

Learner Autonomy Promoting Practice: The case of EFL Speaking e-Portfolios

Abstract

Studies have shown that learner autonomy is promoted when students assume greater capacity for taking charge of their learning. Pedagogical conditions for increasing students' responsibilities are diverse. One of the most recently well-documented attempts which offers a robust process for autonomous learning is the planning-monitoring-evaluating task cycle along the line of language portfolio collection. Motivated by that credibility, this study sets out to explore the roles of e-portfolios in promoting learner autonomy in learning EFL speaking skills. Employing a set of three pedagogical principles to promote learner autonomy, the current study developed a comprehensive framework for e-portfolios to be used in classroom practice. A quasi-experimental design was conducted with thirty undergraduate Vietnamese students in two groups over a fifteen-week semester. The data collected from the questionnaires suggested several important differences in students' development of learner autonomy between two groups.

INTRODUCTION

Over the last three decades, there has been special focus on the concept of learner autonomy in second language educational research (Dickinson, L., 1987; Holec, H., 1981; Pemberton, R., Li, E.S.L, Or, W.W.F. & Pierson, H. D, as cited in Le, 2013). In Vietnam, there has been increasing interest and effort to enhance this capacity in students to improve second language education quality (Dang, 2010, Le, 2013, Nguyen, 2009). However, developing greater learner autonomy in speaking practice still doesn't gain sufficient attention by previous researchers. Despite wide recognition of the crucial roles of English communication skills in Vietnam, it is challenging to significantly improve students' English speaking skills. To be specific, it is difficult to encourage and monitor students to practice speaking English on a regular basis. This problem is resulted from several factors in which the insufficiency of students' involvement in and reflection on their speaking practice seems a common one. Among different practices to cater for that, portfolios have been advocated as a promising choice as they offer a space for students' practice and performance to be stored and exhibited for further reflection or examination. Especially, since the advent and proliferation of the Internet, cyber applications, and virtual learning management systems such as Web 2.0, electronic language portfolios have been applied in blended-learning courses to maximize students' learning opportunities, and offer rooms for students' collaboration, and interaction beyond the classroom walls. In recognition of the thread between electronic language portfolios and learner autonomy promotion, and the gap unfilled by the existing literature, this study focuses on exploring the roles of this learning tool in promoting learner autonomy in EFL speaking practice.

Before presenting the specific findings, the paper will clarify the term 'learner autonomy' operationalized in the study and how electronic language portfolios can support the promotion of this learning attribute.

LITERATURE REVIEW

Learner Autonomy

Autonomy is a complicated and multifaceted term which “encompasses concepts from different domains, such as politics, education, philosophy and psychology” (Blin, 2005, as cited in Le, 2013). The word *autonomy* etymologically has its origin from a Greek word *auto-nomos* referring to the state when ones give oneself his or her laws (Voltz, 2008, as cited in Dang, 2012). In the field of education, autonomy can be used for learners as a learning attribute of students (Holec, 1981). Since ‘*learner autonomy*’ is brought to and examined in language education, this concept has remained the highlight of professional discussions, and research. Accordingly, the definition of this notion has also been modified over time. Holec (1981)-one of the prominent figures in learner autonomy research, proposed the first definition of this notion as the “ability to take charge of one’s own learning”. Along the line of this definition, many other researchers also viewed learner autonomy as students’ ability or capacity to know ‘how to learn’ (Wenden, 1981), to ‘learn without teachers’ involvement’ (Dickinson, 1987), to ‘control one’s learning activities (Cotterall, 1995), to ‘make and carry out choices’ (Littlewood, 1996) (as cited in Dang, 2012), or ‘to take control over’ one’s learning (Benson, 2001). Although each definition above focuses on one aspect of learners’ ability to perform their autonomous behaviors in the learning process, they bear little attention to the way students learn in specific situations.

There was further complement into the view of learner autonomy by a substantial amount of proposed definition afterwards. Dickinson (1993) defined this concept as a ‘situation’ when students take full responsibility for all decision-making and implementing in his/her learning. Cotteral (1995) also enhanced his definition, proposing that the attributes of learner autonomy does not come up naturally from ‘within the learner’ but grow with learners’ interaction with their learning contexts. When this suggestion is analyzed, it can be seen that the seed of autonomy can only sprout and fully develop when it is sown into fertile land with sufficient supporting

conditions for it. In other words, learners' perception and performance of autonomous learning can only be promoted in contexts where favorable teaching and learning practices are employed to provide students with opportunities to practice their control over the learning process.

Operationalizing Holec's original view of learner autonomy in specific educational learning contexts, Little (1994) portrayed autonomous learners as those who 'set their own learning agenda' and are responsible for 'planning', 'monitoring' and 'evaluating' their learning activities and the overall learning process. Along the line of the author's argument, learner autonomy development not only hinges on but also fosters learners' 'capacity for detachment, critical reflection, decision making, and independent action' (Little, 1999). In other words, pedagogical attempts to enhance learner autonomy and students' reflective agency are mutually supportive to each other. This also entails, albeit not quite straightforward, that students' reflection on their learning process is one of the hallmarks of effective learner autonomy promoting practice. In addition, since the ultimate goal of language learning is becoming proficient in the target language, learner autonomy is developed within the reach of students' proficiency development (Little, 2010). That is to say, language learners can only be autonomous to the extent of how autonomous they are as language users. Therefore, it is necessary to emphasize that pedagogical intervention supporting the growth of learner autonomy stipulates students' constant use of the target language 'to the full extent of their present capacity' for 'spontaneous' and 'authentic' communicative purposes in every activities of their learning process (Little, 1999 & 2004). Additionally, as far as target language use is concerned, different varieties of speech should be put in frequent use (Little, 2009 & 2010). More specifically, English should be used to communicate outwardly with others in spoken and written form (external speech and written language, respectively), and to communicate inwardly with individual students themselves via inner speech (the 'silent verbalization' of their thoughts).

The above-mentioned features of autonomous language classrooms outlines three corresponding pedagogical principles underlying learner autonomy promotion practice, namely learner involvement, learner reflection, and target language use. They are pursued in integration: the target language is used as the medium for learner involvement (planning, monitoring, and evaluating the task) and learner reflection (on learning process and learning outcomes). Proper teaching practice ensuring the operation of these three principles altogether is conducive to learner autonomy development. Little (1999, 2010 & 2012) also demonstrated that European Language Portfolio is a measure well suited for the implementation of these principles in practice. The adjacent part of the paper will discuss in more depth portfolios, the structure of European Language Portfolios which consents to the development of learner autonomy, and the nature of electronic portfolios employed in the study.

Portfolios - European Language Portfolios - Speaking Electronic Portfolios

Portfolios were originally used by artists, graphic designers, and others such professionals to “show evidence of their work”, and “illustrate their skill at applying knowledge to practice” (Kose, 2006). Portfolios now appear in various professions as collections of representative performance and evidence of personal vocational competence and development over time. In the field of education, portfolios are purposeful collection of student work that exhibits student’s efforts, progress, and achievement in one or more areas. The collection must include students’ participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student continuing reflection on their learning (Paulson, Paulson & Meyer, 1991). With this structure, portfolios are believed to be beneficial to fostering the development of learner autonomy (Tran, 2011). However, the effect of portfolios on promoting learner autonomy in practice remains unparalleled. The first instance could be mentioned is Yildirim’s (2006) study which focused on the use of portfolios to develop ELT student-teachers’ autonomy. After the 14-week implementation period, data collected from the semi-structured interviews, portfolio evidences, and Autonomy-readiness questionnaires administered on twenty-one third grade Turkish

student-teachers reveal that the use of portfolios yielded evidences of gains in participants' autonomy 'in regard to their personal and professional development' because they could assume greater responsibility for goal-setting, 'planning, managing and monitoring their own learning'. Additionally, they routinely became much more aware of their strengths and weaknesses as a results of different learning experiences during this process. These findings do not match with those of Cagatay's (2012) descriptive study which explored students', instructors' and administrators' attitudes towards speaking portfolios applied at a Turkish university. Data from the questionnaires suggest that despite the stakeholders' appreciation on the improvement of students' oral performance and self-reflection skills, speaking portfolios were perceived to increase students' anxiety, and not 'largely promote learner autonomy or motivation'. Those inconsistent findings may be attributed to variations in research design, the participants' characteristics, the other least controllable variables emerging in experiment stage, and especially, the dissimilar rationales underlying those portfolio implementation approaches.

