

Cover Page



Universiteit Leiden



The handle <http://hdl.handle.net/1887/138398> holds various files of this Leiden University dissertation.

Author: Vrind, E. de

Title: The SpeakTeach method: Towards self-regulated learning of speaking skills in foreign languages in secondary schools: an adaptive and practical approach

Issue Date: 2020-11-25

References

- Aljaafreh, A., & Lantolf, J. P. (1994) Negative feedback as regulation and second language learning in the zone of proximal development. *The Modern Language Journal*, 78, 465-83.
- Bandura, A. (1997). *Self-efficacy : The exercise of control*. New York, N.Y.: Freeman.
- Beeker, A., Canton, J., & Trimbos, B. (2008). *Scaffolding, Technieken om MVT leerlingen hoger te laten reiken*. Enschede: SLO, Nationaal Expertisecentrum Leerplanontwikkeling.
- Bennett, R. E. (2011). Formative assessment: a critical review. *Assessment in Education: Principles, Policy & Practice*, 18(1), 5-25.
- Bertrand, Y. & Houssaye, J. (1999). Pédagogie and didactique: An incestuous relationship, *Instructional Science*, 27(1-2), 33-51.
- Biggs, J. B. (1996) Enhancing teaching through constructive alignment, *Higher Education*, 32, 1-18.
- Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74.
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5-31.
- Blanche, P. (1988). Self-Assessment of Foreign Language Skills: Implications for Teachers and Researchers. *RELC Journal*, 19(1), 75-93.
- Boekaerts, M. (2010). The crucial role of motivation and emotion in classroom learning. In H. Dumont, F. Benavides, & D. Istance (Eds.), *The nature of learning: Using research to inspire practice* (pp. 91-111). Paris: OECD.
- Borko, H., Jacobs, J., & Koellner, K. 2010. Contemporary Approaches to Teacher Professional Development. *International Encyclopedia of Education*, 7, 548-556.
- Bransford, J. D., Derry, S. J., Berliner, C. D., & Hammerness, K. (2005). Theories of learning and their roles in teaching. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world* (pp. 40-87). San Francisco: Jossey-Bass.
- Brantmeier, C., Vanderplank, R., Strube, M. (2012). What about me?: Individual self-assessment by skill and level of language instruction. *System*, 40(1), 144-160.
- Butler D.L., & Winne, P.H. (1995). Feedback and Self-Regulated Learning: A Theoretical Synthesis. *Review of Educational Research*, 65(3), 245-281.

- Butler, R. (1987). Task-involving and ego-involving properties of evaluation. *Journal of Educational Psychology, 79*, 474–482.
- Butler, R. (1988). Enhancing and undermining intrinsic motivation: The effects of task-involving and ego-involving evaluation on interest and performance, *British journal of educational psychology, 58*(1), 1-14.
- Butler, Y.G., & Lee, J. (2006). On-Task versus Off-Task Self-Assessments among Korean Elementary School Students Studying English. *The Modern Language Journal, 90*(4), 506-518.
- Bygate, M. (1996). Effects of task repetition: Appraising the developing language of learners. In: J. Willis, & D. Willis (Eds.), *Challenge and change in language teaching* (pp. 136–146). Oxford: Macmillan.
- Bygate, M. (2001). Effects of task repetition on the structure and control of oral language. In M. Bygate, P. Skehan, & M. Swain (Eds.), *Researching Pedagogic Tasks. Second Language Learning, Teaching and Testing* (pp. 23-48). Harlow: Longman.
- Carver, C.S., Scheier, M.F. (1998). *On the Self-Regulation of Behavior*. Cambridge University Press, New York.
- Carver, C.S., Scheier, M.F., (2000). Scaling back goals and recalibration of the affect system are processes in normal adaptive self-regulation: understanding ‘response shift’ phenomena. *Social Science & Medicine, 50*(12), 1715-1722.
- Carver, C. S., & Scheier, M. F. (2012). Cybernetic Control Processes and the Self-Regulation of Behavior. In R. M. Ryan (Ed.), *The Oxford Handbook of Human Motivation* (pp. 28-42). New York: Oxford University Press.
- Cauley, K.M., & McMillan, J.H. (2010). Formative Assessment Techniques to Support Student Motivation and Achievement. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 83*(1), 1-6.
- Cheng, Y., Horwitz, E.K., & Schallert, D.L. (1999). Language Anxiety: Differentiating Writing and Speaking Components, *Language Learning, 49*(3), 417-446.
- CILT: The National Centre for Languages. (2006). *ELAN: Effects on the European economy of shortages of foreign language skills in enterprise*. Retrieved from https://ec.europa.eu/assets/eac/languages/policy/strategic-framework/documents/elan_en.pdf

