Información Importante

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

ANDERSON CARDENAS

Research Report submitted

in partial fulfillment of the requirements for the degree of

Master in English Language Teaching –Autonomous Learning Environments

Directed by Claudia Patricia Alvarez

Department of Foreign Languages and Cultures

Universidad de la Sabana

Chía, Colombia

September, 2015

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Acknowledgements

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS
THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Abstract

This was a qualitative action research study whose purpose was to analyze to which extent self-monitoring (O'Malley, 1990) and self-evaluation (O'Malley, 1990) strategies could help adult intermediate students from the Centro Colombo Americano tackle their grammatical fossilized errors in speech. The participants had acquired fluency; however, their speech was being affected by their lack of accuracy. Through a needs analysis, the researcher found that students had fossilized mistakes on three areas: verb forms, subject missing, and word choice. The instruments used to collect data were teacher-researcher's field notes, self-evaluation formats, and transcripts from students' recordings made at the pre, while, and post stages of the study. In order to validate the data collected, triangulation of raw information from field notes compared to transcripts made by students along with participants' self-evaluative reflections helped the researcher find commonalities in the results, this provided helpful information which attempted to address the research question.

Results revealed that three categories emerged from data collected. Firstly, participants seem to have developed awareness of their fossilized mistakes, which allowed them to identify the errors which had been affecting their speech. Secondly, students seem to have developed a degree of attentiveness towards their mistakes which helped them self-repair their mistakes when interacting with their peers. Thirdly, students seem to have developed a sense of progressiveness, which means that progressively students started being more careful with the language they used, helping them to be more accurate. Consequently, this study contributes to the understanding and ways to tackle the fossilization phenomenon in the classroom, bringing the matters of accuracy back to the class discussions.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Key Words: Accuracy, fossilization, self-monitoring, self-evaluation, speech.

Resumen

Este fue un estudio cualitativo de investigación-acción cuyo objetivo fue analizar hasta qué punto las estrategias de auto-monitoreo (O'Malley, 1990) y autoevaluación (O'Malley, 1990) podrían ayudar a estudiantes adultos de nivel intermedio del Centro Colombo Americano a contrarrestar sus errores gramaticales fosilizados en su discurso oral. A través de un estudio de las necesidades de los estudiantes, el investigador descubrió que los participantes habían fosilizado elementos gramaticales en tres áreas: forma de verbos, la falta de un sujeto y la elección de palabras erróneas. Los instrumentos usados para recolectar la información fueron notas de campo del investigador, formatos de autoevaluación y transcripciones hechas en las etapas: previa, durante y después del estudio. Para validar la información recogida, se triangularon las notas de campo junto con las transcripciones hechas por los estudiantes y sus reflexiones auto evaluativas ayudaron al investigador a encontrar patrones comunes. Toda esta información fue de gran ayuda para poder responder a la pregunta principal del estudio.

Tres categorías emergieron de los resultados. Primeramente, los participantes al parecer desarrollaron conciencia de sus errores fosilizados, lo cual les permitió identificar los errores que habían estado afectando su producción oral. También, los participantes parecen haber desarrollado un grado de atención hacia dichos errores, lo cual les ayudo a autocorregirse mientras interactuaban con sus compañeros. Adicionalmente, los participantes desarrollaron un grado de progresividad, lo cual significa que progresivamente comenzaron a tener más cuidado con el lenguaje usado, lo cual los ayudó a usar la lengua de una manera más correcta. Consecuentemente, este estudio contribuye

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

al entendimiento y maneras de atacar el fenómeno de la fosilización en el salón de clase, trayendo a colación el tema del uso apropiado de la lengua en el escenario ELT.

Palabras Clave: Auto-monitoreo, auto-evaluación, correcto uso de la lengua, fosilización, producción oral.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Table of Contents

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Chapter 1: Introduction

1.1 Introduction and statement of the problem

This qualitative research project intended to tackle the issue of fossilized errors from adult English learners at the Centro Colombo Americano (CCA, Bogota Colombia) whose levels were B1 based on The Common European Framework of Reference (Council of Europe, 2001). As Lightbown (2000) refers to the fossilization phenomena, it occurs once a learner has "satisfied" the need for communication or the need of "integration" in the target language community. This is why fossilization usually takes place once students have reached a level in which they have already acquired a great amount of fluency. Generally, studies center their attention on fluency and the way students are able to convey meaning when interacting usually with their peers (Terrell, 1991); this in part happens due to the influence of authors such as Krashen who sees the teaching of grammar as the least ideal way to acquire a language (Terrell, 1991). As a consequence, issues such as "fossilization" have appeared more frequently in the classrooms which was the case of the current study. Some SLA scholars have insinuated that fossilization in particular affects most, if not all, L2 learners/users (Nakuna, 2006). Han and Odlin (2006) described fossilization as "local cessation of development" (p. 8) in a particular language area, which can be phonological, grammatical, or lexical. However, the objective of this study was to focus on grammatical fossilized errors in speech. The reason is clear, the participants convey meaning, but their errors affect their competence with the language (Corder, 1974). Consequently, this study contributes significantly to the field of Language teaching and at the same time to the researcher's

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

teaching context, bringing a better understanding of fossilization to colleagues in order to explore ways to tackle fossilization in an assertive manner.

This study focused on the analysis of different theoretical foundations in English language teaching and learning that could serve to find the answer to the way(s) in which students can tackle their own fossilized errors to produce language more accurately. Due to this, the project had to do with an initial exploration of the participants' own recorded language samples that evidenced the existence of such fossilized errors, contrasted with students' own perceptions through a survey which was carried out before they recorded their voice. Then, this study dealt with fossilized mistakes (Selinker, 1972) evidenced in the samples which the researcher attempted to tackle through the usage of self-monitoring and self-evaluation (O'Malley, 1990) techniques.

1.2 Rationale of the study

Most recent trends in language education have focused on providing students with opportunities to have meaningful interaction with one main goal in mind: to communication. Ever since new methods and approaches to language teaching and learning emerged, communication has played the most important role in the classroom because teachers have had to create opportunities for students to interact and convey meaning (Terrell, 1991). Something that evidences Terrell`s idea is the proliferation of many studies on how to enhance students' interaction and oral production which have been carried out along the last decades (Higgs & Clifford, 1982; Brown, 2001; Nunan, 2004; Savignon, 2005; Ellis, 2005). As a consequence, students have developed fluency which represents a plus in the language teaching world.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Nevertheless, some lines of research have been focusing their attention on accuracy; for instance, Spada (1997) referred to form-focused instruction as "any pedagogical effort which is used to draw the learners' attention to language form either implicitly or explicitly" (p.276). Additionally, Ellis (2002) sees form focused instruction as "facilitative" and necessary to develop L2 knowledge. Also, Norris and Ortega (2000) in their analysis of 49 studies found that explicit instruction was "significantly more effective than implicit instruction" (p. 224) and that such effect had been durable. This evidences how teachers' focus has been redirected to think of accuracy not as an enemy, but as a necessary element in the classroom.

One reason that explains the focus of some scholars on form instruction is the emergence of constant fossilized errors among students who are able to communicate (Brown, 2007), the quality of their language has been affected by errors that were not tackled on time, probably due to the lack of awareness, which is described by the former author as "conscious learning" in which a learner has an intentional control of his attention to an aspect of input or output. Bialystok (1986) also refers to metacognitive awareness as a reflection of the growth of two skill components involved in language processing: the analysis of linguistic knowledge into structured categories and the control of attentional procedures to select and process specific linguistic information. Thus, the teacher-researcher believed that perhaps the use of some meta-cognitive strategies (O'Malley, 1990) might help students gain the awareness they lacked due to the fact that such strategies "involve thinking about one's learning process." (p. 8). Several authors have come to understand the importance of focusing on the way students construct their ideas (Hennessey, 1999; Kuhn & Dean, 2004; Martinez, 2006) which has made teachers

realize the importance of focusing on form and have had to think of feasible and better ways to tackle students' fossilized errors. In this study, advanced students from the CCA have shown evidence of fossilized errors through teacher's observations and the results above mentioned from the survey answered by participants and recorded speaking samples. This fact makes the researcher part of those teachers who have come to understand the importance of finding ways to help students tackle such errors. In this case, fossilized errors represented by verb-form, wrong word use, and subject missing fossilized errors.

In this sense, this study examined the ways in which metacognitive strategies such as self-monitoring and self-evaluation could be effectively used to help participants with their need to act upon their own learning process and find ways to overcome their lack of accuracy by tackling their fossilized errors represented by verb form, missing subject, and wrong word that were affecting the quality of their language. As a way to describe and inquire into feasible solutions, the research relied on the collection of data and the pedagogical intervention, proper of an action research study (Burns, 2000), which would inform on the leading question for this research.

1.2.1 Needs analysis

Throughout a series of class-observations, the analysis of recorded language samples from students, and a survey carried out by the students, the researcher witnessed that his participants, who are in the level called "Challenge" which corresponds to the B1 level from the Common European Framework of Reference, (Council of Europe, 2001) have developed a great amount of fluency; however, their accuracy when using the language was not high. This matches Brown's idea (2007) that it is quite common to

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

"encounter" in a learner's language different "erroneous" elements in their production despite their fluent command of the language. The main reason for this appears to be the acquisition of fossilized errors that interfere in their oral production to the point of risking their proficiency at the language. In the case of this population, the results from the recordings which are shown in Figure 1, showed the highest frequency on verb formation, especially in the present and past forms with examples such as: "*he always give*" and "*capable to grew up*" (appendix A). Additionally, in a lower scale but also with a high frequency, students repeatedly made mistakes omitting the subject of a sentence such as "*it*" as in "*I think was…*" (appendix A). As well, with a similar frequency students misused vocabulary which did not match some ideas they intended to express as in "*need to present the exam*" (appendix A). Additionally, evidence of these type of mistakes was observed in three recordings each participant made during three different moments.
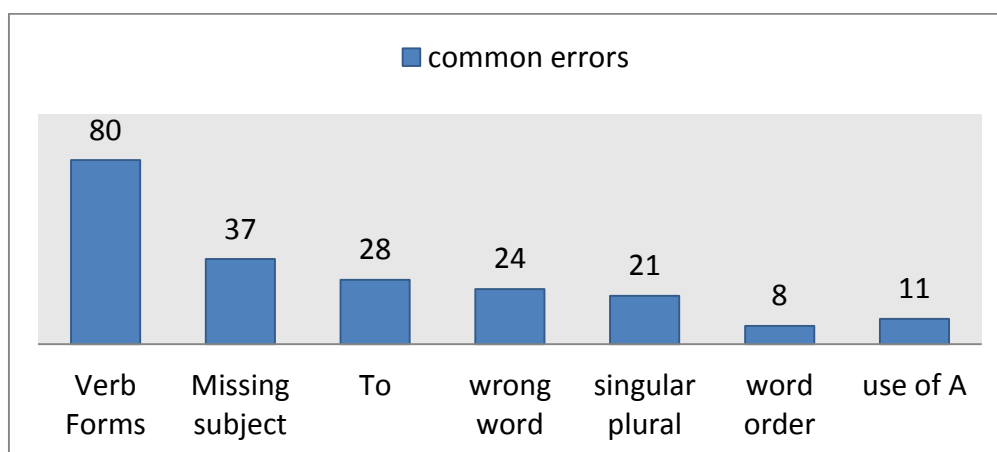
Figure 1: Errors.

Furthermore, the results from the survey, which are shown in Figure 2 which had been completed by the participants two days before their first recorded sample, showed that "verb formation" and "tenses" were two categories they pointed out as two of their

most common mistakes (Appendix B), which in turn matched the results from the recordings that evidenced a problem in verb formation related to tenses. Likewise, as Figure 3 shows, it was evidenced that participants stated they were familiar with some learning strategies, from which "self-monitoring" was one of the most frequent. This shows that they were familiar with learning strategies, but apparently lacked effective ways to use such strategies in order to benefit their speech. For instance, on recordings student showed a lack of effective self-monitoring habits; as a result, the spoken language mistakes mentioned previously, have fossilized.
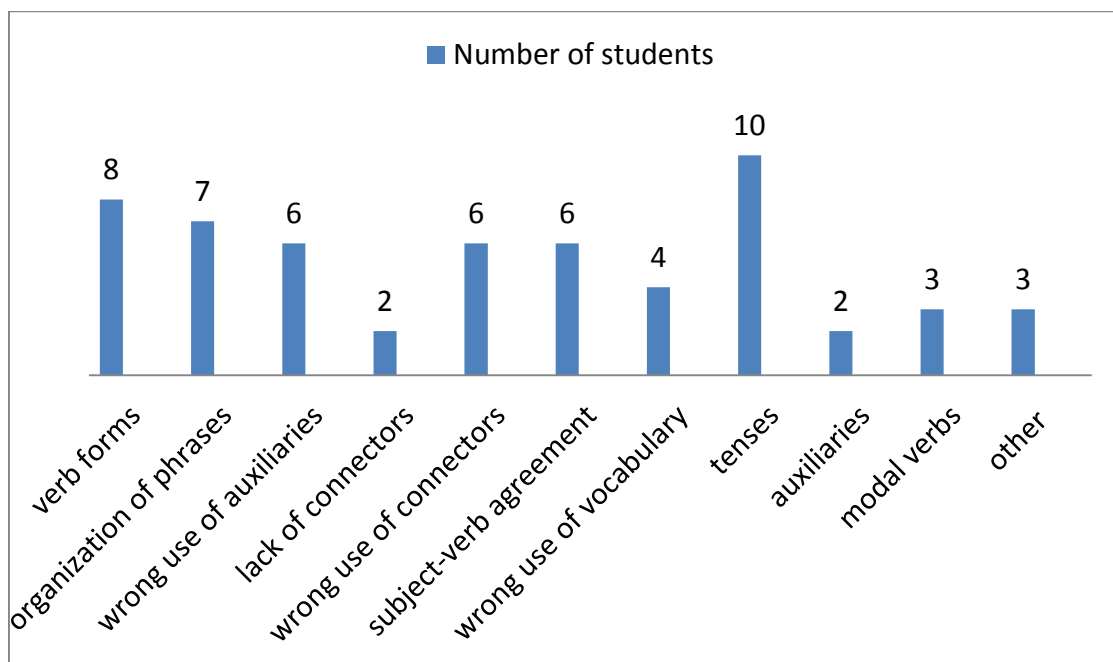
Figure 2. Common mistakes.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES
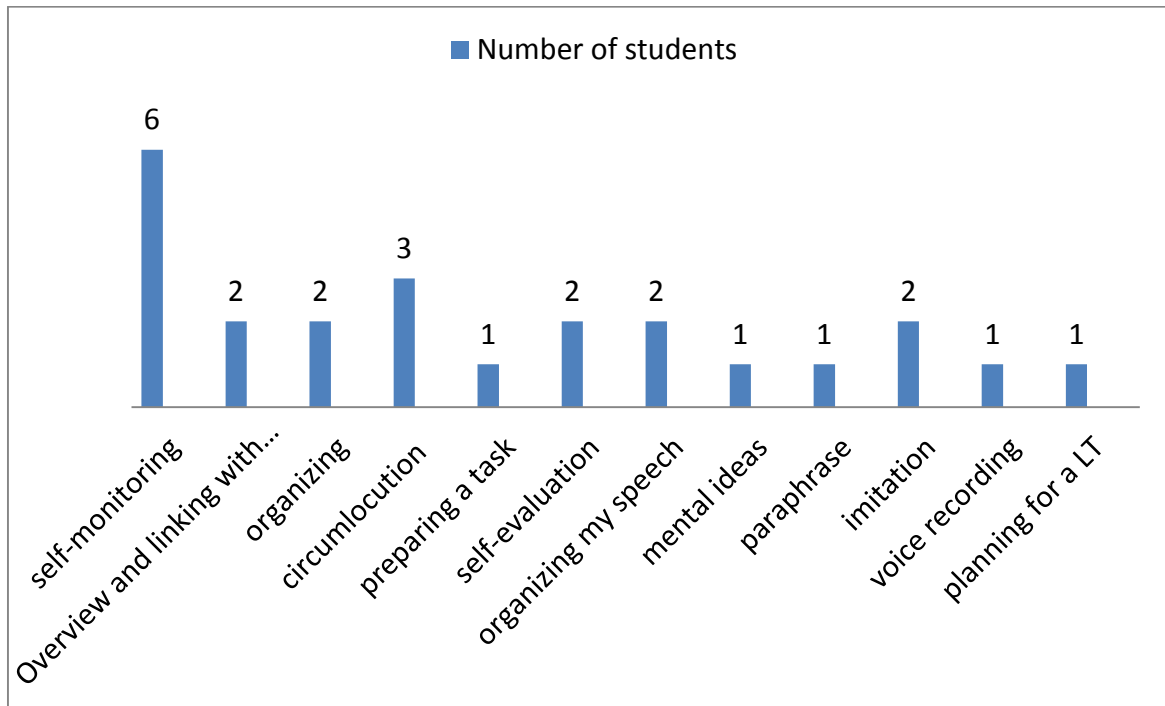
Figure 3. Strategies students use.

