interested	nervous?	2	3
ST110	+	+	yes	happiness, excited	nervous?	2	3
ST113	+	+	yes	seguridad, compromiso	nervous?	2	3
ST124	+	+	yes	interested, concentrated, ok	nervous?	2	3
ST111	-	+	no	valentía, feliz, nervous		2	2
Prevailing Negative emotions							
ST120	-	-			nervios?	1	1
ST123	-	-	yes		insecure	1	1
ST103	-	-	yes		nervioso, confusa	1	1
ST105	-	-	yes		nervioso, miedo	1	1
ST102	-	-	yes	pensativo?	nervioso, preocupado	1	3
ST107	-	-	yes		nervioso, indeciso, estresado	1	1
ST109	-	-	yes		miedo, enfadado, nervioso	1	1
ST112	-	-	yes		worried, uncomfortable, nervous	1	1
ST104	-	-	yes		insecure, scare, nervous, confuse	1	1
ST121	-	-	yes		stress, nervous, worried, insecure	1	1
ST125	-	-	yes		nervous, vergüenza, miedo, impaciente	1	1
ST106	+	-	no		nervioso, miedo	1	1
ST115	+	-	no		timidez? nerviosa?	1	
ST127	+	-	no	normal?	agobiada, nerviosa	1	3
Balanced Mixed Emotions							
016	-			cómodo	nervios		3
017	+			cómoda, relajada alegría, contento,	estresada, nerviosa?		3
018	+	+	yes	respetuoso?, emoción?	tímido	2	3

Table E9 Data Analysis Result of students' responses to manage positive and negative emotions

Strategies	#
<u>Strategies to manage positive emotions</u>	
Wait for the other to start	1
Not sure	2
Calm down	3
Positive Self-talk	4
Help my partner	8
Start talking	15
<u>Strategies to manage negative emotions</u>	
Manage my emotions	2
Speaking	3
Thinking	3
Positive Self-talk	3
Let my partner to speak	3
Breathing	6
Calm down	11

Table E10 Students' responses to the self-evaluation of their oral practice

Students' code	What have you practised today?			
ST101	show understanding			
ST102	practice my English,	speak with my couple		
ST103	be more confident	ask for repetition		
ST104	help my partner with the helping strategies. I have to explain him a question because he doesn't know it.			
ST105	listen more to my partner and give an example			
ST106	to ask to my partner if she's understanding	to see my partner's face		
ST107	show understanding	interact with my partner	asking for an example	asking for repetition
ST108	listen to the partner	ask for repetition		
ST109	tener mejor vocabulario	no ponerme nervioso		
ST110	ask for a repetition, once			
ST111	ask for a repetition, I asked my partner	help my partner		
ST112	understand the people language			
ST113	speak seeing my partner	make examples		
ST114	show understanding			
ST115	to ask for an explanation			
ST116	intentar explicar las cosas a mi compañera sin tener que explicárselo yo			
ST117	interact with my partner			
ST118	speak better English			
ST119	I improve my speak fluid			

ST120	Ask for a repetition and an example		
Students' code	What have you practised today?		
ST121	interact with my partner	ask for repetition	
ST122	I tried to use: I agree	and something like that	
ST123	speaking with other persons		
ST124	listen to my partner	ask for an example	
ST125	ask for a repetition	show my partner that he was interesting	I tried to give my point of view
ST126	ask for a repetition		
ST127	talk using	show understanding	ask for a repetition

Appendix F: Documents from the Second Cycle

Transcripts of oral interactions

009 – 005 (3:08)

- Shall I start?
- Ok
- In my opinion, it is BUS is a good transport because it's ecology and you can meet people, I think motorhome is useful because you can sleep in a big travel, and I think motorcycle is dangerous, so what do you think?
- I think that the motorcycle... yeah... is dangerous...but you do the [stops] things that when you...gonna go...I don't know how... [sigh] when you are gonna take the motorcycle, you need to put the helmet and I think if you do that is...less dangerous...than...you...don't do. What do you think about the bus?
- The bus [better pronunciation] is ecology, you can meet people, and is not dangerous.
- Yeah! I see your point. And...[stop] What do you think about... the train?
- The train is a good transport because you can sleep in the travel and have restaurants inside...and you can see...another(s) provinces...what do you think the car is useful?
- My family has a car and it is so good... because you don't need to pay for travel like the bus or train, but you need to Ah... you need to pay for... the gasoline? I don't know... and ok it is not very cheap, but... it's good because you don't need to pay for staying in the car.
- Ok

021 – 004 (3:12)

- Do you want to start?
- Yeah of course! For me the motorhome is a good idea for transport because you have a home and a car in the same place, and it's a good idea for me.
- I think it is useful, but I don't like it because is very...boring...
- For you? I love the motorhome! I don't know, I can drive, I can watch TV, I can cook
- Yeah! But you can't have a hotel
- Yeah! Why not? And the train?
- I think the train is a useful transport because is very quickly and cheap
- I see your pint and I agree with this because the train, for me, is faster than other transports, and it doesn't poison all dangerous for the planet
- I agree with you, why motorcycle is useful?
- For me is useful because you drive alone, and the motorcycle is a small transport and you can drive in... a with... for the small places.
- I see your point, but I think it is dangerous for me, it's the same...that the car.
- Yeah! But the car is dangerous too, but not too much, but it's dangerous, ok it's a good form of transport
- Yeah... what do you think about the bus?
- The bus is a good form...is a public transport... and you can go to the places and then... doesn't "poisonate" for the planet
- Yeah, I think bus, bus, is a useful transport because you can go a different place... and if you don't car, you can ...go in bus.

002-015 (3:00)

- Shall I start?
- Ok
- So, I think, the train is a good choice of transport because you can travel long distances with no an expensive price, and also there are electric trains with more... like... friendly.... environmentally friendly, so it's good for the environment.
- I agree with your point, I see the bus is comfortable too...the train is faster, but and if you are going to travel a really long distance then is cheap, so it's good. What do you think of the motorcycle?
- I think the motorcycle is a good choice if you are going to travel a short distance and... [cough] and if there is good weather because if you have bad weather you will probably have a car crash, well a motor crash, and you don't want it.
- I think the motorcycles are too dangerous for me, it's too fast.
- I agree with you, I don't really like motorcycles because they are really, really dangerous. What about the motorhome? What do you think about it?
- I think it's a good idea for traveling because you have a home and you can sleep in a bed that is comfortable, but yeah is a good for
- In part I agree with you, but for example If you travel to the beach, the motorhome can be as good as a moto... you have to pay for a station, so if you are going to

017 – 011

- Shall I start? How has the media benefited from the advances in technology
- In the media the advances in technology could be good for meet new people, take information.
- I see your point
- And in the medicine?
- In the medicine? In the past the people don't have medicines for the...for the... “cosas malas que les pasaba”, and now you can... the medicine help people more than in the past. And in transportation
- I see advances in technology is good for pollution and environment and could be more efficient. And in the sports, what do you think?
- In the sports like in the football, the ball (BALL) the referees and the teams don't play dirty, and it's much better for all the people
- I agree with you and I think that for the people with physical problems the technology could be...they are very...useful
- And finally in the music?
- I think is a form for you music easier form
- Ok

025 – 014 (3:00)

- Do you want to start?
- Ok. I think the motorhome is useful because you have a house and a car and you travel so far, and you can sleep in the motorhome.
- I think the car is a useful transport because it helps you to move to other countries or go to the supermarket
- Mmm, I also believe train is good because you can go place more fast if you go on car or bus.
- What do you think about “the car is useful”?

- I think is useful because you can travel more relaxed than if you go in bus or train and if you go to different places you can go better. What do you think?
- About what?
- About the car
- I think the car is useful transport because it helps you to move to other.... sites
- Great [stop] Why motorcycle is useful?
- I think motorcycle is useful ... mmm.... [stop] I don't know, I don't think it is useful!
- Ok
- Because I saw one person in...[stop] can ... go in
- Ok. That's your opinion... I think is useful because if you live alone and if you don't have money you will a motorcycle and you can go the sites you want.
- Mm hum
- That's it.

020 – 013 (3:00)

- Do you want to start?
- Start you
- I think the train is a comfortable transport because is fast to go to some places
- I agree with your point because the car is too cheap. And you can travel to another place very cheap.
- What do you think about the motorcycle?
- Motorcycle are good, but if you [travel] without protection could be dangerous for you and the people [who] are with you.
- I think the motorcycle is a comfortable transport because you can park in the thinnest wall, but I think it is not so comfortable for the driver.
- Yeah, what do you think about the car?
- In my opinion is very comfortable because you can go singing and listening the music you want. What do you think?
- Yeah! And the electric car is very useful because you can save the energy you can use for drive, and you don't have to...eh.... [stop]...eh...
- What do you think about the bus?
- The bus? It's fine you can travel to many places...very fast, all is communicate[d].
- Ok, in my opinion, the bus is horrible because, in my opinion, it is very slowly, and some bus are not comfortable and about the motorhome I think is comfortable for travels that are motor hours on the road

010 – 016 (2:30)

- Shall I start please?
- Yes
- I like the train because is so fast
- I agree
- What do you think about the bus?
- I think the bus is a useful transport because people prefer the bus in a centre
- The car, in my opinion, is my favourite transport because is so comfortable. What is your opinion for motorhome?
- The motorhome is a transport comfortable because in a motorhome you have a bed, and sleep, and you can eat in a motorhome. And what do you think about the motorcycle?

- I think the motorcycle is so funny, but also it's so dangerous, because when I was younger I...[stop] so...
- Ok

001-006 (1:49)

- Shall I start?
- Yes
- In my opinion transportation is very important because I go to other country and is very fast, and what do you think?
- In the transportation?
- Transportation is very important because I go to in the school...in car... [ya está]
- Ok
- What do you think about the sports?
- Is very good because... is a good form of physic and good alimentionation
- I agree with you.