References

- Clark, I. (2012). Formative assessment: Assessment is for self-regulated learning. *Educational Psychology Review*, 24(2), 205-249.
- College voor Toetsen en Examens. (2020). *Moderne vreemde talen vwo, Syllabus centraal examen 2020 Arabisch, Duits, Engels, Frans, Russisch, Spaans, Turks*, Versie 2, juni 2018. Utrecht: College voor Toetsen en Examens. Retrieved from https://www.examenblad.nl/examenstof/syllabus-2020-moderne-vreemde-4/2020/f=/mvt_vwo_2_versie_2020_def.pdf
- Corda, A., Koenraad, T., & Visser, M. (2012). Spreekvaardigheidsdidactiek en ICT. *Levende Talen Tijdschrift*, 13(1), 36-44.
- Corno, L. (2008). On teaching adaptively. *Educational Psychologist*, 43(3), 161–173.
- Council of Europe (2001). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge: CUP.
- Couper, G. (2003). The value of an explicit pronunciation syllabus in ESOL teaching. *Prospect*, 18, 53-70.
- Dam, M., Janssen, F.J.J.M., & Van Driel, J.H. (2013). Concept-context onderwijs leren ontwerpen en uitvoeren - een onderwijsvernieuwing praktisch bruikbaar maken voor docenten. *Pedagogische Studiën*, 90(2), 63-77.
- Darling-Hammond, L., & Bransford, J. (Eds.). (2007). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey Bas.
- De Bot, K. (1996). The Psycholinguistics of the Output Hypothesis. *Language Learning*, 46, 529-555.
- De Jong, N.H. (2020), Teaching Speaking. In C.A. Chapelle (Ed.), *The Concise Encyclopedia of Applied Linguistics* (pp. 1071-1077). Ebook: Wiley-Blackwell.
- De Jong, N. H., Steinel, M. P., Florijn, A. F., Schoonen, R., & Hulstijn, J. H. (2012). Facets of speaking proficiency. *Studies in Second Language Acquisition*, 34(1), 5-34.
- De Saint Léger, D., & Storch, N. (2009). Learners' perceptions and attitudes: Implications for willingness to communicate in an L2 classroom. *System*, 37(2), 269-285.
- DeKeyser, R. M. (1997). Beyond explicit rule learning: Automatizing second language morphosyntax. *Studies in Second Language Acquisition*, 19, 195–221.
- deWinstanley, P. & Bjork, E. (2004). Processing strategies and the generation effect: Implications for making a better reader. *Memory & Cognition*, 36(2), 945–955.

- Dlaska, A., & Krekeler, C. (2013). The short-term effects of individual corrective feedback on L2 pronunciation, *System*, 41(1), 25–37.
- Doyle, W. (2006). Ecological approaches to classroom management. In C. Evertson & C. Weinstein (Eds.), *Handbook of classroom management: Research, practice and contemporary issues* (pp. 97-125). New York: Lawrence Erlbaum Associates, Inc.
- Doyle, W., & Ponder, G. (1977). The ethic of practicality in teacher decision-making. *Interchange*, 8, 1-12.
- Driessen, C.M.M., Westhoff, G.J., Haenen, J.P.P. & Brekelmans, J.M.G. (2008). A qualitative analysis of language learning tasks: the design of a tool. *Journal of Curriculum Studies*, 40(6), 803-820.
- Ellis, R. (2009). Corrective Feedback and Teacher Development. *L2 Journal*, 1(1), 3-18. <http://dx.doi.org/10.5070/l2.v1i1.9054>
- Feldon, D.F. (2007). Cognitive Load and Classroom Teaching: The Double-Edged Sword of Automaticity. *Educational Psychologist*, 42(3), 123-137.
- Fenedex (2007). *Trends in export*. Den Haag: Fenedex.
- Fasoglio, D. (2015). *Doelstellingen en toetsing gespreksvaardigheid Engels, Duits en Frans*. Enschede: SLO.
- Fishbein, M., & Ajzen, I. (2010). *Predicting and changing behavior: The reasoned action approach*. New York: Psychology Press.
- Fullan, M. (2007). *The new meaning of educational change (4th ed.)*. New York: Teachers College Press.
- Gass, S.M., & Mackey, A. (2012). *The Routledge Handbook of Second Language Acquisition*. London: Routledge.
- Gigerenzer, G., & Gaissmaier, W. (2011). Heuristic Decision Making. *Annual Review of Psychology*, 62, 451-482.
- Goh, C.C.M. (2017). Thinking Allowed, Research into practice: Scaffolding learning processes to improve speaking performance. *Language Teaching*, 50(2), 247-260.
- Goh, C.C.M. & Burns, A. (2012). *Teaching speaking: A holistic approach*. New York: Cambridge University Press.
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81-112.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