1.2.2 Strategies proposed to address the problem

The researcher came to the conclusion that self-monitoring and self-evaluation strategies (O'Malley, 1990) might help participants tackle their fossilized errors in speech. The impact that such strategies had on participants' speech is explained on further chapters of the paper.

1.3 Research Question and Objectives

Based on the above ideas, the following question and objectives arose:

To which extent might self-monitoring and self-evaluation strategies help adult intermediate students tackle fossilized grammatical errors in speech?

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS
THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

General Objective

- To examine the extent to which self-monitoring and self-evaluating strategies can help participants correct fossilized grammatical errors in speech.

Specific Objective

- To use self-evaluating and self-monitoring strategies to analyze their impact on participants' present vs. past verb forms, subject missing, and wrong word errors in speech.

1.4 Conclusion

Participants of this study have proven to have fossilized certain linguistic subsystems which had been affecting their accuracy when interacting with their peers. Consequently, it was pertinent to address such fossilized errors through the use of two main strategies, self-monitoring and self-evaluation. This means that there were three main constructs which led the course of this study: fossilization, self-monitoring, and self-evaluation which are addressed in the following chapter.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS
THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Chapter 2 – Theoretical Framework

2.1 Introduction

Adult intermediate or Challenge 4-6 students (according to the CCA's parameters) needed to tackle their fossilized grammatical errors in speech to develop a more accurate use of their interlanguage, which is the subject language being studied (IL, hereafter). This is why to understand the design and implementation of this study, it is imperative to aboard the constructs that built such study. These are fossilization, self-monitoring, and self-evaluation. Firstly, the researcher will describe the concept of fossilization from the perspective of different authors and studies that have been carried out in the last decade; secondly, he will describe self-monitoring and self-evaluation in order to show how relevant these are for the purpose of the research project. Additionally, recent studies done in the last decade will also be presented, which will help the reader understand the relevance of each construct.

2.2 Definitions and state of the art

2.2.1 Fossilization

Selinker (1972) coined the term "fossilization" and later agreed with Han and Odlin's definition on the term as: "permanent local cessation of development" (p.8). (Han & Odlin, 2006). This cessation occurs in specific linguistic subsystems which according to Hand and Odlin appear due to "transfer of first language patterns, social factors, and the use of compensatory strategies" (p.8). Later on, the authors describe fossilizable linguistic phenomena as linguistic items, rules, and "subsystems" which a speaker from an L1 maintains in his IL. These fossilized structures or errors usually remain as

"potential performance" which appears in the "productive performance" of a speaker when using an IL. (Selinker, 1972)

Other authors have also stated their understanding of this phenomenon; for instance, Tarone (1994) notes that any IL fossilizes, he says that at some point it ceases to develop because it lacks identity with the Target Language (TL). Long (2003) described fossilization as a lack of "non-nativelikeness" which appears in spite of optimal learning conditions. This definition is matched by Han (2004) who also related fossilization to the inability of a person to attain "nativelike" ability in the TL. On the other hand, Brown (2007) describes fossilization as the "incorporation of incorrect linguistic forms into a person's second language competence" (p. 270). To sum up, authors coincide on the fact that fossilization happens on the use of an IL, and also that this phenomenon happens due to a failure on the L2 acquisition.

However, Selinker and Han (2001) have tried to re-interpret the idea of fossilization as failure; they described the term as manifestations of non-failure and agreed with Tarone (1994) that it is inevitable when using an IL. Then, Han (2003) presents two areas of fossilization: global and local. When it is global fossilization, it affects the entire IL making it unlikely that any future learning will occur. On the other hand, fossilization understood as "local" refers to particular subsystems such as syntax or phonology, or even a particular element of the language which could be fossilized; take as an example, the past-tense marking. When this happens, only one aspect stops developing while the others continue their development. Consequently, this study focused on "local fossilization" due to the fact that the participants of this study have

developed greatly different areas on their IL, but have fossilized specific particular elements of their speaking.

Han (2003) states that there is a lack of empirical studies on fossilization; nonetheless, evidence of fossilization has been anecdotal and empirical. Additionally, the author says that there have been five major approaches to researching fossilization:

- The longitudinal approach

- The corrective feedback approach

- The advanced learner approach

- The length of residence approach

- The typical error approach

The longitudinal approach, however, comes to be the most promising for obtaining reliable and valid evidence of fossilization (p.5). Moreover, the longitudinal studies seek to determine whether fossilization exists, on the contrary, non-longitudinal studies assume that fossilization exists and the purpose is to verify such phenomenon. In that order of ideas, the most pertinent approach for this study was a longitudinal one; the reason, it was pertinent to discover the existence of such fossilized errors and identify which ones they were as explained in the needs analysis.

Several studies have been carried out in the last decade related to fossilization. For instance there have been a variety of studies done in China; Wei (2003) carried out a study on the implications of IL fossilization in L2, for which he described 5 types of fossilization taking into account his native language which is Chinese. The results showed phonological, morphological, syntactic, semantic, and pragmatic fossilization; however,

the current study was focused on morphological and syntactic fossilization which are more related to the fossilized grammatical errors in speech identified in the population of this study. Additionally, Qian and Xiao (2010) in a theoretical study on fossilization stated that temporary fossilization is the greatest obstacle in second language acquisition, and mentioned that taking corresponding measures positively is a good way to prevent and resolve temporary fossilization. They focused their attention on three strategies which according to them could prevent fossilization. Taking the right attitude towards students' mistakes and paying attention to verbal output by grasping the relationship between accuracy and fluency, and providing students with strategic feedback. In this case, drawing students' attention to verbal input is connected to what had to be done for the purpose of the current study. Additionally, in his paper "Impacts of Second Language Classroom Instruction on IL Fossilization" Wang (2011) questions the impact that instruction may have on fossilization, he asks to which extent instructions can prevent or on the contrary promote fossilization. After debating the good and the bad of instruction from different points of view, he concludes that it can facilitate as well as debilitate learning. In other words, if instruction occurs at the same time, it may prevent fossilization, whilst instruction may also restrict and mislead learning when input, pedagogical strategies, and opportunities to practice are affected, which means that it also may turn into a source of fossilization.

De Santiago's (2010) carried out a research study whose purpose was to examine age as one of the factors that leads second language learners to stop processing language data in certain ways and to make suggestions to help them to continue processing their language. She concluded that adults tend to stabilize their language learning at a certain

stage and the development of the language can cease. She states that the constant exposure to input, sufficient opportunities to use the target language, the enhancing role of the teacher to guide and give corrective feedback where necessary, and a relaxed atmosphere in the classroom can prevent or at least minimize fossilization. On the other hand, Romero (2002) describes the phenomenon of fossilization from a different perspective which he calls "pragmatic fossilization." He defines it as the phenomenon by which a non-native speaker uses certain forms inappropriately at the pragmatic level of communication. He argues that it is hard for a language learner to decide on the most appropriate language form or element in a given situation. Consequently, this does not depend on a series of rules, but on a series of situations related to appropriateness and acceptability, which turn out to be difficult for a language learner, especially because of a typical de-contextualized nature of teaching environments. The latter study addresses an area of fossilization which could be a subject of future research; while the former, refers to the importance of the role of the teacher; however, what mattered the most in the current study was the role of the students.

However, other studies have focused more their attention on identifying different types of fossilized errors. For instance, Hasbun (2007) carried out a study with 159 EFL university students for which eight different writing samples from each participant were analyzed, such samples were evaluated and errors were classified according to an error taxonomy; the most common errors were classified in eight categories: vocabulary, prepositions, pronouns, plurals, word order, agreement, verb forms (different from agreement), and spelling. This study shows a commonality with the present study for which verb forms, agreement, and word order are related to the three main fossilized

grammatical errors in speech discovered in the current population. On the other hand, Caicedo (2011) carried out a study on fossilization related to Spanish discrepancy between indirect complement and atone pronoun *Le and les* taken from the Colombian newspaper "El Colombiano" analyzing grammatical structures in the sentences, the number of *le* and *les* in the subjects in such sentences, as well as the reference to the indirect complement towards things and people. Results showed that there is not just one reason to explain the phenomenon of discrepancy between the indirect complement and the atone pronoun which duplicates. Results also showed that the number of the subject is more commonly used in singular form which favors the discordance.

As above mentioned, there have been several studies which attempt to describe the phenomenon of fossilization; however, while some of them focus on strategies to minimize the impact of fossilization or preventing them from happening in EFL learners (Qian and Xiao, 2010 and de Santiago, 2010), others focus the attention of their studies on identifying different types of fossilized errors from a written or pragmatic perspective. (Caicedo, 2011; Hasbun, 2007; Wei, 2003). Consequently, there are no studies found which have tried to tackle fossilized grammatical errors in speech as such, which served as inspiration for the study to be carried out.

2.2.2 Self-monitoring

O'Malley (1990) defined self-monitoring as "checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production when it's taking place" (p.46). O'Malley refers to "oral production" and this is precisely the area where participants display fossilized errors. Brown (2007) also refers to oral production in his definition: "correcting one's speech for accuracy in

pronunciation, grammar, vocabulary, or for appropriateness, related to the setting or to the people who are present" (p. 134) which also fits into participants' fossilized grammatical errors in "speech." Not only do these definitions refer to speech, but also to accuracy and grammar. For instance, Brown's definition connects speaking with grammar, which are the elements where the fossilized errors appeared. Consequently, O'Malley's and Brown's definitions have helped the researcher connect self-monitoring to one of the main purposes of the study, use self-monitoring in order to help participants tackle fossilized grammatical errors in speech.

Krashen (1990) proposed a hypothesis which states that in a learning process, students can monitor their language production and self-correct mistakes they might detect; however, he says that it does not favor accuracy and does not help acquisition. Krashen (2003) states that too much self-monitoring at the time is damaging for the acquisition of a language; nonetheless, Krashen's theory does not apply to all cases; for instance, Terrell (1991) stated that whereas it can be true for children's language acquisition, adults need a great amount of strategies in order to acquire language. This shows that strategies are necessary, and that self-monitoring plays a vital role in adult-language learning. According to Lai, (2011) it helps students regulate or be aware of comprehension at a task. Therefore, the current study followed Lai's idea given that the population of the current study was adults who needed to regulate or "notice" (Ellis, 2004) the fossilized mistakes in order to tackle them.

According to Ganushchak and Schiller (2009) verbal self-monitoring is a crucial part of speech production because it helps learners regulate the quality of their speech. Additionally, Levelt (1989) proposed the "perceptual loop" theory which intends

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

to "check conveyed message for its appropriateness, inspects the speech plan, and detects errors prior to its articulation" (p.2). Ganushchak and Schiller (2009) stated that if there were an increase in the knowledge about the error monitoring system, probably speech production might improve the understanding of what they call "disorders" where verbal-monitoring takes place, these disorders could be understood as fossilized errors. Taking into account the main points of the former authors, self-monitoring plays a vital role in the betterment of speech, and once more could contribute significantly to this project.

In a study about self-monitoring, Chang's (2010) examined the effect that this strategy could have on EFL online learners' academic performance and motivational beliefs with 90 college students. The study explored the effects of the use of self-monitoring strategies for study time, study environment, and predicting test score in a web-based course. The course belonged to one semester English reading and grammar class for which they used a self-monitoring form for recording study time and environment perceptions. Results showed that students adopting a self-monitoring strategy resulted in better academic performance and an increase on motivation compared to the ones who did not use self-monitoring. It helped them complete academic tasks, alerting them from breakdowns in attention and comprehension. Such breakdowns, as in the case of the current study are viewed as mistakes, or even fossilized errors.

Additionally, Sanchez Lujan (2012) conducted a study on the effects of self-monitoring and self-reflection in A1 adult learners in a blended environment at Universidad Nacional Abierta y a Distancia (UNAD) in Bucaramanga (Colombia). Participants were asked to observe and record their own behavior, which was filed up through self-assessment tools. Results showed that students were able to identify areas

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

of improvement on their own. Additionally, some of them expanded their level of reflection and monitoring and even developed awareness and the ability to reflect on their own learning. This study has shown evidence of the positive impact self-monitoring can have on students' identifying areas of improvement by increasing their awareness which is a key element in order to know what the problem (fossilized errors) is; consequently, an action plan can be thought.

On other studies, Pillai (2006) conducted a research study whose intention was to explore what repairs in the spontaneous production of speech revealed about the psycholinguistic processes of self-monitoring and self-repair. He describes that errors or "problems" (p. 114) can be detected in inner or pre-articulatory speech by what she calls "some form of speech monitoring mechanism inherent in the speech production process." (p.115). The study was developed with sixty-seven radio callers to a radio show; conversations with the presenters and callers were transcribed orthographically, but only the utterances from callers were analyzed. Results showed that speech is not stopped immediately upon detection of a problem or production of an error; additionally, speakers seemed to have a tendency to continue speaking longer before they interrupted themselves. Finally, this study concluded that monitoring does not interfere in communication; on the contrary, it can help a speaker improve his speaking act. For this reason, it was logical to think of self-monitoring as a feasible way to help the current population tackle their fossilized grammatical errors.

