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*The Effect of Self-evaluation as a Metacognitive Strategy to Improve Grammar in Oral Production made by the Basic Level Students at Instituto Nacional de Aprendizaje*

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## Table of Contents

<b>CHAPTER I .....</b>	<b>1</b>
<b>INTRODUCTORY FRAMEWORK .....</b>	<b>1</b>
<i>1.1 Background of the study.....</i>	<i>1</i>
1.2 Research Question.....	3
1.3 Purpose and significance of the study .....	4
1.4 Objectives of the Investigation.....	6
1.3.1 General objectives .....	6
<b>CHAPTER II.....</b>	<b>9</b>
<b>THEORETICAL FRAMEWORK.....</b>	<b>9</b>
2.1 Antecedents .....	9
2.2 Literature Review.....	17
2.2.1 Language Learning Strategies.....	17
2.2.2 Metacognition .....	21
2.2.2.1 Types of Metacognitive strategies.....	23
<b>CHAPTER III .....</b>	<b>29</b>
<b>METHODOLOGICAL FRAMEWORK .....</b>	<b>29</b>
3.1 <i>Research Method and Scope .....</i>	<i>29</i>
3.2 Selection and description of population and participants.....	30
3.2.1 Description of the Institution.....	30
3.2.2 Description of population.....	31
3.2.3 Description of participants.....	32
3.3 Implemented strategies .....	33
3.4 Data collection instruments .....	36
<b>CHAPTER IV .....</b>	<b>39</b>
<b>DATA ANALYSIS .....</b>	<b>39</b>
4.1 <i>Analysis and Interpretation of the Results .....</i>	<i>39</i>
4.1.1 Observation Checklist.....	39
4.1.2 Self-Evaluation Rubric.....	47
4.1.3 Questionnaire.....	58
<b>CHAPTER V .....</b>	<b>66</b>
<b>CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>66</b>
5.1 <i>Purpose of the conclusion .....</i>	<i>66</i>
5.2 Conclusions .....	66
5.3 Restatement of the research question .....	71
5.4 Recommendations.....	72
References .....	75



## **Chapter I**

### **Introductory Framework**

The University of North Carolina at Chapel Hill (2014) defines an introductory framework as a paragraph that provides readers the initial impressions of the investigation. It should capture the reader's interest and make them want to read the rest of the research. It also provides the key elements of the study background, the research question, the purpose of the investigation, the objectives and the study limitations.

#### **1.1 Background of the study**

The English teaching method used in Costa Rica has been characterized throughout time as a traditional method where the teacher is the main authority in the class and the students follow and learn only what the teacher provides. Students are used to learning vocabulary, grammar structures and other skills through centered teaching approaches where the use of cognitive strategies is very poor and students struggle with oral production and other skills.

English is the second test that most students failed in Bachillerato. According to La Nación (2014), the last poll from the Instituto Nacional de Estadística y Censos (INEC) indicates that students graduate from high school with a basic or intermediate level, and although they understand the general ideas in a text, their vocabulary is poor and they cannot keep a conversation. In the last 14 years, the average grade from public schools has gone down in English from 83 in 2000 to 69 in 2013 (Barrantes, Alberto 2014) . The average grade change is just an evidence of how traditional teaching method has affected the student's English level throughout time.

## Self-Evaluation

In the past, teaching techniques such as Grammar translation and Audiolingual methods allowed a teacher to control students' language behavior and their learning processes. These learning techniques did not allow students to think about their own learning process; instead they provided them an established learning path. As a result, students were imitating what the teacher was doing but not understanding or interpreting the information that they were imitating. Due to this reason, students faced several issues in their English learning, for example: the incorrect use of grammar structures in oral production.

However, the grammar translation and audiolingual method were not the only teaching strategies that have been used through time. In the 1970's other techniques came into place. Methods, such as the silent way, communicative language learning and desuggestopedia were based on learner's abilities and needs. Grammar was taught inductively and the teacher's role became more like a consultant rather than the leader and students had a more active function in their learning. Language learning was stimulated through the environment and teaching activities. Although these learning strategies produced better results in the students learning process, students were not independent learners, able to recognize their own learning abilities and strategies they could use when they were given a certain task.

As time has passed, society has demanded a role change between teachers and students where education would not only be about getting or memorizing a bunch of information but also about having the capacity to understand and interpret it, and a teacher's main goal is to develop problem solvers, analytical thinkers and communicative speakers who can face their own future without hesitating.

## Self-Evaluation

Hence, the researcher realized the necessity of understanding how students learn, how teaching can help students increase their ability to learn and how Costa Rica's teaching method needed to evolve to not only provide knowledge to students but also help them become independent learners. As a result, the need of strategies or techniques that students could use to develop their own learning came into mind.

As the researcher thought about what could possibly help students know what they know and how teaching could help them enhance their learning, the concept of facilitating strategies came out. What is a strategy? According to Oxford (1990), this word comes from the ancient Greek term *strategia*, the art of war which basically relates to the management of troops, ships and the tactics used to achieve a goal, meaning that strategies implied planning, steps or actions toward an objective, but why strategies? What could they possibly provide to students? Oxford (1990) also indicates that strategies provide tools for active and self-directed involvement which helps students to develop their communicative competence, their sense of greater self-confidence and improved learning.

However, how could a teacher provide strategies to enhance their skills? Or could it be possible that they already use strategies without knowing? Are they aware of their current knowledge and how they could self-asses themselves with it? This is how the need of metacognition came into place. Students need to learn about their own cognitive processes and how they could apply new knowledge into different situations.

### **1.2 Research Question**

A research question provides direction to the investigation. It sets an expectation for the readers and it allows them to question the impact of the investigation in the current context. It

## Self-Evaluation

must be clear and precise, so it can guide and structure the data needed for the investigation. The University of Southern Carolina (2007) defines it as a definite or clear statement about an area of concern, a condition to be improve or a difficulty to be eliminated. Introduces to the reader the importance of the topic being studied, it sets the parameters of what is to be investigated and it provides the framework for reporting the results.

The research question for this investigation is:

What is the effect of self-evaluation as an indirect metacognitive strategy to improve grammar structures in oral production of basic level students at Instituto Nacional de Aprendizaje?

### **1.3 Purpose and significance of the study**

The goal of any teacher is to help and guide students to become independent thinkers. This investigation has the aim to demonstrate how metacognitive strategies can help students become autonomous learners and problem solvers.

Most of English institutions objective is to guide students through a learning path that will teach them how to apply grammatical structures in oral conversations. However, when it comes to production, some grammar structures are missed and even though the message is conveyed, grammar accuracy fails. Students are not taught about the importance of self-error recognition and the ability to fix them. As a result, learners use grammar structures incorrectly and messages are delivered in a simple manner.

The population for this investigation is struggling with oral production errors in grammar. INA students, need to learn how to plan, monitor and evaluate their own learning, so they can correct their own mistakes and provide better results. The researcher will provide students self-

## Self-Evaluation

assessment or self-questioning strategies, such as: rubrics, checklist or organizers, so students can use them to recognize their errors and address them correctly.

Another intent of this study is to enhance students with strategies that they can use to recognize their errors when they are not being tested by the professor. According to Dunlosky, (as cited in Wilson, 2016) teaching students how to learn is as important as teaching them content, because acquiring both the right learning strategies and background knowledge is important, if not essential for promoting a lifelong learning. This will not only provide learning independence to students, but it will also trigger their analytic skills.

The conversion of the teacher- student role is also an important aim of this research. Both individuals should develop a different interaction where the student can become an analytic thinker rather than an imitator, and the teacher can help the student develop significant skills rather than dependency. The researcher wants to engage teachers into the world of metacognition strategies. The constant change between the student-teacher roles throughout time has required a change in the teaching strategies. As stated previously, the contemporary society demands students a capacity of analyzing and judging information, so they can learn to distinguish what is valid and what is not. Meaning that, the role of the student and teacher will change through time due to society's demands. Technology and other sources of information, such as the Internet have replaced the teacher's role as the only source of information for student. Therefore, teachers need to enhance themselves with other strategies that can help them in this globalized world.

## Self-Evaluation

Teaching metacognitive strategies during school and high school does not only allow students to acquire a cognition knowledge of their own learning process but also to assure students in the successful use of metacognitive strategies in the rest of their lives.

### **1.4 Objectives of the Investigation**

The objective's aim is to guide the development of the investigation. Objectives help to answer investigation inquires, such as what will be achieved and how they are going to be achieved? On the other hand, specific objectives underline the different investigation activities that will help the researcher achieve the general objective.

This study will base this investigation on the objectives below.

#### **1.3.1 General objectives**

To analyze the effect of self-evaluation as a metacognitive strategy to improve grammar in oral production by the basic level students at Instituto Nacional de Aprendizaje.

#### **1.3.2 Specific objectives**

To identify the most common grammar errors in oral production made by the basic level students at Instituto Nacional de Aprendizaje.

To apply metacognitive strategies (self-evaluation) to correct the grammar errors in oral production made by the basic level students at Instituto Nacional de Aprendizaje.

To analyze the results of self-evaluation as a metacognitive strategy to improve grammar errors in oral production made by the basic level students at Instituto Nacional de Aprendizaje

### **1.5 Limitations of the study**

Any investigation can encounter limitations that could delay or harm the investigation results. These limitations need to be analyzed beforehand to provide a plan that can assure the investigation results. The University Southern of California (2017) demonstrates that limitations are an important opportunity to make suggestions for further studies and to demonstrate that the researcher thought critically about the research problem, understood the relevant information and chose the assessed methods correctly to study the problem. The limitations for this investigation are exposed in the following paragraphs.

**Spatial:** INA has several centers around the country, but the present investigator will perform the investigation at INA's Hatillo Center. Hatillo is part of the known south neighborhoods at Costa Rica's central valley which are usually characterized by its crime and social risk levels. Although, Hatillo's community has worked hard to change other community's concept about the neighborhood, it is still known as a place of high crime and social risk levels. INA is located near to one of the most popular places in Hatillo which is a sports zone and a park. This place has been characterized throughout time as a place where assaults are committed and drug addicts hide themselves. As an intent to improve the community's concept and create a better environment, the sports zone was built and police security was incremented. However, despite of the efforts, there are still certain hours when walking around INA is dangerous. As a result, the investigator finds INA's location as a limitation where transportation is required in order to come in and go out of the Institution, where the time of departure is limited as leaving the Institution very late becomes a risk and a limitation to extend the time dedicated to develop the investigation.

## Self-Evaluation

**Temporary:** English courses at INA's Hatillo center are usually taught at a daytime schedule which means that most of the courses are given in the morning or afternoon. As a result, the course schedule could represent a challenge for the investigator who works from 7am to 4pm Monday to Friday in Heredia. The researcher will have to work towards this challenging schedule and organize the activities. In addition, all the researcher's tasks will need to be performed in the time disposed by the head teacher. Any interview, tests, observations and other assessments should not affect the regular program planned by the teacher.

**Population:** INA's population is very diverse. . Classrooms are integrated by people with different characteristics such as age, education, financial status, social level, learning styles, maturity and learning goals. There are young people looking for a job opportunity to help support their families as they couldn't finish high school or adults that finished formal high school but want to fulfill their curricula by obtaining a technical career that will not demand a high financial income. As a result, working with diverse population can become a challenge for the researcher to adapt the material to the different learning styles, maturity and learning expectation levels.

**Participants:** The group is integrated by eighteen students around the age of 18 and 29. Although they are all taking the Basic English course, their levels are very varied. There are some students with Basic English level, others with intermediate level and one with an excellent language. The researcher will have to create an instrument that can measure similar oral production errors within very diverse English level.

## **Chapter II**

### **Theoretical Framework**

This chapter provides a comparison between a set of previous researches related to the present study. The investigator will review and expose how other projects or thesis allied to the topic in question. The investigator will also base the investigation on concepts and theories that will allow the searcher to construct a hypothesis.

#### **2.1 Antecedents**

Five antecedents were reviewed and compared with the intent to analyze the results of the use of metacognitive strategies to enhance learning. Each research was applied to different groups and levels; therefore the variety of recommendations will enrich the present study. The most essential elements of this research, such as the use of language learning strategies and metacognition, were included in the five papers read.

##### **2.1.1 The Implementation of Self-Assessment Rubrics as a Metacognitive Strategy to Improve Oral Performance**

This first research project was applied to students of a conversational course at the University of Costa Rica by Vanessa Muñoz Ruiz (2015). The aim of this research was to demonstrate the effective use of self-assessment rubrics as a metacognitive strategy to improve the oral performance. The students recorded themselves during three different oral presentations with the intent to self-asses themselves through the use of a rubric designed by the teacher. The rubrics were based on grammatical structures studied at class, so they needed to evaluate and analyze their recordings to identify their own mistakes.

## Self-Evaluation

The self-assessments rubrics were divided into three sections. The first column included the correct use of grammar structures. In the second one, the students had to write the mistakes encountered in their recordings and in the last column, they were asked to correct their errors. Besides the self-assessments rubrics, the researcher performed questionnaires and interviews. The self-assessments rubrics had the intent to identify the learning gaps that students were facing, while the questionnaires and interviews had the aim of analyzing the students' opinions about the use of self-evaluation tools.

Once the rubrics were applied, the researcher concluded that the effect of self-assessment rubrics as a metacognitive strategy was indeed an effective tool to help students identify and correct their own mistakes. As the implementations were performed, students became more autonomous and capable of recognizing more than one mistake. Another important conclusion of this research was that self-assessment rubrics allowed students to concentrate on the grammar rule structures and be able to apply them more precisely and accurately. Students were able to use the structures correctly during their oral presentations and improve their performance. Lastly, the rubrics boost the students' independence learning skills where the teaching centered method was not used during the implementations. Students were able to recognize their own mistakes and able to correct them without the instruction of a teacher. This resulted as a tool to promote the students self-confidence and trust in their own prior and current knowledge.

A remarkable aspect of Muñoz's investigation, was the implementation of not only self-assessments rubrics but also the application of questionnaires and interviews that gather students' feelings and opinions towards the use of self-evaluation rubrics. Muñoz was not only able to recognize the students' knowledge level but also to identify how valuable and effective

## Self-Evaluation

this method was for them. Therefore, the researcher decided to use an instrument to measure the students' feelings and opinions toward the use of this strategy. In addition, from Muñoz's recommendations, one was highly considered. After the implementation, students indicated that they found rubrics difficult to understand and use at the beginning. Therefore, a more student-friendly design will be used for the current study, to help students understand better what they are being asked to assess from their own recordings.

### **2.1.2 Analysis of the use of Language Learning Strategies in Foreign Language Learning**

The second paper reviewed was applied to students from the Pontificia de Salamanca University in the School of English as a Foreign Language (2013). The project was performed by Maria Mercedes Garcia Herrero from Spain. The aim of this paper was to analyze the use of language learning strategies in foreign language learning by graduate students. Garcia used the classification developed by Rebeca Oxford in 1990. Language learning strategies were divided into direct and indirect. Within each division, there were three subdivisions provided by Oxford. Direct strategies were divided into memory, cognitive and compensation. On the other hand, indirect strategies were divided in metacognitive, affective and social. Garcia's research intended to demonstrate the frequency use of the previous categories mentioned and the use of each individual subcategory.

A questionnaire was applied to 340 students between 27 and 32 years old. Students were asked to identify which learning strategy they used the most. After the application of the questionnaires, the researcher classified each of the results into different tables. The results found within this research, were significantly important for the current researcher. In terms of

## Self-Evaluation

language learning category usage, none of the strategies had a really low percentage, but the highest percentage was granted to the use of metacognitive strategies. The results reflected that adult students are using metacognitive strategies as a language learning method to control their own learning. The students set a number of goals for their learning, so they could plan, monitor and follow up their learning. In addition, the outcome indicated that students are more capable to learn by evaluating their accomplishments and failures. Being conscious of their difficulties grants them the ability to recognize them easily and try to eliminate them. On the other hand, the follow up or monitoring process, allows them to be competitive when determining which errors are more important than others; as a result, they become active learners rather than passive ones. Garcia indicated that the results encountered in this research do not always coincide with other investigations performed to university students. This is because the students assessed on this research were not only students but also teachers who are interested; on the improvement of their language learning.

Some of Garcia's conclusions helped the current researcher understand how metacognitive strategies can become an important aspect of a student's learning if strategies are encouraged and developed in an appropriate way. Although the investigation was applied to students whose main goal is to transfer information to others, this research demonstrated that beyond social, affective and direct learning strategies, metacognition can enhance students to become autonomous learners in their adulthood. As a conclusion, Garcia's paper demonstrated that the strategy most frequently used was metacognition and the least used was memorization. The three subdivisions mostly used correspond to the metacognitive strategy where students analyze their own thinking, what they know and don't know, the affective one

Self-Evaluation

where they self-motivate and the cognitive one, where they consult the dictionary for words they do not know.

### **2.1.3 Application and Evaluation of Metacognitive Learning Strategies to Enhance the Reading Skill**

The third paper consulted was “Application and Evaluation of Metacognitive Learning Strategies to Enhance the Reading Skill in II Level Students at CINDEA Nuestra Señora de Lourdes during the Second Semester of 2016” by Melvin Jose Guevara Salazar (2016). This project was based on the application and evaluation of three metacognitive learning strategies to develop reading and comprehension skills.

The research was applied to students from a Costa Rican educational system where adults and young people have the opportunity to accomplish the basic level of education to contest for a university degree. Guevara performed a set of instruments to demonstrate how metacognitive strategies can enhance the reading skills. Initial observations checklists were applied, reading comprehension activities and a pre-test were implemented to identify the students’ reading skills level. Then some metacognitive strategies were thought and a second test was applied using two of the metacognition strategies learned. At the end of the process, a post-test with self-evaluation was applied to analyze the improvement of students’ reading skills.

The observation stage was performed within the first three days of work. The researcher wanted to learn about students day to day reactions and how they followed their own metacognition. Within the pre-test, the strategies administrated where the self-monitoring and the ability to pay attention to specific details where students needed to monitor their progress.