References

- Henze, I., Van Driel, J. H., & Verloop, N. (2009). Experienced Science Teachers' Learning in the Context of Educational Innovation. *Journal of Teacher Education*, 60(2), 184–199.
- Hoffman, J.V., & Duffy, G.G. (2016). Does Thoughtfully Adaptive Teaching Actually Exist? A challenge to Teacher Educators. *Theory Into Practice*, 55(3), 172-179.
- Holec, H. 1981. *Autonomy in Language Learning*. Oxford: Pergamon.
- Holland, J.H. (2012). *Signals and Boundaries. Building Blocks for Complex Adaptive Systems*. Cambridge: MIT Press.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70, 125–132.
- Janssen, F.J.J.M., Grossman, P., & Westbroek, H.B. (2015). Facilitating decomposition and recomposition in practice-based teacher education: The power of modularity. *Teaching and Teacher Education*, 51, 137-146.
- Janssen, F.J.J.M., Hulshof, H. & Van Veen, K. (2016). *Uitdagend gedifferentieerd vakonderwijs. Praktisch gereedschap om je onderwijsrepertoire te blijven uitbreiden*. Leiden/Groningen: UFB.
- Janssen, F.J.J.M., Westbroek, H.B., Doyle, W., & Van Driel, J.H. (2013). How To Make Innovations Practical. *Teachers College Record*, 115(7), 1-42.
- Janssen, F.J.J.M., Westbroek, H.B., & Doyle, W. (2014a). The Practical Turn in Teacher Education: Designing a Preparation Sequence for Core Practice Frames. *Journal of Teacher Education*, 65(3), 195-206.
- Janssen, F.J.J.M., Westbroek, H.B., Doyle, W., & Van Driel, J.H. (2014b). How to make guided discovery learning practical for student teachers. *Instructional Sciences*, 42(1), 67–90.
- Janssen, F.J.J.M., Westbroek, H.B., & Doyle, W. (2015). Practicality studies: How to move from what works in principle to what works in practice. *Journal of the Learning Sciences*, 24(1), 176-186.
- Jones, R. H. (1997). Beyond “listen and repeat”: Pronunciation teaching materials and theories of second language acquisition. *System*, 25, 103–112.
- Kennedy, M. M. (2005). *Inside teaching: How classroom life undermines reform*. Cambridge, MA: Harvard University Press.
- Kennedy, M. M. (2010). Attribution error and the quest for teacher quality. *Educational Researcher*, 39(8), 591–598.

- Kennedy, M. M. (2016a). How Does Professional Development Improve Teaching? *Review of Educational Research*, 86(4), 945–980.
- Kennedy, M. M. (2016b). Parsing the Practice of Teaching. *Journal of Teacher Education*, 67(1), 6–17.
- Keijzer, J., Perry, G., Rose, P., & Verheggen, K. (2011). *Bij wijze van spreken! Handreiking voor spreken en gespreksvaardigheid moderne vreemde talen in havo en vwo*. Utrecht: APS.
- Kwakernaak, E. (2009). *Didactiek van het vreemdetalenonderwijs*. Bussum: Coutinho.
- Lantolf, J. P., & Poehner, M. E. (2011). Dynamic assessment in the classroom: Vygotskian praxis for second language development. *Language Teaching Research*, 15(1), 11–33.
- Lantolf, J., Thorne, S. L., & Poehner, M. (2015). Sociocultural Theory and Second Language Development. In B. van Patten & J. Williams (Eds.), *Theories in Second Language Acquisition* (pp. 207-226). New York: Routledge.
- Lappin-Fortin, K., & Rye, B. J. (2014). The Use of Pre-/Posttest and Self-Assessment Tools in a French Pronunciation Course, *Foreign Language Annals*, 47(2), 300–320.
- Lee, I. (1998). Supporting greater autonomy in language learning. *English Language Teaching Journal*, 52(4), 282-289.
- Levelt, W. J. M. (1989). *Speaking: from intention to articulation*. Cambridge: MIT Press.
- Little, D. (2007). Language learner autonomy: some fundamental considerations revisited. *Innovation in Language Learning and Teaching*, 1(1), 14 – 29.
- Little, D. (2009). Language learner autonomy and the European Language Portfolio: two L2 English examples. *Language Learning*, 42(2), 222 – 233.
- Little, D. (2013). The Common European Framework of Reference for Languages and the European Language Portfolio: Some history, a view of language learner autonomy, and some implications for language learning in higher education. *Language Learning in Higher Education*, 2(1), 1-16. Retrieved 13 Oct. 2015, from doi:10.1515/cercles-2012-0001
- Little, D., Dam, L., & Legenhausen, L. (2017). *Language Learner Autonomy: Theory, Practice and Research*. Bristol: Multilingual Matters.
- Lord, R.G., Diefendorff, J.M., Schmidt, A.M., & Hall, R.J. (2010). Self-Regulation at Work. *Annual Review of Psychology*, 61(1), 543-568.
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake. *Studies in Second Language Acquisition*, 19, 37–66.

References

- Lyster, R., & Saito, K. (2010). Oral feedback in classroom SLA, A Meta-Analysis. *Studies in Second Language Acquisition*, 32, 265-302.
- Lyster, R., Saito, K., & Sato, M. (2013). Oral corrective feedback in second Language classrooms. *Language Teaching*, 46, 1-40.
- Marcos, J.M., Sanchez, E., & Harm H. Tillema, H.H. (2011). Promoting teacher reflection: what is said to be done. *Journal of Education for Teaching: International research and pedagogy*, 37(1), 21-36.
- McKenney, S., Nieveen, N., & Van den Akker, J. (2006). Design research from a curriculum perspective. In J. van den Akker, K. Gravemeijer, S. McKenney & N. Nieveen (Eds.), *Educational design research* (pp. 110- 143). London: Routledge.
- Meesterschapsteam Moderne Vreemde Talen. (2018). *Visie op de toekomst van het curriculum Moderne Vreemde Talen*. Retrieved from <https://modernevreemdetalen.vakdidactiek.nl/wp-content/uploads/sites/6/2018/03/Aanbevelingstekst-MT-MVT.pdf>
- Neuner, G., Krüger, M., & Grewer, U. (1981). *Übungstypologie zum kommunikativen Deutschunterricht*. Berlin: Langenscheidt.
- Nicol, D.J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, *Studies in Higher Education*, 31(2), 199-218.
- Onderwijsraad (2008). *Vreemde talen in het onderwijs*. Den Haag: Onderwijsraad.
- Orsmond, P., Merry, S., & Reiling, K. (1997). A Study in Self-assessment: tutor and students' perceptions of performance criteria. *Assessment & Evaluation in Higher Education*, 22(4), 357-368.
- Poehner, M. E. (2012). The Zone of Proximal Development and the Genesis of Self-Assessment. *The Modern Language Journal*, 96(4), 610–622.
- Poehner, M.E. & Lantolf, J.P. (2005). Dynamic Assessment in the language classroom. *Language Teaching Research*, 9, 1-33.
- Pollock, J. L. (2006). *Thinking about acting: Logical foundations for rational decision making*. Oxford University Press.
- Powers, W.T. (1973). *Behavior: the Control of Perception*. Aldine, Chicago. In Carver, C.S., Scheier, M.F., (2000). Scaling back goals and recalibration of the affect system are processes in normal adaptive self-regulation: understanding 'response shift' phenomena. *Social Science & Medicine*, 50(12), 1715-1722.