On another study, Kormos (2000) investigated the role of attention in monitoring second language speech production analyzing the frequency for self-repairs and correction rate of errors in the speech of 40 native speakers of Hungarian; 10 speakers

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

spoke English as an intermediate level, ten speakers had an advanced level of proficiency, 10 students who had an upper-intermediate level, and other 10 university students who developed the tasks of the study using their mother tongue. Results showed that in L2 speech, error repairs had been more frequent than repairs in L1. Findings also showed that lexical errors were repaired considerably more frequently than grammatical errors in L1 and L2. As well, results showed that students at a high level of proficiency of L2 corrected linguistic errors significantly less frequently than learners at the pre-intermediate level. However, they repaired the appropriacy of the content more often than pre-intermediate students. Additionally, it was confirmed that L2 learners pay particular attention to lexical choice. In other words, it seems to be especially important in the case of L2 speakers that their production requires more attention than in L1. Moreover, self-repairs related to lexical elements were more often than those on grammatical errors, which matches the current study in the sense that it is precisely in the grammatical speech of participants where fossilized errors appeared.

The above studies evidence a clear importance on the use of self-monitoring in order to help students tackle accuracy. Some authors focused their attention on improving students' academic performance (Sanchez Lujan, 2012; Chang's, 2010), others focused on self-repairs (Pillai, 2006; Kormos, 2000), and others on enhancing students' motivation and autonomy. Nonetheless, none of the studies found have tried to tackle spoken fossilized errors, even though their ideas suggest that it could be a feasible way of tackling such errors. For these reasons, self-monitoring was used for this study.

2.2.3 Self-evaluation

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

O'Malley (1990) defined self-evaluation as "checking the outcomes of one's own language learning against a standard after it has been completed" (p. 46) whereas Brown (2007) refines the same definition as "checking the outcomes of one's own language learning against an internal measure of completeness and accuracy" (p. 134). Both definitions agree on the assessment a student gives to a specific performance that has taken place in a communication act. However, Brown includes the concept of "accuracy" which means that self-evaluation can directly help students in the process of tackling the level of accuracy that takes place in a language act.

Schraw (2006) referred to self-evaluation as "appraising the product and regulatory process of one's learning; revise one's goals" (p. 9) which agrees with Lai's (2011) definition that helps the discussion to go a step forward; not only do students need to monitor accuracy in their speech, but also they need to revise the goals of the oral activity and also their own speaking goals in order to re-think the effectiveness of the strategy they used. In other words, self-evaluation could work as a complement to the previous strategy. This is why Wayment and Taylor (1995) state that there are at least three reasons which drive self-monitoring: accuracy, self-enhancement, and self-improvement. Not only does this process involve increasing the level of accuracy of the task that took place in the class, but also the students' need to think of improvements which could help them have better results the next time. In other words, self-evaluation serves as a complement to self-monitoring.

Studies on self-evaluation or what some may refer to as "self-assessment" indistinctively, have been done; for instance, Schraeder (1996) made an attempt to foster independent learning by providing students with rubrics and checklists for self-assessing;

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

she found that her students gained confidence and their self-esteem had been enhanced considerably because they had gained a sense of independence by taking the responsibility for their own learning. Min (2007) conducted a similar study and discovered that students benefited from this process in skills improvement, confidence build-up, language acquisition, and meta-cognitive strategy use. Additionally, Tamjid and Birjandi (2011) reviewing different empirical studies related to self-assessment or self-evaluation concluded that providing students with the opportunity to self or peer-assess will help them improve their metacognition which will take them to be better thinkers and learners. In all three cases, authors see self-evaluation as an effective tool which could provide something participants from the current study needed: improvement.

Sanchez Lujan (2012) conducted a study on the effects of self-monitoring and self-reflection in A1 adult learners in a blended environment at Universidad Nacional Abierta y a Distancia (UNAD) in Bucaramanga (Colombia). Participants were asked to observe and record their own behavior, which was filed up through self-assessment tools. The researcher concluded that self-monitoring leads to self-reflection as students identify areas to improve; additionally, she says that by participating in self-assessment practice, learners were able to identify their weaknesses, become aware of issues related to listening, speaking, and vocabulary, and become more responsible for their learning. She also said that learners showed positive reflections towards their self-efficacy and autonomy in the foreign language learning process. As a consequence, through the use of self-evaluation participants of the current study could develop awareness of issues

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

related to their speaking such as their fossilized errors, becoming more responsible for their learning and probably making more effective their self-monitoring act.

Ibberson (2012) carried out a study with 20 students and 2 English teachers. Students belonged to different majors at Essex University. The objective of this study was to find out what attitudes students and teachers could have towards students' self-assessment. Through the analysis of attitude questionnaires and interview questionnaires it was concluded that self-assessment seemed to be much related to a person's self-concept regardless of his/her accuracy. Results also showed that all participants had had a positive attitude towards learners' involvement in assessment and also thought that learners can make an accurate judgement of their own performance if they are trained well enough. Finally, the study concluded that teachers who had participated in the study said they would recommend and use self-assessment in their classes.

Additionally, Chalkia (2012) carried out a study with a group of six graders from a Greek State Primary school in order to draw conclusions on the benefits of self-assessment. Findings revealed that the students were positive towards self-assessment because it fostered motivation and sensitized students to take a more active role in their learning process, allowing them to spot their strengths and weaknesses and improve their speaking skills. By means of questionnaires and observation notes students manifested that thanks to the checklists they had been provided with, they had been able to focus more effectively on the areas they needed to focus on improve their speaking skills.

Arciniegas (2008) conducted a study with high-beginner adult EFL learners during a three month cycle at the CCA. He used learning journals to achieve learning goals. He concluded that learners' reflections were fundamental for them to identify

strengths and weaknesses in their class performance. These helped them decide what was needed to do to cope with difficult aspects of the language. Therefore, this is what participants of the current study needed to do through self-assessment, decide what was needed to do to cope with their fossilized errors. However, Arciniegas also stated that self-evaluation works better in specific contexts. For instance, the implementation of self-assessment strategies appeared to be easier in a private context such as the CCA's, which did not affect the current study given the fact that it also took place at the same institution.

Alvarez & Muñoz (2007) carried out a study in a language center at a private university in Colombia. The purpose of the study was to examine students' attitude towards self-assessment; participants were 94 students who received training on self-assessment by using self-assessment forms. Results showed that the majority of the students had a positive attitude towards self-assessment and found it especially valuable for raising their awareness for the learning process. This is another evidence of the usefulness implementing self-assessment with the current population; it could help them raise awareness of their learning process, and more specifically on how to tackle spoken grammatical fossilized errors. As well, on another study carried out in Korea, Goto & Lee (2006) examined the validity of Korean students' self-assessment on their oral performance in English at an elementary school. They examined the validity of two types of assessments: off –task self-assessment and an on-task self-assessment. For the former, students had to evaluate their overall performance in a general way, while for the latter; students had to self-evaluate their performance immediately after completing their English tasks. Results showed that older students are better at self-assessing their

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

performance. However, students in general self-evaluated differently in each type of task. Nonetheless, as for the current study there are two elements which could help to the theoretical construction of the study. First, self-assessment took place during on-task assessment; which means that students self-evaluated their work after a task had been developed; additionally, the fact that the population under study was an adult one, chances were that they could have a better performance at self-assessing.

From the above studies can be concluded that: first, several studies on self-assessing or self-evaluation have been carried out during the last decades, whose focus have varied; some have studied how the combination of self-assessment with other learning strategies could help students improve their performance or raise awareness on their learning process, as in the case of Sanchez Lujan (2012) whose strategies matched the ones implemented in the current study. Others have focused on the usefulness of implementing self-assessment techniques to improve students' self-directed learning. Another interesting finding is that authors do not seem to agree on the difference between self-evaluation and self-assessment; some of them use such words indistinctively as in the case of Arciniegas (2008); Alvarez & Muñoz (2006); Goto & Lee (2006), among others. However, based on O'Malley's (1990) definition self-evaluation and self-assessment are not so different afterwards; and as a conclusive idea, the current study has referred to both terms indistinctively as well, and will continue doing so throughout the paper. Finally, none of the studies above described have tried to address fossilized grammatical errors through the use of self-evaluation; however, they have pointed out insightful points related to the usefulness of the strategy for which it appeared

pertinent to address the current issue using self-evaluation as one of the strategies to implement.

2.3 Conclusion

Consequently, different studies related to fossilization, self-monitoring, and self-evaluation mentioned throughout this chapter have proven the pertinence of the present study given the fact that grammatical fossilized errors in speech have not been addressed the way this action research project did. Therefore, self-monitoring and self-evaluation tools along with three main instruments were used in order to collect data and find out the impact such strategies might have on such phenomenon; as a result, the following chapter will address such tools in detail.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Chapter 3: Research design

3.1 Introduction

This chapter offers a description of the procedures followed throughout the project. First, it describes the methodological approach adopted for the study and the reasons for choosing such approach. Then it describes the researcher's role, the context in which the project took place, the participants' profile, the data collection tools which were used to gather evidence, and finally the ethical considerations, validity and reliability elements considered for the current study.

3.2 Type of study

The type of study used to carry out this project is qualitative research which is defined by Strauss, A. & Corbin, J. (1990) as the type of research that refers to person's lives, stories, behaviors, and interactional relationships. They also refer to three major components which are data, analytic and interpretative procedures, and written and verbal reports. Among the different types of qualitative research mentioned by the authors, grounded theory comes to be the one which is closer to the reality of the present study, due to the fact that this is one that "is inductively derived from the study of the phenomenon it represents." (p. 23).

Besides, this is a small scale qualitative action research study because the aim of the project was to implement two learning strategies in order to analyze their impact on a small group of students who had fossilized grammatical errors in speech. Action research according to Burns (2010) involves "taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts." (p.2). Burns also states that the main aim of action research is to identify a problematic situation, which in the case of the

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

current study was the discovery of fossilized grammatical errors in participants' speech. In this case, students revealed lack of accuracy in their speech related to verb forms, missing subject, and word choice and the researcher determined that training them on the use of self-monitoring and self-evaluation strategies would be an effective means of helping them improve in this area.   Additionally, the author mentions a third element which is the intervention, whose intention is to "bring about" changes and improvements, which in turn was the main aim of this study.

Kemmis and McTaggart (1988) described four broad phases in a cycle research: the first one is "planning" where the researcher identifies a problem and thinks of an action plan to bring improvements. The second is action; here the plan is revised throughout the intervention. The third is observation; here the researcher observes the effects of the intervention on the participants and context. Finally, the fourth stage is reflection where the main goal is to evaluate and describe the effects that the action had on the context. Nonetheless, Sagor (2000) presents a more concrete model which describes more concretely what happened in this study.

1. Selecting a focus

2. Clarifying theories

3. Identifying the research questions

4. Collecting data

5. Analyzing data

6. Reporting results

7. Taking informed actions

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Firstly, Sagor (2000) not only takes into account the focus, but also the theories that could frame the study which could support it. This was the first step taken by the researcher for the current study. Secondly, the author included research questions which are the necessary steps to give the study a clear direction and horizon. After data was gathered through field notes, self-evaluation forms, and participants' recordings, it was analyzed. Following Sagor's approach, the researcher reported results which could be shared with colleagues in order to involve others to provide ideas that could be implemented in other classes. In sum, taking into account that this was a small-scale research project, action research was the most suitable type of study, which aims at identifying and solving a problem within a specific teaching context and participants (Burns, 2010).

3.3 Context

This research project was carried out at the Centro Colombo Americano, Bogota Colombia, downtown branch. The CCA is a well-known private English institution which offers the Adult English Program, the Teens and Kids Program, the University program, and a Blended online course for adults. The present research was implemented in the Adult English Program which is designed for students whose ages range from 17 to 50 years old and study English in order to have better job opportunities abroad, apply for undergraduate and graduate studies abroad, or as college requirements.

3.3.1 Participants

The participants of this research project were ten students who were transitioning between B1 and B2 according to the Common European Framework of Reference. Based on survey results from the needs analysis stage, students were mostly professionals who

held bachelor, Masters, and PhD degrees of education. Most of them were studying English because they needed to take international exams such as TOEFL and IELTS as a job requirement or because they were going to apply to a foreign university. Some of them required traveling abroad frequently which had created on them the need of the target language development. However, most of them had gotten used to communicating making several mistakes, which in turn could have been interfering with their English and professional goals.

3.3.2 Researcher's role

Burns (2010) also stated that action research is an appealing way to look at puzzling classroom issues and help the teacher reinvigorate his teaching which can lead to positive changes into the classroom situation. The teacher's role in the action research process is quite important because he needs to be resourceful and create suitable opportunities for his learners to receive knowledge and tackle specific needs.

Throughout this research project, the researcher had to adopt different roles which depended on the stage of the process. First, he provided participants with a web 2.0 tool called *Vocaroo* where they recorded their voices several times; once recordings were ready, the teacher transcribed the recordings and helped the participants identify the most relevant mistakes which turned out to be fossilized after the needs analysis had taken place. The researcher´s role was vital because while teaching, he also needed to take notes on his field notes of students' self-monitoring actions; additionally, the teacher needed to design suitable tasks and instructions which could facilitate participants' involvement in the process. Also, the teacher/researcher needed to become a good trainer

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

in order to guide students through the usage of surveys and self-evaluation charts throughout the implementation stage.

3.3.3 Ethical considerations

This research study took into account ethical procedures in order to meet its requirements regarding professional integrity and interests of the subjects (participants) (Burns, 2003). Consequently, a consent letter (Appendix C) was signed by the academic coordinator of the CCA granting permission to the teacher-researcher to observe his class and implement the project. Additionally, participants were given a consent letter (Appendix D) in which they expressed their willingness to participate in the project for which confidentiality and anonymity were kept; for this reason, each participant was assigned a code to maintain objectivity in further parts of the project.

3.4 Data collection instruments
3.4.1 Description

According to Hendricks (2009) the implementation of multiple data collection strategies guarantees credibility in the research findings. For which different artifacts, which are described in this section, have been thought in order to achieve such goal. Such instruments included both teacher and students' perceptions to collect information that was used for the final stages of the study.

- *Field notes*: according to Hatch (2002) principal data which is generated through observation is called field notes. The researcher's objective was to gather evidence of students' self-monitoring while interaction was taking place by using a format (Appendix E) during the while stage of the project. These "raw field notes" were transformed into

what Hatch calls "research protocols" which can be understood as expanded accounts of what was observed. Hendricks (2009) stated that observational data can help the researcher determine the degree of successfulness of a given intervention. For this reason, data collected of this instrument could provide information about the way(s) participants self-monitored.

- *Artifacts*: Hendricks (2002) describes artifacts as tools which can help determine whether an intervention has had an impact. The types of artifacts chosen for this study were "student-generated artifacts" (p. 81) which were two: first, a voice recording web tool called *Vocaroo* through which participants recorded their voices in the pre, while, and post stages of the project. The purpose of this tool was to spot students' fossilized errors in the pre stage, and verify to which extent students had tackled their fossilized errors in the while and post stages. The second artifact was a self-evaluation format that students filled out during the while and post stages. Participants completed these formats as a way to "evaluate their own work or progress towards a certain goal and reflect upon it." (p. 84). (Appendix F).

- *Surveys*: Sagor (2000) states that through surveys the researcher can have access to a great amount of information in a short period of time. Hendricks (2009) also refers to surveys as a "simple way to collect data on large groups of participants." (p.104). Surveys were administered during the pre-stage. The researcher was able to gather participants' perception of strategies and mistakes they think are common in their speech which allowed him to have a more complete vision of students' enrolment in the research process. (Appendix B).