## Self-Evaluation

Lastly, the post-test was to apply with a self-evaluation questionnaire in a reading comprehension activity. The results encountered after the implementation of the previous instruments allowed Guevara to compare the results versus the observations performed. Within the conclusions the current researcher was impacted in the results of the first and second observation. Guevara noted that students were using metacognitive strategies without even noticing it. For instance, they were evaluating their own understanding by asking the teacher or peers to discuss their ideas. On the other hand, when applying the metacognitive strategies, Guevara's conclusion led to demonstrate that the use of the paying attention strategy with these students' still needed a little guidance from the teacher to help them identify some key words, such as verbs. As they were accustomed to a more teaching centered strategy. However, the self- monitoring and self-evaluation strategies, impacted students positively. They demonstrate the usage of their own judgement to monitor their understanding and read the text as many times as they needed to get a better comprehension of the reading. The self- evaluation technique allowed them to get their own perception of how they did and encourage themselves to do better next time. Guevara's paper helps the current researcher understand that although some strategies may not be easy to apply to students with a teaching-centered background, other metacognitive strategies can encourage students to learn more about their own metacognition and help them to generate self-confidence.

### **2.1.4 Promoting Student Metacognition through the Analysis of Their Own Debates. Is it better with Text or with Graphics?**

The following paper was consulted due to its interesting method to promote the use of metacognition within students. Marc Lafuente Martinez and Ibis Alvarez Valdivia, performed a research with students of the University of Barcelona, Spain (2015) "Promoting Student

Self-Evaluation

Metacognition through the Analysis of Their Own Debates. Is it better with Text or with Graphics?”

The researchers of this study wanted to promote the use of metacognitive processes in a collaborative context. It is mentioned that debates are viewed as a tool to promote the regulation of thought processes among participants. Meaning that students could reach a higher level of thought when it is achieved with others than one alone. The participants under study had to collaboratively analyze their own previous debates with two different tools: textual or graphical. To be able to perform the aim of the research, Lafuente and Alvarez, indicated that the essence of dialogue discussion is to support one's position with arguments and to disrupt the opponent's position by identifying its weak arguments. To achieve these goals, students needed to have awareness of their own ideas and their opponents' ones, so this led researchers to metacognition, thinking about their thoughts.

After applying the text and graphic tools, students who used a text- based tool reported a more enriching learning experience than the graphical one. However, Lafuente and Alvarez indicated that results may have been influenced by tool familiarity rather than learning outcomes. Although the use of tools cannot generalize results, the research proved the effectiveness of using debates or arguments to enhance metacognitive strategies.

### **2.1.5 The Implementation of Learning Strategies to Teach Idioms in a beginning English as a Foreign Language Class**

The last paper reviewed was conducted by Ana Gabriela Rojas Rodriguez (2012) at the UCR in a beginning English language class. The population chosen were part of a program created between CCSS and UCR where CCSS employees who could have a possible contact

## Self-Evaluation

with native speakers needed to increase their English language knowledge. The investigation proposes the importance of using idiomatic expressions in the vocabulary teaching through learning strategies. Rojas' taught two to three idiomatic expressions each week with the implementation of cognitive, metacognitive and affective strategies.

The researcher's aim was to apply different instruments to teach idiomatic expressions through context analyzation, memorization, interaction with native speakers and other techniques. The main objective of this research was to develop effective production skills through the incorporation of idioms. Four different instruments were used by the researcher to gather the necessary information. The first one was used to find out the frequency of students idiomatic expression usage in the first classes. The second instrument had the purpose to evaluate the accurate usage of the idiomatic expressions applied by the students after having studied some of them. The third instrument was evaluated with the presence of native speakers in class having conversations with the student using idioms. The last instrument helped to determine the language learning strategies that students found more appropriate for each situation.

As a result of the instruments applied, the researcher concluded that students found learning language strategies really useful to understand the meaning of target language and learn the idiomatic expressions better. Also, students demonstrated through learning strategies that they were able to use idioms in the appropriate context. Another important conclusion of this research is that even though students struggled with grammar structures that were used simultaneously with the idiomatic expressions, they were able to communicate with each other through the usage which means that the learning strategies used had effect on their learning process.

## Self-Evaluation

The last and most valuable conclusion for the current researchers was the effective results of language learning strategies to enhance students' independence. Rojas's indicated in her research, that after applying some indirect learning strategies, students became more capable of independent search idioms learning. Students identified the value added by the usage of idiomatic expressions to language learning beginners which empowered the current investigation as to how metacognition really increases the students' language learning skills.

## **2.2 Literature Review**

This section will provide a numbered of concepts and theories that will guide the researcher on the present investigation. The following theories will lead the study in a historical perspective and will compare and contrast the different author's concepts. The main aim of this section is to provide an overview of the current literature related to the topic in questioned. The researcher will expose what language learning strategies are and why they are important for this research. The type of language learning strategies will also be discussed (indirect and direct); however, the researcher will mostly focus on metacognition as an indirect strategy. Then, types of metacognitive strategies such as self-monitoring and self-evaluation will be explained and discussed. At last, the researcher will explain the relation of teaching grammar structures in oral performance through the use of metacognition strategies.

### **2.2.1 Language Learning Strategies**

To have a better understanding of the key element that learning strategies play in this research, it is important to mention several aspects, such as; concept, importance, features and types.

## Self-Evaluation

According to Oxford (1990), it is important to understand the concept of strategy before learning what language learning strategies are. The word comes from the Greek term *strategia* which means the art of the war and it can be related to the word *tactics* which are tools used to achieve an objective. The concept of strategy, implies planning, competition or movement towards a goal. However, taking the word out of its conventional context, and moving it towards the educational one, strategy can be adapted as learning strategies. Hurd and Lewis (2008), define language learning strategies as “The operations or processes which are consciously selected and employed by the learner to learn the target language or facilitate a language task” (p. 9). Which means that any action taken by the learner to facilitate the learning experience and make it easier to apply it into a different situations is called learning strategy.

Besides understanding the concept of language learning strategies, they also allow students to become more self-directed, self- confident and aware of their own learning steps which are skills required to develop a better communicative competence. Although language learning strategies are not a recent discovery (as memory devices where used in the past to help storytellers remember their lines), they have recently become an important element in education. Teachers are becoming more interested in the topic and learners are recognizing the power of their own learning strategies. (Oxford, 1990)

In addition, Hurd and Lewis (2008) indicate that strategies are characterized by the relationship between intention and action. Which means that learners become responsible of their needs, problems and preferences. Acknowledging this responsibility, students will be capable to set their own learning strategies to overcome any difficulty they could encounter in

Self-Evaluation

their learning process. Learning strategies are a door open for students learning competence and independence.

### **2.2.1.1 Features of language learning strategies**

Oxford (1990) displays a number of features that language learning strategies are characterized for. Some of them:

a) **Communicative Competence as the Main Goal:** The aim of any learning strategy is to enhance learners with communicate competence. Communicative competence is known as the ability to communicate effectively in any of the four language skills. Therefore, language learning strategies help students plan, establish and monitor their own learning to be able to communicate more naturally in accordance to the context. It also generates self-confidence, increases the interaction and triggers the need of becoming an active learner. All of the previous qualities boost the communicative competence.

b) **Greater Self-Direction for learners:** Encouraging self-direction is an important element to help students enhance their language learning strategies. Students need to understand the importance of becoming more autonomous in their learning. If they are to be told what to do and how to do it, they will struggle with language usage outside of the class. Hence, learners need to acknowledge the importance of becoming responsible of their own learning rather than getting everything from the teacher. Teaching learning strategies to gain communicative competence will not be accomplish unless students want to become more responsible of their learning.

c) **New roles for teachers:** The traditional role of teachers has been known as the

## Self-Evaluation

authority, leader and director of the class. Any type of communication in the classroom goes through the teacher. However, language learning strategies came to change the teacher's role making it more like a consultant, advisor and facilitator. This change allows teachers to become more creative and varied, so teachers will train students to use learning strategies rather than memorizing information. Although they will still have some authority or leader role in class, this will not become dominant. The teacher and student will enjoy a successful learning.

### **2.2.1.2 Types of language learning strategies**

According to Oxford (1990), strategies are divided into two major classes: direct and indirect. Those classes are also divided in subdivisions which will be mentioned below.

- a) **Direct Strategies:** These are the language learning strategies that involve mental processes for different purposes.
  - a. **Memory Strategies:** These are also known as mnemonics strategies. They allow student to store a number of concepts and retrieve them when needed for communication. Strategies, such as associating words, grouping words according to their type, topic or function, using images to remember concepts and using key or linking words with other language words that sound similar.
  - b. **Cognitive Strategies:** These are the strategies most used within language learners. It involves practicing the language through repetition, recognizing and using patterns and very importantly, practicing language in a natural way. Also, receiving and sending messages are an essential aspect of cognitive strategies, where students can use techniques to get an idea

## Self-Evaluation

quickly and transfer information easily. Translating words, taking notes, summarizing, are all strategies that students can use to manipulate and learn language.

- c. Compensation Strategies: For those students who have certain gaps in their knowledge, it allows them to use language by using synonyms or guessing words according to the context.

b) Indirect Strategies: These language learning strategies are called indirect because they do not involve the target language within it.

- a. Metacognitive Strategies: They allow students to control their own learning processes by centering, arranging, planning and evaluating themselves.
- b. Affective Strategies: These are the ones that enable students to control their emotions, anxiety and encourage themselves.
- c. Social Strategies: They help students learn language through interaction with others.

### **2.2.2 Metacognition**

According to Larraz (2015), the most distinguished figures within the metacognitive literature were authors such as Brown and Flavell who defined metacognition as the knowledge of self and as the proper control of cognitive activities. Along with other authors such as Campione, Belmont, Borkowski, Markham and others, they studied the metacognition strategies as a relationship between cognition and learning where learning the mental processes of one-self, where the key to metacognition learning.

## Self-Evaluation

The word metacognition, comes from Greek word “meta” which means “beyond” and “cognition”, which is a synonym of “knowledge” that means “beyond knowledge” (Larraz, 2015). Any action performed by the learner that goes beyond his or her own knowledge has been defined as metacognition. According to Buron (as cited in Larraz, 2015, p.174) any concept about metacognition comprehends, “The regulation and knowledge of our own cognitions and mental processes.”

Oxford (1990) believes that metacognition is essential for language learning because students usually get overwhelmed by the confusing rules, vocabulary, structures, writing systems and other aspects that disturb their focus that can only be recovered by paying attention and linking new concepts to previous knowledge. Therefore, the use of metacognitive strategies let students control their own learning and empowered them to achieve enduring learning result.

Another important aspect of metacognition is explained by Flavell (as cited in Tarricone, 2011, p. 2). Metacognition also refers to an active monitoring and regulation of cognitive objects who usually serve to accomplish a goal. This goal could be to overcome a specific error that a learner tends to make. However, students are usually traumatized with the idea of making mistakes. They ignore the value that errors give to their learning and besides that, Oxford also remarks the academic grading system that rewards rule-learning rather than communicative competence.

According to Tarricone 2011, metacognition knowledge is also made up of three different kinds of knowledge. One of them is called declarative knowledge, which refers to what one knows and doesn't know. Knowing the definitions and concepts of a certain topic

## Self-Evaluation

and knowing what one needs to know to accomplish a certain goal is called declarative knowledge. Then, Schraw (as cited in Tarricone, 2011, p.160) defines the knowledge of processes and actions or knowing how to do something as procedural knowledge, how to perform a task or how an object works. Lastly, the conditional knowledge is defined by Schraw (as cited in Tarricone, 2011, p.165) as “knowing when and why to use declarative and procedural knowledge “which in other words means why, when and where to use knowledge (strategy knowledge).

### **2.2.2.1 Types of Metacognitive strategies**

As the researcher has demonstrated, metacognitive strategies are all about making students more capable in their learning. Therefore, Oxford (1990) indicates that students should apply metacognition through three different strategies: centering, arranging, planning and evaluating their learning. Within each strategy, there are a number of techniques that can be used to enhance each metacognitive strategy in the student’s language skills.

To begin, it is highly important to find a center or focus for learning when teaching any of the four language skills. Overviewing or linking with prior knowledge, can help students center their learning. Whenever teachers teach new vocabulary or a new grammar structures to students, they can guide them to think on what they already know about the new words or new grammar structures. By making students link prior with new knowledge, they will be able to understand new material easily. For instance, if students are assigned to write an essay about the work under pressure of an accountant, they can start by bringing their prior knowledge about how they have felt in different under pressure circumstances, anything personal experiences, concepts or knowledge that students can relate somehow with the new material.

## Self-Evaluation

Another good strategy is to teach students to pay attention. Oxford divides this technique in two modes: direct attention and selective attention. Direct attention means to focus all the attention in a particular task diverting any distraction that may blur the attention. Oxford (1990) provides a good example for this method “Murray’s mind begins to wander when he is listening to someone talk in the new language, so he consciously directs his attention to the conversation” (p.154). On the other hand, the selective attention concept talks by itself. Students center their attention on specific details or on information selected. For instance, if English learners are having a conversation I class with each other, one can decide to focus only on past tense sentences used by the other speaker with the intention of recognizing good answers from wrong ones according to his/her own knowledge.

The last technique used as a center strategy is to delay speech production to focus on listening. This technique should be taught carefully as language learners can avoid using their speaking skills for a long time. To make it effective, students can focus their attention on developing their listening skills first and once they feel comfortable, students can begin to produce short sentences by practicing with their mates.

Learning how to arrange and plan learning process is another strategy than can help students develop their metacognitive skills. Having time in class to speak about how language learning works can help students become more capable in understanding their learning problems and teachers will have an open opportunity to teach students strategies to deal with them.

Developing organization skills, such as creating a good physical environment, setting schedules and using a language learning notebook can allow students to plan their learning

## Self-Evaluation

better. Creating a better physical environment can start in class. When taking a listening test, a professor can teach students that creating a peaceful and quiet environment can help them understand spoken language better. As a result, students will seek to create a better environment at home, to do homework, to read or to practice for an oral test. A good atmosphere strengthens positivisms and provides a better attitude towards learning. Also, scheduling time to practice or review learning at home can help students order their learning. Professors can motivate students to schedule time to do their homework or to set some studying time. However, it is important not to overwhelm students with too many tasks and help them find balance between schedules and free time. Moreover, using a language learning notebook to keep a record of new vocabulary or expressions heard outside of class or to write assignments can assist students with developing planning skills.

An important aspect of planning and arranging learning is to teach students to set goals and objectives in their learning. Goals can become a more long term aim and objective can be set as short terms aims. Students can keep record on their language learning notebooks about their goals and objectives and keep track of their progress and deadlines. For instance, Oxford (1990) provides a set of examples that can help understand the goals and objectives as following:

*Reading goals might be to become proficient enough to read professional materials in a technical area, to read magazines or newspapers for pleasure, to read short stories with ease, to understand signposts in the foreign country, to reach a superior proficiency level... Reading objectives might look like these. Johan decides to master the Cyrillic alphabet by Friday, so he can proceed with learning simple Russian words. Kathleen wants to learn a set of vocabulary*

## Self-Evaluation

*words this afternoon, so it will be easier for her to read the Italian story tonight.*

*(p.157)*

It is also considered that guiding students to understand the purpose of the activities performed in class, will help students to focus their attention on what is really important. There are times when students don't know the purpose of a given assignment, so they struggle with organizing their learning and setting their objectives. It is suggested that teachers can take a couple of minutes to discuss with students what is expected from them and where they need to get. For example, when students are requested to perform an oral speech, teachers are advised to provide the type of speech that they will expect from the students, such as: persuasive, informative or demonstrative speech or when a person is waiting to join with friends that he/she has not seen for a long time, probably they would have already thought in the purpose of their reunion. They could get together to catch up with each other, have fun and a relax time. When students acknowledge the mission of an assignment, they are able to center all their energies in the important matter.

Planning can be seen as looking at the whole picture of a general assignment. According to Oxford (1990), planning involves four important aspects: identifying the nature, requirements, resources available of the task and the need for further information which explains the importance of looking at the whole picture. For example, Maria is one the most brilliant students in her class, so she is assigned by her professor to provide mathematics tutorials to the students who struggle the most. Before she begins, she has to identify why the professor is asking her to help her partners with tutorials. Then, she needs to know what the professor is expecting from her and gather all the resources available for her to perform the

## Self-Evaluation

tutorials. If she gets to find that more material or equipment is needed, she has to ask for it. All these processes should be taken by the students when planning their learning.

The last technique to improve students planning strategies, is to encourage them to seek for practice opportunities. Most of the time, teachers struggle in their planning how to find more practice opportunities within the class. Hence, it is important to develop awareness to about the importance of seeking their own practice outside the class. By doing so, students will not only become more responsible and autonomous but also increase their language skills.

As it was previously mentioned by the researcher, students usually have an incorrect understanding of errors. In general, humans are used to consider difficulties or mistakes as a negative aspect; therefore, it is understandable that committing errors in language learning is considered negative. In addition, education systems are often designed with the intention of fitting students failures in a grading system leading to students' frustration and demotivation. The last metacognitive strategy indicated by Oxford, is to evaluate students learning by self-monitoring and self-evaluation. Monitoring errors and evaluating progress.

The aim of self-monitoring is to encourage students to monitor their most significant errors. The idea is not to traumatize students with writing every single mistake they make in a notebook, but to identify their most regular errors and understand the nature of them. When students are capable of identifying where the errors come from, they will understand their language learning better and will monitor themselves until their difficulty is overcome. An example of self-monitoring could be a student that notices that he/she constantly fails on applying the correct structure of simple past tense usage. When he/she understands the nature of the error whether using the verb in present tense rather than in past tense, he/she will have

## Self-Evaluation

a better attitude and understanding of their error. In addition, this can become a collaborative work, where students can help each other monitor and develop their language learning skills.

On the other hand, self-evaluating is another technique that allows students to improve their own learning rather than wait for a test grade to show them how much they have improved. It is important to understand that evaluation is almost always considered the difficulty of the language situation, so it can provide an accurate evaluation. Oxford demonstrates that recording students' speech is a useful self-monitoring strategy to measure progress. Students can record themselves and evaluate themselves with their prior knowledge. Also, seeking participate opportunity can lead to self- monitoring results. If a student seeks to speak with native speaker twice a week, he will be able to evaluate his speaking skills progress by recognizing native speaker's gestures or repeating requests.

## **Chapter III**

### **Methodological Framework**

According to Cohen, Manion and Morrison (2007), methodology is a range of approaches used to gather data that will later function as the basis or interpretation of an investigation. Any technique used to measure and achieve the objectives of the investigation is considered part of the methodological framework. The University of Southern California defines the methodological framework as a set of techniques applied to identify, select and analyze the information that will lead to understand the research problem.

On the other hand, Cohen, Manion and Morrison (as cited in Kaplan, 1973), also indicate that the aim of the methodology is to help understand the process of the investigation itself and not the final product. It helps to recognize the steps of the investigation through the analysis of the methods used (p.71).