- Préfontaine, Y. (2013). Perceptions of French Fluency in Second Language Speech Production. *The Canadian Modern Language Review / La revue canadienne des langues vivantes*, 69(3), 324-348.
- Pryor, J. & Crossouard, B. (2008). A socio-cultural theorisation of formative assessment. *Oxford Review of Education*, 34(1), 1-20.
- Ross, S. (1998). Self-assessment in second language testing: a meta-analysis and analysis of experiential factors. *Language Testing*, 15(1), 1–20.
- Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18, 119-144.
- Sadler, D. R. (1998). Formative Assessment: revisiting the territory. *Assessment in Education: Principles, Policy & Practice*, 5(1), 77-84.
- Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11, 129-158.
- Schuitmaker-King, J. (2013). Giving corrective feedback in CLIL and EFL classes. *Levende Talen Tijdschrift*, 14(2), 3-10.
- Segalowitz, N., & Hulstijn, J. H. (2005). Automaticity in bilingualism and second language learning. In J. F. Kroll & A. M. B. De Groot (Eds.), *Handbook of bilingualism: Psycholinguistic approaches* (pp. 371–388). Oxford, UK: Oxford University Press.
- Segalowitz, N. (2010). *Cognitive bases of second language fluency*. New York: Taylor & Francis.
- Sheen, Y. (2011). *Corrective feedback, individual differences and second language learning*. Berlin, Germany: Springer.
- Simons, M., & Decoo, W. (2009). Communicatiedurf versus taalangst. *Levende Talen Tijdschrift*, 10(2), 3-13.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Spillane, J. P., Reiser, B. J., & Reimer, T. (2002). Policy Implementation and Cognition: Reframing and Refocusing Implementation Research. *Review of Educational Research*, 72(3), 387–431.
- Swain, M. (2005). The output hypothesis: Theory and research. In E. Hinkel (Ed.), *Handbook on research in second language teaching and learning* (pp. 471-483). Mahwah, NJ: Lawrence Erlbaum Associates.

References

- Todd, P.M., & Gigerenzer, G. (2012). *Ecological Rationality. Intelligence in the World*. Oxford: University Press.
- Van Batenburg, E. (2018). *Fostering oral interaction in the EFL classroom: assessment and effects of experimental interventions*. Amsterdam: Hogeschool van Amsterdam.
- Van de Pol, J., Volman, M., & Beishuizen, J. (2011). Patterns of contingent teaching in teacher-student interaction. *Learning and Instruction, 21*, 46-57.
- Van Driel, J.H., Beijaard, D., & Verloop, N. (2001). Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. *Journal of research in science teaching, 38*(2), 137-158.
- Van Veen, K., Zwart, R., & Meirink, J. (2012). What makes teacher professional development effective? A literature review. In M. Kooy & K. van Veen (Eds.), *Teacher learning that matters: International perspectives* (pp. 3–21). New York, NY: Routledge.
- Voerman, L., Meijer, P. C., Korthagen, F.A.J., & Simons, R. J. (2012). Types and frequencies of feedback interventions in classroom interaction in secondary education. *Teaching and Teacher Education, 28*(8), 1107–1115.
- Yin, Y., Shavelson, R. J., Ayala, C. C., Ruiz-Primo, M., Brandon, P. R., Furtak, E., & Young, D. B. (2008). On the Impact of Formative Assessment on Student Motivation, Achievement, and Conceptual Change. *Applied Measurement In Education, 21*(4), 335-359.
- Yoshida, R. (2008). Teachers' Choice and Learners' Preference of Corrective Feedback Types. *Language Awareness, 17*(1), 78-93.
- Vygotsky, L. (1987). *The collected works of L. S. Vygotsky, volume 1: Problems of general psychology*. R. Reiber & A. Carton (Eds.), New York: Plenum Press.