- *Transcripts*: according to Burns (1999) transcriptions are a great tool because the researcher can examine and analyze data in detail which guarantees a better and more

reliable analysis. The transcriptions from the voice tool *Vocaroo* helped spot students' fossilized errors in the first stage and verifed if students had tackled to some extent their fossilized errors related to verb forms, wrong word choice, and subject missing in the post stage. This tool was administered in the while and post stages of the research project. With the guidance of the researcher, students helped him transcribe recordings and then, he spotted the mistakes which turned out to have fossilized (Appendix A).

3.4.2 Validity and Data collection procedures

The following are the procedures which were carried out throughout the pre, while, and post stages of the implementation process.

Pre-stage	While stage	Post stage
First survey administration First recordings Transcripts	Fill out Self-evaluation formats Field-notes taking	Second recordings Gathering transcripts Transcripts analysis Research protocols analysis

Table 1. Procedures throughout the study.

As it has been mentioned in this chapter, this action research process fitted perfectly into participants' needs. Throughout the implementation process, data was gathered and results came out to light. Careful planning and design of each activity in the pre, while, and post stages guaranteed validity and insightful results. Further discussion on validity is addressed in chapter five of this paper.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

3.5 Conclusion

        Instruments and procedures presented in this chapter seemed to make sense to the purpose of the study. The use of such tools had an impact on students' fossilized errors which is addressed in further chapters. Additionally, the ways in which instruments were used and the results this provoked are presented in chapter four and five.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

CHAPTER 4: Pedagogical intervention and implementation

4.1 Introduction

It is pertinent to refer to the different visions the CCA holds in order to understand how the implementation took place. Consequently, visions of learning, language, and curriculum are presented to give sense to the philosophy the institution where this study took place holds. Additionally, it is necessary to refer to the ways in which the pedagogical intervention and implementation took place bearing in mind how the researcher managed to gather the data which made this study possible.

4.1.1 Vision of Learning

The CCA understands learning from the basis of social constructivism whose roots lie in the work of Piaget (1932) and Vigotsky (1986) especially as social constructivism itself sees learning as a social phenomenon that relies on interaction with others to take place. Taking Vigotsky's (1986) theory into consideration the primary function of speech in both children and adults is social interaction, it is then the need to be in contact with others which provokes language development; without such need, language would not be developed. It is precisely while such social contact was taking place in class where the researcher found the fossilized grammatical errors which were the focus of this study. Weinfield, Sroufe, Egeland, and Carlson (1999) state that secure infants, as they develop, bring forward expectations that social partners will be responsive to them and that they are worthy of such positive response. As a consequence, this does

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

not include only children but also adult learners who need such social partners and it is in this area of interaction where the researcher attempted to tackle students' fossilized errors.

The Curricular Framework for Evaluation from the CCA states that it has been common to give importance to physical aspects of communication in the learning environment; however, it is necessary to take into account the social expectations of students, their background knowledge, their knowledge of the world, and their identity so that the activity of learning becomes meaningful to the learner. As stated by Berk and Winsler (1995) the pace of an individual's development can be influenced by the social milieu. Such perspective helps teachers become more concerned about their role and the conditions they provide in order to foster students' learning. So a teacher's job is not only to help students become communicatively competent, but also to provide them with tools to improve their learning abilities through working on metacognition. Livingston (1997) defines metacognition as the active conscious control of cognitive processes to achieve a cognitive goal, which implies knowledge of a person's variables, knowledge of task variables, and knowledge of strategy variables. The first type of knowledge refers to information about how a group of people or a student learn and process information, the second refers to the nature of the task and the demands it places on the individual; finally, the third refers to what cognitive or metacognitive strategies should be applied to achieve a goal. Thus, in this study, two learning strategies were the means used in order to help students tackle their fossilized errors: self-monitoring and self-evaluation.

4.1.2 Vision of language

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

The CCA's vision of language matches Brown's (2007) definition for which he points out the main elements that contain such concept; however, it is the idea of language operating in a speech community or culture which is used for communication purposes, the one that is the closest to what this institution's vision is. According to the "Curricular Framework for Evaluation" from the Centro Colombo Americano, language is seen as a tool that helps people be part of the world, connect with others, and reach their objectives. Students learning a second language need the social rules that it carries, using it to show who they are and to gain a position within a group. As a consequence, the response received from the environment will determine the way one interacts with others, which means that speaking and using the language in general implies the will and the intention of being part of the world (Muscles, 1978).

Additionally, the same document states that language has a power to establish, maintain, negotiate and even disrupt human relationships. The social relationships of speakers in any given interaction are woven into discourse, and the language of the interaction articulates and affects relationships on a regular basis. The articulation of reality and one's own identity through the patterns and behaviors of spoken interaction is a primary determinant factor in the construction of self, meaning, and significance. Consequently, all students are thought to carry out discourse routines and management of different speech styles and registers with particular consciousness as to how this speech affects self and others. In the participants' case, most of them needed to apply for scholarships overseas or take international examinations, for which their language needed to be accurate; in other words, they had to improve through the tackling of spoken grammatical fossilized errors.

4.1.3 Vision of curriculum

According to the "Curricular Framework for Evaluation" (Taylor, 2009) from the Centro Colombo Americano, in order to involve students as what it calls "authentic social agents and involved learners" (p.7), it is important to define what the institutional tasks and objectives are about. Firstly, objectives need to bear in mind not only linguistic competences, but also broader socio-cultural, existential and metacognitive competencies, placing the book content and linguistic objectives into a framework which supports learning, existential, and social objectives. Bearing these ideas in mind, the CCA has developed a systematic syllabus "which stages the competences in each area so that they are built upon each other to higher degrees of difficulty and complexity." (p.21)

This process is built up through tasks which are very concrete actions that the student would take to accomplish a real-life academic, learning, communicative or personal goal in the target language. Such tasks need to be integrated with all elements seen in a single class or unit, allowing a variety of skills in the communicative action from an authentic setting, which involves the student as an authentic social agent and an involved learner. The previous idea follows Carless's (2004) idea that "meaning is primary, it works toward a goal, it is outcome evaluated, and it is related to the world outside the classroom." (p. 640) This is integrated through the development of mini-tasks which are contextualized and have a clear purpose before the final task takes place. Such tasks need to relate directly to the objectives they are intended to address; in other words, they are the fulfillment of the objectives.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Consequently, task development and structuring becomes the way in which a variety of unit elements can be practiced and organized towards clear learning goals, which contributes to the shaping of the book units. Additionally, tasks need to be linked through the course as integral pieces of a course project in process. Each task builds on the previous and contributes to the construction of the course project. This matches the topical, functional, skills and task types of syllabuses described by Brown (1995). As well, the shape of the syllabus appears to be the linear and the modular format described by Dubin and Olshtain (1997). The first format refers to a discrete element content for which issues of sequencing and grading are of paramount importance; here teachers cannot change the order of units. The second element refers to courses which integrate thematic or situational contents where academically oriented units are integrated with each other. Therefore, academic elements are taken into account by the syllabi; additionally, language accuracy plays a vital role in students' realities because of their professional and personal needs to use the IL in levels that go beyond mere survival or interactive scenarios. These ideas are totally connected to the different situations participants had to face throughout the intervention process, they had to talk about their realities and were pushed beyond mere survival situations.

4.3 Instructional design

4.3.1 Lesson Planning

At the CCA lessons are developed through the completion of tasks. Even though most information on the task-based approach to language teaching continues to be linguistically-driven (Nunan, 1989), tasks in the CCA's scenario are designed to be real-life, authentic communication and learning events throughout the lessons. Such tasks

require a rigorous structuring of the lessons by dividing activities into mini-steps or mini-tasks, each with its own set-up, execution, and evaluation stages. Additionally, the lessons need to be communicative (Taylor, 2009) which means that they need to comply with the following principles according to the "curricular framework of evaluation" for the CCA.

- Every class should have as its overall objective the accomplishment of something we refer to as the **communicative event**. A communicative event can be roughly defined as an authentic, meaningful, outcome-driven performance involving but not restricted to speech that includes structures, vocabulary, functions and topics from the day's lesson, but that goes beyond practice activities included in the textbook.

- Communicative events are never separate, but are rather built throughout the day's class. Indeed, all activities during the day's lesson should lead up to and prepare students for performing successfully by the end.

- Communicative events may include, but are not necessarily the same as mini-tasks. Many times the day's lesson lends itself clearly and seamlessly to incorporation of the mini-task. Other times, the day's outcome may be final preparation for the mini-task, which may need to be completed for homework.

- Outcomes from the communicative event should roughly be equivalent to the final objectives of the day's lesson. Students and teachers should be able to assess easily whether or not objectives were fulfilled after accomplishing the event at the end of the class.

- Ample time must be built into each and every class for practice activities and communicative events. Teachers must stick to the lesson-per-day schedule in order to achieve coherence in the day's activities.

- Whole class organization for speaking activities is usually a waste of time. Don't ask five students the same question when they can be asking each other. (Taylor, 2009, p.13).

Lessons during the implementation were planned bearing in mind the above principles and structured as follows:

4.3.2 Implementation

Because of the nature of the research question stated in chapter one, most of the implementation took place on the "communicative event" and "assessment" stages (Appendix G). The communicative event is the "authentic, meaningful, outcome-driven performance involving but not restricted to speech that includes structures, vocabulary, functions and topics from the day's lesson, but that goes beyond practice activities included in the textbook" (Taylor, 2009, p.14). In other words, it is the most complete speaking opportunity for students to interact and use their oral skills in which grammatical or lexical errors take place. Consequently, O'Malley (1990) defines self-monitoring as "checking the accuracy and/or appropriateness of one's oral production when it is taking place" (p.46) fitted into this particular stage of the lesson. Additionally, having an assessment stage allowed participants to use self-evaluation formats (Appendix F), reflect upon what they had done, and decide on an action plan which also fitted into

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

O'Malley's (1990) definition of "checking the outcomes of one's own language learning against a standard after it has been completed." (p. 46).

Taking into account the research objectives stated in chapter one, it was necessary to think of a logical way to work with each strategy during the implementation, for which Chamot, Barnhardt, El-Dinary, and Robbins's (1999) handbook of learning strategies provided a sensitive and appropriate structure of strategies implemented in the classroom. They divide this structure into five (5) stages: preparation, presentation, practice, evaluation, and expansion. As a consequence, the implementation of such strategies followed this model in order to make sense of the process.

The table below presents the order in which each session of the implementation process took place. Additionally, it shows that the researcher took into account the five stages mentioned above (preparation, presentation, practice, evaluation, and expansion) in order to make sense of the strategies implementation. Finally, it presents the strategies and tools that helped the researcher gather the data needed for the current study.

Dates	Sessions	Implementing stages	Strategies and activities	Data collection instruments
March 18	First	Strategy one (self-evaluation) preparation, presentation and practice	self-evaluation	Self-evaluation
March 20	Second	Practice	Self-evaluation	Self-evaluation
March 21	Third	Practice and Evaluation	Self-evaluation	Self-evaluation format
March 25	Furth	Strategy two (self-monitoring) preparation, presentation and practice.	Self-monitoring (slides presentation and first trial)	Self-evaluation format
March 28	Fifth	Practice	Self-evaluation and Self-monitoring (visual aid)	Self-evaluation format

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

March 31	Sixth	Practice and Evaluation	Self-monitoring (visual aid) and Self-evaluation	Self-evaluation format and field-notes
April 2	Seventh	Strategies One and two practice	Self-monitoring (visual aid) and Self-evaluation. Voice recording using vocaroo.com	Field-notes
April 4	Eighth	Strategies One and two practice	Self-monitoring (using color coding) and Self-evaluation	Self-evaluation format and field notes
April 7	Nineth	Strategies One and two practice	Self-monitoring (using color coding) and Self-evaluation	Self-evaluation format and field notes
April 10	tenth	Strategy one and two practice and evaluation	Self-monitoring (using color coding) and Self-evaluation	Self-evaluation format and field notes
April 28	Eleventh	Expansion	Self-monitoring without visual stimuli and Voice recording using vocaroo.com	Self-evaluation format and Transcripts

Table 2. Implementation process.

Taking into consideration the timeline and implementation presented above, participants went through a logical process of understanding what each strategy was about. Self-evaluation was the first strategy because participants needed to first create a sense of checking the outcomes of their work and at the same time learn to use the strategy in order to be able to self-evaluate their self-monitoring when it was developed in further stages of the implementation. The above idea matched Chamot, Barnhardt, El-Dinary, and Robbins's (1999) idea that evaluating strategies allows learners to see how well strategies helped, and think of what they can do differently next time.

Different self-evaluation formats were designed. For the first sessions, students used one format (Appendix F) which directed students to evaluate their performance in the classes that took place during the implementation stage. Later on, when self-

monitoring was introduced through the usage of slides (Appendix G) the design of self-evaluation formats was changed (Appendix H) for which specific questions related to monitoring verb forms, missing subject, and word choice were included. Additionally, the first three sessions were about presenting, practicing, and assessing self-evaluation; during the following sessions, the researcher presented self-monitoring and participants could practice the strategy using slides which advised them to pay attention to their three main fossilized errors in speech (verb forms, missing subject, and word choice). After practicing, they were able to evaluate the strategy's usefulness and their self-monitoring as such through the self-evaluation format. In the seventh session, participants made a two-minute voice recording using Vocaroo.com whose intention was to discover to what extent the implementation of strategies had been helping them tackle their spoken grammatical fossilized errors. Transcripts from students' recordings were collected as data for further analysis.

After session seven, the researcher decided to change slides, which had been used as visual aids for participants' noticing (self-monitoring). This happened because field notes information showed that sometimes students would disregard the use of the slides, so it was necessary to use a different tool. Consequently, the researcher decided to use colored stickers (Appendix I) which participants pasted on a visible part of their bodies (their foreheads, noses, cheeks, shirts). Such stickers served to the same purpose, they helped participants notice the language features they needed to pay attention to when self-monitoring. They had three colors: yellow, blue, and red; yellow represented verb forms students needed to pay attention to, blue represented word choice, and red represented missing subject. Additionally, the use of slides and colors for the self-monitoring process

reinforced the idea that it is important to help learners notice features which they would otherwise miss and to compare what they noticed with what they produced (Ellis, 1994). This could be done thanks to the self-monitoring and self-evaluation process stated in table 1. Finally, in the last implementation session, participants made another two-minute recording whose transcripts served as another piece of data for further analysis.

Conclusion

The vision of learning, language, and curriculum were aligned to the current study's purpose. For this reason, procedures and implementation followed criteria taking into account the CCA's philosophy regarding areas such as lesson planning structuration and assessment. Consequently, results and data analysis were possible.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Chapter 5: Results and Data Analysis

5.1 Introduction

Through this chapter the way data were gathered, grouped, coded, analyzed, and given sense towards answering the research question is presented. Additionally, some specific participants' samples which supported the data reduction and categories emergence are presented. Altogether, the section attempts to give the reader a clear understanding on to the extent to which self-monitoring and self-evaluation strategies appear to have helped students tackle grammatical fossilized errors in speech through three main categories.