Another important aspect of the methodology framework is explained by the University of Manchester which states that the methodology includes the methods used not only to gather data but also to understand the theories that underlined those methods, meaning that every step taken should be clearly explained and justified, so that the steps can be followed to apply them on different populations.

#### **3.1 Research Method and Scope**

The researcher will base the present investigation on a qualitative method. A qualitative method intends to discover the essence of a phenomenon through the interpretation and analysis of what is being observed. This is possible through the use of data collection techniques that do not pretend to quantify the results but deepen on the phenomenon through

## Self-Evaluation

observations, interviews, evaluations or group interactions. The investigator gets in to the natural environment of what is being observed and the participants act as they naturally do (Gomez, 2009).

According to Ackerman and Com (2013), the investigator of a qualitative research seeks to establish a relationship with the environment and the phenomenon being studied. In other words, this research does not seek for statistics or cause and effect logic but to interpret the behavior of the participants upon a series of strategies to analyze their effect.

As a result, the present investigator will immerse in the natural environment of INA's Basic Level students, to observe, analyze and apply a set of instruments that will provide results to the strategies applied.

### **3.2 Selection and description of population and participants**

The aim of this section is to provide an overview of the population being studied. The subject of the present study are the students of Commerce English, Basic Level at Instituto Nacional de Aprendizaje located in Hatillo 2.

#### **3.2.1 Description of the Institution**

INA is a public institution that provides technical education opportunities to Costa Ricans. According to INA's official webpage (2017), the institution was created on May 21, 1965. Its main task is to promote and develop professional training of men and women in all sectors of production to promote economic development and contribute to the improvement of the living and working conditions of Costa Rican people.

INA offers courses related to all production sectors, such as: Agricultural, Trade and Services, Food Industry, Graphic Industry, Mechanics of Vehicles, Metal Mechanics, Tourism,

## Self-Evaluation

Nautical Fishing, Artisan Processes, Electricity, Technology, Textile and Industrial Clothing. The courses' schedules are very varied. Courses are delivered in day and night schedules from Monday to Saturday. The completion of secondary education is not a requirement to apply for the courses. Some other requirements are that students should be older than 15 years old; they should have their primary school education completed and approve the institution selection process.

The building infrastructure is in really good conditions. There is a long corridor with trees on one side and the classrooms in the other side. There are around 20 classrooms including the reception and laboratories. The English classroom is well equipped with tools, such as: a computer, a projector, sound equipment, an air conditioner, a whiteboard, desks and furniture to keep materials.

The investigator decided to conduct this research at Instituto Nacional de Aprendizaje because of two main reasons. First, the location INA's center is located in Hatillo which is the place where the investigator lives, so this aspect facilitates the researcher transportation and time invested. On the other hand, INA was chosen due to its very known education excellence. The investigator was looking to conduct the present research on a population that would be interested and committed in their English Learning.

### **3.2.2 Description of population**

INA's population is very varied. There are young people who left their secondary education earlier to be trained on a productive area that could help them obtain a job, young people who finished secondary education but want to learn a skill that can help them obtain a job and defray their University studies, or adults that finished secondary education but want to

## Self-Evaluation

learn a new skill to fulfill their curricula. Those are a few of examples of the kind of population found, however, most of them can be sorted out on this three cases.

Besides the education level, INA's population has other aspects in common, such as financial needs and social risk. The majority of students come from South neighborhoods which are known by their poverty level, lack of social security and crime risk. Nevertheless, most of the population is characterized by their desire to overcome financial or social needs and seek a better future for their families.

### **3.2.3 Description of participants**

The group is integrated by eighteen students with an age range of 18 to 25 years old. The Student's English level varies from basic to intermediate. Students come from three main locations, such as Hatillo, Uruca, and Desamparados. Some of them travelled long distances from their house to INA and viceversa.

There are some students who have difficulty to express themselves correctly while others are more advanced. The students are taking the basic course of a program that lasts around two years. They go through Basic, Intermediate I, Pronunciation I & II, Intermediate II and Advanced level. Although Spanish is not allowed in class, they seem to have no problem following instructions. Their attitude towards English learning is very good as most of time they are very eager to learn. The participants are very active and like free speaking activities a lot. When they seem to have trouble expressing their ideas, they are not afraid of trying it again.

In terms of speaking skills, students tend to confirm some grammar aspects before delivering a message. They are not afraid of asking what they don't know and sometimes they correct themselves when something is incorrectly said on a free speaking activity. As new

## Self-Evaluation

learners, students like to learn new vocabulary, so when they try to express themselves and don't recall a word, they usually help each other. The participants are half male and half female. There's a 23 year old boy who has Asperger. He is very gentle, smart and has a really good English level, so most of the students go to him when they have a doubt or don't know how to say a word. He has difficulty socializing with his partners because he doesn't share with them much but besides that, his partners tried to integrate him.

The purpose to conduct this research on these specific participants is to teach them metacognitive strategies that can help them monitor their own learning and correct their grammar in oral production.

### **3.3 Implemented strategies**

A strategy can be defined as an action plan created to achieve a certain goal. A set of tools are required to plan a strategy and to have successful results (Oxford, 1990). To have a better understanding of how this research will be implemented, a set of strategies will be applied to obtain results of how students are doing and developing on their language learning.

#### **3.3.1 Self Questioning: Overviewing with already known material**

This strategy will be implemented in the first class to guide students on a new learning strategy that could help them learn new vocabulary. Students will be explained how to ask themselves questions about what they already know concerning a certain topic can help us create a strong foundation for their new learning.

The target content for the class will be "Places in Town". The objectives of the lesson will be to learn new vocabulary about places in town and to be able to understand their purpose. The investigator will ask students to create a list of words or definitions about what they already

### Self-Evaluation

know about places in town. Then, they will need to relate those words with the name of places that they could find in their town. For example: “Walmart” is a grocery store. A place where they can go to buy home supplies in their town. Once the list is created the students will discuss with the researcher how they were able to relate words with previous knowledge.

Once the students have thought about what they already know and how they can relate it to something practical, they will be given a set of questions to ask themselves and gather more information about what they may already know about the topic. For example: Which are the most visited places in my town? Where do I buy fruits and vegetables? Where can I buy Chinese food? .This self-questioning activity will prove their knowledge and set a solid ground for new vocabulary. The whole activity will be developed in 25 to 30 minutes.

### **3.3.2 Role Playing Activities.**

According to the University of North Texas, a role play is an activity where students simulate a scenario or practice behavior for the real world through a specific situation. Any role play activity involves free speaking where students can either create their own scenarios, memorize a script or improvise as the activity moves on.

Students at INA will present two main role playing activities. The objectives will be to be able to recognize the most common grammar errors that students have and then to measure the progress. The first role play activity will be to create a situation where two people speak about a place to visit and some advice they could offer about it. Students will be asked to give descriptions using nouns, adjectives and adverbs studied at class. They will ask and answer questions when necessary. Students will have 20 minutes to prepare and 3 o 5 minutes to

### Self-Evaluation

present to the class. They will need to bring their cellphones to record their presentation for another activity.

The second role play will be applied after all the metacognitive strategies had been implemented with the students. They will need to create a situation where they will be discussing about their favorite vacation destination. While students are performing, the researcher will check their improvements. The participants will have 20 minutes to prepare and 3 o 5 minutes to present to the class.

#### **3.3.3 Self Evaluation: Recording**

As part of providing student's metacognition techniques to identify errors and correct themselves, a self-evaluation activity will be performed. Students will be asked to bring the audio file that was previously recorded and a pair of headphones to class. The objective of the activity will be to enhance students with a new strategy where they can be their own evaluators and become more automous learners by correcting their own mistakes.

Before developing the activity, the researcher will explain how useful this technique can be for their language learning and how it could allow them to listen to their own speech and be able to recognize and correct their errors. Then, students will listen to their recording three times and will self-evaluate their presentation with a rubric provided by the researcher. The rubric will ask students to identify their errors and indicate the best way to correct them. The activity will take around 40 minutes.

### **3.3.4 Self- Monitoring and Learning Planning: Creation of a Language Learning Book.**

This strategy will be applied to stimulate students to consciously decide to monitor and plan their own learning. Students will be given a notepad where they will keep a record of their most common errors, error corrections, assignments, new words, grammar rules, learning goals or any expression heard that they would like to ask the teacher about. INA students will take their notepad home and they will be asked to bring it to class to review their progress.

The activity will be explained in the first class, so they can keep a good record of their progress.

## **3.4 Data collection instruments**

### **3.4.1 Observation Checklists**

The observation checklists will be applied as a Pre-test and Post-test. The first one will help to identify the most common errors performed by the students in their oral production exercises (role playing). The post-test observation checklist will help to identify the students' progress or improvements after learning and applying some metacognition strategies.

The observation checklists will be measured in four scales: Excellent, Good, Regular and Needs Improvement. Each student will be tested on nine basic grammar topics and one pronunciation aspect. Students will be observed during the first role playing activity and then during the second activity. There will be a period of time between each observation to be able to measure the improvements.

### **3.4.2 Self-evaluation Rubric**

Students will work with a Self-Assessment rubric where they will have to pay close attention to their recordings and identify the mistakes made during their presentation.

The rubric is composed by three columns. The first one indicates the type of mistake that the student could have made, the second one allows the student to transcribe the mistake and the last one provides to the student a space for corrections.

The student will have to allocate his/her errors on eleven type of mistakes which are related to basic grammar and pronunciation. Once the error is identified, the student will transcribe the error in the transcription column. If necessary, the student can go back and hear the recording to gather the correct spelling or order. Then, the student will analyze the error and will write the correction. At the end of the chart, there will be some lines to add any other mistake that the student was not able to allocate and its correction. It is important to remark that the researcher will provide clear instructions to the students before performing the self-assessment.

### **3.4.3 Questionnaire**

A questionnaire allows the researcher to gather essential information about the strategies performed to the participants. It empowers the researcher with important feedback from the participants about feelings, reactions and responses.

The researcher will apply a questionnaire in the last class to compile student's responses towards the use of metacognition strategies in their language learning. The questionnaire consists of 10 opened and closed questions in Spanish that will allow the student to express his/her feedback in an easiest way.

#### **3.4.4 Lesson Plans**

A lesson plan is a detailed guide for the researcher to organize the activities that will be performed in class during the strategies application. It helps the investigator gather the objectives, time and activities description in one place where the researcher can consult and obtain an effective application of the research instruments.

There will be three lesson plans for each strategy and instruments applied in the present research. The lesson plan will include the target content, objectives, time, procedures, materials and evaluation outcomes.

#### **3.5 Validation of instruments**

As an important requirement for the present investigation, the researcher validated the consistency of the previous instruments mentioned. The instruments were applied to a basic level group at INA who take classes every night from Monday to Friday. Although the population was different, the English level was pretty similar, so the validation was successfully performed.

## **Chapter IV**

### **Data Analysis**

This chapter will provide an extensive analysis of the results gathered from the instruments exposed in Chapter III. The results will be compiled and analyzed through several figures, tables and descriptions that will allow the reader understand the results obtained. The main aim of this chapter is to provide evidence of how metacognition strategies helped students improve basic grammar at oral production.

According to Kerlinger (as cited in 2006, p.98), data analysis means to set categories, to sort, manipulate and summarize data. Therefore, this section will help the researcher rationalize the data collected for the purpose of demonstrating how the results are connected to the investigation objectives.

#### **4.1 Analysis and Interpretation of the Results**

During the day to day classes the researcher was able to identify the most common basic grammar errors performed in class. The application of the instruments allowed the researcher to set a solid ground to analyze and interpret the results later. The students became aware of the metacognition term and how its strategies could help them not only to correct their grammar errors but also to improve their language learning process. In addition, students learned how evaluation and monitoring can be a task managed by themselves.

##### **4.1.1 Observation Checklist**

The observation checklist term is integrated by two important definitions. An observation is done not merely to contemplate a situation and write notes about what is being seen. Barav (2006) explains that a good observation implicates a deep look at a social environment, as well as an active role and a thoughtful attitude towards what is being observed, which means that the researcher must carefully look at expressions, actions, details and events that could modify the observation results. In

## Self-Evaluation

other words, the importance of an observation is to gather every single detail about what is being observed to collect the most accurate results.

On the other hand, a checklist is usually identified as a list of aspects to fulfill or to be checked, which means that the researcher has to be able to focus on some specific grammar aspects without leaving behind what is being observed as a whole. Both definitions together enhance the researcher with an excellent instrument measurement.

As a result, this instrument was chosen by the researcher due to its excellent function of providing results not only based on a set of aspects to be checked but also on looking at the whole picture to obtain better results. The observation checklist applied it's integrated by ten criteria's topics related to grammar and pronunciation.

### **4.1.1.1 First Observation: Pre-Test**

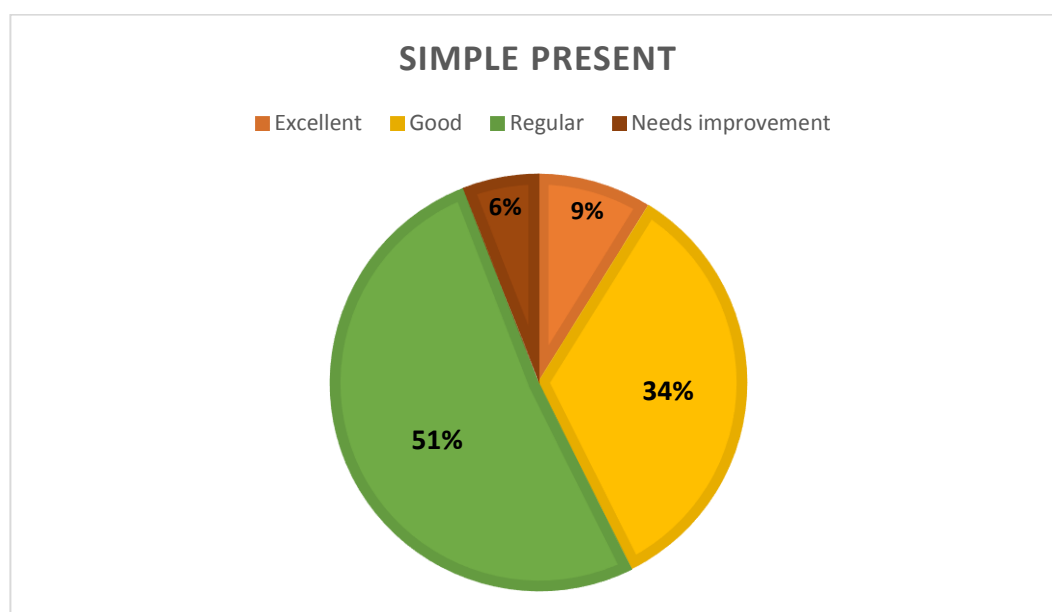
The information gathered from the first observation checklist allowed the researcher to identify the basic grammar errors made by the students during their speaking exercises. During first four weeks visiting the classroom, students had already learned some basic grammar topics, such as simple present, adverbs of frequency and present continuous. A week prior applying the first observation checklist, students learned about countable nouns, uncountable nouns, superlatives and comparatives and the way to structure questions using the simple present. Students worked on a number of oral activities to practice the new grammar learned.

Then, seventeen students were asked to work in pairs and create a situation where they could talk to each other about a place to visit and give some advice. Students were asked to use simple present and all the grammar topics recently learned. Instructions were written on the whiteboard and students had 20 minutes to prepare and 5 minutes to present it to the rest of the class. Students sat close to their partner and started planning the conversation. They consulted their notes to check grammar structures and asked for some specific words related to the touristic places chosen. The instructions about the

## Self-Evaluation

activity were understood and the students were informed about how they were going to be observed. 20 minutes later the students were chosen randomly to present their role play (conversation) in front of the class.

While students were performing, their teacher was also grading their performance with a different rubric. Students seemed to be a little nervous but they were able to role play for about 4 to 5 minutes. The following figure shows the students' performance in some basic grammar topics. There were 17 participants.



*Figure 1*

*Shows students' performance in the simple present use.*

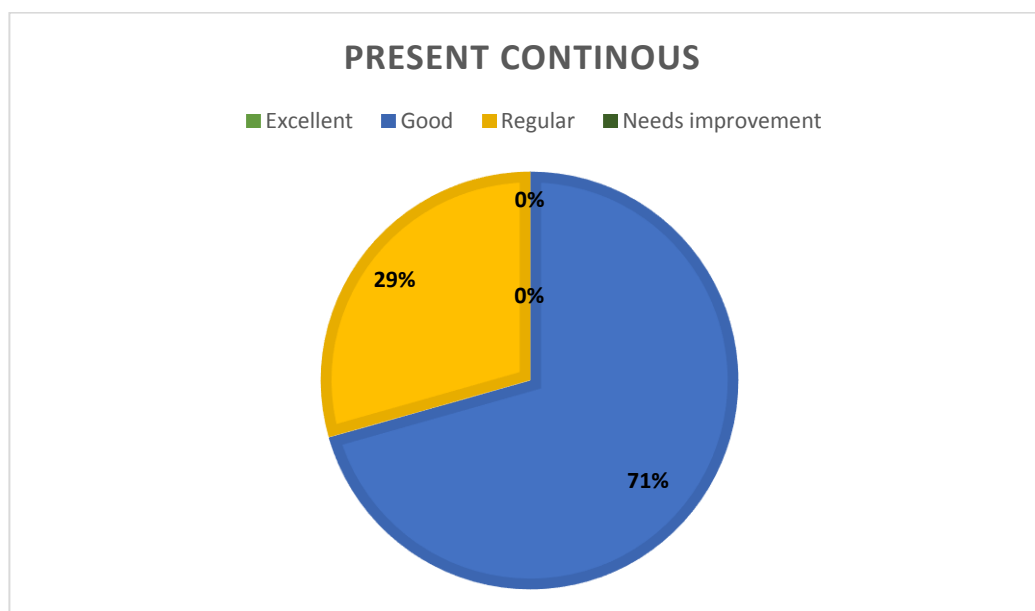
As it can be seen from figure 1, students were observed in four main simple present aspects. The first one was about the simple present tense structure which included the correct use of verb to be, the structure order, subject, verb and predicate. Sometimes, students tend to miss or remove basic elements of a grammar tense, such as the subject or predicate. Therefore, this was the second aspect considered in the first observation checklist. Students' negative statements and contractions'

## Self-Evaluation

pronunciation were the third aspect observed, and lastly, the correct use of the verb in simple form was graded.