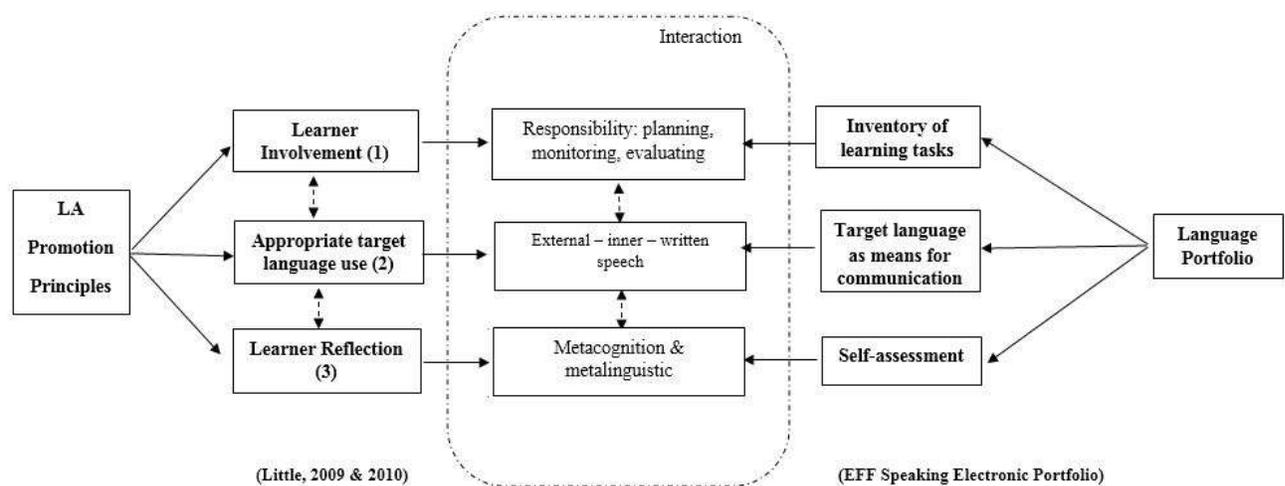
As for European Language Portfolio whose functions are to "report learners' capabilities", as well as making "the language learning process more transparent to learners", and helping them to "develop their capacity for reflection and self-assessment" (Little & Perclová, 2001), there is an official format defining three compulsory components namely the Language Passport, the Language Bibliography, and the Dossier. The Language Passport is an "overview of the individual's proficiency in different language at different point in time". The Language Bibliography "facilitates the learners' involvement in planning, reflecting upon and assessing his or her learning process and progress". Finally, the Dossier provides learners with opportunities to "select materials and illustrate achievements or experiences" (Little & Perclová, 2001). With this structure and pedagogical nature, European Language Portfolio can support the exercise of learner autonomy in three ways. First, the 'I can checklist' reflecting the objectives of the course or demand of the curriculum can provide students with inventory of the learning task for their use in

planning, monitoring, and evaluating their learning in the task, or over a week, a month, a semester, or even a school year. Second, the language biography designed to ‘associate’ goal setting and self-assessment with reflection on learning styles and strategies of the target language learning and use. This ‘reflective tendency’ is reinforced by the fact that learning is partially channeled through writing things down during portfolio development process (Little, 2010). Third, as European Language Portfolio is developed and presented in English, it can maximize the use of English as a language of learning and reflection which fosters the progressive achievement in learners’ proficiency of English. Accordingly, that, in turns, expands the scope of learner autonomy as mentioned earlier above. The implementation of ELP in supporting learner autonomy and language proficiency development have gained success since its preliminary attempts (Little, 2004). For instance, Doherty’s English class could help multiracial primary newcomer students fully involved by setting activities that provided them with a sense of being the reflective owner of spontaneous learning situations (involvement), and bring students’ existing knowledge to explicit awareness of the linguistic gaps to be filled for their next move forwards on language proficiency continuum. At the end of the course, not only could these primary students use English to describe their pictures (scaffolded language) but also talk about the real story of their life (spontaneous language). In another experiment in an English class in Danish, Thomsen (2000 & 2003, as cited in Little, 2004) employed ELP to boost autonomous learning of vocabulary by getting students to ‘discover how to manage their learning’ via goal-setting, goal-pursuing in collaborative work, and reflecting on learning. Students also acknowledged their gains in enlarging vocabulary volume and mapping out effective vocabulary acquisition strategies. Those two approaches could yield rewarding outcomes because the participants, regardless of diverse ages, and learning objectives could become progressively competent for ‘spontaneous’ and authentic use of their target language (autonomous language users) and ‘reflective management of their learning’ (autonomous language learners) (Little, 2004).

Let's now turn to the discussion of electronic portfolios as an alternative storage system for traditional paper-and-folder portfolios. Recently, with the ever flourishing development of information technology, and the increasing popularity of the World Wide Web, computer-based portfolios and electronic portfolios are created and have remained an attractive language teaching and assessing technique (Aliweh, 2011). In these portfolios, students' work will be stored in CDs, VCDs or on website, and online forums instead of folders of paper. Especially, since its creation, electronic portfolios have been applied and researched by English teachers and researchers worldwide (Stefani, Mason, & Pegler, 2007; Gray, 2008; Aliweh, 2011; Cepik & Yastibas, 2013). Take for example, Kocoglu's (2008, as cited in Aliweh, 2011) descriptive study examined the perception of Turkish EFL student teachers' perceptions toward electronic portfolios. The results of student teachers' interviews revealed some divergence in the participants' opinions of the effects of the intervention. Many participants expressed their general appreciation of electronic portfolios in helping them collect material, update 'innovations in the digital world', 'find relevant careers', and 'support their professional development' through collaboration work. Some others, however, disapproved on the effectiveness of electronic portfolios for promoting reflective thinking. Following another approach, Aliweh's (2011) experimental study which was to compare the effects of electronic portfolios and paper portfolios on college students' EFL writing skills and learner autonomy development. Results of the ANCOVA test for students' ratings on Writing Competence Scale and Learner Autonomy Scale illustrated that electronic portfolio implementation did not yield significant effects on students' writing skills and autonomy. These results were derived from the insufficient intervention time for autonomy growth, students' loneliness in individual portfolio development process, incompatible teaching practice with teacher-centered and exam-driven teaching, and students' incompetence for technology-based skills.

Almost none of the electronic portfolios in the aforementioned studies follows an explicitly systematic rationale for promoting students' autonomous learning. The

results were mixed, leaving a mixed impression about the effects of this learning tool. As for the current study, electronic speaking portfolio (SEP) was employed to facilitate students' learning and foster learner autonomy. Accordingly, the portfolio will feature some identities of product portfolios in which students' videotaped presentation, students' peer-reflections, and self-reflection altogether will be included in each entry. Besides, SEP development process was channeled through Little's (2009 & 2010) three learner autonomy promoting principles as discussed further above.



Conceptual framework of using language portfolio to promote learner autonomy (and language learning)

The supporting impact of SEP on learner autonomy development is featured in the conceptual framework of the study. Specifically, the principle of learner involvement echoes requirements of SEP assignments which engage students in planning, monitoring, and evaluating their task. The principle of learner reflection mirrors students' periodical reflecting task as part of the portfolio development process. The principle of increasing the target language use is concurrently implemented when English is scaffolded for students' use at every stage of their learning and portfolio development.

The study addresses the following question:

1. To what extent do speaking e-portfolios trigger students' involvement in their learning?
2. To what extent do speaking e-portfolios maximize students' use of English in their learning?
3. To what extent do speaking e-portfolios enable students to reflect on their learning?

Answers to the following questions will serve as scientific grounds for advancing recommendations for the implementation of SEP.

METHOD

Participants

Thirty non-English majored freshmen taking the course of Speaking-Listening 2 at a university in Vietnam participated in the study. They were drawn from two parallel English classes classified on the basis of their English placement test results administered at the beginning of the school year. Almost all students started to learn English since their sixth grade. At the time of the study, they had equal class time for English Speaking-Listening 2 course with the co-teaching of two teachers. More specifically, students in both groups had 02 sessions of 90 minutes every week with the first teacher who agreed to support the study by ensuring equal teaching-testing agenda and policy for both groups. In the other session, students will work with the teacher-researcher.

Platform and Development Process of Speaking e-Portfolios in the Study

The Speaking E-Portfolios (SEP) will be applied to support students' learning and their autonomy development. Each entry in the collection comprises students' individual speaking performance filmed, with peer-reflection and students' self-reflection on their performance. The platform of SEP is the web page <http://virtualenglishclass.net> whose operations are empowered by learning management system Moodle. This website was developed by an Information

Technology engineer and the researcher. The website was designed so that each student can film or record their speeches directly, and post them to his/her own thread which functions as his/her collection space during the course. Each posting of the student's speech can be followed by multiple replying postings which make rooms for peer-reflection (recorded peer-reflection speech) and self-reflection (written form). The process of SEP implementation in the course was as follows:

- ✓ In conjunction with students' in-class performance, there is 01 weekly speaking homework assignment equivalent to one entry in students' SEP. The assignment require students to submit a 1:30-to-2-minute filmed speech on the given topic, post peer-reflection on the assigned classmate's speech (follow the Peer-reflection Guidelines – Appendix 1), and their self-reflection on their own one (follow the Self-reflection Guidelines – Appendix 2).