5.2 Data management procedures

The main sources for analysis were participants' self-evaluation formats, teacher-researcher's field notes, and participants' transcripts from three recordings they made for the pre, while, and post stages. As stated in the previous chapter, the usage of these instruments took place in the last two stages of each session. In general, information collected belonged to topics related to personal and professional life taken from the course book (Saslow & Ascher, 2012) which were about dreams and goals in life, dealing with adversity, personality and life, etc.

Since the beginning of the implementation process, participants kept their self-evaluations (Appendix H) in a folder which the researcher picked up three times during the whole process. The researcher made copies of participants' reflections and filed them up with his field notes accordingly, in other words, a set of field notes were filed with the self-evaluation formats gathered that matched the same session in order to have raw data

more organized for further analysis. As mentioned in chapter four, during the last section of each session called "assessment," participants filled out the formats and in some cases they shared their insights with some peers.

Additionally, during the communicative events of each session participants used a visual input to help them notice the areas they needed to pay attention to while speaking through pairs or group discussions. The researcher monitored students' performance and paid close attention how they did it in order to complete the field notes formats (Appendix E); in this tool, relevant information was gathered which was analyzed and used in the triangulation process.

Furthermore, in the middle of the implementation process, participants recorded their voices using www.vocaroo.com by answering a question related to their achievements in life; they sent their recordings to their e-mails and thanks to their level and willingness to participate in the research project, they made the transcriptions by themselves and emailed them to the researcher. The same situation happened in the final recording for which participants made a two-minute recording, by answering a question related to their beliefs connected to their cultural background. The intention of these recordings was to have students answer questions without preparing any idea but trying to self-monitor the three main spoken grammatical fossilized errors which they had been told of.

In order to validate the data collected, triangulation of raw information from field notes compared to transcripts made by students along with participants' self-evaluative reflections helped the researcher find commonalities in the results, this provided helpful information which attempted to address the research question. Data from the three

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

different instruments were organized by sessions in Excel files (Appendix J) in order to make the triangulation more effective.

5.2.1 Data analysis methodology

For this qualitative study the researcher used the Grounded Theory approach, which is a systematic procedure that is used to generate a theory that explains a process, an action, or an interaction about a topic; in the present study it helped to derive theory inductively from the data, which was systematically gathered and analyzed through a research process to discover categories, concepts, and properties and their interrelations (Corbin & Strauss, 2008). Consequently, the researcher decided to use grounded theory for two reasons; firstly because existing theories have not addressed the issue that was studied in the same exact way: Qian and Xiao (2010); de Santiago (2010); Caicedo (2011); Hasbun (2007); Wei (2003), secondly, because this theory offered a step-by-step, systematic procedure for analyzing data which helped the researcher go from open, and axial to selective coding. With the initial open coding the researcher was able to form initial categories of information through segmenting information from which categories and subcategories in a very general way emerged. Later, with axial coding the researcher selected specific open coding categories and positioned those at the center of the process which made them become the core categories of the study. Finally, with the selective coding the researcher wrote the theory that emerged from the relation among the core categories from the axial coding.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

5.2.2 Validation

Taking into account that it was necessary to select, simplify, and transform data in order to address the subject of this study (Miles & Huberman, 1994), it used data reduction for such purpose. Consequently, the researcher put parts of data that went together, but came from different sources (instruments). Additionally, the researcher took into account the frequency in which tendencies, priorities, and relationships among categories occurred. Three different procedures led to data reduction: Open, axial, and selective coding.

Open coding

Strauss and Corbin (2008) refer to open coding as breaking data apart and delineating concepts to stand for blocks of raw data. Through this process the researcher qualifies such concepts in terms of their properties and dimensions. Consequently, it is an analytical process through which concepts are identified and their dimensions and properties are found in the data. For this process to be carried out, data were organized by instruments and sessions. For each session, a column was assigned and initial codes were given to each block of raw data. Then, the researcher identified commonalities among instruments and created groups of initial categories in order to make sense of the data gathered. Such commonalities were grouped in an Excel diagram (Appendix C). Additionally, the researcher created a matrix, for which all the initial patterns were gathered and initially organized (Appendix D).

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Axial coding

Strauss and Corbin (2008) refer to axial coding as crosscutting or relating concepts to each other. In other words, selecting some open coding categories and positioning them at the center of the process being explored, in order to relate the remaining categories to these. In order to do so, the researcher reduced the data by looking for and identifying similarities among the three instruments used for the purpose of creating categories from each instrument or source of data. The researcher created a chart in order to compare and examine the similar patterns which were grouped (table 2) later on, the researcher examined the correlations among selected patterns and discovered that some could be subcategories of others. Through this discovery three main categories were discovered and placed accordingly along with their subcategories.

Selective coding

For this third phase of the grounded theory, the researcher wrote a theory from the interrelationship of the categories from the axial coding shown in the previous point. The idea was to provide an abstract explanation for the process being studied in the current work. Consequently, the following core category arose: "Developing awareness, attentiveness, and progressiveness on students' fossilized grammatical errors in speech."

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

5.3 Categories

5.3.1 Introduction

Data analysis brought up three main categories taken from constant comparison among field notes, self-evaluations, and participants' transcripts' recordings. Such categories gave as a result a core category which answers the research question in terms of awareness, attentiveness, and progression.

5.3.1.1 Category mapping

The table below represents the three main categories that emerged from data. The first category refers to an apparent sense of awareness students started developing towards the three main fossilized mistakes they were aiming at tackling. The second category refers to the fact that participants seem to have started developing a degree of attentiveness regarding their fossilized mistakes which could be evidenced in their repairs when interacting or trying to convey meaning. Finally, the third category refers to participants' apparent development of progressiveness regarding the tackling of their fossilized errors.

Research question: To which extent might self-monitoring and self-evaluation help adult intermediate students tackle fossilized grammatical errors in speech in the Centro Colombo Americano (Bogota)?		
Categories Developing awareness of fossilized mistakes. Developing a degree of attentiveness.	Categories	Being aware of the areas of improvement
	Developing awareness of fossilized mistakes.	Repairs
	Developing a degree of attentiveness.	Repairs

Table 3. Categories' chart

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

5.3.1.2 Identification of core category

As mentioned above, three central categories described how self-monitoring and self-evaluation practices had an impact on students' fossilized errors in speech. Learners' reflections and the ways they performed in each session through the use of the two core strategies for this study, informed the researcher the effect such strategies had on their performance regarding their fossilized errors. Consequently, participants reflected upon their learning and performance (Oscarson, 1989).

To come to this core category, the researcher described the appropriateness and pertinence of using self-monitoring and self-evaluation strategies in order to help students tackle fossilized errors in speech. Therefore, numerous studies connected to the influence that self-monitoring and self-evaluation strategies could have on learners' speech were reviewed (Sanchez Lujan, 2012; Chang's, 2010; Alvarez & Arciniegas, 2008; Goto & Lee, 2006; Muñoz, 2006; Pillai, 2006; Kormos, 2000; O'Malley, 1990) and gave support and green light for the study to be carried out. Studies which were aligned to the teaching and learning context; additionally, for data analysis, the researcher used open and axial coding in order to find the main categories that explained the results and how these were connected.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES
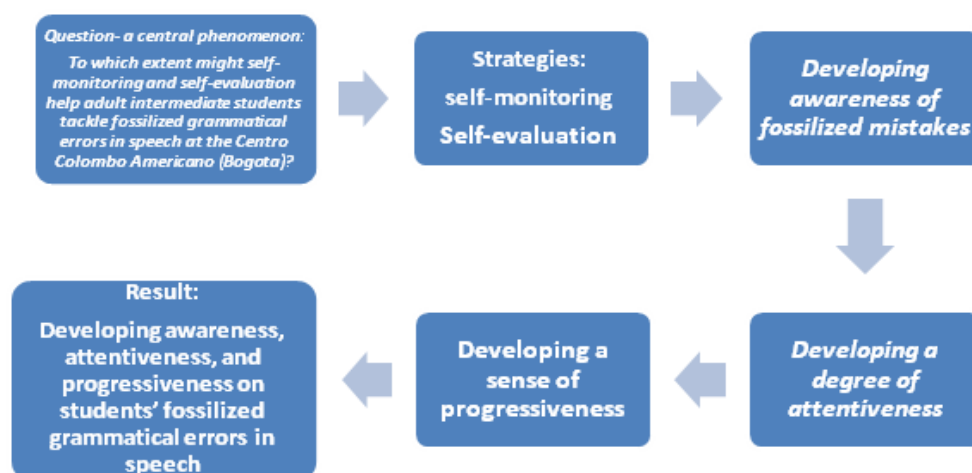
Figure 4: Categories emergence.

In this stage, the researcher decided to include the concepts of data display and verification (Miles & Huberman, 1994) due to the fact that with the former an organized association of information to draw conclusions effectively can be established, which takes the study a step beyond data reduction. Additionally, the latter allowed the researcher to consider what the analyzed data meant and what implications it had for the study. In order to get to the understanding of such implications, triangulation (Burns, 2003) helped the researcher validate the findings of the study. The researcher used three main instruments to collect data: field notes, self-evaluation formats, and students' recordings; the findings from each instrument were compared to one another through "constant comparison" (Corbin & Strauss, 2008) which can be observed in Appendix D. From this comparison, three categories emerged, and from these categories, one core category was found: "*Developing awareness, attentiveness, and progressiveness on students' fossilized grammatical errors in speech.*"

5.3.2 Analysis and description of categories

The three different categories which explain the core category mentioned above will be described in more detail in the following paragraphs.

Category 1: Developing attentiveness

At the CCA students are usually instructed with cognitive and metacognitive learning strategies (O'Malley, 1990) since the very beginning of their learning process. One of the main purposes of the institution is to help students become autonomous self-regulated learners; consequently, students' attentiveness towards their learning is enhanced on a daily basis. Nonetheless, attention towards accuracy tends to decrease, but it seems that the implementation of this study had an effect on the participants' attentiveness. Attention, as it is stated by Kormos (2000), plays a vital role in learners' self-repairs. The data shows that participants have started to develop attentiveness towards their speech and the common errors they produce which could be evidenced in a subcategory that was identified: repairs. On the following part, the researcher will describe how this subcategory emerged.

Subcategory 1: The effect of attentiveness on repairs

It appears to be that participants of this study showed an improvement on the degree of self-repairs regarding their fossilized errors in speech. Students were given visual aids (Appendixes G and I) whose purpose was to help them be attentive to what areas of their language to pay attention to. As a result, such visual aids had an effect on

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

participants' attentiveness in a positive way. For instance, whenever students were paying attention to the visual aids, there was an increase on their self-repairs. As it can be observed in the excerpts below, in all cases presented, participants were attentive to the visual aids and were able to monitor the accuracy of their speech especially regarding verb forms. This may suggest that the level of attention students had when self-repairing (Kormos, 2000) their speech may have had a bigger impact on fossilized mistakes related to verb forms.

"I has - had already been to…" (S. E, Field notes 2. Original).

"we take - took turns to fulfill all the reps…" (S. A, Transcript, recording middle implementation. Original)

"she need, needed, needs to decide on..." (S. F, Field notes 1. Original).

"since I was in school, I had problems with that.." (S. H, Field notes 2. Original).

"People who is/are important.." (S. J, Field notes 4. Original)

In contrast, whenever attentiveness was not part of participants' priority while interacting, the degree of self-repairs decreased. This was evident on the researcher's observations, which evidenced this lack of attentiveness because of the lack of attention to visual aids or because they got distracted by any external factor, or simply their attention was not focused on the areas they had been asked to self-monitor. They seemed not to repair their mistakes, as it can be observed in the following excerpts.

"how is possible…" (S. I, Field notes 1. Original).

"and I fight (referring to a past experience) with the guys…" (S. D, Field notes 2. Original)

"When the person is an authority and have…" (S. F, field notes 2. original)

"I was the person who swimming the best…" (S. H, transcript, recording middle implementation. Original)

" 	"Sometimes I start talking without paying attention…" S. G, self-evaluation 5. Original).).

"I didn't pay attention to verbs sometimes." (S.J. self-evaluation 4. Original).

"I forget to pay attention to the words." (S.I. Self-evaluation 3.Original).

"For instance, when people of different don't sharing a native language." (S.D., Transcript, recording last stage implementation. Original).

Based on teacher's observations (field-notes and transcripts' analysis) and students conclusions (self-evaluations), it seems that the degree of attention students have on their language could affect the degree of self-repairs they produce at a given task. In part this agrees with Kormos' (2011) when she states that due to working memory constraints, attentional resources are limited. And in spite of the strategies used, such memory constraints affected participants' attention. As it can be observed in the first group of excerpts, participants were more successful at self-repairing their language mistakes when their attention was focused. However, whenever their attention decreased, their degree of self-repairs decreased considerably. This matches the idea of approaching error correction on form and meaning (Ellis, Loewen, & Erlam, 2006) in which students develop the ability to pay attention to the forms they are using and the meaning they are conveying at the same time; here attention is the primary resource which guarantees success when self-repairing. In other words, when participants' attention was focused on the elements they knew they needed to pay attention to, their self-repairs were more evident.

Category 2: Developing awareness of fossilized mistakes

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS
THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Metacognitive awareness is described by Bialystok (1986) as a reflection of the growth of two skill components involved in language processing: the analysis of linguistic knowledge into structured categories and the control of attentional procedures to select and process specific linguistic information. It is interesting to see how the above definition connects attention (the previous category) with awareness. Additionally, Bialystok (1986) referred to two different components; nonetheless, the researcher considered that the control of attentional procedures to select and process specific linguistic information is the area where this category emerged.

Participants had acquired fluency throughout their extensive experience learning English; however, fossilized mistakes in speech had become common when interacting with others. Even though they had been trained on cognitive and metacognitive strategies for some time, because of the nature of the mistakes, such mistakes had become hard to detect in spite of the knowledge they had of specific grammatical topics. This has been evidenced in different studies mentioned previously such as Hasbun's (2007) and Romero's (2002) who have stated that in spite of student's knowledge of certain grammar topics, certain elements still fossilize, or as Han and Odin (2007) state that such cessation of development happens due to different reasons such as transfer, social factors and compensation strategies. However, the implementation of self-monitoring and self-evaluation strategies seem to have helped participants develop awareness on the fossilized mistakes this study aimed at helping them to tackle. As the scripts below show, students were able to select and process specific linguistic information which corresponded to their fossilized errors producing repairs on vocabulary, verb forms, and subject missing.

"my parents did a life changing...MADE a life change..."(S. C. Field notes 1. Original)

"I try to use correctly verb forms and auxiliaries. I have to practice past tenses. I am looking for exercises related to verb forms. sometimes I forget the subject, pay attention to the way I organize my ideas." (S. B, Self-evaluation 1. original).

"she need, needed, needs to decide on..." (S. F. Field notes 2. original).

"I tried to use different verb forms and auxiliaries. I forget some past forms, I need to learn them. I tried to use the adjectives In a good way. I have problems to sue the adverbs. I tried to sue the correct order, when I am talking I forget to use the subject, I need to monitor my speech."

(S. E, Self-evaluation 1. original).

"she lose..LOST her temper..."

(S. A. Field notes 2. Original)

"I try to correct myself all the time . I need to identify the different problems in verb forms, review in order to identify all the problems. I try to use new vocabulary. I try to stop and correct if I make a mistake."

