

SELF-ASSESSING INTONATION THROUGH RUBRICS

Self-assessing Intonation through Analytic Rubrics

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I hereby declare that my research report entitled:

Self-assessing Intonation through Rubrics

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Abstract

Intonation patterns play a significant role in language learning. Previous research has discovered that intonation is crucial in the message of any linguistic exchange to convey emotions, but little attention has been given to the use of self-assessment of voice recordings with analytic rubrics to address learners' problems with intonation patterns. The present mixed-method action research study used questionnaires, interviews, a teacher's journal, rubrics, and recordings to collect data of learners' beliefs, feelings, and thoughts towards their ability to self-assess by recording themselves and using an analytic rubric. Data were analyzed using the grounded theory approach, and this research study showed that self-assessment, supported by analytic rubrics and recordings, improves intonation patterns of tertiary students with B1 (CEFR) L2 English through the initial development of self-regulatory skills, such as self-awareness, self-judgment, and self-reflection of oral production mistakes. Thus, this study lends support to the notion that self-assessment is an effective approach to solving intonation patterns problems on students, which should be more widely adopted by the educational community.

Keywords: self-assessment, intonation, language learning, mixed approach, learners

Resumen

Los patrones de entonación juegan un rol significativo en el aprendizaje de una segunda lengua. Investigaciones anteriores han descubierto que la entonación es crucial en el mensaje de cualquier intercambio lingüístico para expresar emociones. Pero poca atención se le ha dado al uso de la auto evaluación de grabaciones de voz con el uso de rubricas analíticas para resolver problemas de entonación de los estudiantes. El presente estudio de investigación con método mixto utilizó cuestionarios, entrevistas, un diario del profesor, rubricas, y grabaciones de audio para recolectar datos acerca de las creencias, emociones y pensamientos de los estudiantes hacia sus habilidades de auto evaluarse utilizando grabaciones de voz como soporte junto a una rúbrica

analítica. Los datos fueron analizados utilizando el enfoque de la teoría fundamentada. Esta investigación mostró que la autoevaluación, soportada por medio de rubricas analíticas y grabaciones de voz, mejora los patrones de entonación de estudiantes universitarios con un nivel de inglés B1 según el marco común europeo de referencia en lenguas (MCERF), a través del desarrollo inicial de habilidades auto regulatorias, tales como auto conciencia, auto juzgamiento, y la auto reflexión de errores de producción oral. Por lo tanto, este estudio brinda soporte a la noción de que el uso de la auto evaluación es una estrategia efectiva para solucionar problemas de entonación en estudiantes, la cual debería ser ampliamente adaptada en la comunidad educativa

Palabras claves: auto evaluación, entonación, aprendizaje de lengua, enfoque mixto, aprendices.

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Chapter 1: Introduction

1.1 Introduction to the study

Due to the increasing number of English language users internationally and the growing acceptance of varieties of English, there has been given rise to the concern that speakers of different English dialects will cease being intelligible to each other, resulting in failures in communication, especially in cross-cultural encounters (Bent & Bradlow, 2003; Hustad, 2008; Kates & Arehart, 2005; Yazan, 2015). Intelligibility is, therefore, an important concept for English language teachers to consider in preparing students to communicate successfully with users of various Englishes and in *lingua franca* contexts (Bent & Bradlow, 2003; Yazan, 2015). Indeed, an increasing number of teachers and researchers recommend a focus on intelligible pronunciation, that is, speaking in a way that most listeners, both native and non-native speakers, can understand without too much effort or confusion. Thus, it is not a bad thing if one can still tell that the speaker comes from a particular country or region, as long as the speaker can be easily understood by others (Hadfield & Hadfield, 2008).

For the present study (which is focused on intelligibility), the researcher performed a needs analysis with a population of tertiary students in Colombia and determined that they had problems with intelligibility, particularly with intonation patterns. Self-assessment, through which, students can acknowledge their learning drawbacks and strengths was selected as an appropriate strategy for addressing this problem in the present study. Students recorded and compared themselves to a model using an ICT rubric to identify their own intonation mistakes and thereby seeking to improve their intelligibility (Isaacs & Harding, 2017; Kang & Ginther, 2017). Moreover, it has been shown that self-assessment can positively affect students' English

performance as well as their confidence in learning English (Goto Butler & Lee, 2010; McDonald & Boud, 2003; Sitzmann, Ely, Brown, & Bauer, 2010).