The scheme for speaking assignments and portfolio conference is featured in Table 1 below.

Week	Classwork	Week	Classwork
1	<ul style="list-style-type: none"> - Introduction to the course - Introduction to SEP and its platform - Training in preparing, filming, and posting the speech on the portfolio platform 	9	Feedback on students' performance in mid-term examination
2	- Training in self-reflection, and peer-reflection (demonstration with a sample speech)	10	Speaking assignment 5
3	Speaking assignment 1	11	Speaking assignment 6
4	Speaking assignment 2	12	Speaking assignment 7

5	Speaking assignment 3	13	Class conference 2
6	Speaking assignment 4	14	Revision
7	Class conference 1	15	Revision
8	Mid-term examination		Final examination

Table 1: Scheme for SEP speaking assignments and conference

✓ Every 03 assignments was followed with a conference when students worked in pairs, looked back at their assignments, and discussed their reflection on their performance and commitment, their progress, the problems, and plans for improving their speaking skills. Students' reflection at this stage was then documented in the Reflection for Conference sheet (Appendix 3). Those reflection gave the teacher insights about how she could support her students with their assignments, as well as how she should adjust her teaching in order to facilitate students' learning of speaking skill such as providing extra pronunciation/ intonation/ fluency practice, etc.

At the beginning of the course, the teacher introduced the speaking homework assignment agenda to both groups, and delivered self-reflection guidelines and peer-reflection guidelines which could guide students in planning, monitoring, evaluating their task, and reflecting on their learning. Both groups of students have identical speaking homework assignments. The differences between both groups were in the way they submitted their paper, as indicated in Table 2 below.

	Control group	Treatment group
Submitting speaking task	- Some students will be invited to perform their speech at the beginning of the next class session.	- Students filmed their speech and posted it on their own space in the class website: http://virtualenglishclass.net
Student self-reflection and peer-reflection	- After performing their speech, students evaluated their own performance as well as	- Students were assigned to make peer-reflection speech on their classmate's speech. The recorded

	<p>reflected on the process of doing the task and what they have learnt from the task.</p> <p>- Other students were invited to give peer-reflection on the presented speech.</p>	<p>peer-reflection speech was then posted in relying the video submission posting.</p> <p>- After receiving peer-reflection, students were required to self-reflect on their speech, and the process of doing the assignment. Self-reflection notes were required to submit in replying their own video submission posting.</p>
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Table 2: Differences in speaking assignment completion requirements for both groups of participants

After introducing the speaking task, the teacher got students in both groups to discuss the topic in pairs. Then the teacher discussed the task with students, and provided them with some vocabulary, functional language or elicited the way of developing ideas for the task. Students prepared for their speech at home before the due day.

Research Instrument

In this study, quantitative analyses were used. All parts in the questionnaires were analyzed through Statistical Package for the Social Sciences version 11.5. A five point Likert scale was used to investigate students’ perception of learner autonomy in both groups. The researcher developed the scale by operationalizing three pedagogical principles for learner autonomy development. Accordingly, the scale has 3 main dimensions, namely Learner Involvement, Increase English Use, and Learner Reflection. These three dimensions were divided into 10 operationalized scales (Inventory the task, prepare for my performance, check my performance while speaking, control and modify my performance, and evaluating my performance after speaking – Learner Involvement; Increase spoken English use, Increase written English use, Increase the use of English as a language of thoughts – Increase English Use; Reflect on my learning, and Reflect on what I learnt from the task – Learner Reflection) with 51 items. Reliability in each sub-scale is also examined using the Cronbach’s alpha coefficients (Appendix 4). The alpha coefficients scores of the ten

investigated operationalized scales range from .72 to .94. The scales were, therefore, internally consistent and reliable for collecting data.

The difference among the students' perceptions towards learner autonomy was tested by comparing mean scores of equivalent groups of items. To validate the mean scores for comparison and analysis, normal distribution tests were run. The data for three identical items in both groups are not normally distributed in terms of kurtosis, namely item 13 (Check fluency while speaking), item 20 (Manage to overcome difficulties), item 41 (Increase English use by thinking in English about my plan for improving my performance) (Appendix 5). If these three items are ruled out of the scales, data for all other items, and for the whole scale are still not truly normally distributed because of the small number of participants in both groups. Therefore, these three items are remained intact for the statistical tests. However, these skewed and kurtotic data can be influential to the interpretation and discussion of the statistical test results – a possibility which will be revisited further below.

DATA ANALYSIS

Research question 1: To what extent do e-portfolios trigger students' involvement in their learning?

To understand the impact of SEP on learner involvement (planning-monitoring-evaluating) in their learning, independent sample t-test was conducted on the first five operationalized scales accounting for Learner Involvement dimension, namely inventory the task, prepare for my performance (planning stage), check my performance while speaking, control and modify my performance (monitoring), and evaluate my performance after speaking (evaluating).

	Groups	N	Mean	Std. Deviation	Std. Error Mean
MEAN1	Treatment Group	15	3.8889	.68622	.17718
	Control group	15	3.2000	.56061	.14475

		Levene's Test for	t-test for Equality of Means
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		Equality of Variances		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.						Lower	Upper
		MEAN1	Equal variances assumed						.000	.986
	Equal variances not assumed			3.011	26.929	.006	.6889	.22879	.21939	1.15839

Table 3: Comparison of TG and CG students' ability to inventory the task

Table 3 shows that the means were 3.89, and 3.20; the standard deviation were 0.69 and 0.56 for TG and CG, respectively. The independent sample t-test yielded $t(28) = 3.011$, $p < .05$. The results suggest that SEP had significant effects on students' ability to inventory the speaking task.

	Groups	N	Mean	Std. Deviation	Std. Error Mean
MEAN2	Treatment Group	15	4.2000	.72155	.18630
	Control group	15	3.5333	.51640	.13333

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN2	Equal variances assumed	.038	.848	2.910	28	.007	.6667	.22910	.19738	1.13596
	Equal variances not assumed			2.910	25.361	.007	.6667	.22910	.19517	1.13817

Table 4: Comparison of TG and CG students' ability to prepare for the task

Table 4 shows that the means were 4.20, and 3.53; the standard deviation were 0.72 and 0.52 for TG and CG, respectively. The independent sample t-test yielded $t(28) = 2.91$, $p < .05$. The results suggest that SEP had significant effects on students' ability to prepare for the speaking task.

	Groups	N	Mean	Std. Deviation	Std. Error Mean
MEAN3	Treatment Group	15	3.5067	.63636	.16431
	Control group	15	3.0000	.84515	.21822

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN3	Equal variances assumed	1.574	.220	1.855	28	.074	.5067	.27316	-.05287	1.06621
	Equal variances not assumed			1.855	26.013	.075	.5067	.27316	-.05481	1.06814

Table 5: Comparison of TG and CG students' ability to check their performance during delivery time
Table 5 shows that the means were 3.50, and 3.00; the standard deviation were 0.64 and 0.85 for TG and CG, respectively. The independent sample t-test yielded $t(28) = 1.86$, $p > .05$. The results suggest that SEP had no significant effects on students' ability to check their performance during delivery time.

	Groups	N	Mean	Std. Deviation	Std. Error Mean
MEAN4	Treatment Group	15	3.4778	.51895	.13399
	Control group	15	2.5333	.74322	.19190

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN4	Equal variances assumed	3.328	.079	4.035	28	.000	.9444	.23405	.46501	1.42387
	Equal variances not assumed			4.035	25.030	.000	.9444	.23405	.46244	1.42645

Table 6: Comparison of TG and CG students' ability to control and modify their speech
Table 6 shows that the means were 3.47, and 2.53; the standard deviation were 0.52 and 0.74 for TG and CG, respectively. The independent sample t-test yielded $t(28) = 4.04$, $p < .05$. The results suggest that SEP had significant effects on students' ability to control and modify their speech during delivery time.

	Groups	N	Mean	Std. Deviation	Std. Error Mean
MEAN5	Treatment Group	15	3.6444	.65728	.16971

	Control group	15		3.0667	.45774	.11819
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		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
MEAN5	Equal variances assumed	2.950	.097	2.794	28	.009	.5778	.20681	.15415	1.00140
	Equal variances not assumed			2.794	24.994	.010	.5778	.20681	.15185	1.00371

Table 7: Comparison of TG and CG students' ability to evaluate their speech after the delivery

Table 7 shows that the means were 3.64, and 3.07; the standard deviation were 0.66 and 0.46 for TG and CG, respectively. The independent sample t-test yielded $t(28) = 2.80$, $p < .05$. The results suggest that SEP had significant effects on students' ability to evaluate their speech after the delivery.

Research question 2: To what extent do e-portfolios maximize students' use of English in their learning?