(S. G, Self-evaluation 1. original)

"it's crucial that she be able to say no..."

(S. D. Field notes 3. original).

"Yes, I use verb forms. I need to work on the auxiliaries. I need to use them and be more attentive to the verb forms.I did well the use of adjectives and nouns, I need to work on the adverbs. I monitor the way I organize my ideas, I have to be careful when I use question forms."

(S. J, Self-evaluation 2. original).

Students' self-evaluations were vital in order to make the association with what was observed in their performance while self-monitoring. It seems that being aware of the areas of improvement helped them monitor more effectively their speech and at times, tackle some specific fossilized mistakes which matches studies such as Nakatani's (2005) and Rosa and Leow (2000) who agree on the fact that awareness-raising has helped students improve their performance especially on speaking. As an example, above can be observed that participants made reference to verb forms, the vocabulary they used

(adjectives, nouns, adverbs) and the use of the subject in the sentences. This can be used as a clear proof of students' development of awareness on the fossilized mistakes they needed to pay attention to.

Category 3: A sense of progressiveness in tackling fossilized errors.

Data has also shown that some participants seem to have had a progressive improvement towards tackling some of their fossilized errors in speech, which means that in spite of the difficulties they might have had at the beginning of the process, progressively there seemed to be an improvement on their self-repairs. Additionally, it will be explained that apparently one of the fossilized errors (verb forms) appears to have been the strongest area on students' self-repairs.

Subcategory: progressiveness on self-repairs

Different studies have come to the conclusion that self-monitoring has improved students' performance (Sanchez Lujan, 2012; Chang's, 2010; & Kormos, 2000); interestingly, the following excerpts taken from students' recordings and researcher's field notes are examples of how participants showed a progressive improvement in their performance. Firstly, transcript from participant C indicates a progression in the way the student used verb forms when describing his experiences. In this case, he had been asked to describe a heroic experience he had had before. Data seems to show a progression in the sense that for the first lines, several mistakes were made regarding verb forms; however, as the story continues, the usage of verbs is more accurate and as it is observed, he was able to correct mistakes he had produced at the beginning of the talk (self-

repair). Secondly, as the following excerpts from participant A's performance throughout several sessions show, there seems to be a progression or improvement towards his utterances.

On the first field note, the researcher registered an error in the form of the second verb, however, the following observations showed that the same student progressively tackled more effectively verb forms and tenses compared to the first session. As a result, it could be concluded that this category shows an apparent progression in participants' tackling of verb form fossilized errors. Even though at times participants' self-repaired mistakes related to vocabulary and subject missing, a progression on these fossilized mistakes was not observed or found in the data.

"we went to a river we start eating like a bbq and we actually have in that moment a dog his name was toby in a moment while we was eating tobi star to run out from us and go to the river he goes in the river and the current was to strong so we went with my brother and tried to save him because he was getting too far from us I started swimming and I had the opportunity to grab tobi while I was trying to swim to the shore with him i started to get really really nervous so I started also like to drown and I was really scared" (S. C, Transcript 1 - part of middle implementation recording).

"my father traveled for two months, so I need it.." (S. A, Field notes 1, original).

"she lose..LOST her temper..." (S. A, Field notes 2, original)

"she had helped him..." (S. A, Field notes 4, original)

To sum up, there appeared to be a progressive improvement on participants' self-repairs through self-monitoring, and such improvement was more evidenced on verb form repairs whilst repairs on the other two elements this study pretended to help students tackle (word choice and subject missing) did not have a progressive improvement, as it

happened with verb forms. Interestingly, these results show a mismatch compared to what has been observed in previous studies (Kormos, 2000; Fathman, 1980; Poulisse and Bongaerts, 1994) whose studies concluded that L2 learners paid considerably more attention to lexical appropriacy and in some cases phonological appropriacy rather than on grammatical elements such as verb forms. In other words, this study seems to be presenting a different tendency towards students' self-repairs and attention development. Additionally, it appears to be that focusing on more than one fossilized mistake on the study did not help participants focus on more than just one area, which may be considered for further studies.

5.4   Conclusion

The researcher can conclude that data has shown an apparent development of awareness, attentiveness, and progressiveness on participants' fossilized grammatical errors in speech. Such conclusion came from the discovery of three main categories which made sense to all the open categories that emerged from the analysis of the three instruments used for this study (field notes, self-evaluations, and students' self-recordings). Nonetheless, one of the fossilized mistakes appeared to have had a higher development (verb forms) whilst the other two fossilized mistakes (word choice and subject missing) appeared to have had a lower impact on students' attempt to tackle their mistakes. This could have occurred due to the importance the researcher gave to verb forms during the implementation sessions due to the fact that for the needs analysis this had been the most common fossilized errors; ergo, needed a lot of attention. Consequently, this discovery brought up important considerations which are described in the final chapter, mainly related to how certain errors can become more meaningful to

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

learners and teachers and as a result, such errors end up being the ones students pay more

attention to.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS
THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Chapter 6: Conclusions and Pedagogical Implications

6.1 Introduction

The present study has brought up different insights which have helped the researcher understand how the strategies proposed impacted in different ways participants' fossilized errors. Consequently, it is pertinent to address the research question and objectives of the study along with discoveries and points of analysis, the significance of the study, its limitations and pedagogical implications.

6.2 Findings

The main goal of this study was to find out to which extent self-monitoring and self-evaluation strategies might help B1 adult English students tackle their fossilized grammatical errors in speech. Consequently, data analysis results allowed the emergence of one core category which was titled *Developing awareness, attentiveness, and progressiveness on students' fossilized grammatical errors in speech.* This study revealed that self-monitoring and self-evaluation strategies used in the implementation stage helped participants develop a sense of awareness regarding the three fossilized grammatical errors in speech (verb forms, word choice, and subject missing) which corresponds to an analysis of linguistic knowledge into structured categories (Bialystok, 1986). Additionally, participants somehow developed a sense of attention which helped them be more successful at self-repairing their mistakes; finally, in some cases participants had a progressive development or improvement on their fossilized mistakes (especially on verb forms) which meant that some participants progressively showed improvement on such errors.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

6.2 Significance of the results

As it had been previously pointed out, each relevant aspect of this study (fossilization, self-monitoring, self-evaluation) had been addressed by different researchers (Sanchez Lujan, 2012; Caicedo, 2011; Chang's, 2010; Qian and Xiao, 2010; de Santiago, 2010; Arciniegas, 2008; Hasbun, 2007; Pillai, 2006; Alvarez & Muñoz, 2006; Goto & Lee, 2006; Wei, 2003; Kormos, 2000); however, none had tried to address fossilization from the present study's point of view. Results can be taken as relevant data which firstly had an important impact on the researcher's teaching practices, who has implemented similar strategies with other students and classes in order to help them tackle similar issues regarding fossilized grammatical mistakes. Additionally, fellow teachers from the institution where the study took place have become knowledgeable of these results thanks to teacher training courses where the researcher has had the opportunity to share such practices, and many of those attending have expressed their willingness to adopt similar practices in their classrooms.

Moreover, in the national or ELT international context it is necessary to re-think about the practices which are attempting to help students tackle fossilized errors in their speech, due to the fact that this is an area which has not been explored much in the last years. For this reason, presenting and publishing this study could help raise awareness on the fossilization phenomena nationally and internationally and possibly cause a bigger impact than the one it had on the researcher or his fellow colleagues.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

6.3 Limitations of the present study

Several limitations of this study clearly had an impact on the presented results. First of all, the fact that the number of students reduced from the needs analysis compared to the actual implementation stage considerably makes the researcher wonder of the differences the results would have shown if the group had kept the same number of students. Second of all, in some stages of the implementation some participants did not fill out all the self-evaluation formats and a few did not do one of the recordings; this situation may have impeded the discovery of some other useful information which could have brought up more insightful data and could even have affected the results on the categories found. Third of all, having to keep up with the pace and syllabus of the institution and at the same time carry out the implementation gave sometimes students and researcher the impression that it was too much work; however, their willingness to carry out tasks from each session, helped the process to be carried out. Finally, the fact that participants knew that they were not going to be graded for their participation in the implementation, could have affected the quality of their self-evaluating which in turn might have affected the quality of the data collected.

6.4 Pedagogical implications

All in all, this research study allowed the researcher to discover how self-monitoring and self-evaluation strategies impacted positively participants' grammatical fossilized errors in speech. Additionally, it is necessary to point out that self-monitoring and self-evaluation strategies need to be taken into account on a regular basis when lesson planning due to the fact that in spite of an increase on teachers' practices using

metacognitive strategies, still people's minds towards thinking of their own learning can be scarce. Consequently, several considerations need to be taken into account in order to aim at taking the best out of these strategies.

- Self-monitoring and self-evaluation require clear guidelines to avoid students' subjectivity to interfere.

- Training on self-monitoring has to be focused on specific language or learning elements in order to facilitate students' engagement and attention.

- Formats with the right questions and prompts facilitate students' self-reflection and teachers'.

- Strategies should be worked one at a time, being too ambitious may interfere on students' successfulness on using such strategies.

- Emphasis on the impact that metacognitive strategies have on people's lifelong learning needs to be stated in class.

To conclude, there are several elements to consider when implementing self-monitoring and self-evaluation strategies in the classroom. Following clear rules of thumb may guarantee students' taking advantage of the opportunity, or on the contrary, not doing so may bring up negative effects on students' learning and could mislead them towards misunderstanding or even rejection.

6.5 Further research

Fossilization is a phenomenon which deserves further inquiry and attention. For instance, there are many more fossilized language subsystems that have not been taken

care of in my context; consequently, carrying out research on other fossilized mistakes may also bring about useful insights which could affect positively the local and even national or international ELT scenario. Additionally, strategies such as self-monitoring and self-evaluation have been used and could be used in order to tackle different language issues; however, for further research it would be really interesting to inquire into peer-assessment practices in order to find out what the effect of this strategy would be on fossilization. Finally, the idea of carrying out the present study with a bigger population or even with more than one group and more fellow researchers could also bring additional data which could definitely contribute to the understanding of the ways of tackling fossilized grammatical errors in speech. It would also be of interest of the academic community to perform a comparative study with participants with different native languages and cultural backgrounds to find out their commonalities and differences in terms of error fossilization and the strategies they employ to overcome them.

6.6 Conclusion

The current study has approached the fossilization phenomenon in a way which had not been tackled previously. Results have shown that learning strategies such as self-evaluation and self-monitoring may be the answer to tackle fossilized grammatical errors in speech. Nonetheless, the implementation of these strategies should be considered on larger scale studies under different circumstances in order to obtain more solid conclusions. Consequently, such strategies need to continue being implemented in order to keep looking for the right way(s) to tackle fossilization in the classroom.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

References

Alvarez, M. & Muñoz, A. (2007).Students' objectivity and perception of self-
assessment in an EFL classroom. *The Journal of Asia TEFL, 4*(2), 1-29.

Arciniegas, C. (2008). Using journals for learners' reflection and self-assessment. *The
Internet TESL Journal, 14* (10).

Camelo, M. (2010). Using metacognitive processes to improve students' writing
quality. *In Colombian Applied Linguistics Journal,* 12 (1), p.54-69.

Corbin, J. & Strauss, A. (2008). *Basics of qualitative research.* (3rd Ed.). Thousand
Oaks, CA: Sage.

Berk, L. E. & Winsler, A. (1995). Scaffolding children's learning: Vygotsky and early
childhood education. Washington: *NAYEC*.

Bialystok, E. (1986). The factors in the growth of linguistic awareness. *Wiley.* 57 (2),
pp. 498-510.

Brown, H. D. (2007). *Principles of language learning and teaching.* White Plains, NY*:*
Pearson Education.

Brown, H. D. (2001). *Teaching by principles: an interactive approach to language
pedagogy* (2thed.). White plains, NY: Pearson Education.

Brown, J. D. (1995). *The elements of language curriculum.* USA: Heinle & Heinle.

Burns, A. (2010). *Doing action research in English language teaching: a guide for
practitioners.* New York, NY: Routledge.

Burns, A. (2003). *Collaborative action research for English language teachers.
Cambrid*ge: CUP.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge, MA: Cambridge University Press.

Caicedo, S. (2011). La discordancia entre el complemento indirecto y el pronombre átono le, un fenómeno en aumento**.** Discordance between the Indirect Object and the Atonic Pronoun le, a Growing Phenomenon. *ÌKala, revista de Lenguaje y Cultura*. 16 (29), 17-43.

Carless, D. (2004). Issues in Teachers' Reinterpretation of a Task-Based Innovation in Primary Schools. *TESOL Quarterly, 38,* (4). 639-662.

Chalkia, E. (2012). Self-assessment: an alternative method of assessing speaking skills. Research Papers in Language Teaching and Learning (RPLTL), 3, (1). pp, 225-239.

Chamot, Barnhardt, El-Dinary, & Robbins's (1999).The learning strategies handbook. Pearson. White Plains, NY.

Chang, M. M. (2010). Effects of Self-Monitoring on Web-Based Language Learner's Performance and Motivation. *National Pingtung University of Science and Technology CALICO Journal, 27*(2), p-p 298-310.

Centro Colombo Americano. (2009). Curricular framework for evaluation for the Adult English Program. Bogota: Josephine Taylor.

Council of Europe. (2001). The common European framework of reference for languages. Cambridge, MA: Cambridge University Press.

Dubin, F. & Olshtain, E. (1997*). Course Design: developing programs and materials for language learning*. Cambridge: Cambridge University Press.

Ellis, R., S. Loewen, & R. Erlam. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition,* 25(2), 243-272.

Ellis, R (2004). The definition and measurement of L2 explicit knowledge. *Language learning*, 54, 227-275.

Ellis, R. (2002). Does form-focused instruction affect the acquisition of implicit knowledge? : A review of the research. *SSLA*, 24, 223-236.

Ellis, R. (1994). *The study of second language acquisition.* Oxford: Oxford University Press.

Ganushchak, L. Y. & Schiller, N. O. (2009). *Speaking one's second language under time Pressure:* A*n ERP study on verbal self-monitoring in German-Dutch bilinguals*. Leiden, The Netherlands: Society for Psychological Research.

Goto, Y. & Lee, J. (2006). On-Task versus off-task self-assessments among Korean elementary school students studying English.*Modern Language Journal*, 90 (4), 506-518.

Han, Z. and Odlin, T. (2006).*Studies of fossilization in second language acquisition.* Clevedon, UK: Multilingual Matters.

Han, Z. and Odlin, T. (2006).*Studies of fossilization in second language acquisition.*In C. K. Nakuma (Ed.).*Researching fossilization and second language (L2) attrition*: easy questions, difficult answers. (pp. 21-34). Clevedon, UK: Multilingual Matters.

Han, Z-H. (2003). Fossilization: From Simplicity to Complexity. *International Journal of Bilingual Education and Bilingualism*, 6 (2), 95-128.

Hatch, J. (2002) *Doing qualitative research in education settings*. New York, NY: State

   university of New York press.

Hendricks, C. (2009). *Improving schools through action research*. Harrisonburg, VA:

   Pearson.

Hennessey, M. G. (1999).*Probing the dimensions of metacognition: Implications for

   conceptual change teaching-learning*. Paper presented at the annual meeting of

   the National Association for Research in Science Teaching, Boston, MA.