1.2 Rationale for the study

1.2.1 Rationale for the problem of the study

1.2.1.1 Needs analysis and problem statement

The present study was conducted with 15 tertiary students between the ages of 20 to 22 years old, each of whom demonstrated to have B1 CEFR level (Council of Europe, 2001; Heyworth, 2006; North, 2007; Team, 2009), at a private language institution in Bogotá, Colombia. In this educational setting, students play an active role in their education, as they communicate in English in every single English class, and the institution itself follows the Task-Based Language approach (Ellis, 2009; Littlewood, 2004; Richards, 2006; Savignon, 2006; Whong, 2013). At this institution, English is taught as a foreign language (Bratchell, 1972; Celce-Murcia, 2001; Raden, 2015), and the researcher of this study noticed that students felt shy and unconfident when speaking. Speaking exams created by the institution (see Appendix A: Speaking Exams) took place twice during the semester, and the teacher evaluated students by using a rubric that was part of the speaking exams (see Appendix B: Speaking Rubric). The rubric included pronunciation as one part of the criteria to be evaluated. Based on the exam results, the researcher discovered that all 15 students had low scores on the pronunciation criteria. Additionally, the researcher checked the syllabus that was created by the institution and found that pronunciation was only a focal point weekly when students were in class five days a week, and the institution only required the teaching of phonemes, casting aside word stress and intonation. Thus, the fact that pronunciation was not being explicitly taught, but was evaluated in all the exams caught the researcher's attention.

To better understand this population's needs, after the aforementioned preliminary observations (including the of the exam) three further instruments were used to collect additional data: a questionnaire, classroom observations, and an interview. First, an interview was carried out in which the 15 participants were asked to answer orally 10 questions individually related to everyday life to see how students' performance was regarding grammar, vocabulary, and pronunciation. The analysis of the answers showed that even though the students did have some difficulties with grammar and vocabulary, they nevertheless managed to answer the questions. The researcher also observed five classes and kept field notes and noticed that what most affected the participants' performance was their pronunciation. They not only mispronounced some words, but they also struggled to use accurate intonation. In fact, when supporting their ideas, the students usually began speaking by using rising intonation, rather than falling intonation. Thus, they seemed not to be answering questions, but rather asking them. Otherwise, students' problems with pronunciation were revealed through their low scores on oral exams. When the interview finished, the teacher-researcher asked the participants what they thought was most difficult for them, and with no hesitation they answered that it was pronunciation. More specifically, the teacher-researcher concluded that students struggled the most with intonation, as it was not being explicitly taught at the institution.

Further, a needs analysis was performed through the form of a questionnaire that examined how much feedback the participants were receiving in class. The results showed that they received feedback from the teacher in the middle and at the end of the course, and some classes, they received feedback from their peers, but they were not given the opportunity to practice self-assessment (see Appendix C: Assessment Questionnaire). Nevertheless, the questionnaire responses also revealed that the participants were willing to learn how to self-

correct. Therefore, based on the needs analysis, the present study examines the effects of self-assessment strategies problems with intonation patterns, specifically those of intonation.

1.2.1.2 Justification of problem's significance

Second language learners need to know the different prosodic elements in English, so they can understand them, and later on, they will be able to generate appropriate utterances depending on the meaning for which the speech is intended (Valenzuela Farias, 2013). Intonation is not only related to the rhythm of the language but also it is deeply connected to how attitudes and emotions are expressed during the act of speech. In fact, intonation is a powerful tool to exchange ideas, feelings, and emotions (Arvaniti, 2011; Nolan, 2008; Vaissière, 2008). From this position, it is clear that students will need to be able to speak and understand English in real-life contexts, as they will have to be able to communicate with both native speakers of English and also English speakers whose first language is not English. Even if students' grammar and vocabulary are strong, they may experience issues articulating their ideas, which will result in communication breakdown and sometimes even failure to sufficiently communicate (Hadfield & Hadfield, 2008; Hirsh, 1968; Pierrehumbert, 1980).

Moreover, most of the time, for non-native speakers of English (and, in this study, focusing specifically on Spanish speakers), not being aware of the different kinds of pitch in speech acts can lead to information being misunderstood, leading the listener to perceive spoken words in a very different way from that which the speaker really intends (Valenzuela Farias, 2013). There are significant differences between Spanish and English pronunciation. Spanish intonation has different pitch movements, and L1 Spanish-speaking ESL learners tend to transfer their L1 intonation contours into English, resulting in their English speech having a "flat" sound (Hadfield & Hadfield, 2008). The most frequent error for Spanish speakers learning

English is to generalize the falling English contour without noticing its pragmatic use. Although intonation plays an important role in learning a second language, it seems to be that comparatively little attention is still given to teaching intonation in ESL instruction (O'Rourke, 2012).