To understand the impact of SEP on the increase of English use in their learning, independent sample t-test was conducted on the next three operationalized scales accounting for Increase English Use dimension, namely increase spoken English use, increase written English use, and increase the use of English as a language of thoughts.

	Groups	N	Mean	Std. Deviation	Std. Error Mean
MEAN6	Treatment Group	15	3.6444	.73966	.19098
	Control group	15	2.6000	.73679	.19024

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
MEAN6	Equal variances assumed	.286	.597	3.875	28	.001	1.0444	.26956	.49227	1.59662
	Equal variances not assumed			3.875	28.000	.001	1.0444	.26956	.49227	1.59662

Table 8: Comparison of TG and CG students' ability to increase the use of spoken English

Table 8 shows that the means were 3.64, and 2.60; the standard deviation were 0.74 and 0.74 for TG and CG, respectively. The independent sample t-test yielded $t(28) = 3.88$, $p < .05$. The results suggest that SEP had significant effects on students' ability to increase their use of spoken English.

	Groups	N	Mean	Std. Deviation	Std. Error Mean
MEAN7	Treatment Group	15	3.4167	.48795	.12599
	Control group	15	2.9333	.79881	.20625

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN7	Equal variances assumed	.736	.398	2.000	28	.055	.4833	.24169	-.01174	.97841
	Equal variances not assumed			2.000	23.171	.057	.4833	.24169	-.01643	.98310

Table 9: Comparison of TG and CG students' ability to increase the use of written English

Table 9 shows that the means were 3.42, and 2.93; the standard deviation were 0.49 and 0.80 for TG and CG, respectively. The independent sample t-test yielded $t(28) = 2.00$, $p > .05$. The results suggest that SEP had no significant effects on students' ability to increase their use of written English.

	Groups	N	Mean	Std. Deviation	Std. Error Mean
MEAN8	Treatment Group	15	2.5067	.50634	.13074
	Control group	15	2.5333	.74322	.19190

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN8	Equal variances assumed	3.571	.069	-.115	28	.909	-.0267	.23220	-.50231	.44898
	Equal variances not assumed			-.115	24.692	.909	-.0267	.23220	-.50520	.45186

Table 10: Comparison of TG and CG students' ability to increase the use of English as a language of thoughts

Table 10 shows that the means were 2.51 and 2.53; the standard deviation were 0.51 and 0.74 for TG and CG, respectively. The independent sample t-test yielded $t(28) = -.12, p > .05$. The results suggest that SEP had no significant effects on students' ability to increase their use of English in thinking.

Research question 3: To what extent do e-portfolios enable students to reflect on their learning?

To understand the impact of SEP on students' ability to reflect on their learning, independent sample t-test was conducted on the last two operationalized scales accounting for Learner Reflection dimension, namely reflect on my learning process, and reflect on what I learnt from the task.

	Groups	N	Mean	Std. Deviation	Std. Error Mean
MEAN9	Treatment Group	15	3.6400	.64232	.16585
	Control group	15	2.6667	.61721	.15936

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN9	Equal variances assumed	.033	.858	4.232	28	.000	.9733	.23000	.50219	1.44447
	Equal variances not assumed			4.232	27.956	.000	.9733	.23000	.50216	1.44451

Table 11: Comparison of TG and CG students' ability to reflect on their learning process

Table 11 shows that the means were 3.64 and 2.67; the standard deviation were 0.64 and 0.62 for TG and CG, respectively. The independent sample t-test yielded $t(28) = -.12, p < .05$. The results suggest that SEP had significant effects on students' ability to reflect on their learning process.

	Groups	N	Mean	Std. Deviation	Std. Error Mean
MEAN10	Treatment Group	15	4.0800	.43948	.11347
	Control group	15	2.4667	.63994	.16523

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN10	Equal variances assumed	4.645	.040	8.049	28	.000	1.6133	.20044	1.20274	2.02392
	Equal variances not assumed			8.049	24.803	.000	1.6133	.20044	1.20034	2.02632

Table 12: Comparison of TG and CG students' ability to reflect on what they learnt from doing the task

Table 12 shows that the means were 4.08 and 2.47; the standard deviation were 0.44 and 0.64 for TG and CG, respectively. The independent sample t-test yielded $t(28) = 8.05$, $p < .05$. The results suggest that SEP had significant effects on students' ability to reflect on what they learnt from doing the task.

Discussion

The first research question examined the role of SEP on students' involvement in their learning. As reported above, SEP applied in TG had significant effect on different aspect of learner involvement – the precondition for learner autonomy growth. Precisely, SEP applied in TG could foster students' ability to inventory the speaking task, prepare for the speaking task in the planning stage, as well as evaluate their own speech in the evaluating stage after the delivery. In the monitoring stage, SEP had better effect on boosting students' ability to control and modify their own speech; but could not show superior impact on students' ability to check their own speech during the delivery time. These results partly overlap with previous research findings (Cagatay, 2012; Danny Huang and Hung, 2010) which suggested that videotaped speaking assignments helped students monitor their progress, and improve their self-assessment and self-evaluation skills. A lot of earlier researches on language portfolios of various kinds also showed that portfolios significantly helped learners assumed greater responsibility in 'planning,

managing, and monitoring their learning' (Mansvelder – Longayrou Beijaard, Verloop, & Vermunt, 2007; Yildirim, 2013). Overlapping suggestions can also be found in Goksu & Genc (n.d., as cited in Gardner, 2011) which reported that portfolios could help students 'understand their learning aims', self-assess their own language skills, visualized and participated more in the learning process.

Several factors might have contributed to these findings. Most importantly, the specific guidelines for self-reflection and peer-reflection on speaking assignments could provide students with inventory, and evaluation rubrics for their speaking tasks. Additionally, as SEP was designed to make all students' work visible to every TG class member. That publicity could have acted as incentives to students' increased involvement as they developed a shared need to watch their peer's performance and get their speeches to be reviewed as well. As for the ability to check their performance during delivery time, it can be seen that learners' cognition and language proficiency could be conjunctive factors for the insignificant impact of SEP on that aspect. Within a short intervention time of 15 weeks, it may not be feasible to alter such an advanced cognitive behavior which requires students to deliver and check their speech synchronously.

The second question of the study examines the effects of SEP on increasing students' use of English. As analyzed further above, the research findings indicated that SEP had an effect on maximizing students' use of spoken English. That could have stemmed from the consistent requirement for using spoken English to complete portfolio assignments such as speaking individually for the compulsory tasks, interpersonal communication among students, and between students and the teacher in authentic and spontaneous situations such as discussing students' progress and difficulties, seeking helps, and supporting each other during the course. That means students could better use spoken English (the external speech) to communicate outwardly with others. This result is consistent with the outcomes of Doherty's and Thomsen's experimental English classes with ELP application to support students' learning – two revisited cases from the further-above discussion. Similar to students in those two studies, the participants in the

current research could not only use learnt or scaffolded English but also authentic English for planned (present their speech, peer-reflect on others' speech) and spontaneous communicative purposes (seek helps from peers and the teacher, discuss their problems), respectively. However, this method do not have significant supporting role on students' use of written English or students' thinking in English (inner speech). To put it another way, students in TG did not experience significant change in their ability to use written English, and the so-called 'silent English' to communicate inwardly with themselves. As writing was just a supporting task for speaking assignment completion, students may find possible changes in the volume of written English used neglectable, entailing that the effect of using written English to support English speaking practice was perceived to be marginal too. Concerning the impact of SEP on students' ability to think in English while learning, it could be seen that thinking in the target language seems to be students' inborn and chronic cognitive habit which can hardly be altered through formal academic recommendations or short-termed explicit training, especially within the short time period of the study. Hence, to develop this capacity, students should be experienced learning activities that illustrates the true effect of thinking the target language in unlimited English learning and using contexts both within and beyond the classroom walls.

The last research question explores the impact of SEP on students' ability to reflect on their learning. The analysis reported that SEP applied in TG had significant effect in fostering students' reflection both on their learning process and on what they have learnt from doing the speaking task. In other words, students who developed SEP could better reflect on the process and content of their learning than those who practice speaking in the portfolio-free condition. These results seem to match with a handful of previous research and experimental classes (Little, 2004; Goksu & Genc, n.d. as cited in Gardner, 2011; Danny Huang and Hung, 2010; Cagatay, 2012; Yildirim, 2013). That could be attributed to the continuing cycle of assignment submission – peer reflection – self-reflection – general reflection in class conference scheme which is conducive to students' improved competence in their reflecting skills.