As it can be observed in Figure 1, 51% of students had a regular performance on simple present which means that half of the group applied the simple present rules in a basic level. It means that few mistakes (3) were made during their oral presentations, such as the omission of sentence elements “Go to the mountain” instead of “You go to the mountain”. Then 34 % of the group was able to use the simple present in a good level with minimal (2) contractions or negative pronunciation mistakes. Finally, 9% (0) of the students showed an excellent simple present usage and only 6% (3 to 4) seemed to need improvement as the errors were more frequent.

Hence, it can be inferred that most of the students understood the simple present structure and were able to communicate although they still need to analyze the errors made because most of them were just simple omissions.

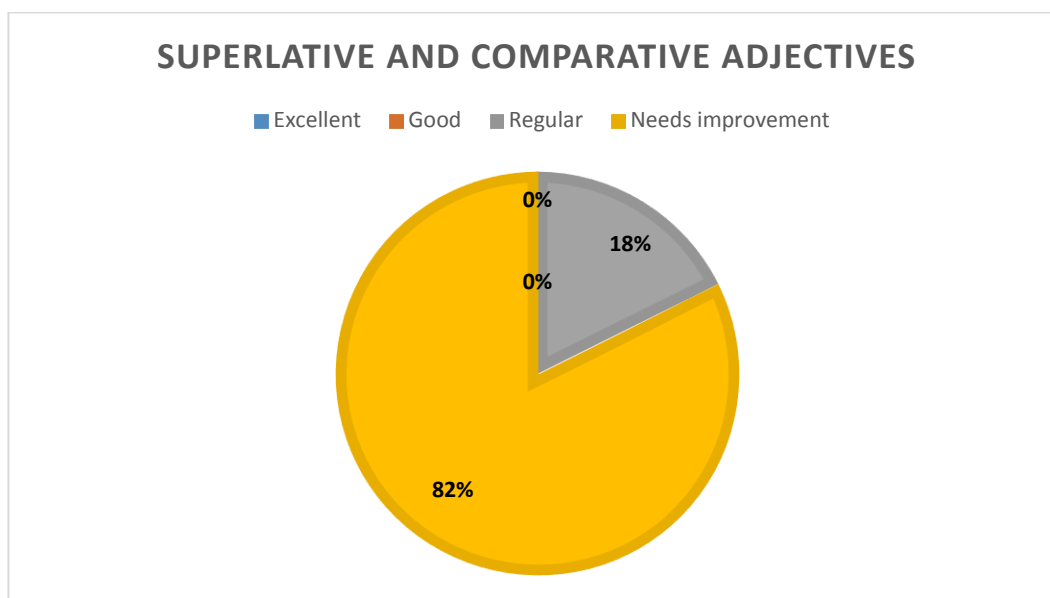


*Figure 2*

*Shows the correct use of present continuous*

## Self-Evaluation

On Figure 2, it can be observed that most of the students demonstrated a good management of present continuous; only 2 mistakes were made by each student which represents 71% of students. Then 29% showed a regular usage of the tense which means that only 3 mistakes were performed by each student. There were 0% results for excellent and need improvement' scales as there were no students with more than 3 mistakes. It is important to remark that students didn't use the present continuous very often as they focused their speech mostly on descriptive aspects of their vacation destination. Later on, the investigator will display the grammar errors that were found more frequently according to the speech focus given.



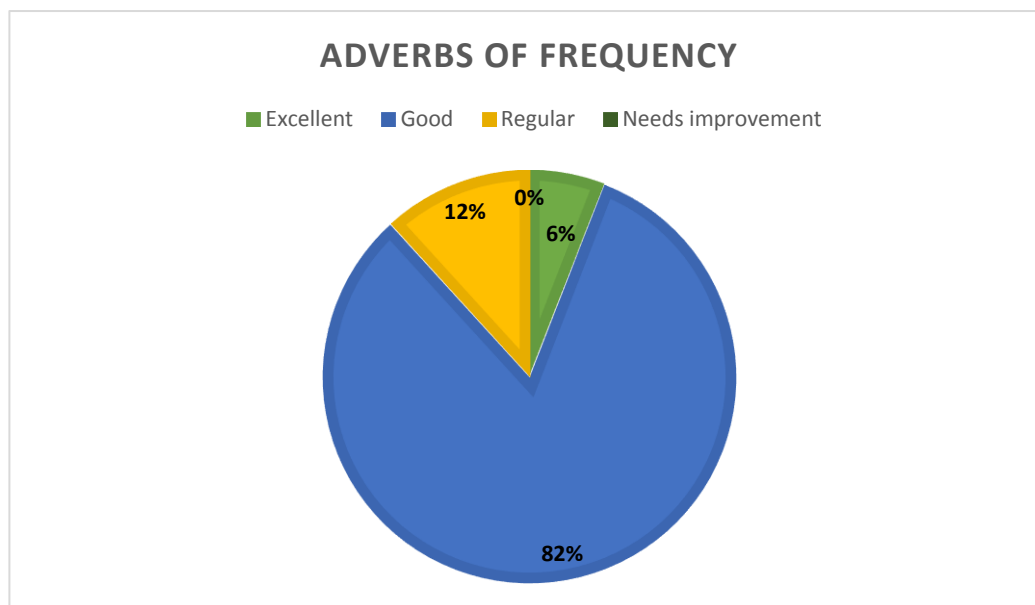
*Figure 3*

*Indicates the mistakes found on superlatives and comparatives' usage.*

During the class teaching and practices, the students struggled a little with the use of superlatives and comparatives. It was a slow learning process because students were learning different uses of superlatives and comparatives and the ways they could be applied them in different contexts. Figure 3, demonstrates the need of reinforcing the topic and confirming grammar rules for the use of superlative and comparative adjectives. As it is represented, 82% of the class made around 3 mistakes

### Self-Evaluation

per student indicating that there was a need of improvement. Only 18% had a regular performance and there were no results for good and excellent scales. Some of the mistakes found were “more beautiful” instead of “the most beautiful”, “more cheaper” instead of “cheaper than” etc. Students seemed to have understood the rules and the way to apply them, but when it came to applying them in oral speaking, they struggled.



*Figure 4*

The results on Figure 4 are very similar to the ones on Figure 3. During the application of the instrument, the researcher noticed that student's didn't use adverbs of frequency very often during their conversations. Most of them only used adverbs of frequency once during the entire conversation with no errors. As it is displayed on figure 4, 82% of the students of the class demonstrated a good use of frequency adverbs, 12% a regular use and 6% of participants still needed improvement.

The following category demonstrates one of the deficiencies that students struggled with the most. Figure 5 shows the analysis of the simple present questions structure. According to it, 94% of

### Self-Evaluation

the students were having issues with intonation and structure of questions in simple present. Students used statements rather than questions to ask for information.

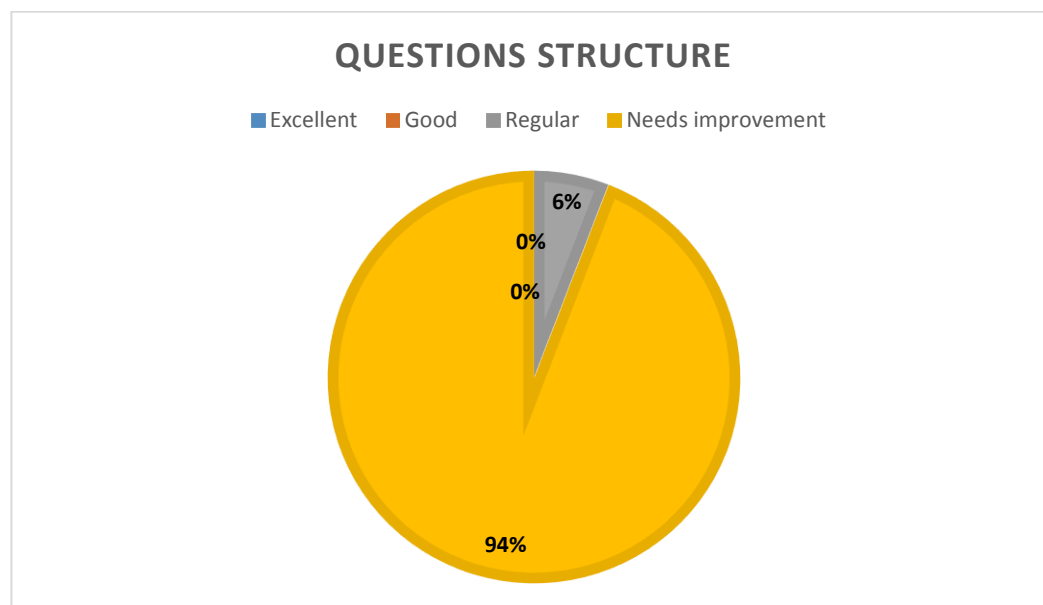
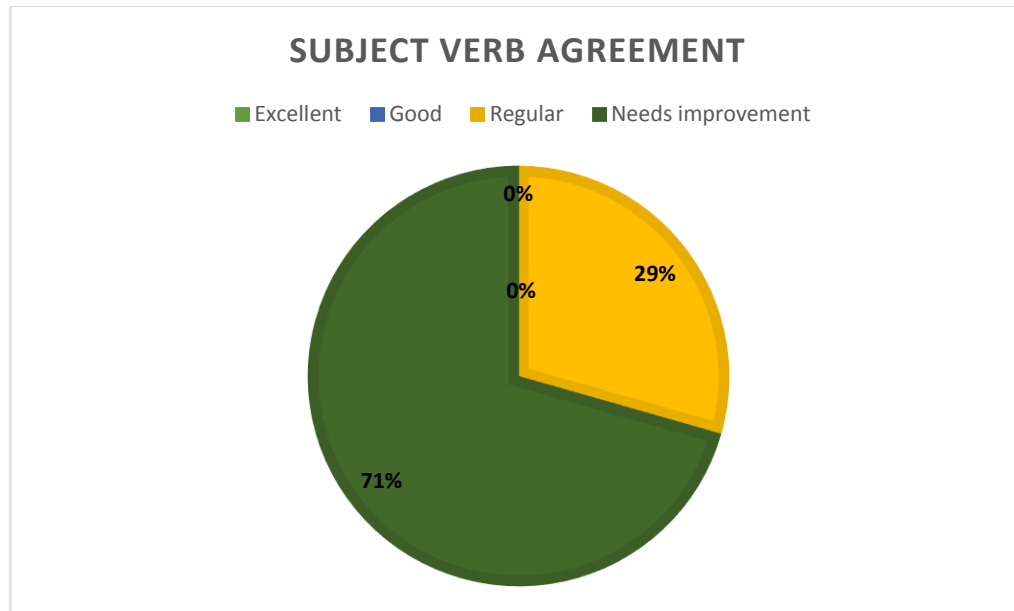


Figure 5

For instance, students said *“You need a recommendation?”* rather than *“Do you need a recommendation?”*, *“If we can take vacation together”* instead of *“Can we take vacation together?”*, *“but is dangerous?”* rather than *“but is it dangerous?”*, *“What you want do first?”* instead of *“What do you want to do first?”*, *“It is a touristic country?”* instead of *“Is it a touristic country?”*. Although students were taught the question structure grammar rules, they still showed difficulty that tend to confuse the receptor of the conversation. Only 6% of the students were capable to achieve a regular level.

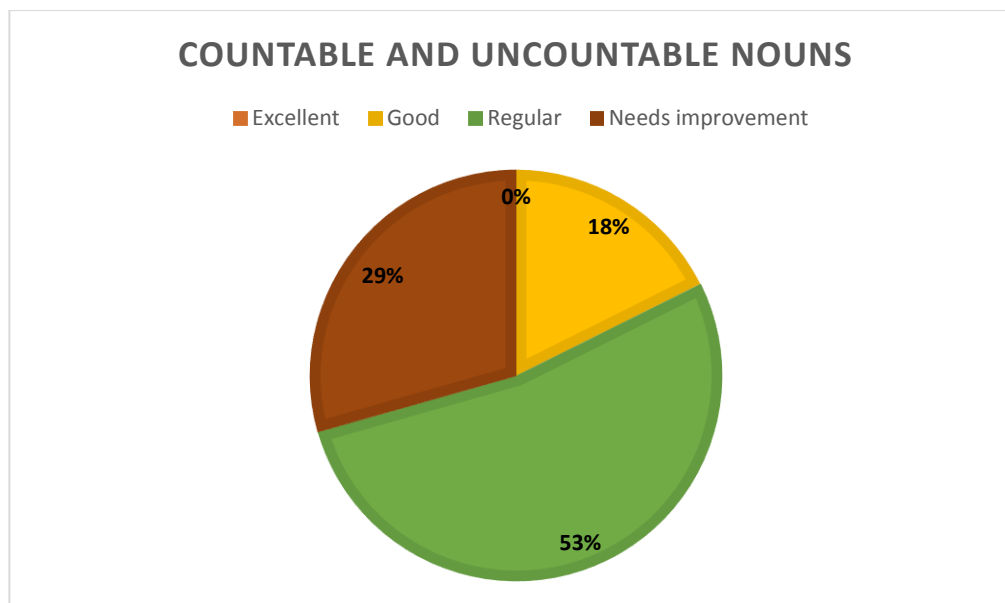
Therefore, it can be inferred that the construction of questions is one of the most common grammar errors that students still have during their oral speaking task. The intonation that should be done when asking a questions was also emphasized during classes.



*Figure 6*

In regards to the subject verb agreement, 71% of the students showed difficulty when applying the subject verb agreement rule and 29% showed a regular use having only 3 errors during their conversation. Most of the mistakes were related to the basic subject verb agreement rule where a singular subject takes singular verb and viceversa. For instance, students said “My aunt live” instead of “My aunt lives” or “Jamaica have some mountains” rather than “Jamaica has some mountains”.

Lastly, countable and uncountable nouns were also observed during the oral speaking activity. On Figure 7, the researcher displayed the results where 29% of the students struggled with the correct use and needed improvement while 53% had a regular performance and 18% showed a good usage. After analyzing the results for this category, the researcher noticed that although half of the group have a regular performance, students were still making around 1 to 3 mistakes per student which means that they still need an improvement on this topic. For instance, some mistakes found were; “*There are many beach*” instead of “*There are many beaches*” or “*Is a lot of expensive*” instead of “*It is very expensive*”.



*Figure 7*

After reviewing and analyzing each figure, the investigator concludes that the majority of grammar errors are related to: simple present, superlative and comparative adjectives, questions structures, subject verb agreement and countable/uncountable nouns. The level of difficulty varies from one topic to another; for example, although there was only 6% of the students who showed the need of improvements, there was 51% of the population who still made around 3 simple present mistakes in their conversations which means that half of the students still seemed to struggle with simple present. On the other hand, in the question structure 94% of the population need to improve which means that almost all of the students are having difficulties. In other words, “regular” and “needs improvement” scales differ from 1 error only which means that both aspects need attention from the student.

#### **4.1.2 Self-Evaluation Rubric**

After recognizing the most frequent grammar errors made by basic level students at National Institute of Learning, the researcher’s aim was to help students improve their grammar skills during their oral performance through the application of a metacognitive strategies such as the self-evaluation. The researcher’s aim was to help students recognize their own errors and learn from them.

## Self-Evaluation

According to Flinder University (2017), a rubric is descriptive scoring scheme usually developed and used by teachers to guide their judgements on a certain assessment task. A rubric contains a set of criteria' that should be measured according to some scaled levels. As it was previously mentioned, in a classroom environment, rubrics are used most of the time by teachers and not by students. However, as the researcher had previously mentioned, metacognition is all about enhancing students with the appropriate instruments, so they can become judges of their own learning process.

Hence, the researcher decided to have students apply an evaluation rubric to themselves as a metacognitive strategy that could help them become aware of their own errors and needs of improvement. The self- assessment rubric included all the grammar criteria' that were added in the pre-test checklist. The objective of this activity was to help students recognize their own errors and be able to correct them according to the knowledge they already had.

In the pre-test activity previously performed, students discussed about places to visit and provided some recommendations; they were asked to record their own conversations by using their cellphones. A week later, the researcher asked students to bring their recordings along with a pair of headphones. Students were explained the 11 categories that were included in the self-assessment rubric and how they needed to transcribe the mistake heard and add a correction to it. The researcher read and explained each category to the students before allowing them to self-assess. Once students had understood the task, they were given around 20 to 30 minutes to listen to their recordings, transcribe the errors and provide a correction. While listening to their recordings, some students asked questions to confirm their correction were acceptable. Others asked questions about where to place specific errors as they didn't know where they belong to. Although the self-evaluation rubric was explained step by step, some students still struggled with filling the rubric out, so the researcher took some time with each of them to explain how it should be filled. 25 minutes later, the researcher collected each rubric and ensured that students had written their respective names on it.

## Self-Evaluation

Then the self-assessment rubric was analyzed by the numbers of errors found by the students on each grammar criteria.

**Matrix 1**

<b>Self Assesment Rubric</b>	
<b>Type of Mistake</b>	<b>Number of errors found</b>
1.The simple present tense was used correctly	8
2.Subject Verb Agreement rule was followed	0
3.Students structured questions in simple present tense properly	9
4.Correct use of "There be"	3
5.Correct use of countable and uncountable nouns	6
6.Students miss basic sentences elements	2
7.Negative statements and contractions are pronounce correctly	0
8.Basic grammar pronunciation	4
9.Student applies the present continuous grammar structure correctly	3
10. Superlative and Comparative adjectives are used correctly	2

*Figure 8*

*Number of errors found per type of mistake*

According to Matrix 1, students were able to identify a total of 37 errors. The majority of errors identified by the students were related to the structure of questions in simple present. Students noticed that during their oral activity, they didn't structure questions in simple present correctly, as nine errors were found. Secondly, students identified ten errors related to simple present which also included missing basic elements of the verb tense. In the third position, students found six errors related to countable and uncountable nouns, four errors related to pronunciation and three mistakes related to the present continuous and "there be" use. Lastly, only two errors were found for superlative and comparative adjectives.

## Self-Evaluation

The results demonstrated two important aspects for the researcher and the student. The errors that students were able to recognize the most were located in the following grammar criteria': questions' structure, simple present and countable and uncountable nouns. It means that students have better comprehension on those grammar topics as they were able to identify several mistakes and correct them appropriately. This can be inferred from the corrections shown on Matrix 2 where the transcription of the mistake and the correction can be found. One of the important results revealed that students had a deeper understanding in some grammar aspects than in others. For instance, in the questions' structure grammar aspect, student were able to find nine errors and correct them appropriately which means that other aspects affect their performance when constructing questions in an oral activity. In addition, students were able to recognize which the grammar aspects which they struggled the most with and that needed their attention.