022 – 019 (1:52)

- I think the train is a good transport because is very quickly, and in an hour or two you can stay in the beach.
- I agree with this, and I think the bus is a useful transport because [it] have much space for more people
- And you don't contaminate.
- Yes.
- And the motorhome, I think is good because you can travel wherever you want and you don't have to pay a hotel
- My opinion of a car is that is good because they go to school for not [being] late
- Motorcycle is good if you are young and staying at home, and is good
- It's all of the transport.
- What is your favourite transport?
- My favourite transport is car because go to the most sites.
- Car and motorhome. I would love to have a motorhome in the future
- What do you think of motorhome, no, for example, motorcycle?
- I don't like but for other people is good.
- Ok

012 – 018

- Shall I start?
- OK, I think the bus is a useful transport in city.
- Mm hum
- Eh... [stop] the bus.... Can transport many people... and city and county
- The bus is very important for tourist and is very local
- So I think car is a useful transport because is very important to go to school, to work
- Yes, it's very important, it is accessible in the city and...

CUESTIONARIO DE ESTRATEGIAS DE EXPRESIÓN Y COMPRENSIÓN ORAL

Este cuestionario ha sido diseñado para estudiantes de inglés como lengua extranjera que participan en conversaciones por pareja. Por favor lee cada enunciado y selecciona la respuesta marcando con una X la casilla (1,2,3,4,5) que más se acerque a tu realidad.

- | | |
|---|---|
| 1 es "nunca o casi nunca" | 3 "a veces" (más o menos), |
| 2 "generalmente no lo hago" (menos de la mitad de las veces), | 4 "a menudo" (más de la mitad de las veces) |
| | 5 "siempre o casi siempre" |

Las respuestas en cada enunciado te describen sólo a ti. No hay respuestas correctas ni incorrectas. Tómate el tiempo necesario para resolver cada ítem. Usualmente deberías tardar entre 15-20 minutos para rellenarlo. Si tienes alguna pregunta consulta con el investigador.

Durante una conversación por parejas yo...	1	2	3	4	5
1. Presto atención a mi pronunciación, ritmo y entonación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Me tomo mi tiempo para expresar lo que quiero decir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Intento que el tono de mi voz sea claro y adecuado.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Adecúo mi mensaje según el contexto y el flujo de la conversación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Presto atención a la pronunciación, ritmo y entonación del otro.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Doy a entender, con frases y circunloquios, que sigo la conversación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Presto atención a las reacciones y solicitudes de aclaración y repetición que genera mi mensaje.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Confirmo que mi interlocutor y yo estamos comprendiendo el mensaje de la conversación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Pido aclaraciones o repeticiones cuando es necesario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Establezco contacto visual durante la conversación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Presto atención a los gestos y expresiones faciales de mi interlocutor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Utilizo palabras de relleno para continuar con la conversación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Me animo para expresar mis ideas sin miedo a equivocarme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Intento relajarme cuando me siento nerviosa/o.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Intento disfrutar de la conversación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

...(continuación)	1	2	3	4	5
16. Participo en la conversación, aunque pueda cometer errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Presto atención a las estructuras gramaticales y el orden de las palabras.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Presto atención a frases y expresiones que ayudan a seguir la conversación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Intento hablar como un angloparlante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Parafraseo el mensaje original utilizando expresiones más sencillas y familiares.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Pienso mis ideas en mi L1 y luego las cambio al inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Pienso en una frase que ya conozco en inglés y busco adaptarla a la conversación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Presto atención al sujeto y al verbo de la oración cuando escucho.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Intento identificar la idea principal de la conversación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Identifico palabras familiares para deducir la intención del hablante	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Presto atención a la primera parte de las oraciones para identificar si es una pregunta o no.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Presto atención a las palabras que el interlocutor enfatiza.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Deduzco la intención del hablante basándome en el contexto.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Intento seguir la conversación incluso cuando no entiendo todo lo que se está diciendo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Intento permanecer calmado incluso cuando tengo dificultades para seguir la conversación	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¡Muchas gracias por tu colaboración!

Figure F1 Questionnaire of Communicative Strategies (adapted from Nakatani, 2006)

Self-Report on my Self-Regulation

THINKING TIME

Reflect on the process you follow in the speaking task. Write your reflections in this section:

Planning and choosing the strategies

I am going to use these strategies:

- | | |
|---|--|
| <input type="checkbox"/> Start the conversation | <input type="checkbox"/> Ask questions |
| <input type="checkbox"/> Say my opinion | <input type="checkbox"/> Make comments |

Monitoring and thinking of performance

I pay attention to my partners':

	Yes	No	Sometimes
Gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluating and reporting performance

Today, I have learnt

I think I have problems with

I think I need to

Teacher's feedback

Figure F2 Self-report instrument used in the Second Cycle

Meta-estrategias en seis sesiones

¿Cómo la autorregulación y autorreflexión pueden ayudar a la habilidad oral?

Participantes

26 estudiantes de 4ESO participaron, junto con su profesora, en el proyecto S²R². Cada estudiante trabaja con un cuadernillo con un código, de esta manera se asegura el carácter anónimo y voluntario de sus reflexiones.

Sesiones

El proyecto está organizado en seis sesiones que buscan exponer al estudiante a unas estrategias que faciliten las conversaciones en inglés. El proyecto tiene una sesión introductoria y otra de cierre para presentar y reflexionar sobre la metodología de trabajo. Estas sesiones son claves para explicar qué se espera de cada estudiante. También son imprescindibles para determinar el punto de inicio y final del proyecto, necesarios para realizar comparaciones e identificar mejoras en sus meta-estrategias.

Las otras cuatro sesiones introducen algunas estrategias comunicativas que giran en torno a una dimensión de las meta-estrategias de aprendizaje. La primera sesión tiene como objetivo crear conciencia de que existen estrategias que podemos emplear para comunicarnos en inglés. La segunda sesión introduce estrategias cognitivas que ayudan a organizar el discurso durante una conversación oral por parejas. La tercera y cuarta sesión incluyen estrategias sociales y afectivas que permiten al estudiante interactuar de tal manera que ambos estudiantes puedan participar activamente de la conversación.

Resultados preliminares

Los estudiantes han cooperado favorablemente con la propuesta de aprendizaje del proyecto S²R². Han compartido sus experiencias hablando en una lengua extranjera y las estrategias que emplean para remediar imprevistos. También han aprovechado los momentos dedicados a planificar y reflexionar sobre su habilidad oral en la lengua extranjera (inglés).

El proyecto está organizado en seis sesiones que buscan exponer al estudiante a estrategias que faciliten las conversaciones en inglés.

Las estrategias comunicativas giran en torno a las dimensiones de las meta-estrategias de aprendizaje.

Los estudiantes aprovechan los momentos dedicados a planificar y reflexionar sobre su habilidad oral en la lengua extranjera (inglés).

Por Jeannette Valencia
Estudiante PhD. Universidad de Alcalá.

Figure F4 Leaflet about preliminary results in the second cycle

★
THE S2R2 PROJECT

Example of
an speaking
Practice in the
S²R² Project

Dear Student:

You have been chosen to participate in a speaking task with a voice-recorder. Your participation is voluntary, and your identity will never be known. The audio will help to study the strategies you use during the conversation.

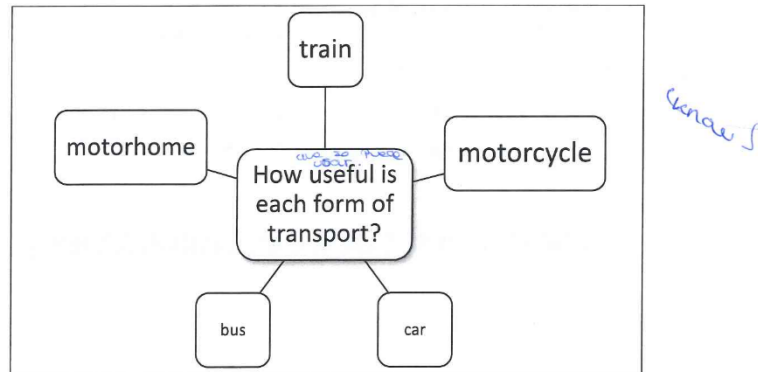
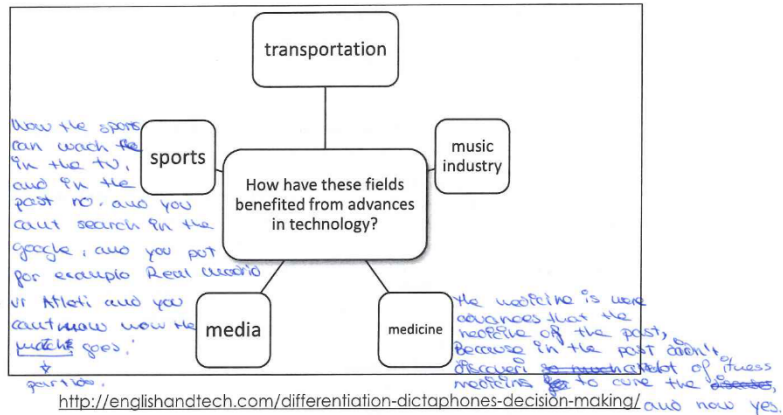
❖ You can use this table to **PLAN – MONITOR – EVALUATE** your conversation

		My script (mi guión)
Start the conversation (look at your partners' eyes)	-shall I start?/ do you want to start? - Sure, I think...	- Shall you start please? - Do you want to start please?
Give your opinion	- I think XYZ is a useful transport because... - My family has XYZ and it is good because - I also believe...	- I also believe that - your opinion is good.
Ask questions (NO VOLVÁIS A LEER LA PREGUNTA)	- What do you think? /Do you agree? - Why XYZ is useful?	- Do you agree?
Make comments	- Yeah/Good/ Yes/ OK. - I agree with you - I see your point	- I agree with you. I see your point,

THANKS FOR YOUR COLLABORATION!

★
THE S2R2 PROJECT

❖ We can work with 1 of these two topics.