Implications and conclusion

The findings of the study had several implications for the implementation of the speaking electronic portfolios in similar Vietnamese language training institutions. Most importantly, English teachers should employ electronic portfolios to support students' practice of EFL speaking skills. However, the implementation should be carried out with cautions in order to maximize the benefits of electronic portfolios and minimize the possibility of turning them into a demanding digital learning management device overwhelming students with rigid submitting-reflecting schedule. Second, as the chief goal of teaching-learning process is to support students' growth as an autonomous language learners and users, English should be used at the one and only language for all communication purposes in the class. For that to be realized, teachers should assist students by scaffold the language for their use at every stage of the learning process. Additionally, various cognitive and interactive learning activities should be used to boost students' use of various form of English – written, spoken, and silently-verbalized English. Third, in order to foster students' reflection, guidelines for self-, and peer-reflection should be specific, straightforward, and written in simple language. Ideally, teachers should get students involved in the negotiation of judging criteria for their own performance. This will possibly provide students with a strong sense of ownership which in turn increase learners' responsibility and commitment in the reflecting tasks. Additionally, teachers should conduct sufficient trainings which offer students chances to closely observe and practice the evaluation of videotaped speeches. Last but not least, trainings in technology-based skills should also be conducted to ensure that students will not find technical issues a hamper for their involvement in electronic portfolio development process. That can also reduce the risk of students' shrinking time on portfolio content development to be replaced by their growing attention to the technical issues.

The findings of the study have revealed that SEP had significant effects on fostering different aspects of learner autonomy. First, as for learner involvement

dimension, SEP had significant effects on students' ability to inventory, prepare for the speaking tasks in (the planning stage), control and modify their speech during delivery time (monitoring stage), and evaluate students' speech (evaluating stage). However, SEP fails to improve participants' ability to check their performance. Second, as for the dimension of Increase English use, SEP could increase students' ability to use spoken English, but it was not beneficial to the capacity to use written English or switch their habit of thinking in their native language into English to support the practice of EFL speaking skills. Third, SEP could prove its effect in improving students' reflection both on their learning process and on what they could learnt from doing the task (i.e., the content and process of learning).

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Appendix 1

Peer-assessment sheet for Speaking assignment

PetroVietnam University
Foreign Language Centre

ENGLISH PROGRAM
COURSE: ENGLISH 2
LISTENING-SPEAKING 2

Speaking Assignment

Entry

Student's name:

Evaluator's name:

Topic of the assignment:

Evaluation criteria for short talk

*Please answer the following question by writing **yes/no** in the first column and then **write your idea on how to improve each skill in the second column***

1. Fluency yes/no How could you improve on this skills?

Did the speaker often stop and hesitate ...

... before starting a new sentence?

... before starting a difficult word?

... searching for a suitable word?

2. Grammatical accuracy

Did the speaker make any mistakes that you never do in writing?

Did the speaker make the same mistakes several times?

What was this?

3. Pronunciation

On the whole did the speaker find your pronunciation natural?

Did you notice any slips?

4. Stress and intonation

On the whole did you find your stress and intonation natural?

Did you notice any problems with a particular sentence type or intonation pattern? Or any word with the wrong stress?

5. Structure:

Did you find your talk logically structured?

Was it easy to follow?

Appendix 2

Self-assessment sheet for Speaking assignment

PetroVietnam University
Foreign Language Centre

ENGLISH PROGRAM
COURSE: ENGLISH 2
LISTENING-SPEAKING 2

Speaking Assignment

Entry

Student's name:

Topic of the assignment:

Please answer the following questions by ticking (✓) on the equivalent space in 'Your answer' column, and justify your answer by giving specific information for italicized questions.

1. PLANNING

No		Your answer	
1	<i>What are requirements of the task and task outcomes?</i>		<i>Requirements</i>
		<i>Speaking task</i>	
		<i>Speaking task outcomes</i>	
2	<i>What content and language will you need for the speaking task?</i>		<i>Specific</i>
		<i>Content</i> <i>(Main ideas)</i>	
		<i>Language</i> + <i>Vocabulary</i> + <i>Grammar</i>	
	<i>What communication and discourse strategies can facilitate your speech?</i>	<i>Strategies/Skills</i>	<i>Specific strategies/skills</i>

3	<i>(For more information about it, look at Appendix 1)</i>	<i>Communication strategies</i>	
		<i>Discourse skills</i>	

2. MONITORING

No		Your answer
1	Could you check your overall performance during a speaking task?	
2	Could you check the appropriateness and accuracy of what I say during a speaking task?	
3	Could you correct your use of language while speaking?	
4	Could you recognize any negative emotions during the speaking task?	

3. EVALUATING:

No		Your answer
1	<i>Can you check the appropriateness and accuracy of what you have said when the task is over?</i> <i>(Justify your answer at Appendix 2)</i>	
2	<i>Can you decide whether the strategies selected and used for completing a task have been</i>	

	<i>useful?</i>	
--	----------------	--

APPENDIX A

Communication and discourse strategies for speaking task.

Communication strategies	Specific strategies
Cognitive strategies	<ul style="list-style-type: none"> • Paraphrase: Describing an object, person, or event to get the meaning of a specific word across. • Approximation: Using an alternative term (squirrel for chipmunk) • Formulaic expressions: Using language chunks (e.g. What I am trying to say is ...) to buy processing time. • Message frames: Setting the global context for what is being described before attempting to describe it.
Metacognitive strategies	<ul style="list-style-type: none"> • Planning: Preparing the contents and the form of the message • Self-monitoring: Noticing one's language and message during message production • Self-evaluation: Noticing one's language and message after message production
Discourse skills	Specific skills
	<ul style="list-style-type: none"> • Establish coherence and cohesion in extended discourse through lexical and grammatical choices • Use discourse markers (linking words or linking phrases) and intonation to signpost changes in the discourse, such as a change of topics

APPENDIX B

Evaluation criteria for short talk

*Please answer the following question by writing **yes/no** in the first column and then **write your idea on how to improve each skill in the second column***

6. Fluency

yes/no How could you improve on this skills?

--	--

Did you often stop and hesitate ...
... before starting a new sentence?
... before starting a difficult word?
... searching for a suitable word?

7. Grammatical accuracy

Did you make any mistakes that you never do in writing?
Did you make the same mistakes several times?
What was this?

8. Pronunciation

On the whole did you find your pronunciation natural?
Did you notice any slips?

9. Stress and intonation

On the whole did you find your stress and intonation natural?
Did you notice any problems with a particular sentence type or intonation pattern? Or any word with the wrong stress?

10. Structure:

Did you find your talk logically structured?
Was it easy to follow?

Appendix 3
Reflection for Conference

PetroVietnam University
Foreign Language Centre

ENGLISH PROGRAM
COURSE: ENGLISH 2
LISTENING-SPEAKING 2

Conference Reflection

Name:

Class:

1. What have we done?

.....
.....

2. What problems have you had?

.....
.....

3. What have you learnt?

.....
.....

4. How well have I done in my speaking/ listening activities?

.....
.....

5. Which areas do I need to concentrate on most?

.....
.....

6. How much progress have I made in the last week /month / term?

.....
.....

7. How much effort have I made?

- a. A lot
- b. some
- c. little

.....
.....

8. Are the strategies used in planning, monitoring, and evaluating the speaking and listening tasks effective?

.....

.....

Appendix 4

CRONBACH'S ALPHA COEFFICIENTS SCORES

N0	Dimension / Sub-dimensions/ Operationalized scale				Alpha	Item deleted	Highest possible Alpha
	Operationalized scales	Sub-dimensions	Dimension	Items			
1	Inventory the task	Planning	Learner Involvement	1 2 3 7	.7401	7	.7588
2	Prepare for my performance			4 5 6 8	.6996	8	.7167
3	Check my performance while	Monitoring		9 10	.8541	14	.8579

	speaking			11 12 13 14			
4	Control and modify my performance			15 16 17 18 19 20	.8486		
5	Evaluate my performance while speaking	Evaluating		21 22 23 24 25 26	.7668		
6	Increase spoken English use		Increase English Use	27 28 29 30	.7904	27	.8373
7	Increase written English use			31 32 33 34 35	.6225	31	.7547
8	Increase the use of English as a language of thought			36 37 38 39 40 41	.8648	39	.8705
9	Reflect on my learning process		Learner Reflection	42 43 44 45 46	.8941		
10	Reflect on what I learnt from the task			47 48 49 50 51	.9427		

Appendix 5
Normal Distribution Test
Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Preview requirements of the task	13	86.7%	2	13.3%	15	100.0%
Preview requirements of the task outcomes	13	86.7%	2	13.3%	15	100.0%
Set goals for the speaking task	13	86.7%	2	13.3%	15	100.0%