1.2.2 Rationale for the strategy selected to address the problem of the study

Lacking a strategy to improve their speaking, especially to convey what they really want by using intonation, some students may have struggled when uttering their ideas and sometimes they may misunderstand and be misunderstood by English speakers. Therefore, the present study is focused on raising students' intelligibility awareness to help them understand and communicate more effectively with English speakers by avoiding misunderstandings resulting from poorly produced (or interpreted) intonation. Self-assessment through analytic rubrics was implemented to carry out this research.

Self-assessment was chosen as the strategy to address the problem, as it identifies areas of strength and weakness in one's work in order to make improvements and promote learning. Criteria-referenced self-assessment has been shown to promote achievement (Andrade & Valcheva, 2009). By using self-assessment in this study, students should be able to improve their understanding of intonation, while, learning self-assessment techniques to improve their overall speaking when comparing it to a model by recording and using rubrics. Therefore, this strategy was chosen as particularly appropriate for the present study.

Self-assessment also provides opportunities for students to compare their experiences with each other and, to tell their parents or friends about what they can do with the language. It also presents a chance for students, instructors, and administrators to share goals with shared language (Goto Butler & Lee, 2010). Self-assessment reports are realistic, and they provide a

clear agenda for improvement. In addition, self-assessment reports provide a full and candid evaluation of a wide range of appropriate evidence (Brooke, 2006). Moreover, self-assessment is increasingly used in higher education as a strategy for both student learning and assessment (Andrade & Valtcheva, 2009), and has been implemented in similar populations to this study (Goto Butler & Lee, 2010).

1.3 Research question and objective

Taking into account the participant's difficulties with English intonation patterns, and the strategy (self-assessment) selected to address it, the study's research objective was to understand what happens to intonation patterns when tertiary students with a B1 (CEFR) English level use analytic rubrics to self-assess. Thus, the corresponding research question was: How does using analytic rubrics and recordings to support self-assessment affect intonation patterns of tertiary students with B1 (CEFR) L2 English?

1.4 Conclusion

An analysis of this study's target population revealed they had problems with intelligibility and struggled to use the correct intonation when speaking in the L2. As the participants were tertiary students around 20 years old, with the B1 CEFR level (see 1.2.1.1), and self-assessment can help students' intonation patterns by recording and comparing to a model, this strategy was chosen to address this problem (see 1.2.2). The following chapter (Chapter 2), examines the concepts of self-assessment, rubrics, and intonation patterns. A review of previous research demonstrates that little work has yet been done so far to examine this promising approach to the problem.

Chapter 2: Literature Review

2.1 Introduction

Intelligibility has become a fundamental aim for the communicative EFL/ESL classroom (Gilakjani, 2016), where self-directed learning and autonomy are encouraged (Bent & Bradlow, 2003; Kates & Arehart, 2005). Given the connection between intelligibility and prosodic aspects of speaking such as intonation patterns (Mozziconacci & Hermes, 2001; Wells, 2006), it is meaningful to have students identify, practice, and evaluate how they intonate words in sentences to be able to communicate and be understood. Self-assessment of students' intonation through WhatsApp voice recordings by using an analytic rubric is a good strategy that can help students not only to improve their use of intonation patterns but also to be aware of English language mistakes. Besides, self-assessment can help students to spot and tackle communicative mistakes in order to communicate in English intelligibly. Consequently, a theoretical review is provided below to clarify what this study defines by rubrics, intonation patterns, and self-assessment, to show that, although there are numerous studies that have focused on affecting learners' oral production through the implementation of assessment techniques of voice recordings, little research has been conducted in regard to how self-assessment through rubrics affects intonation patterns.

2.2 Theoretical framework

2.2.1 Intonation patterns

Second language learners need to know the different prosodic elements in English, so they can understand them, and later on generate the appropriate utterance, depending on the meaning that the speech is intended for (Cauldwell & Hewings, 1996; Léon & Martin, 1972; Valenzuela Farias, 2013). Amongst these prosodic elements, intonation is one of them, which

can be divided into three important systems: tonality, tonicity, and tone. Tonality is the scheme that divides speech into intonational units. The tone indicates the different pitch movements of intonation, besides expressing personal metafunctions; and tonicity represents textual metafunctions.(Beckman & Venditti, 2010; Wang & Xu, 1997; Zerbian, Downing, & Kügler, 2009). However, other researchers point out that tone and intonation are two types of pitch variations, which are used by speakers of all languages in order to give shape to utterances (Jiang, 2011). More specifically, tone encodes segments and morphemes, and intonation gives utterances a further discourse meaning that is independent of the meanings of the words themselves (Gussenhoven, 2004; Jiang, 2011).