<https://www.tes.com/lessons/VFucpaeV8hviuQ/fce-speaking-3>

Figure F3 Example of student's notes in self-regulated practice

Table F1 Students' Responses in the EFL Profile

Student Code	¿Cuántos años tienes?	Student Gender	¿Cuál es tu lengua materna?	¿Cuánto tiempo has estado aprendiendo inglés?	¿Aparte del español, hablas otros idiomas? ¿cuáles?	¿Cuán importante es para ti el aprendizaje de una lengua extranjera?
001	15	Masculino	Español	3 o más años	No	Muy importante
002	15	Femenino	Español	3 o más años	No	Muy importante
003	16	Masculino	Español	Entre 1 y 3 años	Inglés	Importante
004	16	Masculino	Español	3 o más años	No	Muy importante
005	16	Masculino	Español	3 o más años	Francés, Japonés y Chino	Muy importante
006	16	Masculino	Español	3 o más años	Portugués	Muy importante
007	15	Femenino	Español	3 o más años	No	Muy importante
008	15	Masculino	Español	3 o más años	No	Importante
009	16	Masculino	Español	3 o más años	No	Muy importante
010	16	Femenino	Español	3 o más años	No	Muy importante
011	15	Masculino	Español	3 o más años	Inglés, Francés	Muy importante
013	16	Masculino	Español	Entre 1 y 3 años	Francés	Muy importante
014	16	Masculino	Español	3 o más años	Francés	Importante
015	16	Femenino	Portugués	3 o más años	Otro	Muy importante
016	15	Femenino	Español	3 o más años	No	Importante
017	16	Masculino	Gallego	3 o más años	Otro	Muy importante
018	16	Femenino	Español	3 o más años	No	Muy importante
019	15	Masculino	Español	3 o más años	Francés	Importante
020	16	Masculino	Español	3 o más años	No	Muy importante
021	15	Femenino	Español	3 o más años	No	Muy importante
022	15	Femenino	Español	3 o más años	Francés	Muy importante
023	16	Femenino	Español	3 o más años	Francés	Importante
024	15	Femenino	Español	3 o más años	Francés, Alemán	Muy importante
026	15	Masculino	Español	3 o más años	Otro	Importante

Table F2 Students' reasons to study English

Student Code	¿Por qué estudias inglés? Escoge las letras que sean verdaderas para ti
ST201	Es una materia obligatoria, Lo necesito para mi carrera
ST202	Estoy interesado en el inglés, Es una materia obligatoria, Tengo amigos que hablan inglés, Lo necesito para mi carrera, Lo necesito para viajar, Quiero estudiar en el extranjero
ST203	Estoy interesado en el inglés, Es una materia obligatoria, Lo necesito para viajar
ST204	Es una materia obligatoria, Lo necesito para viajar, Quiero estudiar en el extranjero
ST205	Estoy interesado en el inglés, Tengo amigos que hablan inglés, Quiero estudiar en el extranjero
ST206	Lo necesito para viajar
ST207	Es una materia obligatoria, Lo necesito para mi carrera, Lo necesito para viajar
ST208	Estoy interesado en el inglés, Tengo amigos que hablan inglés, por trabajo
ST209	Es una materia obligatoria, Lo necesito para viajar, Otras
ST210	Es una materia obligatoria
ST211	Es una materia obligatoria, Lo necesito para mi carrera, Lo necesito para viajar, Quiero estudiar en el extranjero, Quiero vivir en LA Estados Unidos
ST213	Because all games are in English
ST214	Es una materia obligatoria, Lo necesito para mi carrera, Lo necesito para viajar
ST215	Estoy interesado en el inglés, Quiero aprender más de su cultura, Lo necesito para mi carrera, Lo necesito para viajar, Quiero estudiar en el extranjero
ST216	Estoy interesado en el inglés, Quiero aprender más de su cultura, Tengo amigos que hablan inglés, Quiero estudiar en el extranjero
ST217	Estoy interesado en el inglés, Tengo amigos que hablan inglés, Lo necesito para viajar, Quiero estudiar en el extranjero, voy a vivir en el extranjero
ST218	Estoy interesado en el inglés
ST219	Lo necesito para mi carrera, Lo necesito para viajar
ST220	Lo necesito para mi carrera, Lo necesito para viajar, Quiero estudiar en el extranjero
ST221	Estoy interesado en el inglés, Es una materia obligatoria, Quiero aprender más de su cultura, Lo necesito para mi carrera, Lo necesito para viajar
ST222	Estoy interesado en el inglés, Es una materia obligatoria, Quiero aprender más de su cultura, Lo necesito para viajar, Otras
ST223	Estoy interesado en el inglés, Es una materia obligatoria, Lo necesito para viajar
ST224	Estoy interesado en el inglés, Es una materia obligatoria, Quiero aprender más de su cultura, Tengo amigos que hablan inglés, Lo necesito para mi carrera, Lo necesito para viajar, Quiero estudiar en el extranjero
ST226	Es una materia obligatoria

Table F3 Oral Communicative Strategies according to students' responses in the OCSI Questionnaire

Order	Strategy item	3	4	5	6	Strategy users	Strategy Type	%
1	10. Establezco contacto visual durante la conversación.	5	8	11	0	24	NV	100%
2	25. Identifico palabras familiares para deducir la intención del hablante	7	7	10	0	24	WO	100%
3	30. Intento permanecer calmado incluso cuando tengo dificultades para seguir la conversación.	11	6	6	0	23	GG	96%
4	26. Presto atención a la primera parte de las oraciones para identificar si es una pregunta o no.	2	8	12	0	22	WO	92%
5	5. Presto atención a la pronunciación, ritmo y entonación del otro.	3	8	11	0	22	FO	92%
6	8. Confirmo que mi interlocutor y yo estamos comprendiendo el mensaje de la conversación.	3	11	8	1	22	NM	92%
7	9. Pido aclaraciones o repeticiones cuando es necesario.	5	6	11	0	22	NM	92%
8	15. Intento disfrutar de la conversación.	5	10	7	0	22	SA	92%
9	27. Presto atención a las palabras que el interlocutor enfatiza.	9	7	6	0	22	WO	92%
10	28. Deduzco la intención del hablante basándome en el contexto.	4	7	10	0	21	GG	88%
11	21. Pienso mis ideas en español y luego las cambio al inglés.	5	4	12	0	21	AE	88%
12	18. Presto atención a frases y expresiones que ayudan a seguir la conversación.	5	8	8	0	21	SC	88%
13	11. Presto atención a los gestos y expresiones faciales de mi interlocutor.	5	9	7	0	21	NV	88%
14	16. Participo en la conversación, aunque pueda cometer errores.	6	7	8	0	21	SA	88%
15	1. Presto atención a mi pronunciación, ritmo y entonación	6	10	5	0	21	FO	88%
16	6. Doy a entender, con frases y circunloquios, que sigo la conversación.	7	8	6	0	21	FO	88%
17	4. Adecúo mi mensaje según el contexto y el flujo de la conversación.	8	9	4	0	21	FO	88%
18	20. Parafraseo el mensaje original utilizando expresiones más sencillas y familiares.	10	7	4	1	21	MM	88%
19	29. Intento seguir la conversación incluso cuando no entiendo todo lo que se está diciendo.	3	10	7	0	20	GG	83%
20	14. Intento relajarme cuando me siento nerviosa/o.	8	5	7	1	20	SA	83%
21	7. Presto atención a las reacciones y solicitudes de aclaración y repetición que genera mi mensaje.	8	8	4	1	20	NM	83%
22	2. Me tomo mi tiempo para expresar lo que quiero decir.	11	6	3	1	20	FO	83%
23	12. Utilizo palabras de relleno para continuar con la conversación.	12	3	5	0	20	SA	83%
24	24. Intento identificar la idea principal de la conversación.	1	7	11	1	19	SC	79%
25	3. Intento que el tono de mi voz sea claro y adecuado	4	8	7	0	19	FO	79%

26	17. Presto atención a las estructuras gramaticales y el orden de las palabras.	5	9	5	0	19	AO	79%
27	19. Intento hablar como un angloparlante.	6	5	6	0	17	AO	71%
28	13. Me animo para expresar mis ideas sin miedo a equivocarme.	6	4	6	0	16	SA	67%
29	22. Pienso en una frase que ya conozco en inglés y busco adaptarla a la conversación.	5	5	6	0	16	AE	67%
30	23. Presto atención al sujeto y al verbo de la oración cuando escucho.	4	6	4	0	14	SC	58%

Table F4 Students' Self-report responses on Cognitive Strategies Application

Student code	I am going to pay attention to use these strategies	I paid attention to my partner's [Gestures]	I paid attention to my partner's [Voice]	I paid attention to my partner's [Ideas]	Today, I have learnt	I think I have problems with	I think I need to
ST201	Say my opinion	Sometimes	No	Yes	say my opinion	with the ask questions	practise
ST202	Say my opinion, Make comments	Yes	Sometimes	Yes	vocabulary from my partners	some vocabulary	learn some vocabulary
ST203	In blank	blank	blank	blank	hablar más en inglés	la pronunciación	hablar mucho más
ST204	In blank	blank	blank	blank	structure of the conversation	vocabulary	more vocabulary
ST205	Say my opinion, Make comments	Yes	Yes	Yes	some vocabulary and strategies	the vocabulary	practice my pronunciation
ST206	Start the conversation, Ask questions	Sometimes	No	Yes	como empezar una conversación, antes no sabía	vocabulary	study more
ST207	Start the conversation, Say my opinion, Ask questions, Make comments	Yes	Sometimes	Yes	he aprendido a empezar conversaciones	vocabulary	repasar vocabulario
ST208	In blank	Sometimes	Yes	No	garabatos	garabatos	garabatos
ST209	Say my opinion, Ask questions	blank	blank	blank	he aprendido estrategias al hablar	vocabulary	practicar mi inglés al hablar
ST210	Say my opinion, Ask questions	blank	blank	blank	el vocabulario	me da vergüenza	practise the vocabulary and the structure the grammar
ST211	In blank	blank	blank	blank	continue with a conversation	I think that I still have problems with vocabulary sometimes	I don't know

Table F4 (continue)