Prepare necessary vocabulary for the task	13	86.7%	2	13.3%	15	100.0%
Prepare grammar for the task	13	86.7%	2	13.3%	15	100.0%
Prepare ideas for the task	13	86.7%	2	13.3%	15	100.0%
Check idea development while speaking	13	86.7%	2	13.3%	15	100.0%
Check vocabulary used while speaking	13	86.7%	2	13.3%	15	100.0%
Check pronunciation while speaking	13	86.7%	2	13.3%	15	100.0%
Check grammar use while speaking	13	86.7%	2	13.3%	15	100.0%
Check fluency while speaking	13	86.7%	2	13.3%	15	100.0%
Modify the inappropriately developed ideas while speaking	13	86.7%	2	13.3%	15	100.0%
Correct the wrong vocabulary while speaking	13	86.7%	2	13.3%	15	100.0%
Correct myself when mispronouncing words while speaking	13	86.7%	2	13.3%	15	100.0%
Correct my grammatical mistakes while speaking	13	86.7%	2	13.3%	15	100.0%
Maintain fluency while speaking	13	86.7%	2	13.3%	15	100.0%
Manage to overcome difficulties in speaking to complete the task	13	86.7%	2	13.3%	15	100.0%
Evaluate idea development in my speech	13	86.7%	2	13.3%	15	100.0%
Evaluate vocabulary use in my speech	13	86.7%	2	13.3%	15	100.0%
Evaluate pronunciation in my speech	13	86.7%	2	13.3%	15	100.0%
Evaluate grammar use in my speech	13	86.7%	2	13.3%	15	100.0%
Evaluate fluency of my speech	13	86.7%	2	13.3%	15	100.0%
Evaluate the usefulness of the way I overcame difficulties in speaking to complete the task.	13	86.7%	2	13.3%	15	100.0%
Increase English use by reflecting in spoken English on my peer's performance	13	86.7%	2	13.3%	15	100.0%
Increase English use by listening to my peer's spoken English reflection on my speech	13	86.7%	2	13.3%	15	100.0%

Increase English use by having English discussion with my peer about how to improve our performance next time	13	86.7%	2	13.3%	15	100.0%
Increase English use by taking English evaluation notes for my performance	13	86.7%	2	13.3%	15	100.0%
Increase English use by taking English reflection notes for my peer's performance	13	86.7%	2	13.3%	15	100.0%
Increase English use by taking English notes about what I learnt from doing the speaking task	13	86.7%	2	13.3%	15	100.0%
Increase English use by taking English planning notes for improving my performance next time	13	86.7%	2	13.3%	15	100.0%
Increase English use by thinking in English when planning for my performance	13	86.7%	2	13.3%	15	100.0%
Increase English use by thinking in English when monitoring my performance	13	86.7%	2	13.3%	15	100.0%
Increase English use by thinking in English when evaluating my performance	13	86.7%	2	13.3%	15	100.0%
Increase English use by thinking in English when listening to my peer's spoken English reflection on my speech	13	86.7%	2	13.3%	15	100.0%
Increase English use by thinking in English about my plan for improving my performance next time	13	86.7%	2	13.3%	15	100.0%
Reflect on my plan for my performance	13	86.7%	2	13.3%	15	100.0%
Reflect on my monitoring of my performance	13	86.7%	2	13.3%	15	100.0%
Reflect on my evaluation of my performance	13	86.7%	2	13.3%	15	100.0%
Reflect on my reflection on my peer's performance	13	86.7%	2	13.3%	15	100.0%
Reflect on my plan for improving my performance next time	13	86.7%	2	13.3%	15	100.0%
Reflect on new vocabulary learnt from doing the speaking task	13	86.7%	2	13.3%	15	100.0%
Reflect on new grammar use learnt from doing the speaking task	13	86.7%	2	13.3%	15	100.0%

Reflect on skills for developing ideas learnt from doing the speaking task	13	86.7%	2	13.3%	15	100.0%
Reflect on skills for controlling pronunciation learnt from doing the speaking task	13	86.7%	2	13.3%	15	100.0%
Reflect on skills for maintaining fluency learnt from doing the speaking task	13	86.7%	2	13.3%	15	100.0%

Descriptives

		Statistic	Std. Error	
Preview requirements of the task	Mean	4.29	.125	
	95% Confidence Interval for Mean	Lower Bound	4.02	
		Upper Bound	4.56	
	5% Trimmed Mean	4.26		
	Median	4.00		
	Variance	.220		
	Std. Deviation	.469		
	Minimum	4		
	Maximum	5		
	Range	1		
	Interquartile Range	1.00		
	Skewness	1.067	.597	
	Kurtosis	-1.034	1.154	
Preview requirements of the task outcomes	Mean	3.86	.143	
	95% Confidence Interval for Mean	Lower Bound	3.55	
		Upper Bound	4.17	
	5% Trimmed Mean	3.84		
	Median	4.00		
	Variance	.286		
	Std. Deviation	.535		
	Minimum	3		
	Maximum	5		

	Range		2	
	Interquartile Range		.25	
	Skewness		-.216	.597
	Kurtosis		1.150	1.154
Set goals for the speaking task	Mean		3.86	.143
	95% Confidence Interval for Mean	Lower Bound	3.55	
		Upper Bound	4.17	
	5% Trimmed Mean		3.84	
	Median		4.00	
	Variance		.286	
	Std. Deviation		.535	
	Minimum		3	
	Maximum		5	
	Range		2	
	Interquartile Range		.25	
	Skewness		-.216	.597
	Kurtosis		1.150	1.154
	Prepare necessary vocabulary for the task	Mean		4.43
95% Confidence Interval for Mean		Lower Bound	4.06	
		Upper Bound	4.80	
5% Trimmed Mean			4.48	
Median			4.50	
Variance			.418	
Std. Deviation			.646	
Minimum			3	
Maximum			5	
Range			2	
Interquartile Range			1.00	
Skewness			-.692	.597
Kurtosis			-.252	1.154
Prepare grammar for the task		Mean		4.07
	95% Confidence Interval for Mean	Lower Bound	3.72	
		Upper Bound	4.43	
	5% Trimmed Mean		4.08	

	Median		4.00	
	Variance		.379	
	Std. Deviation		.616	
	Minimum		3	
	Maximum		5	
	Range		2	
	Interquartile Range		.25	
	Skewness		-.024	.597
	Kurtosis		.302	1.154
Prepare ideas for the task	Mean		4.29	.163
	95% Confidence Interval for Mean	Lower Bound	3.93	
		Upper Bound	4.64	
	5% Trimmed Mean		4.32	
	Median		4.00	
	Variance		.374	
	Std. Deviation		.611	
	Minimum		3	
	Maximum		5	
	Range		2	
	Interquartile Range		1.00	
	Skewness		-.192	.597
	Kurtosis		-.258	1.154
Check idea development while speaking	Mean		3.57	.173
	95% Confidence Interval for Mean	Lower Bound	3.20	
		Upper Bound	3.94	
	5% Trimmed Mean		3.63	
	Median		4.00	
	Variance		.418	
	Std. Deviation		.646	
	Minimum		2	
	Maximum		4	
	Range		2	
	Interquartile Range		1.00	
	Skewness		-1.303	.597

	Kurtosis		.951	1.154
Check vocabulary used while speaking	Mean		3.79	.114
	95% Confidence Interval for Mean	Lower Bound	3.54	
		Upper Bound	4.03	
	5% Trimmed Mean		3.82	
	Median		4.00	
	Variance		.181	
	Std. Deviation		.426	
	Minimum		3	
	Maximum		4	
	Range		1	
	Interquartile Range		.25	
	Skewness		-1.566	.597
	Kurtosis		.501	1.154
	Check pronunciation while speaking	Mean		3.64
95% Confidence Interval for Mean		Lower Bound	3.21	
		Upper Bound	4.07	
5% Trimmed Mean			3.66	
Median			4.00	
Variance			.555	
Std. Deviation			.745	
Minimum			2	
Maximum			5	
Range			3	
Interquartile Range			1.00	
Skewness			-.572	.597
Kurtosis			.725	1.154
Check grammar use while speaking		Mean		3.50
	95% Confidence Interval for Mean	Lower Bound	3.06	
		Upper Bound	3.94	
	5% Trimmed Mean		3.50	
	Median		3.50	
	Variance		.577	
	Std. Deviation		.760	

	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		.000	.597
	Kurtosis		.158	1.154
Check fluency while speaking	Mean		3.64	.169
	95% Confidence Interval for Mean	Lower Bound	3.28	
		Upper Bound	4.01	
	5% Trimmed Mean		3.71	
	Median		4.00	
	Variance		.401	
	Std. Deviation		.633	
	Minimum		2	
	Maximum		4	
	Range		2	
	Interquartile Range		1.00	
	Skewness		-1.687	.597
	Kurtosis		2.214	1.154
	Modify the inappropriately developed ideas while speaking	Mean		3.64
95% Confidence Interval for Mean		Lower Bound	3.21	
		Upper Bound	4.07	
5% Trimmed Mean			3.66	
Median			4.00	
Variance			.555	
Std. Deviation			.745	
Minimum			2	
Maximum			5	
Range			3	
Interquartile Range			1.00	
Skewness			-.572	.597
Kurtosis			.725	1.154
Correct the wrong vocabulary while speaking		Mean		3.57
	95% Confidence Interval for	Lower Bound	3.20	