Intonation plays an important role in learning a second language, but unfortunately, comparatively little attention has been given to this issue in ESL instruction. (Bowen, 1956a; Nolan, 2008; Valenzuela Farias, 2013). Intonation is not only related to the rhythm of the language, but also is deeply connected to how attitudes and emotions are expressed during the act of speech. It is a powerful tool in the message of any linguistic exchange (Bowen, 1956a; Valenzuela Farias, 2013). L1 intonation is learned in the first stage of language acquisition and becomes automatic after this period. Due to this, second language speakers will generalize L1 intonation rules over the L2 language, opening possibilities for miscommunication or sometimes unintelligibility (Jun & Oh, 2000; Mozziconacci & Hermes, 2001).

Problems especially may arise with intonation patterns, which are the different ways the pitch of an utterance can function at the discourse level (Fonagy & Magdics, 1963; Mozziconacci & Hermes, 2001). Although this definition is fairly straightforward, intonation includes elements such as rising, falling, and non-final intonation. In non-final intonation sentences, the pitch rises and falls within the sentence (Jiang, 2011). This type of intonation is

used with unfinished thoughts, introductory phrases, and also series of words in any number of languages, especially in English (Thompson, 1995). This type of intonation would not be an appropriate focus for this study as the participants are Spanish speakers, who tend to have struggles mostly with rising and falling intonation (Bowen, 1956b; Valenzuela Farias, 2013). Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of word, and rising intonation describes how the voice rises at the end of a sentence (Thompson, 1995). Rising intonation is common in *yes-no* questions in languages like Spanish and English (Thompson, 1995).

Spanish and English share certain intonation patterns such as a rising pitch at the end of questions. However, these two languages also share several discrepancies (Bowen, 1956b; Pierrehumbert, 1980; Valenzuela Farias, 2013). It is important to understand that the English language has four different pitches, while the Spanish language only has three. Because Spanish lacks the last extra-high pitch that English possesses, and which usually indicates enthusiasm and happiness language learners may exhibit issues articulating some of their emotions. (Fonagy & Magdics, 1963; Wells, 2006). Moreover, the most frequent error for Spanish speakers is their ability to generalize the falling English contour without noticing the pragmatic use of it. As proper rising and falling intonation help communicate English-language messages more accurately, (Mozziconacci & Hermes, 2001; Thompson, 1995; Valenzuela Farias, 2013) the present study focuses on these types of intonation, in order to help students improve their communication skills, especially when using *yes-no* questions.

As the present research study focuses on rising and falling intonation, bearing in mind its high importance to convey messages accurately, and being intelligible through an effective intonation to express feelings and emotions, the participants recorded themselves to know their

specific intonation pattern mistakes. Some criteria must be established before the performance, so the participants understand what they are expected to do. The criteria were: accurate use of rising and falling intonation in yes/no questions, negative questions, *wh*- questions, tag questions, and/or indirect questions. The criteria will be established so students express their feelings and emotions through intonation. Although the participants understand some of the criteria that has been established through the rubric, they also had a change to self-evaluate and assess their process using rising and falling intonation.

2.2.2 Self-assessment

Assessment is the ongoing, systematic process of collecting, analyzing, and using information about divisional, departmental, and programmatic effectiveness, in order to improve students' learning (William, 2011). Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met (William, 2011). Assessment affects decisions about grades, placement, advancement, instructional needs, and/or curriculum (Banta, 2009; International Association of Impact Assessment (IAIA), 2009). Assessments can be categorized into three types: self-assessment, peer assessment, and teacher assessment (Alias, Masek, & Salleh, 2015; Pakaslahti & Keltikangas-Jarvinen, 2000). Self-assessment and peer-assessment are often used in addition to teacher assessment to obtain the overall course grade of a student in Problem Based Learning (PBL) (Alias et al., 2015; Matsuno, 2009; Pakaslahti & Keltikangas-Jarvinen, 2000).