Student code	I am going to pay attention to use these strategies	I paid attention to my partner's [Gestures]	I paid attention to my partner's [Voice]	I paid attention to my partner's [Ideas]	Today, I have learnt	I think I have problems with	I think I need to
ST213	Say my opinion	blank	blank	blank	have learnt lot of forms to use the torch	blank	I need to practise more vocabulary
ST214	In blank	blank	blank	blank	the strategies to talk	the pronunciation	practise
ST215	Make comments	Yes	Sometimes	Yes	strategies to talk with someone easier	starting the conversation and making comments	practise more and learn more vocabulary
ST216	Say my opinion, Ask questions	blank	blank	blank	el vocabulario	con algunas palabras que no me sé	estudiar más vocabulario
ST217	In blank	blank	blank	blank	more strategies to talk in English	nothing	talk more, to practice
ST218	In blank	blank	blank	blank	I don't know	vocabulario	aprender más
ST219	Say my opinion, Ask questions	blank	blank	blank	nothing	nothing	nothing
ST220	Say my opinion, Ask questions	Sometimes	No	Yes	he aprendido muchas más estrategias	vocabulary	study more
ST221	Say my opinion, Ask questions, start the conversation, make comments	blank	blank	blank	blank	my vocabulary because is not enough	practise my vocabulary
ST222	Say my opinion, Ask questions	Yes	Yes	Yes	how to speak	some vocabulary	practise
ST223	Ask questions	Yes	Yes	Yes	some vocabulary and grammar	for the traduction	practise
ST224	Start the conversation, Say my opinion, Ask questions, Make comments	Yes	Yes	Yes	nothing	blank	practise my vocabulary
ST226	Ask questions	Sometimes	No	Sometimes	blank	el vocabulario	practicar más

Table F5 Students' responses in the Self-report about Social Strategies Application

Student code	I am going to pay attention to use these strategies	I pay attention to my partner's [Gestures]	I pay attention to my partner's [Voice]	I pay attention to my partner's [Ideas]	Today, I have learnt	I think I have problems with	I think I need to
001	Asking for repetition	Sometimes	No	Yes	vocabulary	asking for clarification	asking for examples
002	Asking for examples, Showing understanding	Yes	Sometimes	Yes	nothing	some vocabulary	do some vocabulary
003	Asking for repetition	Sometimes	Yes	Yes	more strategies to have to good conversation	nothing	practice more
004	Asking for clarification, Asking for repetition, Asking for examples, Showing understanding	Yes	Yes	Sometimes	the strategies for conversation	the pronunciation	repeat this
005	Asking for clarification, Asking for examples, Showing understanding	Yes	Yes	Yes	A lot of strategies and some vocabulary	the vocabulary I don't know lots of words	in blank
006	Asking for clarification, Asking for examples	Sometimes	Sometimes	Sometimes	the example	vocabulary	study more
007	Asking for repetition, Showing understanding	Yes	Yes	Sometimes	a escuchar a mis compañeros y a redactar mejor mis preguntas	the vocabulary	study the vocabulary y poner más atención
008	Asking for examples	Yes	No	Sometimes	in blank	in blank	in blank
009	In blank	Sometimes	Yes	Sometimes	estrategias	vocabulary	expresarme best
010	Asking for repetition, Asking for examples	Sometimes	Yes	Yes	vocabulary	the ideas and the struct	grammar
012	Asking for clarification	No	Yes	No	blank	I am much problems in the vocabulary	blank
013	In blank	blank	blank	blank	I have learnt speak more faster	Blank	blank
014	In blank	blank	blank	blank	self-regulation strategies	pronunciation	practise
015	Asking for examples, Showing understanding	Yes	Sometimes	Yes	how to interact better with my parner and understand her better	knowing how to start other conversation it's a little awkward	learn how to change the subject

Table E5 (continue)

Student code	I am going to pay attention to use these strategies	I pay attention to my partner's [Gestures]	I pay attention to my partner's [Voice]	I pay attention to my partner's [Ideas]	Today, I have learnt	I think I have problems with	I think I need to
016	Asking for repetition, Asking for examples	Yes	Sometimes	Yes	hoy no ha habido casi ningún problema porque mi compañera me ayudaba	algunas palabras	vocabulario fallo
018	In blank	blank	blank	blank	I don't know	Vocabulary	aprender más gramática
019	In blank	No	No	No	nothing, I know all	nothing, I know all	nothing, I know all
021	Asking for clarification, Asking for repetition, Asking for examples, Showing understanding	blank	blank	blank	in blank	my vocabulary because it is not enough	practise my vocabulary
021	Asking for examples, Showing understanding	Yes	Yes	Sometimes	more strategies	the vocabulary because isn't enough	more vocabulary for talking
023	Asking for examples	Yes	Yes	Yes	some vocabulary	grammar	practise
024	Showing understanding	Yes	Yes	Yes	nothing	blank	blank
025	In blank	blank	blank	blank	I have learnt how to follow the conversation	nothing	nothing
026	Showing understanding	Sometimes	Yes	Sometimes	blank	to the vocabulary	practicar el vocabulary
027	Asking for clarification, Showing understanding	No	Yes	Yes	more strategies to have a good conversation in English	nothing	practice more

Table F6 Students' responses in the Emotion Questionnaire

Code	¿Qué tipo de emociones experimentarías en esa situación?	Emociones que sentirías en esa situación	qué harías para emplear emociones positivas	qué harías para dirigir las emociones negativas?	Te han ayudado a manejar emociones	No te enseñaron a manejar emociones, entonces	Qué haces para relajarte y expresar tus ideas
ST202	neutras	ashamed, calm, capable, confident	I breathe	I breathe	Yes and it was successful	in blank	breathing
ST203	neutras	confused, envious, frustrated, uncomfortable	hablar bien, sonreír, gesticular	no contratar bien a la pregunta de mi compañero tener un modo positivo de conversación. las reprimiría porque yo sé que puedo con esa situación	Yes and it was successful	in blank	mi compañero ha empezado la conversación y ha habido veces en las que no te entendía más y me sentía cómoda
ST204	positivas	confused, eager, enthusiastic, frustrated, threatened	las usaría para tener valor para salir y hacer lo mejor que pueda	estoy tranquila	Yes and it was successful	in blank	Me relajé y lo que no sabía con ayuda de mi compañera y la teacher lo pude resolver no me he sentido nervioso a saber que técnicas o vocabulario utilizar en cada momento además me ha ayudado sonreír al hablar
ST206	negativas	confused, frustrated	hablar bien, estar alegre	estar tranquilo	Yes and it was successful	in blank	cuando mi compañera ha empezado a hablar me he sentido a gusto y todo iba bien, así que no sentí eso
ST207	negativas	ashamed, confused, frustrated, curious	respirar hondo y pensar para tener calma. pensar que soy capaz y confiar en lo que se. ser valiente ante eso.	si estoy frustrada intento pensar y analizar todo para entender bien la situación	Yes and it was successful	in blank	ser yo mismo
ST208	negativas	uncomfortable, threatened	nada	nada	Yes, but it was not successful	in blank	contar hasta 30 y respirar hondo e intentar ayudar a mis compañeros
ST209	negativas	ashamed, confused, enthusiastic, frustrated, vulnerable, threatened, timid	confiarse de que todo va a salir bien	pensar en lo mal que puede salir	in blank	I consciously tried to do it, but I was not successful	

Table F6 (continue)

Code	¿Qué tipo de emociones experimentarías en esa situación?	Emociones que sentirías en esa situación	qué harías para emplear emociones positivas	qué harías para dirigir las emociones negativas?	Te han ayudado a manejar emociones	No te enseñaron a manejar emociones, entonces	Qué haces para relajarte y expresar tus ideas
ST210	neutras	ashamed, confused, courageous, envious, enthusiastic, frustrated, timid	cuando me siento entusiasmado digo todo lo que sé, no me corto y si estoy confuso lo intento	cuando soy tímido intento hablar con una amiga o pregunto que si me puede ayudar	Yes, but it was not successful	I consciously tried to do it, but I was not successful	pensar que voy a decir antes o si no a mi compañero que me ayude porque no sabía qué decir.
ST211	neutras	brave, capable, confident, frustrated, curious	me sentiría bien, no tendría miedo a equivocarme y podría ser más fácil probaría sin miedo	tranquilizarme y hablar la manera más calmada pero bien.	in blank	in blank	intentar coger aire y ayudar a mi pareja para que la conversación sea más fluida
ST212	neutras	ashamed, confused, envious, frustrated, awkward	esforzarme más	pedir ayuda	Yes, but it was not successful	I consciously tried to do it, but I was not successful	aclarar mis ideas antes de responder algo
ST213	negativas	ashamed, eager, enthusiastic, uncomfortable, vulnerable	I don't know, but I try to do well	I don't know, but I try to do well	in blank	I consciously tried to do it, but I was not successful	this time I feeled very well, I could communicate with my friend
ST214	neutras	calm, confident	me relajo	me pongo un poco nervioso	Yes and it was successful	in blank	respiro hondo, me concentro, intento estar animado y pensar que me va a salir bien
ST215	neutras	brave, capable, confident, courageous, eager, enthusiastic, timid, awkward, curious	try to be positive and thing that nobody know everything, so I'm equal to them	think more about what I'm talking, so don't mess it up	Yes and it was successful	in blank	I tried to focus and make sure my partner understands my situation

Table F6 (continue)

Code	¿Qué tipo de emociones experimentarías en esa situación?	Emociones que sentirías en esa situación	qué harías para emplear emociones positivas	qué harías para dirigir las emociones negativas?	Te han ayudado a manejar emociones	No te enseñaron a manejar emociones, entonces	Qué haces para relajarte y expresar tus ideas
ST217	positivas	calm, capable, confident	stay calm and think all the time what I'm saying	I can transform these bad emotions in positive emotions	Yes and it was successful	in blank	stay in calm is the most important thing for me if I am nervous I think much better the things that I say and later I will be calm
ST219	neutras	calm, confident, courageous	estar feliz sin nervios y saber que he estudiado y es fácil	pensar que se note que he estudiado y puedo	in blank	I was not conscious enough of my emotions, and I did not manage them	pensar bien las cosas y que el profesor ve que lo sé y que entiendo todo el vocabulario y todo. Y no ponerse nervioso
ST220	neutras	calm, capable, courageous, timid	If I (k)now the topic I can do (it) very well	Try to relax and continue with the conversation	Yes and it was successful	in blank	I think better the words and think you are the best
ST221	negativas	anxious, ashamed, envious, frustrated, uncomfortable, vulnerable, threatened, timid, awkward, curious	practicar más	sentirme segura conmigo misma	Yes, but it was not successful	in blank	sentirme segura con el compañero con el que estoy hablando ya no sentía tanto agobio ya que sabía cómo decir más cosas
ST222	neutras	ashamed, confused, envious, uncomfortable, timid, awkward, curious	keep calm	ser empático	in blank	I consciously tried to do it and was successful	mantenerme calmada y pensar lo que iba a decir