Publications

- De Vrind, E., & Janssen, F.J.J.M. (2016). Adaptieve feedback op gespreksvaardigheid in klassen van 30? Hoe is dat nu mogelijk? *Levende Talen Tijdschrift, 17*(2), 13-25.
- De Vrind, E., Janssen, F.J.J.M., De Jong, N.H., Van Driel, J.H. & Stoutjesdijk, E.T. (2019). Naar een praktische adaptieve aanpak voor spreekvaardigheidsonderwijs in moderne vreemde talen, *Pedagogische Studiën, 96*, 15-39.

Appendix I

Student diagnosis or self-evaluation form

This student diagnosis or self-evaluation was provided in the form of an evaluation sheet for the pilot study (see chapter 2) and in the form of an app for mobile phones (see chapter 4).

Name:

Class:

level:

Subject:

A. Record your conversation in one go and send it to devrind@iclon.leidenuniv.nl

1. What did you have to be able to do in this conversation?

B. Analysis - Listen to the recording of your conversation and note:

2. What are you satisfied with?

Getting the message across (was it easy for another person to understand what you wanted to say?)	
Vocabulary	
Grammar, sentence structure	
Pronunciation	
Fluency	

3. What mistakes did you make?

Getting the message across (was it easy for another person to understand what you wanted to say?)	
Vocabulary	
Grammar, sentence structure	
Pronunciation	
Fluency	

4. How often did you listen to the recording of your conversation to answer questions 2 and 3?

C. Plan for improvement - After listening and analysing:

5. What do you want to improve and how?

	What can you learn and practise?	Tick two activities that you want to do	Say how you want to do them. Choose from: - on my own - with a classmate - help from teacher
Getting the message across (was it easy for another person to understand what you wanted to say?)	Think about what I want to say beforehand and make a note of handy words and phrases		
	Repeat this conversation a number of times		
Vocabulary	Extra exercises to practise vocabulary		
	Learn the vocabulary for the chapter again		
	Make and learn my own vocabulary list		
	Learn sentences (key phrases, useful phrases) again		
Grammar, sentence structure	Do more grammar exercises		
	Learn the grammar rules		
	Ask the teacher for further explanation about		
Pronunciation	Do more pronunciation exercises		
	Listen to and repeat words and/or sentences from the chapter		
Fluency	Repeat the conversation a number of times at normal speaking speed		

6. Use a colour to highlight what you want to do **first** in the table above.

D. After completing the improvement activities:

7. Improvement plan 1: completed / not completed

8. Improvement plan 2: completed / not completed

9. Did you have/were you given exercises and any other material that you needed?

Choose: √ (Yes) - ? (Don't know) - X (No)

10. Were you given the help you needed? (Not too much and not too little)

Choose: √ (Yes) - ? (Don't know) - X (No)

Appendix II

Student digital questionnaire

A. Questions about adaptivity⁷⁸

Learning to speak English⁹ in class

1. The exercises I have to do are perfect for me to improve my speaking in English
2. I get too little feedback that really helps me (feedback = information about what you are doing well and what you could improve in your English speaking)
3. The feedback and tips that I get (from the teacher or classmates) are just what I need to improve my English speaking
4. I think that I need to be given different exercises to improve my English speaking
5. I'm given exercises that match what I find difficult when speaking in English
6. I get the feedback or tips that I need to improve my English speaking (from the teacher or classmates)

B. Questions about motivation¹⁰

Learning to speak French in class by recording yourself speaking, evaluating your speech and doing exercises to improve

1. I enjoyed recording my own speech and listening back to it
2. I found it useful to record my own speech and listen back to it
3. I hope that in future lessons we will continue to record our own speech and listen back to it
4. I enjoyed evaluating for myself how I had done the speaking task (evaluating = saying what you were satisfied with and what you were not satisfied with)
5. I found it useful to evaluate for myself how I had done the speaking task
6. I found it quite easy to evaluate my own speaking

⁷ The questions were asked in the present tense in the pre-test, and in the past tense in the post-test. Example: "The exercises I had to do were perfect for me to improve my speaking in English."

⁸ Answers on a 7-point likert scale

⁹ Language underlined depends on language concerned

¹⁰ Answers on a 7-point likert scale

7. I hope that in future lessons we will continue to evaluate our own speaking
8. I enjoyed choosing activities to improve my speaking for myself
9. I found it useful to choose activities to improve my speaking for myself
10. I found it quite easy to choose activities to improve my speaking for myself
11. I hope that in future lessons we will continue to choose our own activities to improve our speaking
12. I enjoy getting help and exercises that I have chosen myself
13. I was given the exercises and help that I wanted to improve my speaking
14. I found the exercises and help that I was given useful for improving my speaking
15. I succeeded in improving my speaking with the exercises and help that I was given
16. I hope that in future lessons I will continue to get exercises and help that I choose for myself to improve my speaking
17. What do you think are the advantages of recording yourself speaking, evaluating your speech and choosing your own activities for improvement? (Give up to 4 advantages)
18. What do you think are the disadvantages of recording yourself speaking, evaluating your speech and choosing your own activities for improvement? (Give up to 4 disadvantages)

C. Questions about speaking anxiety¹¹

The Foreign Language Classroom Anxiety Scale (FLCAS) was adopted from Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132. For our study it was translated in Dutch and 'foreign language' had been substituted by the language which it concerned.

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language classes.
6. During language class, I find myself thinking about things that have nothing to do with the course.