On the other hand, the second remarkable aspect allowed the researcher to compare the amount of errors found in the pre-test results and the self-assessment rubric. According to the students, the simple present, questions' structure and countable and uncountable nouns are the grammar criteria' that they struggled the most with but according to the researcher's checklist, only three out of five grammar topics matched with the students results. It led the researcher to recognize the grammar topics that need to be reinforced as students were not able to identify those mistakes. In addition, this means that self-assessment rubric does not only provide students an insight of how much they know or need to work on but it also allows the teacher to identify students strengths and weaknesses.

Another important aspect to mention is the empowerment that self-assessment rubrics provide to students. They are able to judge their performance according to their current knowledge and to work on what they independently noticed that they needed to improve.

The researcher will now analyze the results of the self-assessment rubric according to the mistake transcription and correction performed by the students. The three grammar criteria' where students found more errors, will be analyzed. First, the structure of questions demonstrated that students

### Self-Evaluation

tend to change the position of the verb and the subject when asking a question; for example, they asked: “How you are doing?” instead of “How are you doing”. The students knew that the correct structure should be HW + verb + subject. Second, students noticed that they were removing or adding elements in the simple present tense when speaking. For instance, they said: “I like it the volcano” instead of “I like the volcano”. The third grammar criteria was the use of countable and uncountable nouns where students said “I have more to do” instead of “I have many things to do”.

Matrix 2 also shows how students placed some error according to different categories and a few mistakes were corrected inappropriately; however, as it was previously mentioned, most of the errors found have good corrections.

### **Matrix 2**

## Self-Evaluation

Self Assesment Rubric		
Type of mistake	Transcription of the Mistake	Correction
1.The simple present tense was used correctly	<ol style="list-style-type: none"> <li>1. I never have</li> <li>2. I need too</li> <li>3. And other place without the country</li> <li>4. It have many hotels</li> <li>5. I prefer two</li> <li>6. I like the both</li> <li>7. I like in the volcano</li> <li>8. I like it the volcano</li> </ol>	<ol style="list-style-type: none"> <li>1. I have never</li> <li>2. I need vacation too</li> <li>3. An other places outside the country</li> <li>4. It has many hotels</li> <li>5. I prefer both</li> <li>6. I like both</li> <li>7. I like the volcano</li> <li>8. I like the volcano</li> </ol>
2.Subject verb agreement rule was followed		
3.Students structured questions in simple present tense properly	<ol style="list-style-type: none"> <li>1. What did you do over vacation?</li> <li>2. Do you, why?</li> <li>3. You think</li> <li>4. You prefer volcano</li> <li>5. Do you enjoyed your vacation</li> <li>6. How you are doing?</li> <li>7. You don't like the winter so?</li> <li>8. What you want to do in the vacation that is coming?</li> <li>9. You visit tarcoles bridge?</li> </ol>	<ol style="list-style-type: none"> <li>1. What did you do on your vacation?</li> <li>2. Do you like volcano? Why not?</li> <li>3. What do you think?</li> <li>4. What volcano do you prefer?</li> <li>5. Did you enjoy your vacation?</li> <li>6. How are you doing?</li> <li>7. Do you like the winter?</li> <li>8. What do you want to do in the coming vacation?</li> <li>9. Did you visit tarcoles brigde?</li> </ol>
4.Correct use of "There be"	<ol style="list-style-type: none"> <li>1. No are dessert</li> <li>2. There are red parrot</li> <li>3. The animals</li> <li>4. Only snake, birds</li> </ol>	<ol style="list-style-type: none"> <li>1. There aren't desserts</li> <li>2. There is a red parrot/There are red parrots</li> <li>3. There are animals</li> <li>4. There are only snakes and birds</li> </ol>
5.Correct use of countable and uncountable nouns	<ol style="list-style-type: none"> <li>1. Only watch</li> <li>2. My prefer places is the beaches</li> <li>3. Manuel Antonio have a park</li> <li>4. There are trees</li> <li>5. I have more to do</li> <li>6. There are many mountain</li> </ol>	<ol style="list-style-type: none"> <li>1. You only watch</li> <li>2. The beach is my favorite place</li> <li>3. Manuel Antonnio has a park</li> <li>4. There are many trees</li> <li>5. I have many things to do</li> <li>6. There are a lot of mountains</li> </ol>
6.Students miss basic sentences elements	<ol style="list-style-type: none"> <li>1. You have swim in the beach</li> <li>2. Have different beach</li> </ol>	<ol style="list-style-type: none"> <li>1. You have to swim in the beach</li> <li>2. The place has different beaches</li> </ol>
7.Negative statements and contractions are pronounce correctly		
8.Basic grammar pronunciation errors	<ol style="list-style-type: none"> <li>1. Cool</li> <li>2. Drey</li> <li>3. Colt</li> <li>4. Bitchs</li> <li>5. Volcan</li> </ol>	<ol style="list-style-type: none"> <li>1. Cold</li> <li>2. Dry</li> <li>3. Cold</li> <li>4. Beaches</li> <li>5. Volcano</li> </ol>
9.Student applies the present continous grammar structure correctly	<ol style="list-style-type: none"> <li>1. I go to my car</li> <li>2. I going</li> <li>3. I like surf</li> </ol>	<ol style="list-style-type: none"> <li>1. I am going on my car</li> <li>2. I am going to....</li> <li>3. I like surfing</li> </ol>
10. Superlatives and Comparatives adjectives are used correctly	<ol style="list-style-type: none"> <li>1. Hawai is a hottest place</li> <li>2. One of the better places</li> </ol>	<ol style="list-style-type: none"> <li>1. Hawai is the hottest place</li> <li>2. One of the best places</li> </ol>

Figure 9

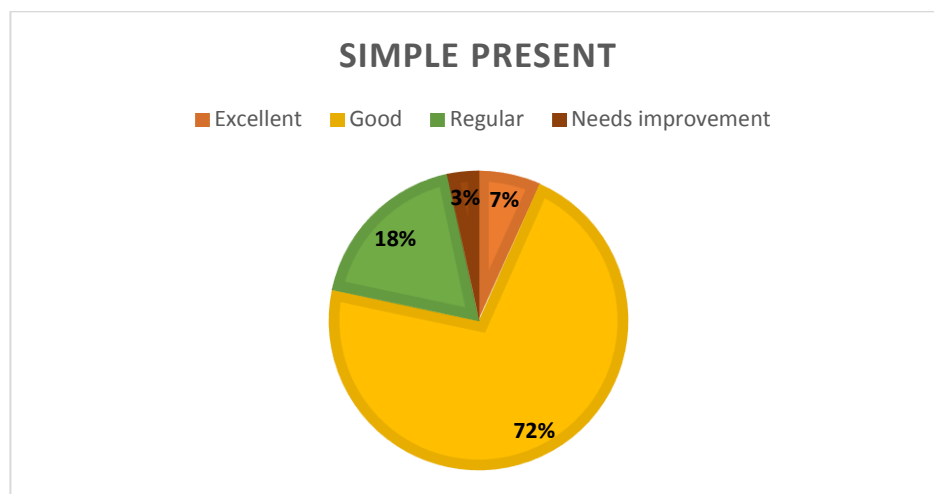
*Transcription of errors and corrections*

#### 4.1.1.2 Second Observation: Post-Test

The Post- test observation checklist was applied a week after the self-assessment rubric. The objective of the post- test was to identify how the self-evaluation strategy helped students recognize their areas of improvement and granted them an autonomous learning. Two grammar criteria' that were included on the pretest, were removed from the post-test observation checklist: the present continuous and adverbs of frequency. They were removed because the topic didn't require the use of those grammar categories.

In the post-test observation checklist, students were asked to create role play about their favorite vacation destinations using all the grammar topics already learned in class. In pairs, students needed to create a conversation that should last from 4 to 5 minutes. They had 15 minutes to prepare and ask questions if necessary. The researcher reminded the students to consider all the error found on their self- evaluation rubric. Students were explained the idea of identifying how much they improved after checking their own performance. 17 students were taken into account for the following analysis.

**Figure 1**

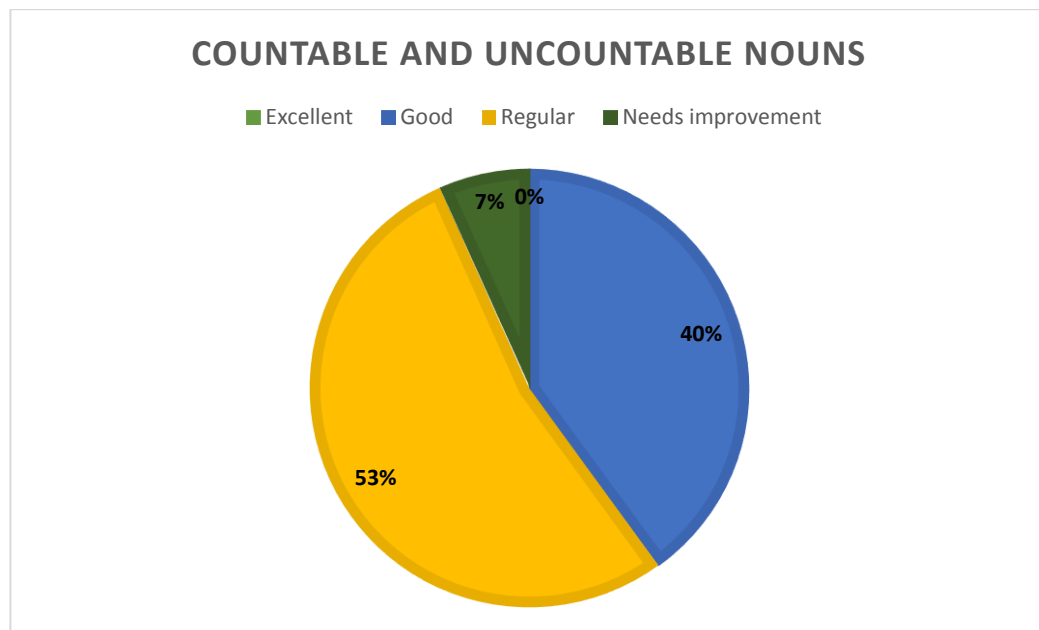


## Self-Evaluation

*Shows students improvement on simple present tense use*

Figure 1 represents the simple present results from the oral speaking activity performed by INA students. According to it, 72% of the students demonstrated a good performance on the simple present tense and only 3% showed a need of improvement. Going back to Figure 1 from the pre-test observation checklist, the researcher discovered that students improved from 34% to 72% of good performance and 6% to 3% of needed improvement. Although, the excellent scale decreased from 9% to 7%, the regular scale decreased from 51% to 18% which means that most of the students that had a regular performance on simple present improved to a “good” performance scale.

**Figure 2**



11

*Countable and uncountable nouns improvement*

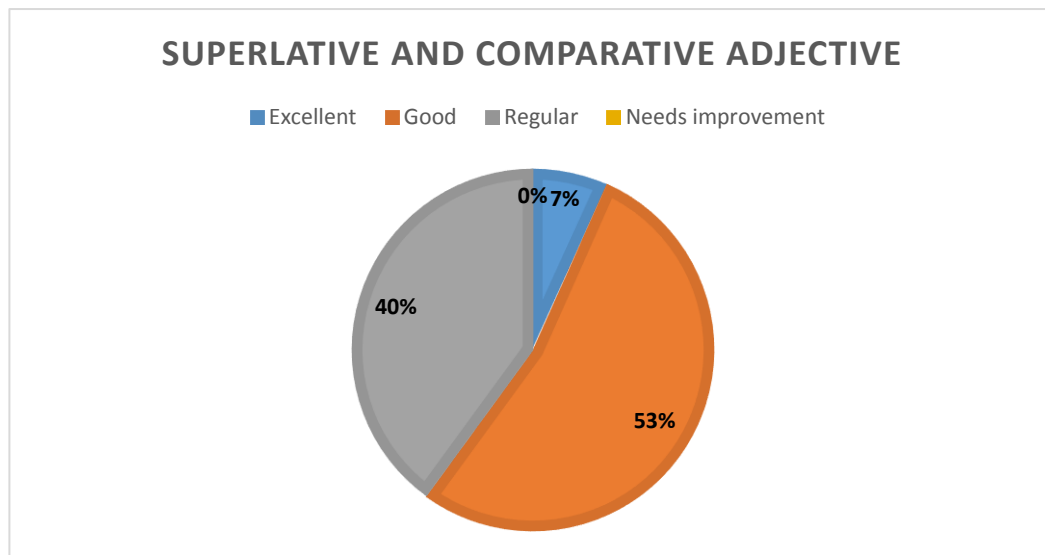
On the pre-test observation results, 18% of the students had a good performance on countable and uncountable nouns usage; however, on the post test results there was an increase of 22% which means that there was a change from 18% to 40%. Although the percentage of the “regular” scale didn’t

## Self-Evaluation

change at all, it can be inferred that some students improved from the “needs of improvement” scale to the “good” one. Students seemed to be more comfortable in their performance and that helped them make fewer errors.

The superlative and comparative adjectives’ results on the pre-test observation demonstrated that students needed to reinforce this grammar criteria as 82% of the students showed difficulties on the topic and only 18 % had a regular performance. The criteria results changed dramatically from the pretest to the post-test. Although students’ didn’t recognize too many errors in their self-assessment, they were able to improve from 0% to 53% on the “good” scale and 18% to 40% on the “regular” scale as it is shown on Figure 3. Only 7% of students the still struggled with the use of superlatives and comparatives which still demonstrates a serious improvement. A factor that may have involved students’ improvement could have been that their teacher was not grading them for this activity as he was on the pretest one.

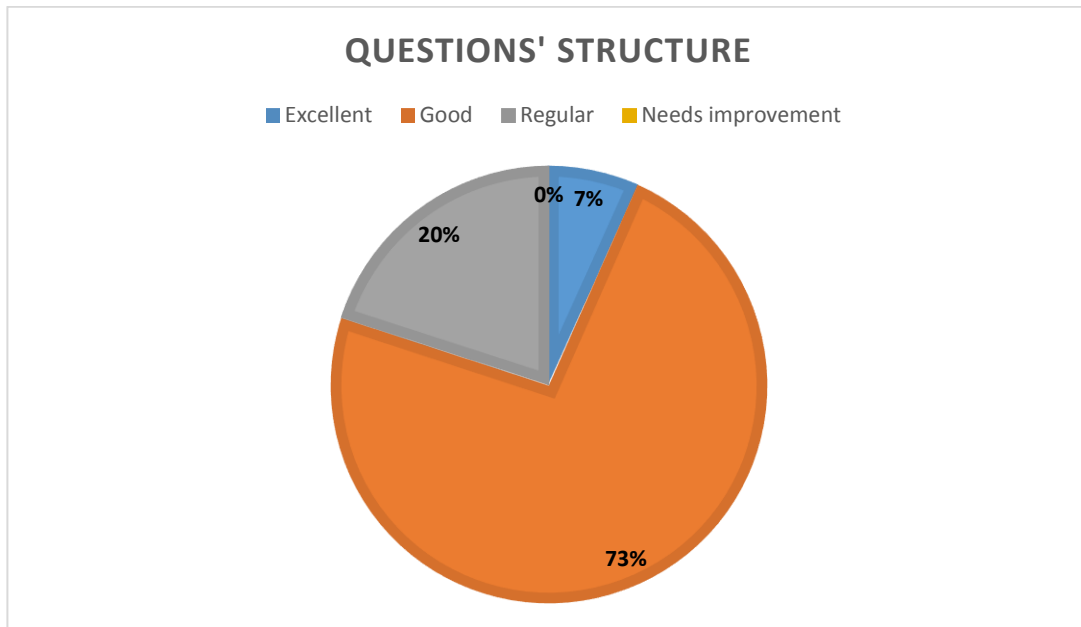
**Figure 3**



## Self-Evaluation

Students also demonstrated an important improvement on the questions' structure grammar criteria.

**Figure 4**



13

*Shows question's structure improvement*

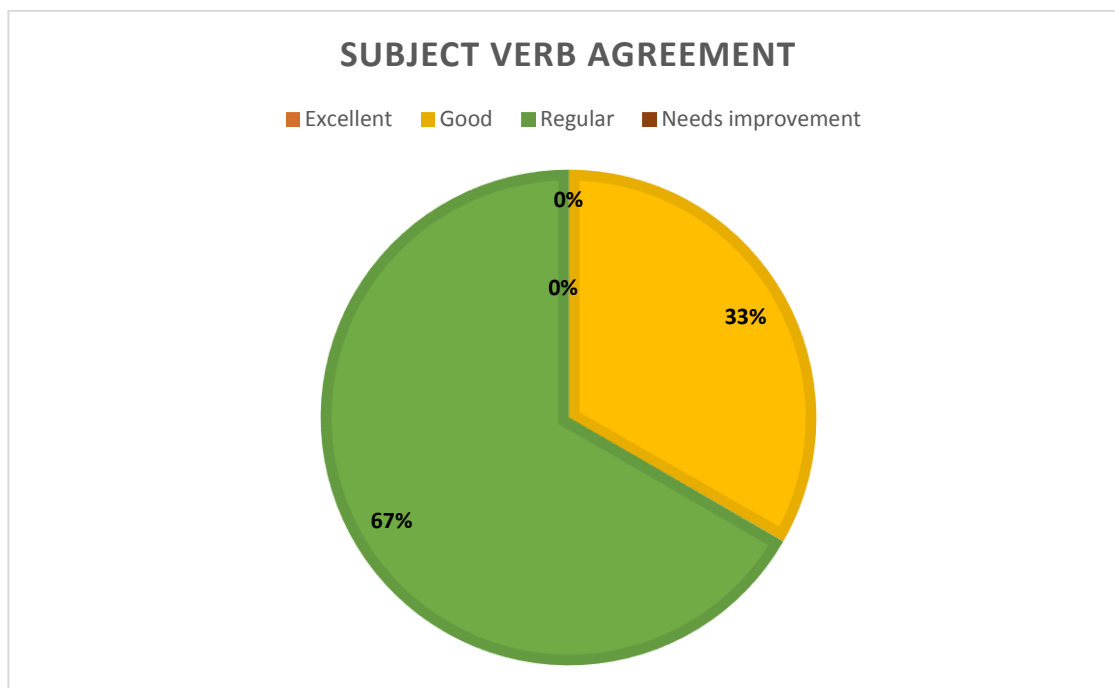
More than a half of the population improved their ability to construct questions in simple present. Comparing Figure 3 from the pre-test observation and Figure 5 from the post-test, students increased their "good" scale from 0% to 73%. 94% of students who needed improvement on the pre-test got much better on the post-test activity. The majority of students moved from a "needs of improvement" scale to a "good" or "regular" scale. Only 7% of the population seemed to have to lower their performance from the pre-test to the post-test and there weren't students with more than 3 errors on the pre-test observation.