Table F6 (continue)

Code	¿Qué tipo de emociones experimentarías en esa situación?	Emociones que sentirías en esa situación	qué harías para emplear emociones positivas	qué harías para dirigir las emociones negativas?	Te han ayudado a manejar emociones	No te enseñaron a manejar emociones, entonces	Qué haces para relajarte y expresar tus ideas
ST223	neutras	brave, calm, frustrated, timid	me calmo y sigo con la conversación	me desestreso o intento llevar la conversación	Yes and it was successful	in blank	le he pedido a mi compañera que empezaste la conversación que me ayude un poco con el vocabulario y la gramática y así es como he sabido seguir la conversación
ST224	neutras	calm, capable, confident	expresar seguridad	blank	in blank	I consciously tried to do it and was successful	nada
ST225	positivas	ashamed, brave, calm, capable, confident, enthusiastic, timid	participar y tener buena actitud	tranquilizarme	in blank	I consciously tried to do it and was successful	tranquilizarme y respirar hondo y pensar que se me va a dar bien
ST226	neutras	ashamed, frustrated, threatened, timid	in blank	trato de calmarme y respirar	in blank	I consciously tried to do it, but I was not successful	me sentí nervioso, pero pensé en una playa y me calmé.

Table F7 Analysis of students' performance in paired-oral interactions

Students pairs	start the conversation	#	give your opinion	#	ask questions	#	make comments	Type
1			* the bus is very cheap	1			yes. it's [for] tourism	F O
2	shall I start?	1	* I like it. * Ok.	2			* Well I don't like [it]. It's dangerous	D O
3	shall I start?	1	it's fast	1	why car is useful?	1	* the train is useful. * The car so with no problems	O
4	shall I start?	1	they need to go to the job or their home	1	what do you think of the train?	1	It's very fast	O
5	shall I start?	1	It's very quickly	1	* why motorcycles is dangerous? * Why the bus is useful?	2	* I agree ecology * ecology can travel so people or more	A O
6	I'm going to start	2	* motorhome [is good] and don't pay a hotel. *It's better than the bus	2			* don't contaminate and [reduce] traffic	O
7	You want me to start?	1	I think the motorhome and a car home is the same, but you've got the TV.	1	why the car is useful?	1	I think it is not useful, it is a home, but is small	D O
8	shall I start?	1	I think that the train is one of the best. [it] travels long distances at cheap prices	1			* I totally agree with you although sometimes it is not cheaper. *It can be better to take a plane	A O D
9	shall I start?	1	I think transport is useful, you can be at your own car.	1	what do you think?	G	I agree with you. I like the bus because I use it everyday	A O
10	do you want to start?	1	I think the motorcycle is dangerous if you travel without protection you can get hurt	1	what do you think?	G	I agree with you, if you drink and then drive [it] could be dangerous	A O
11	do you want to start?	1	is useful it transports many people	1	what do you think?	G	it is effective	O

12 do you want to start? 3 * the train is a transport important
for me because [of] the new 2
technology
* bus is a good transport

* plane is the vehicle more fast
* I agree with your opinion. A O
* I think the bus is a horrible
transport and it is slowly

Appendix G: Documents from the Third Cycle

HOJA DE INFORMACIÓN

PROYECTO: The impact of the S2R Model on secondary EFL learners' speaking and communicative skills

INVESTIGADORA: Jeannette Valencia, Máster en Enseñanza de Inglés como Lengua Extranjera.

IMPORTANTE:

Como profesora de inglés de secundaria, has sido elegida para participar en un proyecto de mejora de la habilidad oral, en una lengua extranjera. Antes de contar con tu aprobación, debes leer este documento que describe los objetivos y procedimientos del proyecto “S2R2 Project” que busca *principalmente* contribuir con la mejora de las habilidades orales y enriquecer a todos los participantes con las reflexiones compartidas en las sesiones. Puedes hacer todas las preguntas que necesites.

¿CUÁNTO DURARÁ Y CÓMO ESTARÁ ORGANIZADO EL PROYECTO?

El proyecto se realizará durante el curso 2019-2020 y consta de tres fases: una previa, una de enseñanza y una de seguimiento. La fase previa está diseñada para presentar el proyecto, las hojas de información y de consentimiento informado, y para elaborar el perfil de estudiantes. Esta fase se realizará en dos horas de la clase de inglés durante los meses de septiembre a diciembre. Las fechas están por especificar según planificación de la profesora. La fase de enseñanza se realizará una hora a la semana durante las horas de inglés del segundo trimestre. Se calcula que estaremos trabajando en el aula un total de 12 horas. Finalmente, la fase de seguimiento está planteada como tres horas extracurriculares, únicamente para aquellos estudiantes que voluntariamente deseen participar en ejercicios de conversaciones orales por parejas que incluyan grabaciones de audio. La siguiente tabla resume las fases, sus objetivos y las horas de duración.

FASE	TIPO	OBJETIVOS	HORAS DE DURACIÓN
F. Previa	Curricular	<ol style="list-style-type: none">1. Presentar el proyecto a los estudiantes2. Ofrecer una ronda de preguntas aclaratorias que faciliten la decisión de participar voluntariamente en el estudio3. Elaborar el perfil de los estudiantes	2 (1 hora presentación y aclaraciones de dudas y 1 hora de elaboración de perfil)
F. Enseñanza y práctica	Curricular	<ol style="list-style-type: none">1. Introducir las estrategias de comunicación oral en conversaciones por parejas.2. Introducir las estrategias de autorregulación3. Ofrecer feedback durante los ejercicios de conversaciones orales por pareja	12 horas (una hora a la semana durante el segundo trimestre)
Fase de Seguimiento*	Extra-curricular	<ol style="list-style-type: none">1. Identificar las estrategias de comunicación oral y las estrategias de autorregulación presentes en las conversaciones orales por pareja	3 horas: 1h a principios Enero 1 h a finales de febrero 1 h a finales de marzo

¿EN QUÉ CONSISTE MI COLABORACIÓN?

Tu colaboración como profesora de inglés es imprescindible para el desarrollo exitoso del proyecto. El “S²R² Project” es un proyecto para mejorar la habilidad oral de inglés como lengua extranjera. Es un proyecto para ti y para tus estudiantes y por eso es necesario que nos des tu aprobación para tomar las siguientes medidas para hacerlo más significativo para el contexto del curso que has elegido.

- Nos gustaría conocer qué opinas de la enseñanza de la habilidad oral en las aulas de secundaria, qué estrategias utilizas para promoverla y qué resultados esperas observar en tus estudiantes y en ti misma luego de este proyecto.
- Adaptaremos las prácticas de “speaking” a los contenidos de las unidades que tú tengas planificadas dar durante el trimestre que durará el proyecto.
- Tú tendrás una copia de la planificación de la unidad y de las lecciones de “speaking”.
- Tus comentarios y observaciones serán considerados para mejorar las lecciones.
- También tendrás tu propio material: un diario de la profesora. En este material podrás escribir brevemente tus impresiones de las sesiones. Tus observaciones y sugerencias ayudarán a mejorar el proyecto. Tu nombre también estará en el anonimato.
- Al final del proyecto, nos gustaría conocer cómo ha evolucionado tu opinión sobre los mismos temas que te preguntamos al principio.
- Como profesora de inglés del grupo que participará en el estudio, es necesario que te comprometas a asegurar el cumplimiento de los siguientes:

NIVELES DEL PROTOCOLO DE CONFIDENCIALIDAD:

1. Te entregaremos una lista en blanco para que escribas de manera aleatoria los nombres de tus estudiantes. Luego, les asignaremos unos códigos encriptados. Este procedimiento busca garantizar que las respuestas de los estudiantes estén seudonimizadas, es decir que no se pueda saber quién es su autor salvo que se posea una información confidencial que será resguardada por la investigadora.
2. Esta lista te servirá para distribuir los materiales y asegurarte que los estudiantes reciben el mismo material en cada sesión.
3. Sólo tú tendrás acceso a esa lista. La investigadora no te pedirá la lista en ningún momento porque no necesita conocer los nombres de los estudiantes. Conserva la lista mientras dure el proyecto ya que te servirá de guía para intercambiar comentarios sobre el progreso de tus estudiantes en las sesiones de feedback con la investigadora.
4. Tú tendrás una copia del Protocolo de Seudonimización que se adjunta en la hoja de información⁸

¿EN QUÉ CONSISTE LA COLABORACIÓN DE LOS ESTUDIANTES?

Si aceptan colaborar, los estudiantes participarán en un proyecto de un trimestre sobre estrategias comunicativas y de autorregulación que les ayudarán a conversar mejor en inglés. En cada sesión veremos un video educativo y aprenderán unas estrategias que podrán poner en práctica al realizar ejercicios de “speaking” con un compañero o compañera de clase. Los estudiantes aprenderán estrategias para informar, en hojas de autoevaluación, cómo *planifican*, *regulan* y *evalúan* sus conversaciones por parejas.

Para llevar un seguimiento del proceso de aprendizaje, se grabarán los ejercicios de conversación al inicio, la mitad y al final del proyecto, lo que equivaldría a las semanas 1, 6 y 12 del segundo trimestre.

⁸ Este protocolo se encuentra en la página 16-17 de este documento y del documento final

Esos ejercicios serán grabados con una App que grabará únicamente el audio de esas conversaciones. En esas sesiones completarán unos cuestionarios en los que les haremos preguntas generales sobre las estrategias que emplean cuando conversan en inglés por parejas.