	Mean	Upper Bound	3.94	
	5% Trimmed Mean		3.63	
	Median		4.00	
	Variance		.418	
	Std. Deviation		.646	
	Minimum		2	
	Maximum		4	
	Range		2	
	Interquartile Range		1.00	
	Skewness		-1.303	.597
	Kurtosis		.951	1.154
Correct myself when mispronouncing words while speaking	Mean		3.29	.221
	95% Confidence Interval for Mean	Lower Bound	2.81	
		Upper Bound	3.76	
	5% Trimmed Mean		3.32	
	Median		3.50	
	Variance		.681	
	Std. Deviation		.825	
	Minimum		2	
	Maximum		4	
	Range		2	
	Interquartile Range		1.25	
	Skewness		-.625	.597
	Kurtosis		-1.192	1.154
Correct my grammatical mistakes while speaking	Mean		3.57	.173
	95% Confidence Interval for Mean	Lower Bound	3.20	
		Upper Bound	3.94	
	5% Trimmed Mean		3.63	
	Median		4.00	
	Variance		.418	
	Std. Deviation		.646	
	Minimum		2	
	Maximum		4	
	Range		2	

	Interquartile Range		1.00	
	Skewness		-1.303	.597
	Kurtosis		.951	1.154
Maintain fluency while speaking	Mean		3.43	.251
	95% Confidence Interval for Mean	Lower Bound	2.89	
		Upper Bound	3.97	
	5% Trimmed Mean		3.42	
	Median		4.00	
	Variance		.879	
	Std. Deviation		.938	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.25	
	Skewness		-.413	.597
	Kurtosis		-.763	1.154
Manage to overcome difficulties in speaking to complete the task	Mean		3.79	.187
	95% Confidence Interval for Mean	Lower Bound	3.38	
		Upper Bound	4.19	
	5% Trimmed Mean		3.82	
	Median		4.00	
	Variance		.489	
	Std. Deviation		.699	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		.25	
	Skewness		-1.253	.597
	Kurtosis		2.876	1.154
Evaluate idea development in my speech	Mean		3.71	.244
	95% Confidence Interval for Mean	Lower Bound	3.19	
		Upper Bound	4.24	
	5% Trimmed Mean		3.74	
Median		4.00		

	Variance		.835	
	Std. Deviation		.914	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		-.749	.597
	Kurtosis		.249	1.154
Evaluate vocabulary use in my speech	Mean		3.86	.206
	95% Confidence Interval for Mean	Lower Bound	3.41	
		Upper Bound	4.30	
	5% Trimmed Mean		3.90	
	Median		4.00	
	Variance		.593	
	Std. Deviation		.770	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		.25	
	Skewness		-.914	.597
	Kurtosis		1.855	1.154
	Evaluate pronunciation in my speech	Mean		3.50
95% Confidence Interval for Mean		Lower Bound	3.06	
		Upper Bound	3.94	
5% Trimmed Mean			3.50	
Median			3.50	
Variance			.577	
Std. Deviation			.760	
Minimum			2	
Maximum			5	
Range			3	
Interquartile Range			1.00	
Skewness			.000	.597
Kurtosis			.158	1.154

Evaluate grammar use in my speech	Mean		3.86	.177
	95% Confidence Interval for Mean	Lower Bound	3.47	
		Upper Bound	4.24	
	5% Trimmed Mean		3.84	
	Median		4.00	
	Variance		.440	
	Std. Deviation		.663	
	Minimum		3	
	Maximum		5	
	Range		2	
	Interquartile Range		1.00	
	Skewness		.151	.597
	Kurtosis		-.310	1.154
Evaluate fluency of my speech	Mean		3.93	.195
	95% Confidence Interval for Mean	Lower Bound	3.51	
		Upper Bound	4.35	
	5% Trimmed Mean		3.92	
	Median		4.00	
	Variance		.533	
	Std. Deviation		.730	
	Minimum		3	
	Maximum		5	
	Range		2	
	Interquartile Range		1.25	
	Skewness		.113	.597
	Kurtosis		-.856	1.154
Evaluate the usefulness of the way I overcame difficulties in speaking to complete the task.	Mean		3.57	.251
	95% Confidence Interval for Mean	Lower Bound	3.03	
		Upper Bound	4.11	
	5% Trimmed Mean		3.58	
	Median		4.00	
	Variance		.879	
	Std. Deviation		.938	
	Minimum		2	

	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		-.240	.597
	Kurtosis		-.491	1.154
Increase English use by reflecting in spoken English on my peer's performance	Mean		3.36	.248
	95% Confidence Interval for Mean	Lower Bound	2.82	
		Upper Bound	3.89	
	5% Trimmed Mean		3.34	
	Median		3.50	
	Variance		.863	
	Std. Deviation		.929	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.25	
	Skewness		-.185	.597
	Kurtosis		-.790	1.154
Increase English use by listening to my peer's spoken English reflection on my speech	Mean		3.43	.272
	95% Confidence Interval for Mean	Lower Bound	2.84	
		Upper Bound	4.02	
	5% Trimmed Mean		3.42	
	Median		3.50	
	Variance		1.033	
	Std. Deviation		1.016	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.25	
	Skewness		-.031	.597
	Kurtosis		-.933	1.154
Increase English use by having English discussion with my peer about how to improve our performance next time	Mean		4.29	.244
	95% Confidence Interval for Mean	Lower Bound	3.76	
		Upper Bound	4.81	

	5% Trimmed Mean		4.37	
	Median		4.50	
	Variance		.835	
	Std. Deviation		.914	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		-1.368	.597
	Kurtosis		1.753	1.154
Increase English use by taking English evaluation notes for my performance	Mean		3.50	.174
	95% Confidence Interval for Mean	Lower Bound	3.12	
		Upper Bound	3.88	
	5% Trimmed Mean		3.44	
	Median		3.00	
	Variance		.423	
	Std. Deviation		.650	
	Minimum		3	
	Maximum		5	
	Range		2	
	Interquartile Range		1.00	
	Skewness		.978	.597
	Kurtosis		.176	1.154
Increase English use by taking English reflection notes for my peer's performance	Mean		3.50	.203
	95% Confidence Interval for Mean	Lower Bound	3.06	
		Upper Bound	3.94	
	5% Trimmed Mean		3.50	
	Median		3.50	
	Variance		.577	
	Std. Deviation		.760	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	

	Skewness		.000	.597
	Kurtosis		.158	1.154
Increase English use by taking English notes about what I learnt from doing the speaking task	Mean		3.29	.221
	95% Confidence Interval for Mean	Lower Bound	2.81	
		Upper Bound	3.76	
	5% Trimmed Mean		3.26	
	Median		3.00	
	Variance		.681	
	Std. Deviation		.825	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		.332	.597
	Kurtosis		.164	1.154
	Increase English use by taking English planning notes for improving my performance next time	Mean		3.50
95% Confidence Interval for Mean		Lower Bound	3.06	
		Upper Bound	3.94	
5% Trimmed Mean			3.50	
Median			3.50	
Variance			.577	
Std. Deviation			.760	
Minimum			2	
Maximum			5	
Range			3	
Interquartile Range			1.00	
Skewness			.000	.597
Kurtosis			.158	1.154
Increase English use by thinking in English when planning for my performance		Mean		2.71
	95% Confidence Interval for Mean	Lower Bound	2.29	
		Upper Bound	3.13	
	5% Trimmed Mean		2.68	
	Median		3.00	
	Variance		.527	

	Std. Deviation		.726	
	Minimum		2	
	Maximum		4	
	Range		2	
	Interquartile Range		1.00	
	Skewness		.516	.597
	Kurtosis		-.732	1.154
Increase English use by thinking in English when monitoring my performance	Mean		2.36	.133
	95% Confidence Interval for Mean	Lower Bound	2.07	
		Upper Bound	2.64	
	5% Trimmed Mean		2.34	
	Median		2.00	
	Variance		.247	
	Std. Deviation		.497	
	Minimum		2	
	Maximum		3	
	Range		1	
	Interquartile Range		1.00	
	Skewness		.670	.597
	Kurtosis		-1.838	1.154
	Increase English use by thinking in English when evaluating my performance	Mean		2.71
95% Confidence Interval for Mean		Lower Bound	2.36	
		Upper Bound	3.07	
5% Trimmed Mean			2.68	
Median			3.00	
Variance			.374	
Std. Deviation			.611	
Minimum			2	
Maximum			4	
Range			2	
Interquartile Range			1.00	
Skewness			.192	.597
Kurtosis			-.258	1.154
Increase English use by thinking		Mean		2.36

in English when listening to my peer's spoken English reflection on my speech	95% Confidence Interval for Mean		Lower Bound	1.99		
			Upper Bound	2.72		
	5% Trimmed Mean			2.40		
	Median			2.00		
	Variance			.401		
	Std. Deviation			.633		
	Minimum			1		
	Maximum			3		
	Range			2		
	Interquartile Range			1.00		
	Skewness			-.433	.597	
	Kurtosis			-.394	1.154	
	Increase English use by thinking in English about my plan for improving my performance next time	Mean			2.57	.137
95% Confidence Interval for Mean		Lower Bound	2.27			
		Upper Bound	2.87			
5% Trimmed Mean			2.58			
Median			3.00			
Variance			.264			
Std. Deviation			.514			
Minimum			2			
Maximum			3			
Range			1			
Interquartile Range			1.00			
Skewness			-.325	.597		
Kurtosis			-2.241	1.154		
Reflect on my plan for my performance	Mean			3.93	.221	
	95% Confidence Interval for Mean		Lower Bound	3.45		
			Upper Bound	4.41		
	5% Trimmed Mean			3.98		
	Median			4.00		
	Variance			.687		
	Std. Deviation			.829		
	Minimum			2		
Maximum			5			