It is widely accepted that self-assessment is a key learning strategy for autonomous language learning, as it enables students to monitor their progress and relate learning to their individual needs (Andrade, 2007; Harris, 1997). Self-assessment can take many forms, including: writing workshops, discussion (whole-class or small-group), reflection logs, weekly

self-evaluations, self-assessment checklists and rubrics, and, teacher-student interviews (Brantmeier, Vanderplank, & Strube, 2012). Self-assessment can also take the form of “I can” statements, learner contracts, reflections, portfolio reviews, and recording oneself, which is a meaningful tool to analyze, and reflect on one’s own mistakes (Brantmeier et al., 2012).

Although self-assessment is one of the most common classroom activities regardless of academic level, a high percentage of teachers report not knowing how self-assessment influences students’ learning or how to implement it successfully in their classrooms (Panadero & Alonso-Tapia, 2013). Many definitions consider that self-assessment occurs only after the activity, when the student finishes an assignment and evaluates the final product. However, self-assessment also occurs during the learning process to the extent that the student monitors what he or she is doing, and compares it with procedural criteria (Boud, 1997; McDonald & Boud, 2003; Sluijsmans, Dochy, & Moerkerke, 1999). Even though the definition of assessment is straightforward, Assessment is often compared and/or confused with testing. (Brantmeier et al., 2012; Harris, 1997).

Testing is often misunderstood and confused with assessment. Tests are formal administrative procedures that take place within strict time limitations when learners’ responses of a specific domain are measured and evaluated, whereas assessing is an ongoing process that does not only measure responses (Clapham, 2000). Testing is used to examine someone’s knowledge of something to determine what he or she knows or has learned. Testing measures the level of skill or knowledge that has been reached (Shohamy, 1990). Testing would not be an adequate framework for this study, as it does not provide feedback but rather gives only a score (Shohamy, 1990) Moreover, students would not be benefit if they do not feel the need of learning from their mistakes.

Assessment is, on the other hand, the qualitative assessment of the learning process, and of its final product, carried out through a pre-established criteria (Panadero & Alonso-Tapia, 2013). The expression of qualitative assessment implies that self-assessment is not a mere numerical score given to one's self. Instead, the qualitative assessment seeks to help students to learn from mistakes and to succeed (Ross, 2006; Sargeant, Mann, Van Der Vleuten, & Metsemakers, 2008). This perspective of self-assessment opens the door to the possibility that students are aware of their own mistakes and can also learn from their own mistakes by reflecting upon the things that they have to tackle in order to improve their overall learning.

Students can self-assess their progress by following six types of assessment (Clapham, 2000). Diagnostic assessment assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction; formative assessment, which assesses a student's performance during instruction, and usually occurs regularly throughout the instruction process; summative assessment, that measures a student's achievement at the end of instruction; norm-referenced assessment, which compares a student's performance against other students; criterion-referenced assessment, which measures a student's performance against a goal, specific objective, or standard (Burton, 2009; Dunn, Parry, & Morgan, 2008; O'Donovan, Price, & Rust, 2001; Turnbull, 1989); and finally a benchmark assessment, which evaluates student performance at periodic intervals, frequently at the end of a grading period (Stecher et al., 1997). For this study, criterion-referenced assessment was selected, as students' can self-assess their performance against a goal, which is dealing with intonation patterns to make their intonation patterns conform more closely to a more intelligible norm.

One tool that particularly can aid students in their work is a rubric because it fosters student agency and autonomy in the language learning process. (Aricak, 2009). Therefore,

rubrics have been selected to carry out the research study, so students can record themselves, and as soon as they listen to their own performance, they can start evaluating their process as captured on the recording against the criteria established to self-assess intonation patterns.

2.2.1 Rubrics

Rubrics are tools that formalize the evaluation process by explicitly stating the criteria to be used for grading. Rubrics help students to assess the quality of their work as they progress through a class (Kist Bill, 2001) and can also be used to assess an individual work or a student's entire body of work. (Cooper & Gargan, 2009; Kist Bill, 2001; Montgomery, 2000; Moskal, 2000). Rubrics can also be used as a description to assess students' progress in academics, as well as the grading system for assessing each criterion, and must be developed before the evaluation begins (Cooper & Gargan, 2009; Kist Bill, 2001). Even though this definition is straightforward, rubrics can take two forms: holistic, a set of generalized descriptions what "above average," "average," and "below average" are in the developer's mind (Kohn, 2006; Montgomery, 2000); and analytic which allows one to measure something against several different criteria (Kist Bill, 2001; Moskal, 2000).