También aparecerán preguntas para conocer sus opiniones y experiencias luego de revisar las estrategias que estudiaremos durante las sesiones. Toda esta información será recogida de manera anónima en un cuadernillo y en la App que tendrán un código que les entregaremos en la primera sesión y que conservarán en el resto de las sesiones.

¿LAS RESPUESTAS AFECTARÁN SUS NOTAS DE INGLÉS?

La participación en el proyecto no afectará directamente sus notas de inglés por dos razones. Primero, no hay respuestas correctas ni incorrectas. Cada participante tiene que escribir su opinión y reflexión personal sobre las estrategias aprendidas y empleadas. Todas las respuestas son válidas porque nos ayudan a conocer mejor cómo reaccionan los jóvenes de esa edad ante lo que les enseñamos. Por eso no se puede “calificar” su participación. Segundo, las respuestas estarán seudonimizadas y será difícil saber quién es el autor de las respuestas. El cuadernillo de trabajo y la App tendrán un código. Gracias a tu listado, sólo tú podrás saber a quién le corresponde cada cuadernillo, ni siquiera la investigadora puede conocer este dato, pero tú no tendrás acceso a los cuadernillos. De esta manera las respuestas quedan codificadas como “anónimas” de cara a la investigadora y para tranquilidad de los estudiantes y sus padres. Estas dos razones deberían animar a tus estudiantes a contestar lo mejor que puedan y sepan porque sus opiniones nos ayudarán a entender mejor qué estrategias son más efectivas para las conversaciones de inglés. Es importante señalar que se cree que la práctica continua y guiada de estrategias de comunicación beneficiarán las habilidades orales de los estudiantes. En este sentido, el proyecto puede, indirectamente, influir positivamente en las habilidades de inglés.

¿QUÉ HARÁN CON LAS RESPUESTAS Y GRABACIONES DE AUDIOS?

Las respuestas serán registradas para contar cuántas personas tienen respuestas similares y así poder descubrir qué piensan los jóvenes de secundaria sobre el aprendizaje de estrategias y qué experiencias son similares entre ellos. Las reflexiones serán transcritas a un procesador de texto y se generarán archivos de audio y texto con las conversaciones para analizar qué estrategias emplean con más frecuencia y en qué situaciones. Estos archivos estarán almacenados en la nube de la Universidad de Alcalá (OneDrive Universidad de Alcalá) donde permanecerán para su edición y análisis durante un año y medio que dure el estudio y presentación de la tesis.

No se pedirán datos personales de los participantes durante el estudio. El único dato personal que registraremos será la voz de aquellos estudiantes que den el consentimiento para grabar sus conversaciones por pareja en las semanas 1, 6 y 12. En ningún momento las respuestas de los cuadernillos o las grabaciones de las conversaciones se utilizarán para identificar a los estudiantes ya que estos recursos el cuadernillo y la aplicación solamente funcionan con el código encriptado para el estudio. De esta manera el investigador no puede conocer su identidad.

¿MIS ESTUDIANTES Y YO ESTAMOS OBLIGADOS A PARTICIPAR?

Tu participación y la de tus estudiantes es voluntaria. Si acceden a participar hay que recordar que con vuestra colaboración se puede conseguir aprender sobre qué estrategias son más útiles para hablar inglés y cómo las podemos enseñar mejor. Si durante el proceso surge alguna pregunta, no dudes en consultar con la investigadora. Se ha informado a los padres de familia y a los estudiantes que pueden decidir dejar de participar en el proyecto sin tener que dar explicaciones o ver afectadas sus notas. Es necesario respetar esta garantía del estudio. Se espera no llegar a este escenario ya que el aprendizaje de estrategias

comunicativas en el entorno de su propio curso los debería animar a continuar en el proyecto recibiendo las ayudas y la retroalimentación

¿CÓMO SE TRATARÁN NUESTROS DATOS Y CÓMO SE PRESERVARÁ LA CONFIDENCIALIDAD?

Los datos personales recogidos en el estudio del que se la ha informado previamente serán tratados por los investigadores de la Universidad de Alcalá (UAH) conforme a la Ley Orgánica 3/2018, de Protección de Datos Personales y garantía de los derechos digitales y al Reglamento General de Protección de Datos (UE) 2016/679, con la finalidad de tramitar su participación.

Sus datos serán tratados con su consentimiento expreso y en el marco de la función educativa e investigadora atribuida legalmente a la Universidad.

Estos datos no serán cedidos salvo previa petición y en los casos previstos legalmente, y se conservarán durante el tiempo legalmente establecido y el necesario para cumplir con la citada finalidad.

El órgano responsable del tratamiento es la Secretaría General de la Universidad, ante quien se podrán ejercer los derechos de acceso, rectificación, supresión, oposición, limitación del tratamiento y portabilidad, mediante escrito dirigido a la Delegada de Protección de Datos (Colegio de San Ildefonso, Plaza de San Diego, s/n. 28801 Alcalá de Henares. Madrid) o por correo electrónico (protecciondedatos@uah.es), adjuntando copia del DNI o equivalente. En caso de conflicto, se podrá plantear recurso ante la Agencia Española de Protección de Datos. Para una información más detallada puede consultarse la Política de Privacidad de la Universidad.

**DOCUMENTO DE FIRMA DEL CONSENTIMIENTO PARA EL SUJETO (GENERAL),
INCLUYENDO REVOCACIÓN DEL CONSENTIMIENTO.**

Declaración de consentimiento del participante – (English Teacher)

Yo.....
(Nombre y apellidos manuscritos por el participante). He leído esta hoja de información y he tenido tiempo suficiente para considerar mi decisión de participar en el proyecto de inglés conocido como “S²R² Project”. Me han dado la oportunidad de formular preguntas y todas ellas se han respondido satisfactoriamente por parte de la investigadora Jeannette Valencia.

Comprendo que mi participación es voluntaria y anónima.

Comprendo mis derechos y obligaciones con relación al protocolo de confidencialidad.

Comprendo que mis estudiantes y yo podemos retirarnos del estudio:

1º Cuando queramos.

2º Sin tener que dar explicaciones.

Presto libremente mi conformidad para participar en el estudio y doy mi consentimiento para el acceso y utilización de mis datos en las condiciones detalladas en la hoja de información. Además, me comprometo a respetar los niveles de confidencialidad que el estudio requiere de mí como profesora de inglés del grupo que recibirá la formación en estrategias para la habilidad oral del inglés.

Firma de la profesora

Fecha

Firma de la investigadora

Fecha

REVOCACION DEL CONSENTIMIENTO

Firma del participante:

Firma del investigador:

Fecha:

Fecha:

Yo, D/Dña. revoco el consentimiento

prestado en fecha y no deseo continuar participando en el estudio “The impact of the S2R Model on secondary EFL learners' speaking and communicative skills”.

MANAGING YOUR EMOTIONS FOR LANGUAGE LEARNING

(Version 4..1)

Scenario 1:

You and your partner have to talk in English AND your teacher will check what you are saying.

1. What kind of emotions would you experience in this situation? Circle the appropriate letter.
 - a. Positive: excitement, happiness
 - b. Negative: frustration, anger
 - c. Neutral: That would not affect me at all

2. Choose the emotions (one or more) you would feel in Scenario 1.

- | | | | | | |
|----------|--------------------------|------------|--------------------------|---------------|--------------------------|
| Anxious | <input type="checkbox"/> | Capable | <input type="checkbox"/> | Enthusiastic | <input type="checkbox"/> |
| Shamed | <input type="checkbox"/> | Confident | <input type="checkbox"/> | Frustrated | <input type="checkbox"/> |
| Awkward | <input type="checkbox"/> | Courageous | <input type="checkbox"/> | Uncomfortable | <input type="checkbox"/> |
| Confused | <input type="checkbox"/> | Curious | <input type="checkbox"/> | Vulnerable | <input type="checkbox"/> |
| Brave | <input type="checkbox"/> | Eager | <input type="checkbox"/> | Threatened | <input type="checkbox"/> |
| Calm | <input type="checkbox"/> | Envious | <input type="checkbox"/> | Timid | <input type="checkbox"/> |

3. Complete this table

What would you do to manage any positive emotions in Scenario 1?	What would you do to manage any negative emotions in Scenario 1?

4. If you tried to manage your emotions in the situation, *explain HOW* did you do so? (maximum 30 words)


THE S2R2 PROJECT

MANAGING YOUR EMOTIONS FOR LANGUAGE LEARNING
 (Version 4.1)

Scenario 1:
 You and your partner have to talk in English AND your teacher will check what you are saying.


1. ¿Cómo te sentirías en esa situación? Rodea la letra que más se ajuste a tu situación.
- a. Good/Bien
 b. Bad/Mal
 c. Nor good, nor bad/Ni bien, ni mal

2. Choose the emotions (one or more) you would feel in Scenario 1.

- | | | | |
|-------------------------|-------------------------------------|------------------------------|--|
| Anxiety/ansiedad | <input type="checkbox"/> | Uncomfortable/incomodidad | <input type="checkbox"/> |
| Anger/ira | <input type="checkbox"/> | Vulnerability/vulnerabilidad | <input type="checkbox"/> |
| Shame/vergüenza | <input checked="" type="checkbox"/> | Threaten/amenaza | <input type="checkbox"/> |
| Confusion/confusión | <input type="checkbox"/> | Tranquility/tranquilidad | <input type="checkbox"/> |
| Confidence/confianza | <input checked="" type="checkbox"/> | Worry/preocupación | <input type="checkbox"/> |
| Enthusiasm/entusiasmo | <input checked="" type="checkbox"/> | Shyness/timidez | <input checked="" type="checkbox"/> |
| Frustration/frustración | <input type="checkbox"/> | Other/otra | <input checked="" type="checkbox"/> <i>Super emocionada.</i> |

3. Completa la siguiente tabla

¿Qué harías para gestionar tus emociones positivas en el Scenario 1?	¿Qué harías para gestionar tus emociones negativas en el Scenario 1?
<i>- Interact calmamente - Respirar - Disimular - Tener un poco más de paciencia.</i>	<i>- Sonreír - Tener contacto con mi compañera y así no mirar nada más - Tocarme los dedos q así tener algo en lo que desfogar mi nerviosismo.</i>


THE S2R2 PROJECT

4. Si tu profesor/a de inglés te ha enseñado a gestionar tus emociones para los ejercicios de speaking, rodea la opción que más se ajuste a tu situación.
- a. Mi profesor/a intentó enseñarme cómo gestionar mis emociones en una situación parecidas a la del Scenario 1 y lo logré.
 b. Mi profesor/a intentó enseñarme cómo gestionar mis emociones en una situación parecida a la del Scenario 1, pero no lo conseguí.
 c. Mi profesora de inglés no me enseñó cómo gestionar mis emociones en situaciones parecidas al Scenario 1.
5. Si nunca has tenido ayuda para gestionar tus emociones cuando hablas en inglés, rodea la respuesta que más se ajuste a tu situación.
- a. Trato de gestionar CONSCIENTEMENTE mis emociones cuando converso en inglés y lo consigo.
 b. Trato de gestionar CONSCIENTEMENTE mis emociones cuando converso en inglés, pero no lo suelo lograr.
 c. No soy CONSCIENTE de mis emociones cuando converso en inglés y por tanto no intento gestionarlas.