Higgs, T. & Clifford, R. (1982).The push toward communication. In T. Higgs (Ed.),

   Curriculum, competence, and the foreign language teacher. (pp. 57-79). Skokie,

   IL: National Textbook Company.

Hinkel, E. (Ed.), (2011). *Handbook of research in second language teaching and

   learni*ng. New York, NJ. Routledge.

Ibberson, H. (2012). An Investigation into learners' and teachers' attitudes towards

   learners' self-assessment according to CEFR scales. *Language at the University

   of Essex, Proceedings*. pp. 13-24.

Kemmis, S., & McTaggart, R. (Eds.). (1988). *The action research planner.* 3rd edition.

   Geelong: Deakin University Press.

Krashen, S. (1990).*Principles and practice in second language acquisition*. England:

   Prentice Hall International.

Krashen, S. (2003).*Explorations in Language Acquisition and Use*. Alexandria, VA:

   Heinemann.

Kormos, J. (2000). The role of attention in monitoring second language speech

   production. *Language learning*, 50 (2), 343-384.

Kuhn, D. & Dean, D. (2004). *A bridge between cognitive psychology and educational practice*. *Theory into Practice,* 43(4), 268-273.

Leow, R. (2000). A study of the role of awareness in foreign language behavior. Studies in *Second Language Acquisition*, 22, 557-584.

Levelt, W.J.M. (1989). *Speaking: From Intention to Articulation*. Cambridge, MA. MIT Press,

Lightbown, P. (2000).Classroom SLA research and second language teaching. *Applied Linguistics* 21 (4), 431 – 462.

Livingston, J. (1997). *Meta*cognition: An overview. Graduate School of Education. The State University of New York at Buffalo. Retrieved from http://gse.buffalo.edu/fas/shuell/cep564/metacog.htm

Martinez, M. E. (2006). What is metacognition? *Phi Delta Kappan*, 87, 696-699.

Min, H.T. (2007) Training students to become successful peer reviewers. *System*. 33, 293–308.

Nakatani, Y. (2005). The effects of awareness-raising training on oral communication strategy use. *Modern Language Journal*, 89, 76-91.

Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge, UK: Cambridge University Press.

Norris, J. and Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, 50 (3), 417-428. doi: 10.1111/0023-8333.00136.

O'Malley, J. M. and Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge, UK: Cambridge university press.

Oscarson, M. (1989). Self-assessment of language proficiency: Rationale and

applications. *Language Testing*, 6, 1-13.

Piaget J. (1932). *The moral judgment of the child.* New York: Free Press.

Pillai, S. (2006). Self-Monitoring and Self-Repair in Spontaneous Speech. *KATA*, 8 (2),

114-126.

Qian, M. & Xiao, Z. (2010). Strategies for Preventing and Resolving Temporary

Fossilization in Second Language Acquisition. *English Language Teaching*,

CCSE, 3 (1), 180-183.

Rodriguez, E. O. (2007). Self-assessment Practices: an empowering Tool in the teaching

and learning EFL Processes. *Colombian Applied Linguistics Journal*, 9, 229-

246.

Romero, J. (2002). The pragmatic fossilization of discourse markers in non-native

speakers of English. *Journal of pragmatics*, 34, 769-784.

Sanchez Lujan, K. (2012). *The effects of self-monitoring and self-reflection in A1 adult

learners in an English blended learning environment* (Unpublished Master's

thesis). Universidad de la Sabana, Chia, Colombia. Retrieved from

http://intellectum.unisabana.edu.co/handle/10818/3161

Sagor, R. (2000). *Guiding school improvement with action research*. Alexandria, VA:

USA. ASCD.

Saslow, J. & Ascher, A. (2012). *Summit 2*. White Plains, NY: Pearson.

Spada, N. (1997). Form-focused instruction and second language acquisition: a review

of classroom and laboratory research. *Language Teaching*, 30, 73-87.

Savignon, S. (2005).*Communicative Language Teaching: Strategies and goals*. In E.

Hinkel, E. (Ed.) (2011). *Handbook of research in second language teaching and learning*. New York, NJ: Routledge.

Schraeder, L. (1996). Empowering ESL students in the mainstream through self-assessment and contracted learning. *ERIC*. Retrieved from: http://www.eric.ed.gov/ERICWebPortal/recordDetail June 2007.

Schraw, G. (2006). Promoting Self-Regulation in Science Education: Metacognition as Part of a Broader Perspective on Learning. *Research in Science Education*, *Springer*, 36, 111–139 doi: 10.1007/s11165-005-3917-8.

Selinker, L. (1972). Interlanguage. *IRAL,* 10 (3), 209-231.

Strauss, A. & Corbin, J. (2008). *Basics of qualitative research: Grounded theory procedures and techniques*. Los Angeles, CA: Sage publications, Inc.

Strauss, A. & Corbin, J. (1990). *Basics of Qualitative Research: Grounded theory procedures and techniques*. London, UK: Sage publications. Inc.

Terrell, T. D. (1991).The role of grammar instruction in a communicative approach. *The modern language journal,* 75 (1), 52-63.

Tamjid, N. H. & Birjandi, P. (2011). Fostering learner autonomy through self- and peer-assessment. *International Journal of Academic Research*, 3 (5), 245-251.

Vygotsky, L. (1986) *Thought and Language* Cambridge, MA: MIT Press.

Wang, J. (2011) Impacts of Second Language Classroom Instruction on IL Fossilization. *Journal of Cambridge studies*, 6, (1).

Wei, X. (2003). Implication of IL Fossilization in Second Language Acquisition. *English Language Teaching, CCSE*, 1 (1), 127-131.

Weinfeld, N.S. et al. (1999). The Nature of Individual Differences in Infant-Caregiver

Attachment. In Cassidy, J. & Shaver, P. R. (Eds.). *Handbook of*

Attachment: Theory, research and clinical applications. New York: Guilford.

Zeng, Y. (2010). On some new models of instruction for overcoming fossilization in

English learning. *Journal of Language Teaching and Research*, 1 (2), 148-150.

doi:10.4304/jltr.1.2.148-150.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Appendices

Appendix A

Verb forms	Subject missing	Wrong word
Alejandra The person who I admire is Eduardo Galeano. Eduardo Galeano is a journalist, he is very important person, is very intelligent, and he always give his opinion about politics, I admire that opinions because I think is important I agree with he in everything because is a person that have a good arguments and his opinions is very good and very important for the society. For my career, I read a lot of things about Eduardo Galeano, and o think is very important that a lot people read that, because that guy has a lot of knowledge and lot of ideas about the society. He works in a lot of place; he has a lot of knowledge about the world, and his is good person that many people need to read. He always is opposing about the government and he has good arguments about that.	I think that the invention that challenge the world was the internet, the internet was invented by Leonard Kleinrock and approve by Lawrence Roberts, for my this challenge the rotation of the world, since the internet is very important for everyone, the internet help us communicative with anyone in the world, and also help to the industry develop, develop the business, the internet is very important for all people, for education, for newspapers, is a big industry for communication every people in the world, also internet is a good told for learn, for education is a good told for the universities, for all people ismore easy and currently a lot of people can access for internet, so for my internet change the rotation of the world and I think was a good invent.	*Alejandra* My professional short-term and long term goals is in professional my short-term is finish the semester with a good average and I work for that very hard, for my long term goal, I have been working hard in my semester, and my long term goal is finish my career and be a good professional also I had been working hard on my class and also because I want to find an important job when I finish my career, I had been working hard in class and in my course because my long-term goal is take the TOEFL exam for the university and pass the exam. My short term goal for English is finish challenge 4, with an excellent feedback and then pass and finish challenge 5 and 6, also I had been working very hard for have an excellent level for the rest of my life and when I travel to other countries use my English for have a good level, also I had been working very hard in English because one of my plans is travel and English is a universal language so I need to use the courses and the all things that I doing for learn that. I had been working hard also in my semester and in my career because I want to work in a government so I need to have a good knowledge for enter or begin to work in a politics.
Diana Gonzales Good night my name is diana gonzalez in this night i want to talk about the person that	*Diana Gonzales* Good night again remember my name is diana gonzalez and in this night I want to talk about whose work has had the biggest impact on the word well in my opinion I think that the work that has the biggest impact on	*Diana Gonzales* Good night in this night I'm going to talk about my personal goals my professional goals and my English goals first my personal goals the short term goal Is that I want to buy a laptop because in this moment I need the laptop for my

I admire the name is Diana marcela agudelo she is a military person she is one of the first women that is an official she has a troop and give instructions for a lot of mens. Also she teach prayers and phrases to her soldiers I remember I saw a video and the video said that she studied military physical education and international business I don't know I admire this and all the women that are in the army because no all the women choose this kind of careers why because the life is so strict and sometimes difficult for example if you are a military person you don't see your family all the days or all the time if you are a military person you need to wake up early and you need to make a lot of exercise you need to

the world is internet because the last night I read some article about mark surkenber he was the creator of Facebook you know internet is very important now because people use internet to search information to listen music to meet people I don't know for a lot thing this reason I said that internet has the biggest impact on the world in the article said that mark surkenber has more money than the creator of Facebook is amazing this information because you know that Facebook was created maybe then years ago and Google maybe was created twenty years ago I don't know maybe but is amazing this information that mark surkeber has more money than the creator of Facebook for me is amazing well in other aspect i want to talk about my goals my goals in life in this moment I study management business but I want to study international business and physical military education the same that the person that I admire you know the passrecord I talked about diana marcela agudelo I want to study the same I want to enter to the army and said also that in this moment I am in the process to enter maybe the next month I need to present the exam to pass the physical exams the intellectual exams and I hope that I can pass because this is my future I want to use the uniform the military uniform I don't know I really see me doing that I don't have more ideas for this moment but the only that I can say is that first that internet is very important to people and the second that I want to be a military person I want to study the same physical military

study and the work for this reason I'm saving money to buy the laptop the long term goals isthat I want to buy a house a big house in a natural place with a lot of nature maybe with animals maybe two dogs and three cats I don't know beautiful ok next professional goals the short term goal is that I want to enter to the army and study physical military education and financial management and the long term goal is that I want to finish my studies and travel to the army to the united states maybe I want to work in other country giving instructions but in other country I want to work in other country finally my English goals the short term goal is that I want to finish all the course and take itels o toffel exam to proof that I know English because for example when you enter to the army you need to know English if you want travel to the unite states and for me is important because I want to work to other country well the long term goals is that I want to find a better job maybe in a bilingual call center maybe to get more money but the long term goal is also that I travel with the army but in unite states.

study and you are a busy person you are a very busy person but I like and I recognize that I like this kind of life because I want to be a military person and I remember that one month ago I present the exam to the air force I want to enter to the air force but I don't pass to the air force excuse me I didn't pass to the air force because the exam was very difficult very strict but now I'm present to the army and in this moment I'm in the process and i hope that I pass this exam to be a military person this is my dream and this is my future I don't know maybe this is all for today this is my record see you later.	education and international business i don't have more ideas for today well see you later.	
Loren Novoa OK, the person that I admire is not really a famous person, as for me is famous because is my mom. I admire her because she is so fair, is so honest and she was capable	**Lorena Novoa** The goal or my principal goal is be succesful in my future and then I am trying to train my brain all the time in order to obtain new tools useful for my profession which is chemist.	**Lorena Novoa** Ok, Im going to take..eh to talk about my personal and professional goals. In my personal goals the first point is a short time goal which is buy a car and the second one is take a trip to visit my husband who

to grew up alone without parents and is a thing so difficult. She lost or left her parents when she was just a child and all the life she was capable to affront difficult situations alone and overcome that situations, then is the reason because I admire her. And she was capable to had a proper business and be successful with her business without education or without a university studies or something like that. Which is incredible in our country and off course as for me is the best person in the world and maybe for other people the same, because she is a so good person. I think that I'm not the only one who admire her, because she really is nice.

Then I take a lot of courses, I try to to to read a lot of about it and at the same way Im trying or practicing my english because all the literature that I have in my profession is in english, then I am doing both things at the same time.
And eh, aditionally I want to be a good professor and now I am a professor and starting my my way...my life in this way and I am...I have been observed my professors to obtain the good things and avoid do the same mistakes and it can be difficult but I think that we need to observe a lot of in order to..to..to analyse the situations, to take the good things, to avoid the bad things and/or something like that.
Aditionally, I want to be a mum, is other of my goals, and what am I doing? Really, at this time I am trying to..to have a stable, I don't know, a good position, not only in the job, maybe is important to have a....a quiet life, a good place to live, maybe money assurance and something like that. Then maybe I think that in ehh...by the next 5 years...I...I want to have a baby.

is living abroad and the long term goal, eh I want to have a baby and a happy family of course and have a place to care of dogs who are abandoned because in our country we have a big problem which is that families like puppies but don't like adult dogs then we can see a lot of dogs in the streets suffering terrible situations.
In my professional life a short time goal is obtain results in my research because I need it to obtain my grade and to obtain my long term goal which is have a recognized research group and ehhh also I am working hard in improve my grammar and my listening because I want to improve my english living in the United Kingdom, maybe Irland or England, Im not sure, but the idea is not only improve the english, but also take some courses to...to my profession and to know the culture and the history of this kind of cities which are so mistic.

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Appendix B

SURVEY

Dear participants, I'd really appreciate your cooperation:

How might self-awareness strategies help students tackle fossilized errors?

Information will remain confidential and will be used for research purposes only. Information will not have any impact in the participants' results for the class.

Name: LORENA NOVOA APONTE   A.K.A SIPO

A. PERSONAL INFORMATION

Age

- ○ 16 to 20
- ○ 21 to 25
- ✗ 26 to 35
- ○ 36 to 45
- ○ 46 or more

Educational background

- ○ High school _____
- ○ Technician _____
- ○ Undergraduate ____
- ○ Graduate ____
- ○ PHD _x_

B. MISTAKES:

1. Do you make mistakes when you speak?

   YES: _✗_   NO: _____

2. Which are common mistakes that you make when you speak?

Mark the number of options that fit in your particular case.

- ○ Verb forms _x_
- ○ Organization of phrases _✗_
- ○ The wrong use of auxiliaries _✗_
- ○ The lack of connecto ___
- ○ The wrong use of connectors ___
- ○ Subject verb agreement _x_
- ○ Wrong use of vocabulary ___
- ○ Tenses: present, past, future, perfect tenses, conditionals _✗_
- ○ Auxiliaries ___
- ○ Modal verbs ___
- ○ Other : REPETITION OF THE SAME VOCABULARY

3. Which would you mark as the most common mistakes your teachers and classmates have pointed out when you speak?

- o Verb forms _X_
- o Organization of phrases ____
- o The wrong use of auxiliaries ____
- o The lack of connecto ____
- o The wrong use of connectors ____
- o Subject verb agreement ____
- o Wrong use of vocabulary ____
- o Tenses: present, past, future, perfect tenses, conditionals _X_
- o Auxiliaries _X_
- o Modal verbs _X_
- o Other: _THE "EHH" EXPRESION OF DOUBT._

4. Why do you think you make such mistakes?
   MAYBE, BECAUSE MY PROCESS LEARNING ENGLISH WAS JUST READING.

5. How often do you make these mistakes?
   SO FREQUENTLY, MAINLY WHEN I AM TALKING IN FRONT OF SO MANY PEOPLE.

C. STRATEGIES:

1. Do you use strategies to help yourself speak better?

   YES: _X_   NO: _____

2. If yes, what are common strategies you use to control the accuracy of your speaking?
   PRACTICE WITH MY FRIENDS; RECORDING MY VOICE WITH THE CELL PHONE

3. Mark the strategies you know:
   - a. Self-monitoring _X_
   - b. Self-evaluating ____
   - c. Planning for a language task ____
   - d. Identifying the purpose of a language task ____
   - e. Overview and linking with already known material _X_
   - f. Organizing ____
   - g. Using circumlocution or synonym ____
   - h. Other: _____

- Which strategies do you usually use?