	Range		3	
	Interquartile Range		.50	
	Skewness		-.801	.597
	Kurtosis		1.160	1.154
Reflect on my monitoring of my performance	Mean		3.50	.272
	95% Confidence Interval for Mean	Lower Bound	2.91	
		Upper Bound	4.09	
	5% Trimmed Mean		3.50	
	Median		4.00	
	Variance		1.038	
	Std. Deviation		1.019	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.25	
	Skewness		-.254	.597
	Kurtosis		-.905	1.154
Reflect on my evaluation of my performance	Mean		3.57	.173
	95% Confidence Interval for Mean	Lower Bound	3.20	
		Upper Bound	3.94	
	5% Trimmed Mean		3.63	
	Median		4.00	
	Variance		.418	
	Std. Deviation		.646	
	Minimum		2	
	Maximum		4	
	Range		2	
	Interquartile Range		1.00	
	Skewness		-1.303	.597
	Kurtosis		.951	1.154
Reflect on my reflection on my peer's performance	Mean		3.50	.203
	95% Confidence Interval for Mean	Lower Bound	3.06	
		Upper Bound	3.94	
	5% Trimmed Mean		3.50	

	Median		3.50	
	Variance		.577	
	Std. Deviation		.760	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		.000	.597
	Kurtosis		.158	1.154
Reflect on my plan for improving my performance next time	Mean		3.64	.199
	95% Confidence Interval for Mean	Lower Bound	3.21	
		Upper Bound	4.07	
	5% Trimmed Mean		3.66	
	Median		4.00	
	Variance		.555	
	Std. Deviation		.745	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		-.572	.597
	Kurtosis		.725	1.154
	Reflect on new vocabulary learnt from doing the speaking task	Mean		4.36
95% Confidence Interval for Mean		Lower Bound	4.07	
		Upper Bound	4.64	
5% Trimmed Mean			4.34	
Median			4.00	
Variance			.247	
Std. Deviation			.497	
Minimum			4	
Maximum			5	
Range			1	
Interquartile Range			1.00	
Skewness			.670	.597

	Kurtosis		-1.838	1.154
Reflect on new grammar use learnt from doing the speaking task	Mean		4.29	.125
	95% Confidence Interval for Mean	Lower Bound	4.02	
		Upper Bound	4.56	
	5% Trimmed Mean		4.26	
	Median		4.00	
	Variance		.220	
	Std. Deviation		.469	
	Minimum		4	
	Maximum		5	
	Range		1	
	Interquartile Range		1.00	
	Skewness		1.067	.597
	Kurtosis		-1.034	1.154
	Reflect on skills for developing ideas learnt from doing the speaking task	Mean		4.00
95% Confidence Interval for Mean		Lower Bound	3.61	
		Upper Bound	4.39	
5% Trimmed Mean			4.00	
Median			4.00	
Variance			.462	
Std. Deviation			.679	
Minimum			3	
Maximum			5	
Range			2	
Interquartile Range			.50	
Skewness			.000	.597
Kurtosis			-.394	1.154
Reflect on skills for controlling pronunciation learnt from doing the speaking task		Mean		3.93
	95% Confidence Interval for Mean	Lower Bound	3.57	
		Upper Bound	4.28	
	5% Trimmed Mean		3.92	
	Median		4.00	
	Variance		.379	
	Std. Deviation		.616	

	Minimum		3	
	Maximum		5	
	Range		2	
	Interquartile Range		.25	
	Skewness		.024	.597
	Kurtosis		.302	1.154
Reflect on skills for maintaining fluency learnt from doing the speaking task	Mean		4.07	.165
	95% Confidence Interval for Mean	Lower Bound	3.72	
		Upper Bound	4.43	
	5% Trimmed Mean		4.08	
	Median		4.00	
	Variance		.379	
	Std. Deviation		.616	
	Minimum		3	
	Maximum		5	
	Range		2	
	Interquartile Range		.25	
	Skewness		-.024	.597
	Kurtosis		.302	1.154

Tests of Normality

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Preview requirements of the task	.311	13	.001	.808	13	.008
Preview requirements of the task outcomes	.284	13	.005	.785	13	.005
Set goals for the speaking task	.240	13	.039	.809	13	.009
Prepare necessary vocabulary for the task	.331	13	.000	.750	13	.002
Prepare grammar for the task	.342	13	.000	.766	13	.003
Prepare ideas for the task	.347	13	.000	.719	13	.001
Check idea development while speaking	.376	13	.000	.688	13	.000

Check vocabulary used while speaking	.233	13	.053	.825	13	.014
Check pronunciation while speaking	.295	13	.003	.736	13	.001
Check grammar use while speaking	.288	13	.004	.766	13	.003
Check fluency while speaking	.224	13	.072	.878	13	.066
Modify the inappropriately developed ideas while speaking	.289	13	.004	.772	13	.003
Correct the wrong vocabulary while speaking	.222	13	.080	.894	13	.111
Correct myself when mispronouncing words while speaking	.285	13	.005	.857	13	.036
Correct my grammatical mistakes while speaking	.289	13	.004	.772	13	.003
Maintain fluency while speaking	.324	13	.001	.776	13	.004
Manage to overcome difficulties in speaking to complete the task	.260	13	.016	.883	13	.078
Evaluate idea development in my speech	.315	13	.001	.776	13	.004
Evaluate vocabulary use in my speech	.256	13	.020	.891	13	.099
Evaluate pronunciation in my speech	.197	13	.176	.819	13	.012
Evaluate grammar use in my speech	.324	13	.001	.776	13	.004
Evaluate fluency of my speech	.352	13	.000	.646	13	.000
Evaluate the usefulness of the way I overcame difficulties in speaking to complete the task.	.234	13	.049	.885	13	.084
Increase English use by reflecting in spoken English on my peer's performance	.262	13	.015	.875	13	.062
Increase English use by listening to my peer's spoken English reflection on my speech	.289	13	.004	.772	13	.003
Increase English use by having English discussion with my peer about how to improve our performance next time	.371	13	.000	.706	13	.001
Increase English use by taking English evaluation notes for my performance	.302	13	.002	.867	13	.048
Increase English use by taking English reflection notes for my peer's performance	.351	13	.000	.817	13	.011

Increase English use by taking English notes about what I learnt from doing the speaking task	.288	13	.004	.766	13	.003
Increase English use by taking English planning notes for improving my performance next time	.197	13	.176	.819	13	.012
Increase English use by thinking in English when planning for my performance	.284	13	.005	.785	13	.005
Increase English use by thinking in English when monitoring my performance	.320	13	.001	.845	13	.025
Increase English use by thinking in English when evaluating my performance	.327	13	.000	.756	13	.002
Increase English use by thinking in English when listening to my peer's spoken English reflection on my speech	.373	13	.000	.709	13	.001
Increase English use by thinking in English about my plan for improving my performance next time	.269	13	.011	.879	13	.069
Reflect on my plan for my performance	.239	13	.040	.812	13	.010
Reflect on my monitoring of my performance	.363	13	.000	.794	13	.006
Reflect on my evaluation of my performance	.256	13	.020	.891	13	.099
Reflect on my reflection on my peer's performance	.262	13	.015	.875	13	.062
Reflect on my plan for improving my performance next time	.331	13	.000	.750	13	.002
Reflect on new vocabulary learnt from doing the speaking task	.222	13	.080	.894	13	.111
Reflect on new grammar use learnt from doing the speaking task	.331	13	.000	.750	13	.002
Reflect on skills for developing ideas learnt from doing the speaking task	.271	13	.010	.883	13	.078
Reflect on skills for controlling pronunciation learnt from doing the speaking task	.305	13	.002	.850	13	.029
Reflect on skills for maintaining fluency learnt from doing the speaking task	.229	13	.061	.886	13	.087

a Lilliefors Significance Correction