6. Si has intentado gestionar tus emociones en el ejercicio de esta sesión explica cómo lo has hecho (máximo 30 palabras)
- He intentado estar tranquila, alforar de la conversación y hablar lo máximo posible sin ~~hacer~~ presionar nerviosa y lo he logrado.*

TAKING NOTES:  

Figure G1: Example of students' responses in the Emotion Questionnaire

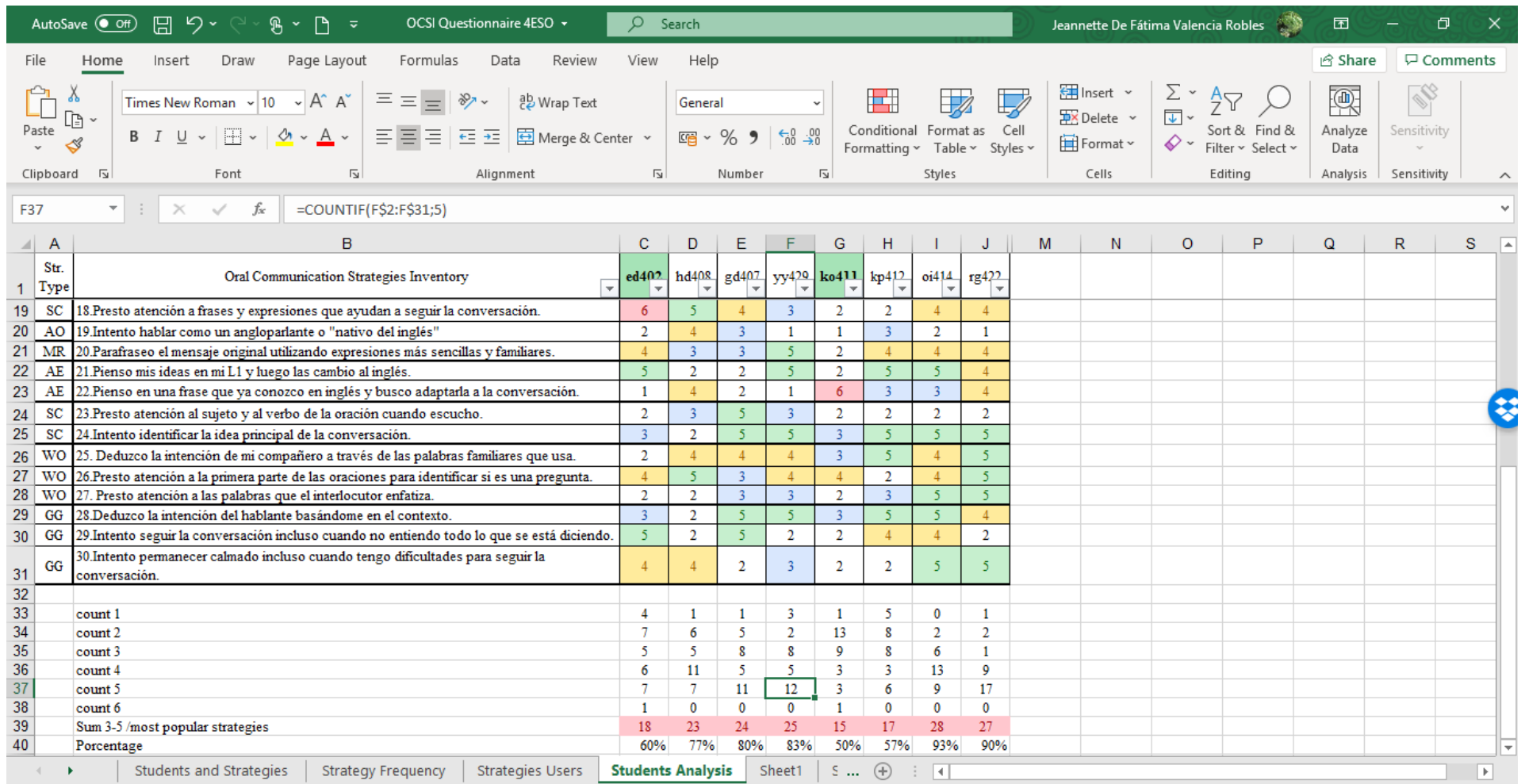


Figure G2 Example of the Descriptive Analysis of students' response in the Oral Communicative Questionnaire Inventory (OCSI)

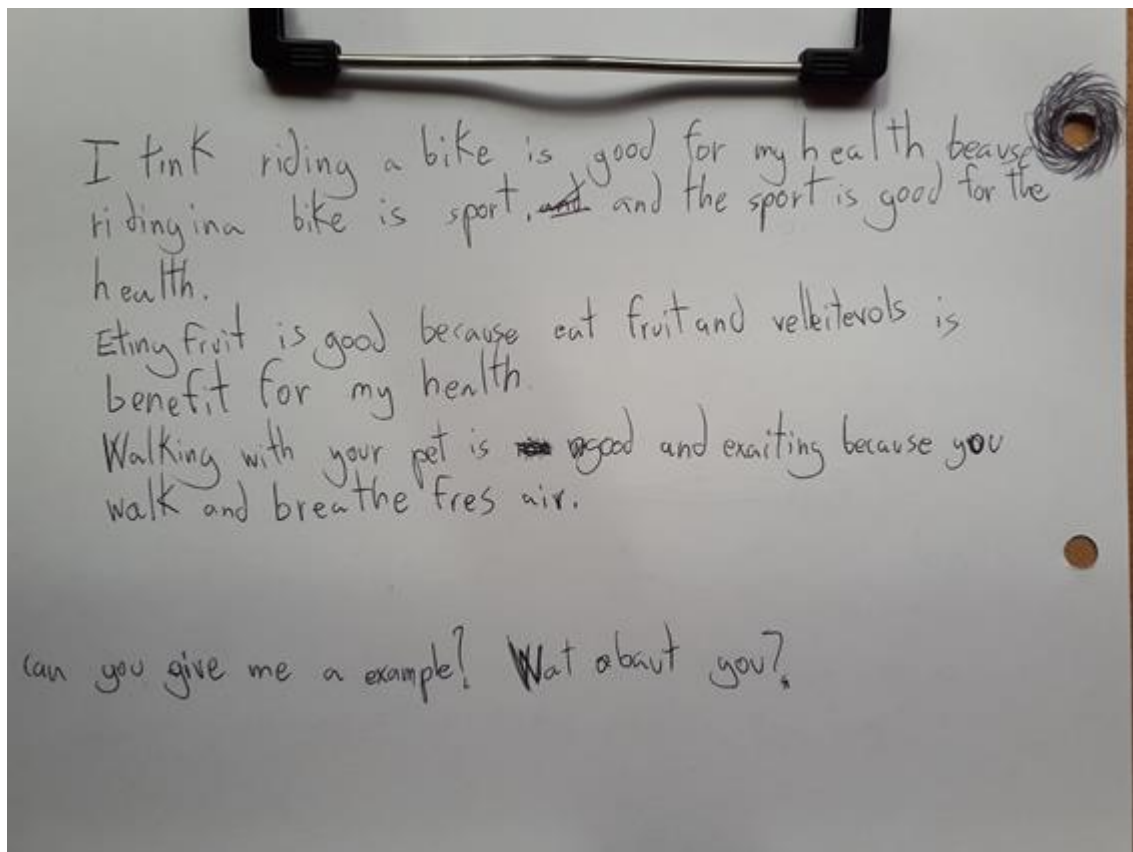
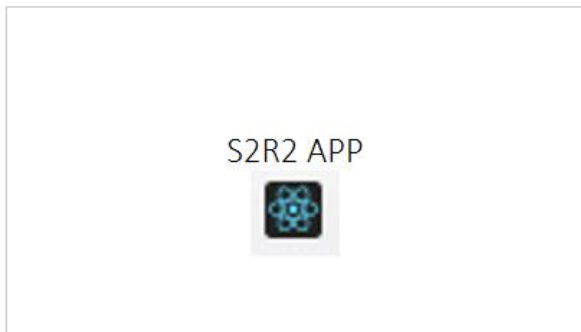
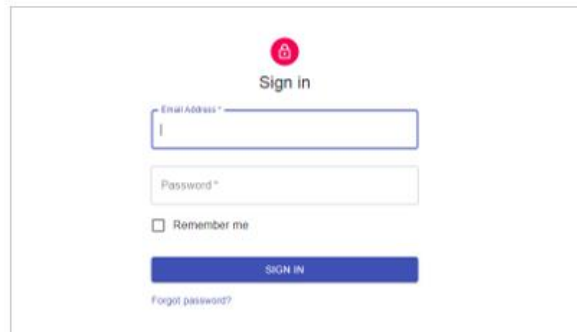