Students were able to construct complete questions and intonate them properly. Some questions to mention: "Do you like to swim in the river", "What is your favorite place in the country?" and

## Self-Evaluation

“What is your favorite place to go on vacation?”. Acknowledging their error helped students remember the correct grammar order when creating questions rather than statements.

**Figure 5**



14

*Shows subject verb agreement improvement*

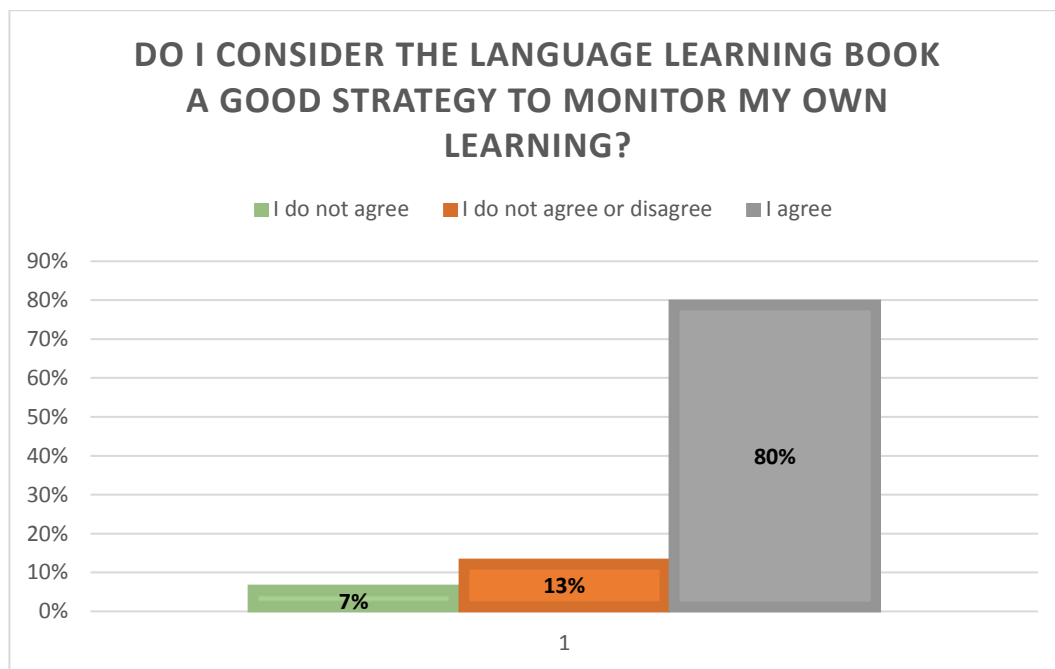
Finally, students still have few errors related to subject verb agreement as it can be observed in figure 5, 67% of the students still made errors. This seemed to be more likely an issue of lack of practice as students have demonstrated through other class activities that they understood the basic subject verb agreement theory. 33% of students showed a regular performance and there are no students found on the “needs improvement” scale.

It can be concluded that there was a real improvement after the application of the self-evaluation strategy. Having students internalize about their language performance not only helps their language grammar but also allows them to change their mind about how they can become their own evaluators with the knowledge acquired.

## Self-Evaluation

**4.1.3 Questionnaire**

With the intention to know students' perception towards the subject and strategies addressed, a set of questions was created to ask students opinion. The students were explained that the information provided would be confidential and it would be use for educational purposes only. In addition, they were requested to answer in the most accurate way possible. Eleven questions about self- monitoring and self-evaluation strategies were asked to students. Two days after the post-test observation, students were given around 10 minutes to fill out the questionnaire. 15 students participated in this activity.

**Figure 1**

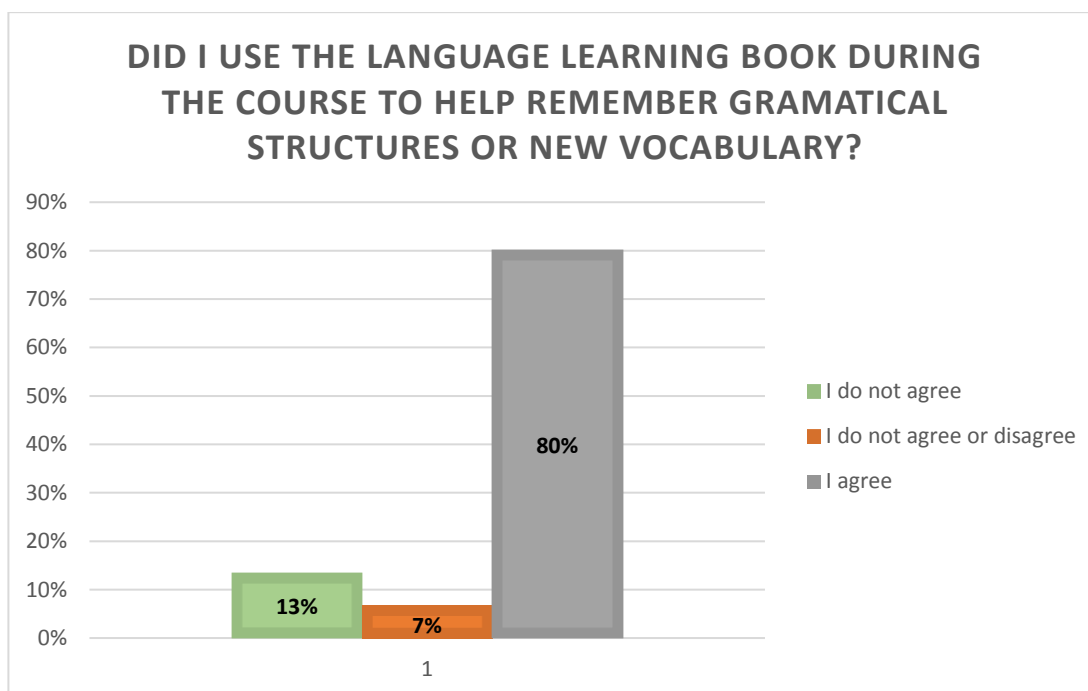
15

Figure 1, displays the perception that students had towards the language learning book. As the researcher explained in Chapter III, the language learning book was used as a self-monitoring strategy where students could note all new vocabulary, grammar structures, track their errors and improvements. The language learning book was checked every two days and some students used it during the class. The questionnaire was explained and 10 minutes were provided to complete it.

## Self-Evaluation

According to Figure 1, 80% of the students agreed that language learning book is a good strategy to monitor their own learning; 13% did not agree or disagree while 7% didn't agree at all. The results confirm that the language learning book is a good strategy to have students engaged every day with the language. The idea of monitoring themselves outside and inside the classroom seemed to be effective to the majority of the students.

**Figure 2**



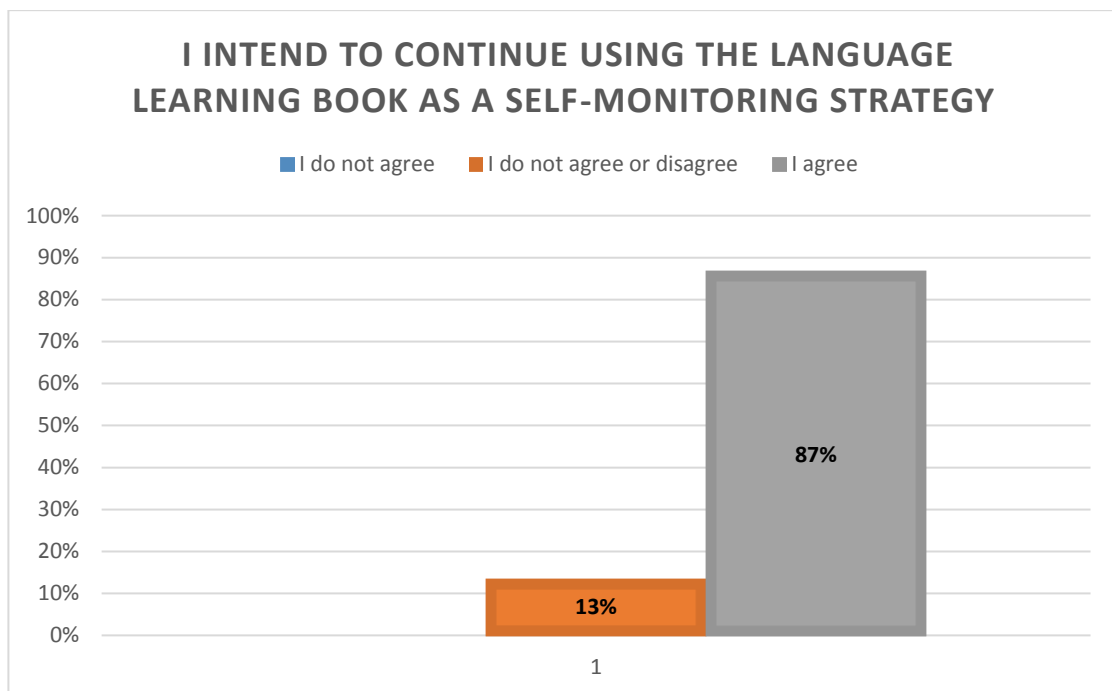
## 16

The second question was formulated to confirm the effectiveness of the language learning book. Although students had already indicated that they considered the language learning book as a good monitoring strategy, the researcher wanted to confirm that the book was really useful during their current course. In fact, the results from Figure 2 are the same as the ones from Figure 1 results. 80% of the students agreed on using the language learning book during the present course to remember grammatical structures or new vocabulary, 7% didn't agree or disagree and 13% didn't agree.

## Self-Evaluation

The researcher also wanted to confirm if the students would consider to keep using the language learning book to monitor their learning. According to Figure 3, 87 % of the students agreed on using the language learning book in their ongoing learning and only 13% didn't agree or disagree. This being said, the investigator concludes that students found this monitoring strategy useful and intend to use it in their day to day learning.

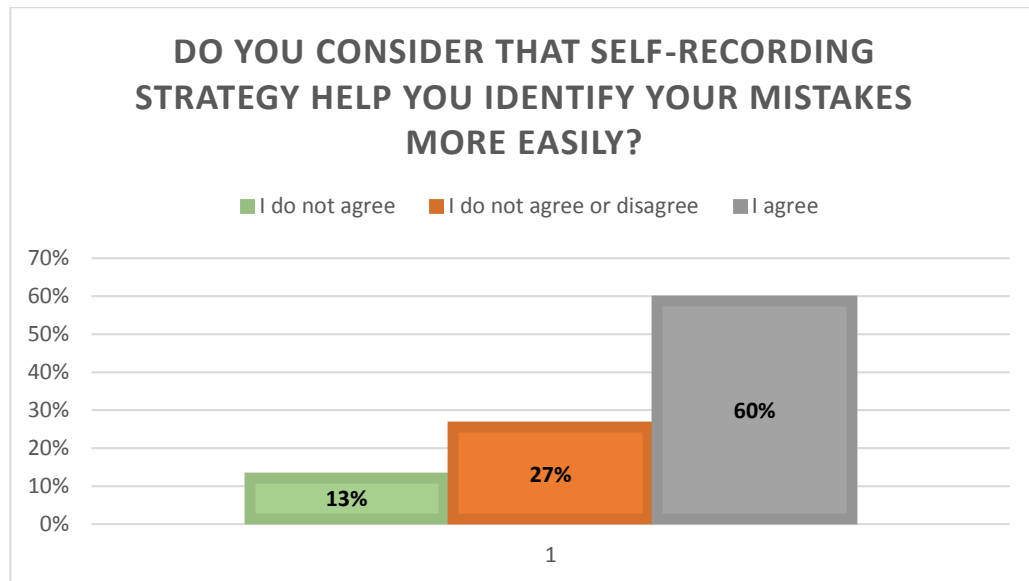
**Figure 3**



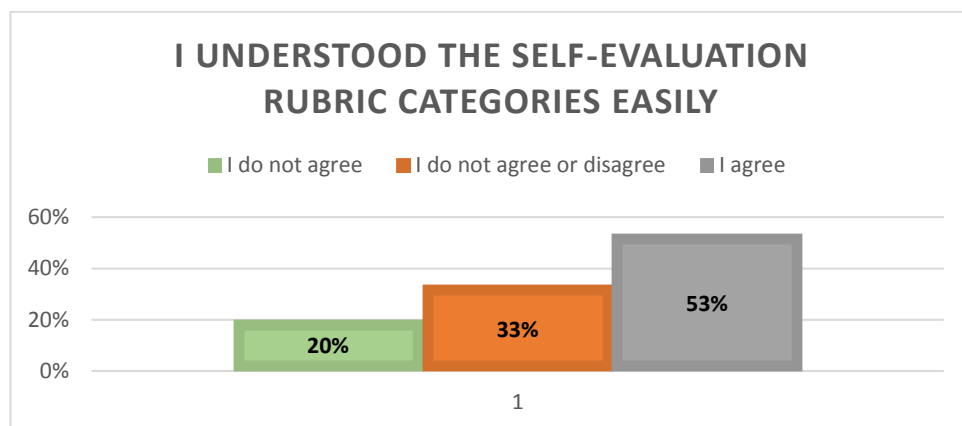
## 17

The following questions are related to the self-evaluation strategy applied. Students were asked if the self-recording strategy helped them to identify their own mistakes easily. According to Figure 4, 60% of the students agreed, 27% didn't agree or disagree and only 13% disagreed. Most of the students were able to identify the value of this strategy, meanwhile others experienced some difficulty with the task. This could have happened because students were not accustomed to this kind of strategy. It is important to remark that recording and listening to ourselves helps us create a perspective of our own mistakes and improvements.

## Self-Evaluation

**Figure 4***18*

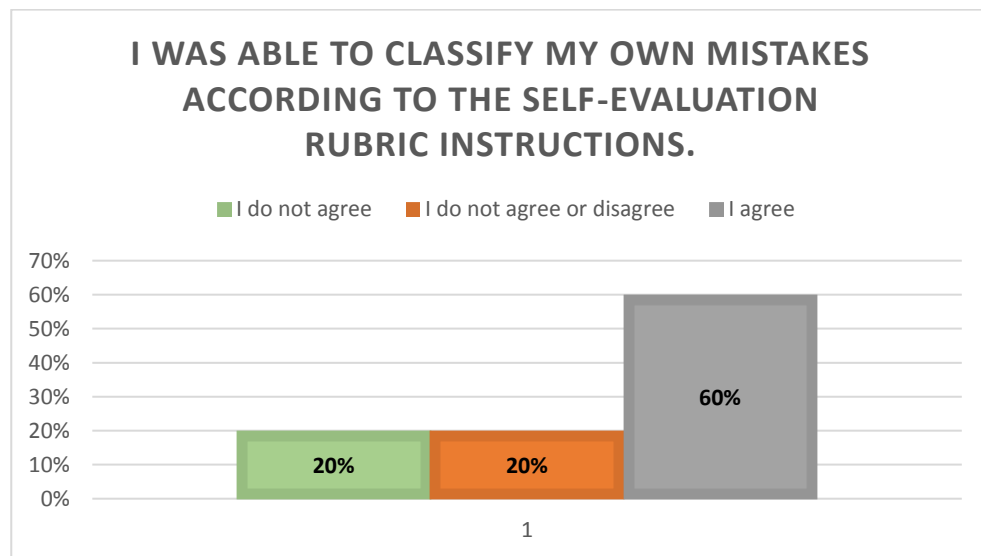
The ability to understand the self-evaluation rubric was an essential aspect for the success of the metacognition strategy. The next figure, indicates how well students understood the categories of the self- evaluation rubric. 53% of the students agreed on having understood the categories easily; 33% didn't agree or disagree which show some insecurity and 20% didn't agree

**Figure 5***19*

## Self-Evaluation

Being able to comprehend different types of mistakes included in the self-evaluation rubric was an important aspect for the instrument application. Figure 6 demonstrates that 60% of the students agreed on being able to classify their mistakes in the appropriate type error section while 20% didn't agree or disagree and 20% didn't agree. More than half of the students agreed on being able to classify their own mistakes according to each of the mistake options provided which shows a good overall understanding.

**Figure 6**

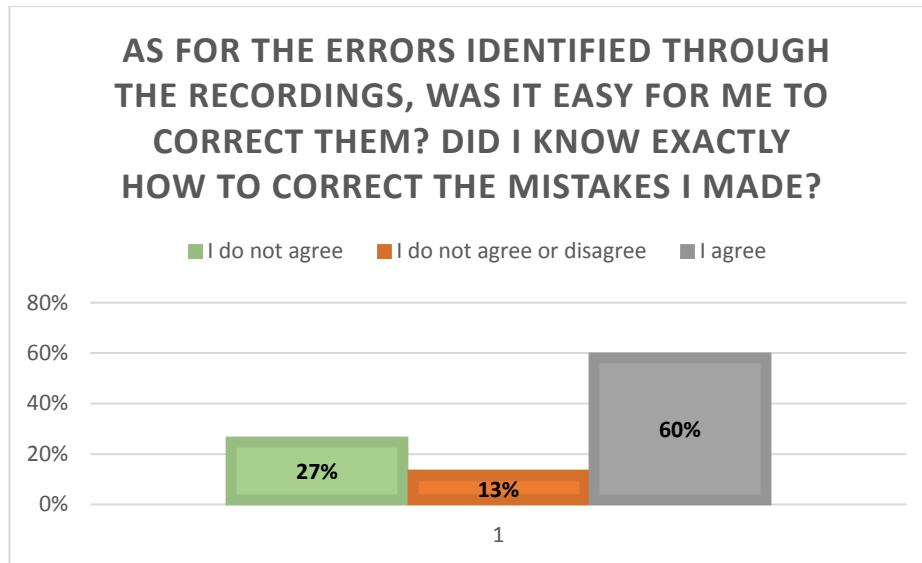


20

Once students were able to recognize their own mistakes and classify them accordingly, the researcher questioned how easy it was to correct the errors by the students according to their previous knowledge. According to figure 7, 60% of the students considered that it was easy for them to recognize the mistakes; 13% didn't agree or disagree and 27% didn't agree at all. It leads the researcher to conclude that the majority of students had a good understanding of the grammar criteria', and more than a half of the students were able to correct their own errors easily.