¹¹ Answers on a 5-point likert scale

Appendix

7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I would not be nervous speaking the foreign language with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for language class, I feel anxious about it.
17. I often feel like not going to my language class.
18. I feel confident when I speak in foreign language class.
19. I am afraid that my language teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I'm going to be called on in language class.
21. The more I study for a language test, the more confused I get.
22. I don't feel pressure to prepare very well for language class.
23. I always feel that the other students speak the foreign language better than I do.
24. I feel very self-conscious about speaking the foreign language in front of other students.
25. Language class moves so quickly I worry about getting left behind.
26. I feel more tense and nervous in my language class than in my other classes.
27. I get nervous and confused when I am speaking in my language class.
28. When I'm on my way to language class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the language teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
31. I am afraid that the other students will laugh at me when I speak the foreign language.
32. I would probably feel comfortable around native speakers of the foreign language.
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

Appendix III

Teacher self-evaluation form

This teacher self-evaluation was provided in the form of an evaluation sheet (part A, B and C) for the experimental group at the start of the professional development trajectory as an instrument for professionalization (see chapter 5) and as a pre-measurement for the research (see chapter 5.4). Part B and C were also provided in the form of a digital questionnaire in the control group as a pre-measurement (see chapter 5).

A. Visual presentation of a representative regular lesson series in speaking skills

Use the stickers to characterise the structure of your regular lesson series in speaking skills on the A3 sheet provided. Use the following nine main stickers: input (e.g. reading texts, listening texts, model dialogues), exercises, closed speaking task, open speaking task, final speaking task, teacher feedback, peer feedback, self-evaluation, final self-evaluation. If any of the components were tailored to one or more individual students, stick a “Tailored” sticker under the relevant main sticker. Stick the purple stickers under the main stickers to indicate the organisation form (work format).

B. Aspects of speaking skills¹²

1. How satisfied are you with the number of speaking tasks in a lesson series?
2. How satisfied are you with the type of speaking tasks (closed and/or open speaking tasks)?
3. How satisfied are you with the information gap in the speaking tasks (a reason to communicate)?
4. How satisfied are you with the speaking goal of the speaking tasks?
5. How satisfied are you with the structure of the speaking tasks?
6. How satisfied are you with work format of the speaking tasks?
7. How satisfied are you with the feedback that you give on the speaking tasks?
8. How satisfied are you with the input for the speaking tasks (amount, type)? (By input I mean the language material that the students get in the form of reading texts, listening texts, vocabulary lists, handy phrases, sample dialogues, etc. which belong to the same lesson series as the speaking task).
9. How satisfied are you with the supporting exercises accompanying the speaking tasks (number, type)?
10. How satisfied are you with the feedback that you give on the supporting exercises?

¹² Answers on a 3-point scale with an open field for explanation:

Satisfied 1 2 3 Dissatisfied

because,

Appendix

11. How satisfied are you with the connection between the speaking tasks and the input and/or supporting exercises?
12. How satisfied are you with the testing of the speaking tasks?
13. How satisfied are you with the amount of choice the students have?
14. Other (enter any other aspect that you think is important and give the reason)

C. Goals for improvement / Intentions:

Give a maximum of 5 aspects of your teaching of speaking skills in order of priority that you would like to improve or change.

State what help you would like to do this. Choose from:

- Tackle it on my own
- With colleagues
- With help from the teacher educator on this course

Appendix IV

Teaching Impact Analysis – pre-test

A teaching impact analysis (Janssen, Westbroek & Doyle, 2014a) was used to establish the practicality of the teachers' regular teaching and the *SpeakTeach* method.

A. Teaching speaking skills using your regular approach and methods¹³

1. The way I normally teach speaking skills, I find

Very undesirable 1 2 3 4 5 6 7 Desirable

2. The way I normally teach speaking skills works well for me

Definitely not 1 2 3 4 5 6 7 Definitely

3. What do you see as the most important advantages of your current method of teaching speaking skills? (Give up to a maximum of 4)

4. What do you see as the most important disadvantages of your current method of teaching speaking skills? (Give up to a maximum of 4)

5. What do you think are the most significant problems for you when designing and putting into practice the teaching of speaking skills using your current methods? (Give up to a maximum of 4)

¹³ Translated from Dutch

B. Teaching speaking skills following the three principles of the *SpeakTeach* method¹⁴

(The three principles are: 1. Add self-evaluation 2. Offer activities to improve speaking skills in response to the students' self-evaluations 3. Give adaptive feedback in response to the self-evaluation)

6. Teaching speaking skills following the three principles of the *SpeakTeach* method, I find

Very undesirable 1 2 3 4 5 6 7 Desirable

7. Teaching speaking skills following the three principles of the *SpeakTeach* method, works well for me

Definitely not 1 2 3 4 5 6 7 Definitely

8. What do you see as the most important advantages of the *SpeakTeach* method?
(Give up to a maximum of 4)

9. What do you see as the most important disadvantages of the *SpeakTeach* method?
(Give up to a maximum of 4)

10. What do you think are the most significant problems for you when designing and putting into practice the teaching of speaking skills using the *SpeakTeach* method?
(Give up to a maximum of 4)

¹⁴ Translated from Dutch

Appendix V

Teacher digital questionnaire – post-test

The post-test for teachers (see *method* in Chapters 3 and 5) consisted of the following components and questions:

A. Teaching Impact Analysis¹⁵

Teaching speaking skills using your regular methods (i.e. not using *SpeakTeach* but doing what you normally do)

1. I think that the way I normally taught speaking skills before the SpeakTeach experiment was

Very undesirable 1 2 3 4 5 6 7 Desirable

2. The way I normally taught speaking skills before the SpeakTeach experiment worked for me

Definitely not 1 2 3 4 5 6 7 Definitely

3. What do you see as the most important advantages of your usual method of teaching speaking skills? (Give up to a maximum of 4)

4. What do you see as the most important disadvantages of your usual method of teaching speaking skills? (Give up to a maximum of 4)

5. What do you think are the most significant problems for you when designing and putting into practice the teaching of speaking skills using your usual methods? (Give up to a maximum of 4)

¹⁵ Questions translated from Dutch

Teaching speaking skills following the three principles of the *SpeakTeach* method

The three principles are: 1. Add self-evaluation 2. Offer activities to improve speaking skills in response to the students' self-evaluations 3. Give adaptive feedback in response to the self-evaluation)

6. I think that teaching speaking skills following the principles of the *SpeakTeach* method is

Very undesirable 1 2 3 4 5 6 7 Desirable

7. I succeeded in teaching speaking skills following the principles of the *SpeakTeach* method

Definitely not 1 2 3 4 5 6 7 Definitely

8. What do you see as the most important advantages of teaching speaking skills following the *SpeakTeach* principles? (Give up to a maximum of 4)

9. What do you see as the most important disadvantages of teaching speaking skills following the *SpeakTeach* principles? (Give up to a maximum of 4)

10. What do you think are the most significant problems for you when designing and putting into practice the teaching of speaking skills following the *SpeakTeach* principles? (Give up to a maximum of 4)

B. Aspects of speaking skills¹⁶

How satisfied were you with specific aspects of your teaching or speaking skills during the *SpeakTeach* rounds?

11. How satisfied were you with the number of speaking tasks in a lesson series?
12. How satisfied were you with the type of speaking tasks in a lesson series?
13. How satisfied were you with the information gap in the speaking tasks (reason to communicate)?
14. How satisfied were you with the speaking goal of the speaking tasks?
15. How satisfied were you with the structure of the speaking tasks?
16. How satisfied were you with work format of the speaking tasks?
17. How satisfied were you with the feedback that you gave on the speaking tasks?
18. How satisfied were you with the input for the speaking tasks (amount, type)? (By input I mean the language material that the students got in the form of reading texts, listening texts, vocabulary lists, handy phrases, sample dialogues, etc. which belonged to the same lesson series as the speaking task)
19. How satisfied were you with the supporting exercises accompanying the speaking tasks (number, type)?
20. How satisfied were you with the feedback that you gave on the supporting exercises?
21. How satisfied were you with the connection between the speaking tasks and the input and/or supporting exercises?
22. How satisfied were you with the testing of the speaking tasks?
23. How satisfied were you with the amount of choice the students had?
24. Other (enter any other aspect that you think is important and give the reason).

¹⁶ Answers on a 3-point scale with an open field for explanation:

Satisfied 1 2 3 Dissatisfied

because,

C. Goals for improvement / Intentions¹⁷:

At the start of the professional development trajectory you chose five aspects of your teaching of speaking skills that you wanted to change or improve over the course of the research period (see questions 25, 26, 27, 28 and 29). To what extent are you satisfied with the fulfilment of your intentions?¹⁸

- 25. You wanted to give the students freedom of choice: more freedom to determine what tasks they wanted to do, in what order and how they wanted to work on a particular task (form of work). How satisfied are you with the fulfilment of your intentions?
- 26. You wanted to make the connection between the speaking tasks and the input and/or supporting exercises clear to the students. How satisfied are you with the fulfilment of your intentions?
- 27. You wanted to add an information gap to the speaking tasks. How satisfied are you with the fulfilment of your intentions?
- 28. You wanted to add supporting exercises geared to communication to the speaking tasks. How satisfied are you with the fulfilment of your intentions?
- 29. You wanted to change the structure of the lesson, so that it starts with the open speaking task (with self-evaluation) and the closed speaking tasks are introduced as supporting exercises (to be followed by the students repeating the same open speaking task). How satisfied are you with the fulfilment of your intentions?

D. Positive effects of SpeakTeach and your plans to use SpeakTeach in future lessons

- 30. What positive effects have you found on your students from using the SpeakTeach method? (Give up to a maximum of 4)
- 31. How likely is it that you will use all or part of the SpeakTeach method in the remainder of this school year or next year?

Very unlikely 1 2 3 4 5 6 7 Very likely

Because,

¹⁷ The content of the following questions (25-29) were personalized, because they depended on the answers given by a teacher on the question about goals for improvement in his/her teacher's self-evaluation (see part C in appendix III).

¹⁸ Answers on a 7-point likert scale

Appendix VI

Questionnaire for a *SpeakTeach* round¹⁹

Your name:

Date of lesson/lesson series:

A *SpeakTeach* round consists of:

0. A lesson/lesson series with a specific speaking goal;
1. A self-evaluation by the students linked to a speaking task;
2. One or more subsequent lessons with a. learning activities (input and/or exercises) and b. feedback in response to the students' self-evaluations to improve their speaking performance;
3. A final self-evaluation by the students linked to the same or similar speaking task to evaluate whether their speaking performance has improved.