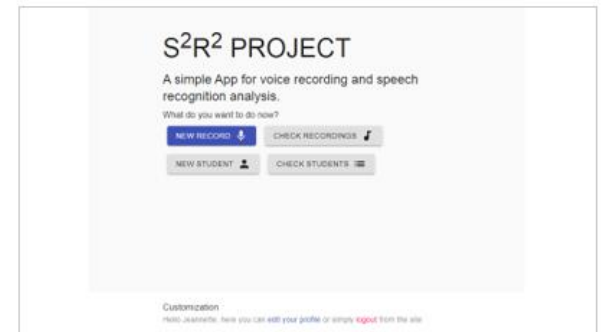
Figure G3 Example of students' notes before participating in the paired-oral interaction



1



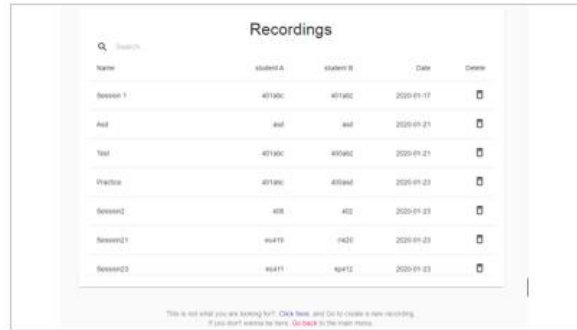
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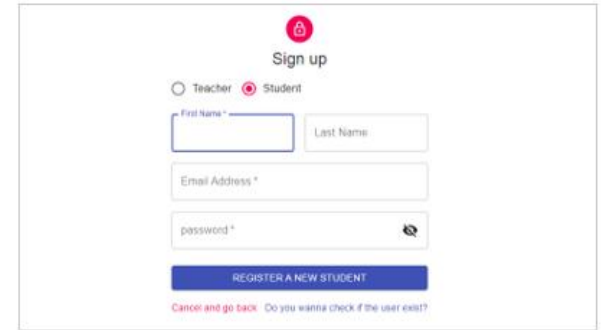
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4



5

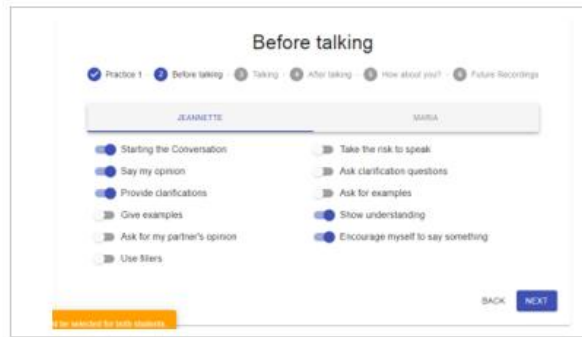


6

Figure G4 Power Point Presentation to introduce the S2R2 App



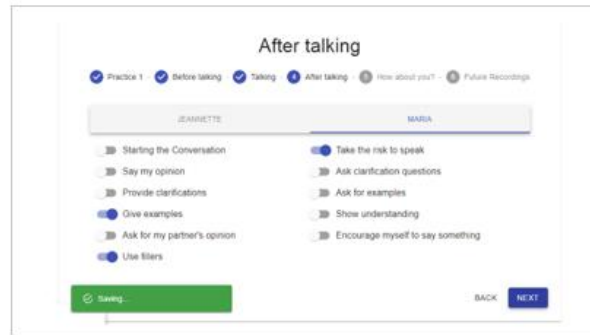
1



2



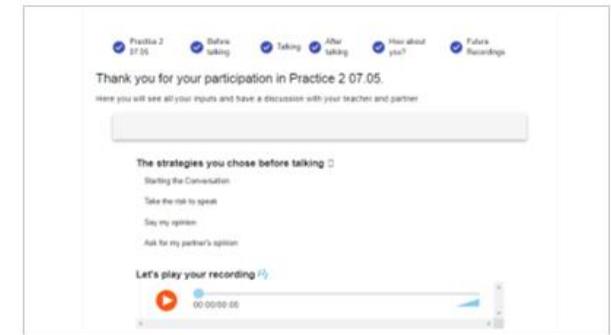
3



4



5



6

Figure G5 Example of a self-regulated conversation using the S2R2 App

English teacher's
Interview.
(We need arot)

1. We would love to know about your opinion of the teaching of the speaking skill in the secondary EFL settings in your country.

Status
• After grammar
If there's time

Consequence
• Lack of practice
□ Lack of WTC

Creo que no se le da la importancia que tiene. Apenas dedicamos tiempo a ello en clase pues en la mayoría de las ocasiones la enseñanza está enfocada al aprendizaje de la gramática. Por ello mismo, cuando pretendemos hacer algún tipo de actividad relacionada, los alumnos no se sienten cómodos y prefieren no hacerlo. Les da vergüenza y se dan cuenta de que les falta soltura y vocabulario para poder defenderse.

2. Which teaching strategies/techniques do you use to promote your students' speaking skill development?

1 Study the text 2 Practice.
3 Transfer

Quando hacemos algún ejercicio de speaking, les entregamos el texto, lo leemos individualmente, lo leemos en voz alta en clase, lo practican por parejas, hablamos de los significados de algunas palabras que no entienden. Creamos otras frases similares para utilizar en otros contextos.

3. Which results do you expect to see in your students, and in yourself as English teacher, after participating in this project?

Tras la participación en este proyecto espero que los alumnos hayan alcanzado estrategias para desenvolverse satisfactoriamente en un contexto oral en inglés. Que sepan cómo pueden iniciar una conversación, mantenerla, preguntar sobre ella, etc.

ask for < opinion > give
 examples

Como profesora espero adquirir ideas nuevas, ayuda para desarrollar los estándares de aprendizaje de speaking y colaboración con las personas implicadas.

Figure G6 Example of EFL teacher's interview

Table G1 Students' responses to the Emotion Questionnaire

Student code	Difficulties in paired-oral interactions	Emotions during Paired-oral interactions
402	- I do not find the words to continue with the conversation	Shame
	- I do not have the fluency in my speech	Confusion
	- I do not have good pronunciation	Frustration Discomfort Vulnerability Worry Shyness
408	- Do not speak quickly and with fluency	Shame
	- I do not find the correct words	Confidence
	- Use the correct time is very difficult	Enthusiasm Shyness Enthusiasm
407	- Because when I speak sometimes I say the wrong tense.	Anxiety
	- When I speak I start to being nervous.	Shame
	- When I am nervous I star to speak more quickly	Enthusiasm Frustration Worry Shyness
429	- It is difficult to speak it because I think their words are complicated	Anxiety
	- I get nervous	Shame
	- I try to be calm and start again	Discomfort Shyness
414	- To conjugate the tenses when I speak	Confidence
	- The pronunciation	Worry
	- Understand it	Confidence
422	- Sometimes the pronunciation is not perfect	Shyness
	- Sometimes I forget some words	Tranquillity
	- I do not understand every word	
	- I try to use other words what means the same or start a new conversation	
419	- I do not have a big vocabulary	
	- I have to think too much after speaking	
	- Mix the English with the French	
420	- He did not fill in this part	Shame Frustration Discomfort

Table G2 English Teacher's Responses to the EFL Teacher Questionnaire

Questions	English Teacher's Responses
1. What do you think of the project so far?	I think it's quite useful and innovative
2. What opinions have you noticed/heard from students and other members of the school about the project?	Most of them thought it was positive for their learning
3. Which suggestions do you think the researcher could adopt to improve the project?	Maybe the time to start with the activity could be shorter
4. Rate the following aspects of the project	
- Digital Resources (PPT, YouTube videos, PowToon videos)	Good idea, but they could be improved
- Speaking tasks	Good idea, but they could be improved
- Task instructions	Good idea, but they could be improved
5. We would love to know a little bit more about what the strategy instructor usually does in the sessions. In your point of view, do you think...	
- She introduces the session and its objectives	Always
- She creates links with previous sessions	Sometimes
- She uses the resources (booklets, PPT, videos)	Always
- She tries to help students participate	Sometimes
- She explains the speaking tasks	Always
- She checks students' comprehension	Sometimes
- She clarifies doubts	Sometimes
- She encourages students' self-regulation	Always
6. Do you think this project is helping you as English teacher? How? (you can include an example)	Definitely, it shows the students themselves that they're able to communicate in English
7. What do you think about your participation in the development and improvement of some sessions?	It could have been better

8. Something else you would like to add...

Thanks to the expert for the development of this innovative idea and for her collaboration to motivate the students to put the message through successfully.

Appendix H: Final Documents

Table H1 List of further appendixes store in the OneDrive Folder

Research Cycle	OneDrive Documents
1st Cycle	<ol style="list-style-type: none"> 1. Students' Frequency of Strategy Use 2. Students' Responses to Video Questions 3. Researcher's Notes after the Feedback Meeting 4. Students' Strategies to Deal with Communication Breakdowns 5. Students' Responses to Emotion Questionnaire 6. Researcher's Notes to Improve Self-report 7. Example of Self-regulation Wheel
2nd Cycle	<ol style="list-style-type: none"> 1. Students' EFL Profile 2. Students' Frequency of Strategy Use 3. Students' Responses to Dealing with Communication Breakdowns 4. Researcher's Content Analysis of Students' Cognitive Strategies in Report 1 5. Researcher's Content Analysis of Students' Social Strategies in Report 1 6. Researcher's Content Analysis of Emotion Questionnaire Responses 7. Students' Responses to Emotion Questionnaire 8. Students' Responses in the Self-regulated Speaking Practice 9. Students' responses to Self-regulated Questionnaire 10. Researcher's Diary Entry example 11. Analysis of English's teacher interview 12. Individual Feedback after Strategy Instruction 13. Interactions between the University and the High School
3rd Cycle	<ol style="list-style-type: none"> 1. EFL Profile Survey Files 2. Emotions Questionnaire Files 3. OCSI Questionnaire 4. Students' Performance Files 5. Interviews 6. Research Diary and Notes
Teaching Unit Resources	<ol style="list-style-type: none"> 1. Strategy Instruction Suggested Template 2. S2R2 Project Example 3. Students Logistics 4. Video Resources Examples 5. Suggested List of Strategies 6. Speaking Tasks Examples 7. English Teacher Performance Observation 8. Diary Instructions 9. Ethical Protocol Example