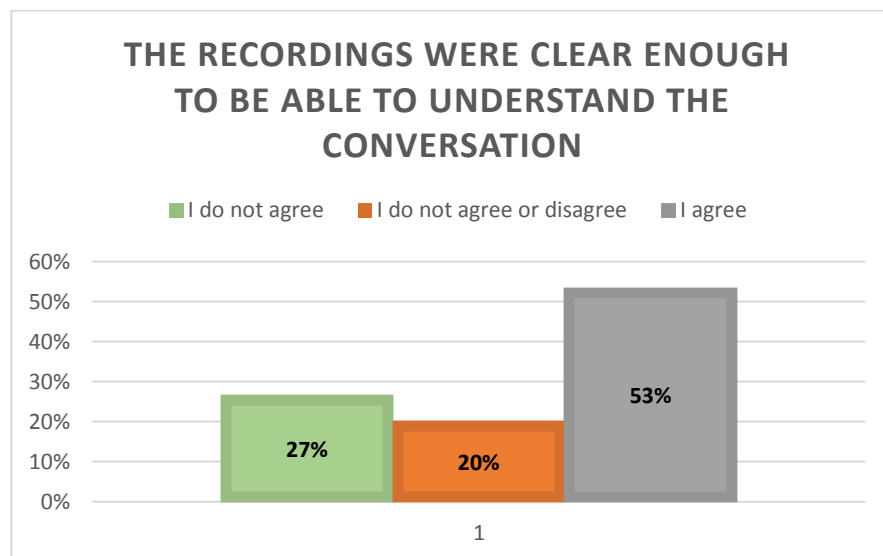
**Figure 7**

## Self-Evaluation



21

Figure 8 indicates that 53% of the students believed that recordings were clear enough to understand their conversation; 20% didn't agree or disagree and 27% didn't agree at all. The conversations were recorded on the students' cell phones, therefore, the quality of the recording varied from one to another.

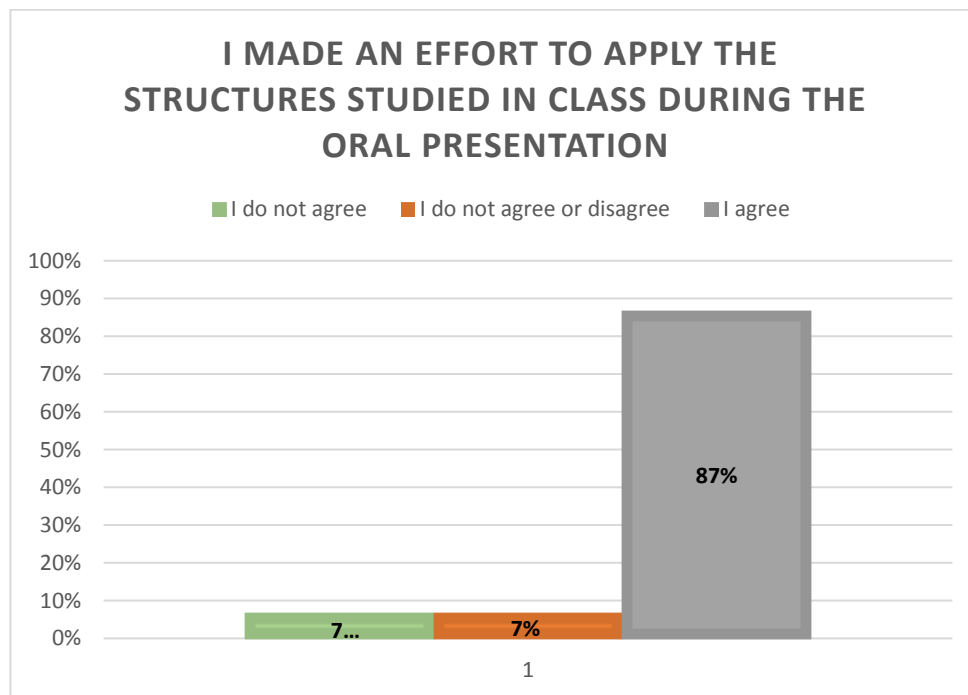
**Figure 8**

22

## Self-Evaluation

Question 9, asked students if they really made an effort to apply the structures studied in class. 87% agreed of having it done; 7% didn't agree or disagree and another 7% didn't agree. The results allow the researcher to measure the students' willingness to do a retrospective, think about what they already know and compare it with what they have already said.

**Figure 9**

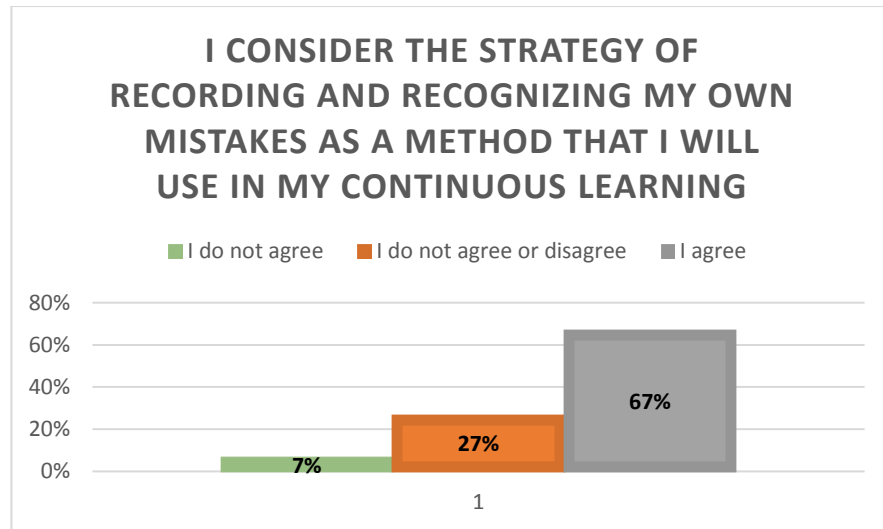


23

Understanding the value that students had towards this strategy was an important aspect for the present investigation. The aim of teaching and applying a new learning strategy is to enhance students with it so they can use it in their future learning. Figure 10 demonstrates that 67% of the students considered this metacognitive strategy a useful tool for their ongoing learning. Only 27% of students' didn't agree or disagree and a 7% didn't agree. As a result, more than 50% of the students felt that the self-evaluation strategy is and will be valuable for the language learning.

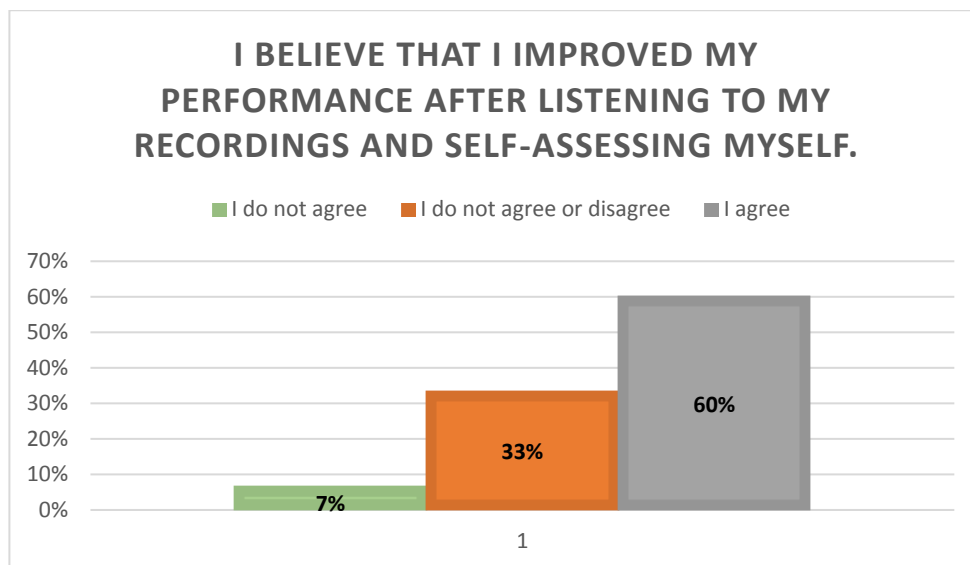
**Figure 10**

## Self-Evaluation



24

Lastly, question 11 asked students if they considered that they had improved their grammar performance after self-assessing themselves. 60% of the students agreed; 33% didn't agree or disagree and 7% didn't agree. More than half of the students believed that their performance improved through the use of the self-evaluation strategy which leads the researcher to believe that students will keep using this strategy on their ongoing learning.

**Figure 11**

25

## Chapter V

### Conclusions and Recommendations

The final chapter will show the reader the analysis of the investigation results and recommendations for future investigations based on the present research topic. The conclusions will be exposed according to each specific objective to confirm that the purpose of the investigation was accomplished. In addition, according to the analysis results of the instruments and strategies applied, the restatement of research question will be explained.

#### 5.1 Purpose of the conclusion

According to the University of Southern California (2017), the purpose of the conclusion is to help the reader understand why the research should matter to them after reading it. It is not only about summarizing the main aspects of the research and restating the research question but also about providing a synthesis of the key elements through the reiteration of the evidence that support your arguments and the results of the strategies applied that can grant validity to the investigation arguments.

#### 5.2 Conclusions

**5.2.1 To identify the most common grammar errors in oral production made by the basic level students at Instituto Nacional de Aprendizaje.**

Through a number of grammar topics measured, such as simple present, present continuous, superlative and comparative adjectives, adverbs of frequency, questions' structures, subject-verb agreement and countable/uncountable nouns, it can be concluded that the observation checklist pre-test allowed the researcher to identify that most students struggled

### Self-Evaluation

with the use of simple present, superlatives and comparatives, questions' structures, subject verb agreement and countable/uncountable nouns during their oral production exercises. Although the majority of the students didn't show a high needs of improvement percentage in all grammar aspects, the majority of results went from a "regular" to a "needs improvement" scale. During the oral presentations, students forgot basic elements of the simple present tense and verbs where confused verbs in their singular and plural forms when using according to the subject verb agreement rule. In the superlative and comparative use, students showed a high need of improvement percentage as they tended to confuse their use. Countable and uncountable nouns results were similar to the subject verb agreement results; students classified nouns as countable instead of uncountable and viceversa, generating subject-verb agreement errors. The way questions were structured demonstrated that students needed an improvement as the questions were structured as statements and pronounced without the proper intonation.

It's important to highlight that the observation checklists applied as a pre-test was a useful tool to measure students' errors. The checklist objective was fulfilled as it was easy to classify students' errors during their oral presentations which certainly helped to notice students' errors easily.

### **5.2.2 To apply metacognitive strategies (self-evaluation & monitoring) to correct grammar errors in oral production made by the basic level students at Instituto Nacional de Aprendizaje.**

According to the present investigation, it can be inferred that the learning and application of indirect metacognitive strategies, such as self-monitoring and self- questioning

## Self-Evaluation

worked as foundation for the application of self- evaluation strategy. According to Oxford (1990), overviewing or linking with prior knowledge, can help students to center their learning. It means that students can link prior knowledge with new knowledge by relating it with personal experiences or concepts already known. Students at INA learned efficiently how to self-question themselves to be able to bring previous knowledge back. They related grammar rules with topics already studied. Notes within the self-assessment checklist revealed that students self-questioned their knowledge to identify mistakes, which confirms Oxford theory about bring in prior knowledge to acquire new knowledge.

Also, students were able to monitor their learning through the use of a language learning book. As stated by Oxford (1990), when students are capable of identifying where their errors come from, they will understand their language learning better and will monitor themselves until their difficulty is overcome. INA students were capable of identifying their mistakes and keep a record in their language learning book, so they could keep on monitor their progress. Students wrote grammar structures that they were struggling with to be able to monitor themselves when using that grammar structure among others. Also, the language learning book taught students how to arrange and plan their own learning. They learned to write their learning goals and organize their learning according to the knowledge already managed. As a result, students agreed that the language learning book was a good strategy to keep track of their own learning and considered to keep using it in their ongoing language learning.

On the other hand, it can also be concluded that students were able to understand and apply the self-evaluation rubric as a language learning strategy. Students were able to understand their own recordings, found and classify around 37 errors with their respective correction which clearly demonstrates that the majority of students understood and applied the

## Self-Evaluation

strategy correctly. It is important to highlight that some students realized through the self-assessment rubric that they tended to practice this strategy on their personal learning although they were not aware of it which confirms Oxford's theory (1990), which states that metacognition is instinctively applied by learner without even noticing it.

In addition, students were able to identify common errors between the pre-test and the self-assessment rubric. Three out of the six errors identified in the pre-test were also identified by the students which shows that students can naturally measure their own learning and identify how much they really know. It lets the researcher infer that self-evaluation strategy is indeed an effective way to allow students to become autonomous learners.

Another important conclusion, is that how the application of metacognitive strategies really changed the teacher's role. Oxford (1990) states that the use of metacognitive strategies came to change the teacher's role making it more like a consultant or facilitator which was proven through the application of the self-evaluation rubric. The researcher (teacher) trained students to use their language learning strategies to evaluate themselves. Students had control over their evaluation and were able to discern what was right or wrong according to their knowledge. Students consulted the researcher only when needed or when something was not understood.

As a result, the self- assessment strategy can be considered an effective metacognitive strategy that allow students to become autonomous learners and improve their language learning competence.

### **5.2.3 To analyze the results of self-evaluation as a metacognitive strategy to improve grammar errors in oral production made by the basic level students at Instituto Nacional de Aprendizaje.**

The results measured through the application of the post-test observation list demonstrated that students had improved the common errors found in the pre-test and self-evaluation rubric. For instance, the simple present usage percentage changed from a “regular” and “need improvement” scale to 72% of “good” scale which can be evidenced in the post-test results; students were more aware of the subject verb agreement rule; the simple present structure was applied without removing important elements, such as subjects or verbs. Although, the results are not equal, the use of countable and uncountable nouns improved a lot along with the simple present and subject verb agreement use. As students were able to remember these rules, they linked it to previous knowledge of how countable noun should go with a plural verb and viceversa.

Another grammar aspect with dramatical improvements was the structure of questions. Students improved this aspect a lot during their oral presentation. They were making questions rather than statements and pronounced them with the right intonation to help communicate the message correctly. Students really demonstrated good improvement on this topic, so it can be inferred that the application of self- monitoring and evaluation strategies improved students’ grammar during their oral production presentations.

Also, before the application of the self-evaluation activity, students were explained the purpose of recording to evaluate themselves. As stated by Oxford (1990), sometimes students don’t know the purpose of a given assignment, so they struggled with organizing their learning

## Self-Evaluation

and setting their objectives. Knowing this, students focused their attention on catching their own mistakes and bringing prior knowledge to think about a possible correction.

Finally, the self-evaluation results allowed the researcher identify the grammar aspects that students' understood the most and those that needed reinforcement. Sometimes students tend to make more mistakes than usual during their oral production activities as other environmental or emotional aspects could have influenced the students' performance. Anxiety or nervousness are some aspects to mention. Finding the respective mistakes and being able to correct them, demonstrates that students do understand grammar rules but when performing in front of the class and the rest of the group, their emotions or other environmental aspects may influence students' performance. Knowing that students could have struggled with other aspects rather than their knowledge itself allows the researcher to identify improvement areas that can also be solved by teaching students' how to control their emotions or overcome environment aspects through the use of metacognitive strategies. This could help the teacher understand the students' performance and help the student with what he/she is struggling: lack of grammar understanding or environmental and emotional aspects.

### **5.3 Restatement of the research question**

As it was mentioned in chapter 1, the research question of the present investigation is the following: what is the effect of self-evaluation as an indirect metacognitive strategy to improve grammar structures in oral production of basic level students at Instituto Nacional de Aprendizaje? Therefore, the researcher can state that the objective was reached due to the results found. The effect of the self- evaluation strategy allowed students to identify and correct their own mistakes generating improvement in the grammar structures used by the students during their oral production activities. The ability to hear their own recordings and be able to

## Self-Evaluation

understand the grammar that they have structured right or wrong demonstrates that students' knowledge can be measured through an evaluation rubric that students can perfectly understand and apply to themselves.

Acknowledging their errors and making the respective corrections was not the only challenge of the present investigation; another challenge was but to be able to demonstrate the improvement through oral production. As students were able to make that transition, the research question was also answered. The effect is not only to show an improvement by recognizing and correcting their errors but also to demonstrate how metacognitive strategies can help students bring that recognition and apply it to oral production.

## 5.4 Recommendations

After the organization, application and analysis of the current investigation, the researcher was able to identify certain aspects of the research process that future researchers should take into account to improve the project results. First, one of the most important recommendations would be to apply more self-evaluation rubrics throughout the instruments application stage. Although students were able to understand the activity and self-assessment rubric, they didn't have enough time to get familiarized with the strategy. Thirty-seven errors were identified in the present investigation; however, if more self-assessment rubrics are applied, students will get familiarized with the strategy, and it will be easy for them to apply self-evaluation strategies in different language learning situations. This could also provide more accurate results as there will be no room for a regular scale. Students could managed the strategy so well that becoming autonomous learners will not only be on a certain course but they will be able to apply it in their daily and future language learning.

## Self-Evaluation

Teaching and applying different self-evaluation strategies within the same research can help future investigators compare the efficiency of each strategy and grant students the possibility to choose the self-evaluation technique that fits with their learning the most. Students will be able to learn how they can apply different strategies according to their learning purpose. Students only learn how recording themselves can help them improve their speaking skill; however, if they knew and applied on other kind self-evaluation techniques, they could become so more autonomous and independent in their knowledge. Also, it is important to record students' conversations every time they do an oral presentation; this will allow them to focus on self- monitoring the errors found.

Another suggestion is to involve students a little more on the post-test and pre-test results. Although students knew their results, it is important to remind them why the errors were made and review the grammar structures that students struggled with the most. This can guide students during the first self-evaluation rubric as they would know which errors they are making the most.

Also, there should be more time to review the self- evaluation results. In the previous paragraph it was mentioned that the pretest and posttest results should be reviewed a little more with the students. It is also recommended to provide more time for the analysis of the self-evaluation errors and corrections. When students were able to classify their mistakes and correct them, it would be valuable to go through with the students on their two first self-assessment results. This could allow students to clarify or confirm their responses.

In regards to the self- evaluation rubric, there could be also an example of the type of mistake on each aspect. Perhaps, the lack of examples on some type of error section didn't help

### Self-Evaluation

students identify a certain error. In addition, the explanation of the grammar mistake should be clear and concise, so students do not miss them.