  I SING ALONE TRYING TO MIMIC THE PRONUNCIATION AND THE RHYTHM.

  SELF MONITORING.

- from the strategies marked above, describe how do you implement the one you think you use the most:

  I USE MY CELLPHONE TO RECORD MY VOICE BEFORE EACH PUBLIC PRESENTATION, AND I TRY TO REPEAT IN IT A LOT OF TIMES UNTIL I THINK IS GOOD.

For questions 3 to 5 mark the options you think fit in your particular case:

4. In which of the following situations do you feel you can be more accurate when speaking?

   a. When the teacher gives me conversation models X
   b. When a classmate monitors my speaking ____
   c. When I am given clear instructions on what language elements to use ____
   d. When I have to speak spontaneously ____
   e. When I am given time to prepare what I need to say X
   f. When the teacher gives me a strategy to monitor what I say X
   g. Other: _____
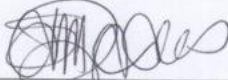
5. How often do you pay attention to the way you say things?

   a. Whenever I am asked to talk in class ____
   b. When I have oral presentations in front of the class X
   c. When the teacher tells me to do it X
   d. When I don't have the pressure of the class ____
   e. When I have the pressure of the class X
   f. Other: _____

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION!

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Appendix D

Department of Foreign Languages and Cultures
Graduate Programs

Universidad de La Sabana

▶ Master in English Language Teaching - Autonomous Learning Environments

CENTRO COLOMBO AMERICANO
ADULT ENGLISH PROGRAM

Bogota, April 4, 2014

Mr. Samuel Reales
Adult English Program Coordinator
Bogota

I am currently working on an action research project at the Masters Program in English Language Teaching – Autonomous Learning Environments at Universidad de la Sabana. It is aimed to positively impact the students' learning through the implementation of Metacognitive strategies to help them takcle grammatical fossilized errors in their speech. With the desire of contributing to the development of research projects that enrich the students' learning at Centro Colombo Americano, I would like to ask you for your permission to carry it out.

The proposal will be conducted during the first three weeks of the Challenge 4-6 block. All activities related to the Reseach project have been aligned to the institutional curriculum, syllabus and project of the block. Therefore, the implementation will not affect the students' learning processes or their outcomes. On the contrary, it aims to facilitate them.

This project will be conducted with the Challenge 4-6 group at 10 am. The participants will be informed of its objectives and their participation will be voluntary and anonimous. They will sign a consent letter to authorize me to use the gathered information for my final Master's thesis and further presentations.

Sincerely,

Anderson Marcell Cardenas
Adult English Program Teacher
....

CONSENT

YES___X_____   NO_____

NAME___Samuel Reales_____   SIGNATURE_____

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Appendix E

Instrument Number One(Field Notes)

Research Question:

To what extent might self-monitoring and self-evaluation strategies help adult Intermediate student tackle grammatical fossilized errors in speech?

Instrument purpose:

Confirm that students are self-monitoring during class activities.

Class Date: _____

Course: _____

Time: _____

Class topic: _____

Teacher/Researcher: ANDERSON CÁRDENAS

Students' coding	utterance	self-monitoring evidence and comments

Appendix F

Let's work on *self-evaluation*		
Areas	**What I did well…**	**What I need more work on…**
Use of correct verb forms in past and past participle.		
The use of different vocabulary related to life choices and plans.		
The construction of ideas: subject + Verb + complement.		

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Another area:		
Why do you think using self-evaluation is important?		
Do you normally self-evaluate after you finish a task? Or do you usually wait for the teacher to evaluate you? Why? Why not?		

Appendix G

LESSON PLAN
LESSON OBJECTIVES:

- Discuss life choices and plans in order to take a job interview.
- Use the present perfect for past events related to the present and expressions related to life choices.
- Personalize language from the lesson and learn about self-evaluation strategies.

Warm Up:

Students are instructed to stand up and ask the following question to three different peers they don't know.

- What is a plan you had in the past you didn't accomplish? Why did this happen? Do you regret it? Why?

Students take notes of their peers' answers. After 10 minutes students report their answers to the class.
Assessment: teacher asks students to point out some mistakes their heard from their peers.

Lead in:

Students' attention is directed to 8 different expressions hidden in the classroom. They need to stand up and find as many as they can.

- The student who finds the most will get a special prize.
- Students who find the expressions write them on the board.
- Teacher asks Ss to give the class examples using the expressions. (Students are supposed to have prepared the lesson).

Activity 2:

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Students read examples using the expressions from the book (page 4, B). Then, Ss read instructions for the following activity. They need to listen to some people using the expressions in a real context. Students need to listen and fill in the blanks using expressions learned. Students share their answers in pairs.

Assessment: students point out mistakes they made when doing the exercise.

Activity 3:

Students' attention is directed to papers posted on the wall with information related to present perfect (review). Students organize in height order and work with the person next to them. They need to read the papers on the wall and explain to each other what they remember about the topic by providing personal examples.

Once students have finished, with the same peer they have to sit down and prepare 8 questions they would ask at a job interview. They need to:

- Recycle expressions seen in the lesson.
- Use present perfect to make questions.

Communicative Event:

Students are told that they are going to apply for a position at a very important company. However, they don't know what the position is about, so they will need to improvise and answer questions at a job interview in order to impress the interviewer.

- Students divide in two groups: interviewers and interviewees.
- Interviewers: ask questions they prepared and take notes of interviewees' answers. They need to interview at least three different classmates.
- Interviewees: answer questions and try to impress the interviewer. Take notes of companies' information.

Outcome:

- Interviewers need to decide on the best candidate for the position. They need to support their choices.
- Interviewees need to decide on the best company to work for. They need to support their choices.

After conclusions from the activity have been mentioned, students are given the following self-evaluation format:

Let's work on *self-evaluation*		
Areas	***What I did well…***	***What I need more work on…***
Use of correct verb forms in past and past participle.		

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

The use of different vocabulary related to life choices and plans.		
The construction of ideas: subject + Verb + complement.		
Another area:		
Why do you think using self-evaluation is important?		
Do you normally self-evaluate after you finish a task? Or do you usually wait for the teacher to evaluate you? Why? Why not?		

Appendix G
Adapted from http://www.supergrammar.com/ and
http://www.aasd.k12.wi.us/staff/boldtkatherine/ReadingFun36/ReadingFun_PartsofSpeech.htm

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

SELF-MONITOR

THE SUBJECT!

- While speaking pay attention to...

SELF-MONITOR

THE VERB!

THE ADJECTIVE!

THE ADVERB!

THE NOUN TEAM!

- While speaking pay attention to...

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Appendix H

Instrument number two: Self-evaluation format
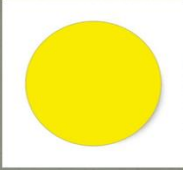
Purpose: Have participants reflect and evaluate their performance.

Self-evaluation format...

Aspects	What I did well...	What I need to work on	Action plan for next performance
The use of verb forms and auxiliaries.			
The vocabulary I chose: adjectives, adverbs, and nouns.			
The way I organized my ideas. Subject+verb+complement.			
Other aspects from my speaking.			

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Appendix I

Appendix J

Data from instruments

File Edit View Insert Format Data Tools Add-ons Help   Last edit was 12 days ago

Research Question: To what extent might self-monitoring and self-evaluation strategies help adult intermediate students tackle their fossilized grammatical errors in speech?

	A	B	C	D	E	F	G	H	I
1	Research Question: To what extent might self-monitoring and self-evaluation strategies help adult intermediate students tackle their fossilized grammatical errors in speech?								
2	Field Notes from Teacher-researche	Session One	Codes	Session two	codes	session three	codes	session four	codes
3	Student A	"my father travele	verb monitoring	"she lose..LOST	verb monitoring	"you are a music	k of noun monitor	"she had helped	verb monitoring
4	Student B	"whatever comes	verb monitoring	"places where I h	verb monitoring	"when you lose a	verb monitoring	"she couldn't talk	verb monitoring
5	Student C	"my parents did	cabulary monitor	"when it start.." t	lack of monitoring	"it's crucial that	subject monitoring	"I like sarcasm...	noun monitoring
6	Student D	"well, they talk a	lack of monitoring	"and I fight and..	lack of attention	"sometimes I dis	ack of knowledge	"when you have	on the spot
7	Student E	" I extended my	verb monitoring	"I had already be	verb monitoring	"They was worrie	lack of attention		
8	Student F	"she need, need	on the spot	"when the person	lack of monitoring	"because it is te	ubject monitoring	"when people se	verb monitoring
9	Student G	"when he stands	verb monitoring		codes		codes		
10	Student H	"sometimes I go	verb monitoring	"since I was in s	verb monitoring	"my brother don't	verb monitoring	"a group of peopl	verb monitoring
11	Student I	"how is possible	ck of IT monitorin	"when he talks w	verb monitoring	"the time you sp	verb monitoring		
12	Speaker J	"sometimes I wa	k of verb monitor	"not all people ha	verb monitoring	"and he took the	verb monitoring	"people who are	verb monitoring
13									
14									
15	Each time there was monitoring, students were looking at the visual aids or a classmate had caught his/her peer's attention to look at them.								
16									
17									
18			monitroing avoidance						monitoring
19			lack of attention			lack of knowledge		verb monitoring	subject monitorin	vabaculary monitoring
20								on the spot		on the spot
21									

Data from instruments

File Edit View Insert Format Data Tools Add-ons Help   Last edit was 12 days ago

	A	B	C	D	E	F	G	H	I	J
1	Participants	Middle Impleme	Codes	Last Stage Imple	Codes					
2	Speaker A	well, I was at a	verb monitoring	I had been stud	Lack of IT					
3	Speaker B	To answer the qu	oring, presure, co	I have been lea	fer, lack of knowledge, attention					
4	Speaker C	Hi my name is C	oring, content vs f	I have been lea	onitoring, vocalulary monitoring,					
5	Speaker D	Well, I think tha	ntent vs form,una	I have been lea	onitoring, IT monitoring, memory					
6	Speaker E	No, I've never d	ve transfer,overwh	none						
7	Speaker F	Ok, currently i	rm, unawareness	none						
8	Speaker G	Ok, like three y	content vs forms,	I decided to stu	ess of IT, content vs form					
9	Speaker H	Ok, I think it's n	pause, verb form	none						
10	Speaker I									
11	Speaker J									
12	Research Question: To what extend might self-monitoring and self-evaluation strategies help adult intermediate students tackle their fossilized grammatical errors in speech?									
13										
14			Monitoring							
15		attention								lack of monitoring
16	awareness of IT	verb monitroing	vocabulary monitoring		omission	pressure	overwhelmed mo	content vs form	negative transfer	la
17										
18		Progressive monitoring								
19		IT monitoring								

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Data from instruments

File Edit View Insert Format Data Tools Add-ons Help — All changes saved in Drive — Anderson Car... — Comments — Sh...

To what extend might self-monitoring and self-evaluation strategies help adult intermediate students tackle their fossilized grammatical errors in speech?

self evaluations after self-monitoring — self-evaluation format questions: 1. Did I monitor the use of verb forms and auxiliaries? 2. Did I monitor vocabulary I chose: adjec...

Participants	session One	codes	session two	codes	session three	codes	session four	codes	session five	
Student A	1. I paid attention	awareness,	1. Yes I did, but	of memory, aware	1. I need to corre	e spot, lack of pra	1. I was attentive	ack of awareness	1. I paid attention	at
Student B	1. I try to use co	rb monitoring, lac	1. I have to work	areness, lack of p	1. I monitor the u	nouns monitoring,	lack of practice,	nouns monitoring	1. Yes, I did. I try	pro
Student C	1. I self-monitor	verb knowledge, de	1.yes I did. 2. ye	none	1. Yes I did. 2. Y	enses awareness	1. I need to use	progression	1. Yes, I did. I ne	at
Student D	1. I used verb for	ring, vocabulary a	none	none	1. Yes I think in	progression	1. I used in a go	ack of awareness	1. Today I tried t	at
Student E	1. I tried to use c	dverbs and nouns	1. Yes, I always	confusion	1. Yes, I think I a	progression	1. I monitored an	consfusion	1. I monitor the u	ver
Student F	1. I used some fo	progression	1. I used in a go	awareness, know	1.I used in a goo	forms, lack of pra	1. I used the con	on the spot	1. I used in good	pro
Student G	1. I try to correct	gression, awaren	1. Yes, I was co	round knowledge,	1. I try all the tim	ion, confusion, c	1. I try to use the	on the spot	1. Yes I think I a	aw
Student H	1. I need to work	confusion	1. Yes I think th	ness, lack of pra	1. Yes, today it	ses, lack of pract	1. Yes, i did. I d	awareness	1. I feel I am doir	aw
Student I			1. I need to imp	oof practice, aware	codes			awareness	1. yes, I did. i co	mc
Student J	1.I have been wri	awareness	1. Yes, I use ver	ness, lack of pra	1. I did well with	lack of practice,	1. I was attentive	verb forms	1. I monitor the u	kn

						positive	monitoring	negative		lack
						attention		lack of attention	confusion	
	background know	awareness	progression	noun monitoring	verb forms	focus				
			calmness	cabulary awarene	verb awareness	on the spot				
					tenses					

Data from instruments

File Edit View Insert Format Data Tools Add-ons Help — All changes saved in Drive — Anderson Cardenas ▾ — Comments — Share

Research Question: To what extent might self-monitoring and self-evaluation strategies help adult intermediate students tackle their fossilized grammatical errors in...

	VERB FORMS			VOCABULARY			SUBJECT OMISSION	
attention		lack of attention	attention		lack of attention	awareness		lack of attention
awareness		lack of knwoledg	progression		lack of knwoledg	progressive		nrgative transfer
progression		consfusion	awareness		consfusion			lack of knowledge
on the spot		lack of memory			lack of memory			
background knowledge		negative transfer			negative transfer			

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES

Data from instruments

| | File | Edit | View | Insert | Format | Data | Tools | Add-ons | Help | All changes saved in Drive |

	A	B	C	D	E	F	G	H	I
	To what extent might self-monitoring and self-evaluation strategies help adult intermediate students tackle their fossilized grammatical errors in speech?								
					Categories				
			awareness		attentiveness		Progressiveness		
			verbs		Repairs		Repairs		
		Areas	vocabulary						
			dummy subject						

TACKLING ADULT INTERMEDIATE STUDENTS' FOSSILIZED ERRORS

THROUGH SELF-MONITORING AND SELF-EVALUATION STRATEGIES