A. Visual presentation of a *SpeakTeach* round

- a. Use the *SpeakTeach* stickers to characterise the structure of your lesson series on the A3 sheet provided. Use the following nine main stickers: input (e.g. reading texts, listening texts, model dialogues), exercises, closed speaking task, open speaking task, final speaking task, teacher feedback, peer feedback, self-evaluation, final self-evaluation. If any of the components were tailored to one or more individual students, stick a "Tailored" sticker under the relevant main sticker. Stick the purple stickers under the main stickers to indicate the organisation form (work format).
- b. Make a note on the A3 sheet of what you have changed from what you would do in a regular lesson/lesson series.

¹⁹ Translated from Dutch

B. Specification of a *SpeakTeach* round

1. How many speaking tasks in the lesson/lesson series are connected with the final speaking task? _____ (*enter number*)

2. Does the lesson/lesson series contain? (*tick one answer*)

- Only closed speaking tasks
- Closed and open speaking tasks
- Only open speaking tasks

Why did you choose this? *Explain:*

3. How did you structure the speaking tasks? (*tick one answer*)

- There is no build up from closed to open speaking tasks
- There is a build up from closed to open speaking tasks
- There is an open speaking task first followed by supporting speaking tasks if there is scope for improvement

Why did you choose this? *Explain:*

4. For which type of speaking task did the students do their self-evaluation? (*tick all answers that apply*)

- The self-evaluation was done on a closed speaking task
- The self-evaluation was done on an open speaking activity
- The self-evaluation was done on the final speaking activity

Why did you choose these? *Explain:*

5. What type of input was offered after the self-evaluation to improve the students' speaking? (*tick all answers that apply*)

- Reading texts
- Listening fragments
- Listening fragments with transcriptions
- Model dialogues
- Instructions about vocabulary / grammar / pronunciation / fluency
- Other, i.e.

Why did you choose these? *Explain:*

Did you make your choice based on seeing the self-evaluation? *Explain:*

6. What type of exercises did you offer after the self-evaluation? (*tick all answers that apply*)

- Supporting speaking tasks
- Exercises to enlarge vocabulary
- Grammar exercises
- Pronunciations exercises
- Exercises aiming to improve fluency
- Other, i.e.

Why did you choose these? *Explain:*

Did you make your choice based on seeing the self-evaluation? *Explain:*

7. What choices were the students given with respect to the input and/or exercises for improvement after the self-evaluation? (*tick all answers that apply*)

- All students got the same input and/or exercises for improvement
- Some of the input and/or exercises had to be done by everyone; others were by choice

Appendix

- The students decided which input to use and which exercises to do after the self-evaluation
- The order of the input and/or exercises for improvement was the same for all students
- The order of some of the input and/or exercises for improvement was the same for all students but they could decide for some of it for themselves
- The students decided in what order they used the input and/or did the exercises
- The work format for the input and/or exercises was the same for all students
- Part of the work format for the input and/or exercises was the same for all students but they were allowed to decide on the work format for part of it for themselves
- The students decided on the work format for the input and/or exercises for themselves

Why did you choose these? *Explain:*

Did you make your choice based on seeing the self-evaluation? *Explain:*

8. How did you get the students to work on the improvement activities after the self-evaluation? (*tick all answers that apply*)
- Independently / individually
 - In pairs
 - In groups
 - Whole class
 - Student's choice
 - Sorted based on the self-evaluations

Why did you choose these? *Explain:*

Did you make your choice based on seeing the self-evaluation? *Explain:*

9. What type of feedback did you give in the lesson/lesson series? (*tick all answers that apply*)

- Feedback on the message
- Feedback on vocabulary
- Feedback on grammar
- Feedback on pronunciation
- Feedback on fluency
- Feedback on how much the student noticed
- Feedback on regulation (based on the student's plan for improvement)
- Feedback on affective factors (effort, motivation, attitude, speaking anxiety, perfectionism)
- I chose my feedback based on the self-evaluations (tailored to the student)

Why did you choose these? *Explain:*

Did you make your choice based on seeing the self-evaluation? *Explain:*

10. How did you organise your feedback in the lesson/lesson series? (*tick all answers that apply*)

- I gave individual feedback
- I gave feedback to pairs
- I gave feedback to groups
- I gave feedback to the whole class
- I chose how to give my feedback based on the self-evaluations (tailored to the students' learning needs)

Why did you choose these? *Explain:*

Did you make your choice based on seeing the self-evaluation? *Explain:*

C. Use of the self-evaluation or recording

1. Did you listen to the students' recordings? (*tick one answer*)

- No
- Yes
- Partially

Explanation:

2. Did you look at the individual students' self-evaluations? (*tick one answer*)

- No
- Yes
- Partially

Explanation:

3. Did you look at the summary of the improvement plans of the class? (*tick one answer*)

- No
- Yes
- Partially

Explanation:

Thank you for completing the questionnaire! Send your completed questionnaire and the enclosed A3 sheet on which you have stuck the stickers showing the structure of the lesson/lesson series to Esther de Vrind. Use the reply envelope provided.