Finally, given that students' improvement does not only rely on identifying their own mistakes and correcting them, there should be more self-monitoring techniques. The language learning book was a really good technique to keep track of progress, but there was not enough time to confirm and check the book every two classes. This could be done on the first two or three weeks applying the monitoring technique, to engage students with the monitoring concept in their language learning process.

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## Self-Evaluation

## Appendixes

<i>Observation Checklist</i>	<i>Excellent</i>	<i>Good</i>	<i>Regular</i>	<i>Needs Improvement</i>
<p><b>Objective:</b> To identify the most common grammar errors performed by the students in their oral production exercises.</p> <p><i>When performing an oral activity or presentation, does the student</i></p>				
1. Does the student use the simple present tense correctly? Singular: is / Plural: are, position and order.				
2. Does the student make subject verb agreement errors during their speech?				
3. When the student make a question, does he/she structure them appropriately? Verb + Pronoun				
4. Does the student apply countable and uncountable nouns rules correctly? Singular and Plural forms, with adverbs and quantifiers.				
5. Is the student using adverbs of frequency in his/her speech?				
6. Does the student miss basic sentence elements? Subject, verb or predicate.				
7. Does the student pronounce negative statements and contractions clear and correctly?				
8. Does the students apply the present continuous structure correctly?				
9. Does the student has a correct use of verbs in simple form?				
10. Does the student has difficulty using superlatives and comparatives adjectives in his/her speech?				

<i>Observation Checklist</i>	<i>Excellent</i>	<i>Good</i>	<i>Regular</i>	<i>Needs Improvement</i>
<p><b>Objective:</b> To identify the improvement of grammar errors performed by the students in oral production after applying metacognition strategies</p> <p><i>When performing an oral activity or presentation, does the student</i></p>				
1. Does the student use the simple present tense correctly? Singular: is / Plural: are, position and order.				
2. Does the student make subject verb agreement errors during their speech?				
3. When the student make a question, does he/she structure them appropriately? Verb + Pronoun				
4. Does the student apply countable and uncountable nouns rules correctly? Singular and Plural forms, with adverbs and quantifiers.				
5. Does the student miss basic sentence elements? Subject, verb or predicate.				
6. Does the student pronounce negative statements and contractions clear and correctly?				
7. Does the students apply the present continuous structure correctly?				
8. Does the student has difficulty using superlatives and comparatives adjectives in his/her speech?				

## Self-Evaluation

Instructor: Susan Vargas

*Self-Assessment Rubric*

Student Name:

**Instructions:** You are going to hear the recording of your last oral quiz. You need to pay close attention your recording and identify the mistakes you made during your presentation.

On column #2 you need to transcribe your mistake and indicate the best way to correct it.

Type of Mistake	Transcription of the Mistake	Correction
1. The simple present tense structure was used correctly  <i>Singular: is / Plural: are, position and order.</i>		
2. Subject Verb Agreement rule was followed. <i>Singular Noun = Singular verb</i>  <i>My <b>mother loves</b> the beach</i>		
3. Students structured properly questions in simple present tense.  <i><b>Do you like Chinese food?</b></i>  <i><b>Are they playing football?</b></i>  <i>Auxiliary verb + Subject + Main verb</i>		
4. Correct use of there be.		

## Self-Evaluation

<p><i>There is/There are</i></p> <p><i>There are cars in the street.</i></p> <p><i>There is a computer in the class.</i></p>		
<p>5. Correct use of countable and uncountable nouns.</p> <p><i>Singular &amp; Plural forms, adverbs and quantifiers.</i></p> <p><i>She has three dogs</i></p> <p><i>He didn't have <b>much</b> sugar left.</i></p>		
<p>6. Student misses basic sentences elements.</p> <p><i>Subject, Verb and Predicate.</i></p> <p><i>I like watermelon</i></p> <p><i>Like watermelon</i></p>		
<p>7. Negative statements and contractions are pronounce correctly.</p>		
<p>8. Basic Grammar Pronunciation errors.</p> <p><i>First - first</i></p> <p><i>Live-life</i></p>		

## Self-Evaluation

<p>10. Student applies the structure of the present continuous correctly.</p> <p><i>She is <b>working</b> now</i></p>		
<p>11. Superlatives and comparatives adjectives are used correctly.</p> <p><i>He is <b>worse</b> than I</i></p> <p><i>He is <b>worse</b> than I</i></p> <p><i>There is <b>a best singer</b> in that class</i></p> <p><i>There is <b>a very good</b> singer in the class</i></p>		

Did you notice any other mistakes that you would like to correct? Write them down on the lines below and provide your corrections.

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## Cuestionario

Estimado Estudiante: Con el fin de conocer su percepción con respecto a la temática abordada en el presente instrumento, se les solicita muy respetuosamente contestar las siguientes preguntas: La información suministrada será de uso confidencial y para fines de educativos, con el propósito de realizar una investigación para optar por el grado de Bachillerato en la Enseñanza del Inglés.

El cuestionario consta de 11 preguntas, se le solicita lo conteste de la manera más exacta a la realidad posible. Se le agradece su colaboración.

1. Considero el libro de aprendizaje como una buena estrategia para monitorear mi propio aprendizaje.  
 Estoy en desacuerdo  
 No estoy de acuerdo ni en desacuerdo  
 Estoy de acuerdo
2. Utilice el libro de aprendizaje durante el transcurso del curso para recordar estructuras gramaticales o recordar vocabulario.  
 Estoy en desacuerdo  
 No estoy de acuerdo ni en desacuerdo  
 Estoy de acuerdo
3. Pienso seguir utilizando el libro de aprendizaje como estrategia de auto monitoreo.  
 Estoy en desacuerdo  
 No estoy de acuerdo ni en desacuerdo  
 Estoy de acuerdo
4. Considera que la estrategia de grabarse a sí mismo le ayudo a reconocer más fácilmente sus errores.

## Self-Evaluation

- Estoy en desacuerdo
  - No estoy de acuerdo ni en desacuerdo
  - Estoy de acuerdo
5. Pude comprender las categorías de la rúbrica de autoevaluación fácilmente.
- Estoy en desacuerdo
  - No estoy de acuerdo ni en desacuerdo
  - Estoy de acuerdo
6. Pude clasificar mis errores según las indicaciones de la rúbrica de autoevaluación.
- Estoy en desacuerdo
  - No estoy de acuerdo ni en desacuerdo
  - Estoy de acuerdo
7. En cuanto a los errores identificados por medio de las grabaciones, me resultó fácil corregirlos? Es decir, sabía exactamente cómo corregir los errores que cometí?
- Estoy en desacuerdo
  - No estoy de acuerdo ni en desacuerdo
  - Estoy de acuerdo
8. Las grabaciones fueron lo suficientemente claras como para entender la conversación.
- Estoy en desacuerdo
  - No estoy de acuerdo ni en desacuerdo
  - Estoy de acuerdo
9. Hice un esfuerzo por aplicar las estructuras estudiadas en clase durante la presentación oral.
- Estoy en desacuerdo
  - No estoy de acuerdo ni en desacuerdo
  - Estoy de acuerdo

## Self-Evaluation

10. Siento que mejoré mi desempeño después de escuchar mis grabaciones y autoevaluarme.

Estoy en desacuerdo

No estoy de acuerdo ni en desacuerdo

Estoy de acuerdo

11. Considero la estrategia de grabarse a sí mismo y reconocer mis propios errores como un método que utilizare en mi continuo aprendizaje.

Estoy en desacuerdo

No estoy de acuerdo ni en desacuerdo

Estoy de acuerdo

## Questionnaire

Dear Student: In order to know your perception regarding the subject addressed in this instrument, you are very respectfully asked to answer the following questions. The information provided will be confidential and use for educational purposes, with the purpose of developing a research to opt for the degree of Teaching English Bachelor.

The questionnaire consists of 11 questions. Please answer them in the most accurate way possible. Thank you for your cooperation.

1. Do I consider the language learning book a good strategy to monitor my own learning?  
 I disagree  
 I do not agree or disagree  
 I agree
2. Did I use the language learning book during the course to help remember grammatical structures or new vocabulary?  
 I disagree  
 I do not agree or disagree  
 I agree
3. I intend to continue using the language learning book as a self-monitoring strategy.  
 I disagree  
 I do not agree or disagree  
 I agree
4. Do you consider that self-recording strategy help you identify your mistakes more easily?  
 I disagree  
 I do not agree or disagree

## Self-Evaluation

- I agree
5. I understood the self-evaluation rubric categories easily.
- I disagree
- I do not agree or disagree
- I agree
6. I was able to classify my own mistakes according to the self-evaluation rubric instructions.
- I disagree
- I do not agree or disagree
- I agree
7. As for the errors identified through the recordings, was it easy for me to correct them?  
I mean, did I know exactly how to correct the mistakes I made?
- I disagree
- I do not agree or disagree
- I agree
8. The recordings were clear enough to be able to understand the conversation.
- I disagree
- I do not agree or disagree
- I agree
9. I made an effort to apply the structures studied in class during the oral presentation.
- I disagree
- I do not agree or disagree
- I agree
10. I believe that I improve my performance after listening to my recordings and self-assessing myself.
- I disagree

## Self-Evaluation

- I do not agree or disagree
- I agree
11. I consider the strategy recording and recognizing my own mistakes as a method that I will use in my continuous learning.
- I disagree
- I do not agree or disagree
- I agree

## Self-Evaluation

BASIC ENGLISH				
TARGET CONTENT: Places in Town				
OBJECTIVES	ESTIMATED TIME	PROCEDURES	MATERIALS	EVALUATION LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>To identify places in town and their purpose.</li> <li>To learn vocabulary about places in town.</li> <li>To recognize the sound of different places in town.</li> </ul>	<ul style="list-style-type: none"> <li>2 hours and 30 minutes</li> </ul>	<p><b>Warm – Up</b> Teacher introduces the topic by doing a brainstorm with the students about places in town. Where do they live? What places people can find in their town? Which are the most visited? Different places to find between one town and another. A question cards will be given to some students to prove their current knowledge.</p> <p><b>Presentation</b> The teachers explains different places that can be found in town and their purpose. Students will be asked questions to use their previous knowledge to set a foundation for their new knowledge.</p> <p><b>Activity I</b> In pairs, students will be given a set of questions strips about places in town to discuss.</p>	<p><b>Warm – Up</b></p> <ul style="list-style-type: none"> <li>Question Cards</li> <li>Blackboard</li> <li>Markers</li> <li></li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>Posters</li> <li>Set of questions</li> <li>Blackboard</li> </ul> <p><b>Activity I</b></p> <ul style="list-style-type: none"> <li>Question strips.</li> </ul> <p><b>Activity II</b></p> <ul style="list-style-type: none"> <li>Posters</li> <li>Masking Tape</li> </ul> <p><b>Activity IV</b></p> <ul style="list-style-type: none"> <li>Places of Town Worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Question strips discussion</li> <li>The teacher monitors the correct use of vocabulary during activities.</li> <li>The teacher checks with the students the list of places.</li> <li>Worksheet review.</li> </ul>
		<p><b>Activity II</b> Students make a list of things that can be found and do at a certain place in their town</p> <p><b>Activity III</b> Posters illustrating different places around town will be posted around the classroom. Some students will stand by a poster while others walk around the room to ask questions such as: Where are you? What are you doing? What can you find here? etc.</p> <p><b>Activity IV</b> Students will work on a worksheet with a number of questions to respond.</p>		

## Self-Evaluation

BASIC ENGLISH INSTITUTO NACIONAL DE APRENDIZAJE				
TARGET CONTENT: Describing Places				
OBJECTIVES AND LANGUAGE CONTEXT	TIME	PROCEDURES	MATERIALS	EVALUATION LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>To understand the use of adverbs when describing places</li> <li>To ask about and describe cities using adjectives and adverbs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Warm – Up:</b> 20 minutes.</li> <li><b>Presentation:</b> 30 minutes</li> <li><b>Activity I:</b> 15 minutes</li> <li><b>Activity II:</b> 20 minutes</li> <li><b>Activity III:</b> 20 minutes</li> <li><b>Activity IV:</b> 15 minutes</li> </ul> <p><b>Available Time:</b> 2 hours and 30 minutes</p>	<p><b>Warm – Up</b> The teacher will introduce the class by reviewing previous vocabulary and grammar. There is, there are, It is, quantifiers, countable, uncountable nouns and prepositions of place.</p> <p><b>Presentation</b> The teacher will explain the use of adverbs to describe places. A video about adjectives will be projected to and examples of how to use adjectives and adverbs to describe places will be given.</p> <p><b>Activity I</b> Students will work on page 61 from the Interchange fourth edition workbook. .</p> <p><b>Activity II</b> In pairs, students will be given a set of city scenes to describe. Once done, they will pass the picture to the next couple until every pair has described each place. Students will later compare their descriptions with the rest of the class.</p> <p><b>Activity III</b> Individually, students will write down a description of their favorite place in town. Once the descriptions are completed, the papers will be collected and distributed randomly around the class. Each student will read his or her partners description and will draw a picture of the place. Once the drawing is completed, students will discuss how the drawing matches with the description.</p> <p><b>Activity IV</b> Students will work on a grammar worksheet provided by the teacher.</p>	<p><b>Presentation:</b> Blackboard and video: <a href="https://www.youtube.com/watch?v=RWimZZQmk1A">https://www.youtube.com/watch?v=RWimZZQmk1A</a></p> <p><b>Activity I:</b> Interchange fourth edition workbook.</p> <p><b>Activity II:</b> Pictures about different cities.</p> <p><b>Activity IV:</b> Grammar worksheet. Adjectives (describing places)</p>	<ul style="list-style-type: none"> <li>Teacher will monitor students the grammar application in their speaking skills.</li> <li>Teacher will review with the students the activities performed.</li> </ul>

## Self-Evaluation

BASIC ENGLISH INSTITUTO NACIONAL DE APRENDIZAJE				
TARGET CONTENT: Sightseeing				
OBJECTIVES AND LANGUAGE CONTEXT	TIME	PROCEDURES	MATERIALS	EVALUATION LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>To be able to describe vacation destinations and provide recommendations.</li> <li>To describe vacation places by using the modals auxiliaries can and should</li> <li>To offer advice on vacation places by the use of modals auxiliaries can and should</li> </ul>	<ul style="list-style-type: none"> <li><b>Warm – Up:</b> 20 minutes.</li> <li><b>Activity I:</b> 30 minutes</li> <li><b>Activity II:</b> 30 minutes</li> <li><b>Activity III:</b> 20min</li> <li><b>Activity IV:</b> 20 min</li> </ul> <p><b>Available Time:</b> 2 hours and 30 minutes</p>	<p><b>Warm – Up</b> Teacher will introduce the class by describing two different vacation destinations and providing recommendations.</p> <p><b>Activity I</b> Students will gather pictures of places where they would like to go on vacation. Then, they will describe the place and provide some recommendations.</p> <p><b>Activity II</b> Students will get in pairs and will create a conversation or dialogue with their partner about their favorite vacation destination. Then, they will present their dialogue to the rest of the class.</p> <p><b>Activity IV</b> Student will complete a worksheet about sightseeing places.</p> <p><b>Activity III</b> Students will pretend to do a sightseeing tour using pictures of places in San Jose.</p>	<p><b>Warm – Up:</b> Ppt with pictures of vacation destinations.</p> <p><b>Activity I</b> Students will bring digital pictures.</p> <p><b>Activity III</b> Pictures of famous places to visit in San Jose.</p> <p><b>Activity IV</b> Sightseeing Worksheet.</p>	<ul style="list-style-type: none"> <li>Teacher will monitor students the grammar application in their speaking skills.</li> <li>Teacher will review with the students the activities performed.</li> </ul>
		<p>The class will be divided in natives and tourists. The natives will recommend places to visit and tourist will ask for places description.</p> <p><b>Activity IV</b> Student will complete a worksheet about sightseeing places.</p>		

## Self-Evaluation

BASIC ENGLISH INSTITUTO NACIONAL DE APRENDIZAJE				
TARGET CONTENT: Superlatives				
OBJECTIVES AND LANGUAGE CONTEXT	TIME	PROCEDURES	MATERIALS	EVALUATION LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>To understand the grammar rules for the use of superlatives.</li> <li>To be able to describe places by using the superlative of adjectives.</li> <li>To use superlatives appropriately in oral conversation.</li> </ul>	<ul style="list-style-type: none"> <li><b>Warm – Up:</b> 15 minutes.</li> <li><b>Presentation:</b> 20 minutes.</li> <li><b>Theses Activity: 10 minutes</b></li> <li><b>Activity I:</b> 15 minutes</li> <li><b>Activity II:</b> 15minutes</li> <li><b>Activity III:</b> 20min</li> <li><b>Activity IV:</b> 20 min</li> <li><b>Theses Activity: 10 minutes</b></li> </ul> <p><b>Available Time:</b> 2 hours and 30 minutes</p>	<p><b>Warm Up</b> The teacher will introduce the topic by playing a superlatives trivia game online</p> <p><b>Presentation</b> The teacher will teach the use and grammar rules of superlatives through a Power point presentation. Exceptions and examples will be discuss and written on the blackboard.</p> <p><b>Theses Activity:</b> The teacher will explain the concept of metacognition and will mention some strategies that will be taught during the week. Language Learning Book.</p> <p><b>Activity I</b> In pairs, the teacher will provide a list of adjectives that students will have to transform to superlatives.</p> <p><b>Activity II</b> Students will work individually on pages 80 &amp; 81 from Interchange workbook 4rd edition.</p>	<p><b>Warm – Up</b> <a href="http://triviari.com/trivial-online/1282/superlatives">http://triviari.com/trivial-online/1282/superlatives</a></p> <p><b>Presentation</b> Point Presentation.</p> <p><b>Activity I</b> Adjectives list.</p> <p><b>Activity II</b> Interchange Workbook 4rd edition.</p> <p><b>Activity III</b> Paper trips with the name of famous places around the world.</p> <p><b>Activity IV</b> Comparative &amp; Superlative Game. Instructions attached.</p>	<ul style="list-style-type: none"> <li>Teacher will monitor students the grammar application in their speaking skills.</li> <li>Teacher will review with the students the activities performed.</li> </ul>
		<p><b>Activity III</b> In pairs, students will create a dialog talking about a famous place in the world using superlatives. The teacher will provide the name of the place and students will be allowed to search information about it.</p> <p><b>Activity IV</b> The group will divided in two to play a comparative and superlative game.</p>		