Holistic rubrics are single criteria rubrics (one-dimensional) used to assess participants' overall achievement on an activity or item based on predefined achievement levels; performance descriptions are written in paragraphs and usually in full sentences (Gonzalez, 2014; Wiseman, 2012). This type of rubric would not be an adequate framework for this study, as the focus of holistic rubrics is on overall quality, proficiency or understanding of a specific content or skill (Kohn, 2006). Besides, a consequence of these rubrics is that feedback may not be specific enough to spot students' difficulties, and holistic rubrics do not provide detailed information, and an overall score is difficult to provide (Ghalib & Al-Hattami, 2015; Kist Bill, 2001; Kohn, 2006).

Analytic rubrics, on the other hand, are two-dimensional that notate levels of achievement as columns and assessment criteria as rows. Moreover, there are several benefits to using analytic rubrics in performance assessments that have been proposed above, such as increased consistency of scoring, the possibility to facilitate valid judgment of complex competencies, and promotion of learning (Assesment Office, 2013; Montgomery, 2000; Moskal, 2000). The students see analytic rubrics as a positive resource because they feel these rubrics allow for a truly objective evaluation. Additionally, analytic rubrics are considered to be helpful in improving learning and self-regulation as they increase self-awareness and allow students to understand how they should learn what they need and want to learn (Campbell, 2005).

Analytic rubrics allow participants to assess their achievements based on multiple criteria using a single rubric. One can assign different weights (values), to different criteria and include an overall achievement by totaling the criteria; and written in a table form (Ghalib & Al-Hattami, 2015; Wiseman, 2012). Although analytic rubrics are time consuming, the rating scales may be somewhat subjective (Gonzalez, 2014; Wiseman, 2012), which is good for this study, as students would be able to self-assess their understanding or performance on intonation patterns. Moreover, analytic rubrics break assignments or scores down into separate components for grading (Ghalib & Al-Hattami, 2015). This perspective to rubrics opens the door to the possibility that students whose intonation patterns are not correct when speaking in English may be able to successfully self-assess their own performance on intonation in a detailed way (Lane, 1996), and analytic rubrics describe explicitly what constitutes performance on each criterion, so this will much easier to spot students' difficulties with intonation patterns.

2.3 State of the art

2.3.1 Previous research on intonation patterns

Pronunciation has been a topic of considerable interest in a number of recent studies in Colombia (Caicedo, 2013; Pimienta, 2013), and around the world (Gilakjani, 2016; Hadfield & Hadfield, 2008; Kang & Ginther, 2017). One study (Cauldwell & Hewings, 1996) examined, for instance, the use of intonation patterns in EFL textbooks, concluding that teachers need to provide learners with descriptions of intonation patterns that will allow them to understand the communicative significance of the patterns of intonation identified in such rules, and of the exceptions to those rules. Another study (Wells, 2006) that focused on intonation concluded that students need to know how to recognize and reproduce the intonation patterns in English, while providing clear explanations of what they mean and how they are used. It looked in particular at three key functions of intonation: to express our attitude, to structure our messages to one another, and to focus attention on particular parts of what students are saying (Wells, 2006).

Another study (Mozziconacci & Hermes, 2001; Valenzuela Farias, 2013) examined intonation patterns in relation to asking questions and its main objective was to compare intonation between native English speakers and Spanish speakers (ESL). In order to show the differences in intonation, participants were recorded to analyze their intonation. The program Praat was used as the visual technology support. The results indicated that 100% of the participants who were native English speakers ended the questions with a falling contour, and 66% of the Spanish speakers followed the same tendency (Valenzuela Farias, 2013). This study concluded by saying that intonation is about how we say things, rather than what we say. Without intonation, it would be impossible to understand the expressions and thoughts that go with words.

Although there are many research studies that focused on pronunciation problems (Collins & Rodd, 1972; Hadfield & Hadfield, 2008; Hancock, 2009; Hismanoglu, 2009; Saito, 2014; Schaetzel, 2009; Zhang & Yin, 2009), and specifically on intonation patterns (Bowen, 1956a; Thompson, 1995), apparently very few studies have been looked at the role of self-assessment through the use of analytic rubrics and digital recordings. Therefore, this study is an alternative way to solve intonation problems, while focusing on a different set of self-assessment strategies.

2.3.2 Previous research on self-assessment

Several studies (Brooke, 2006; Malone, Riestenberg, & Sundstrom, 2006.; Matsuno, 2009; Pakaslahti & Keltikangas-Jarvinen, 2000; Panadero & Alonso-Tapia, 2013; van der Wiele et al., 1995) have implemented the use of self-assessment to solve specific problems. A Colombian study (Maldonado, 2013) examined the effectiveness of self-assessment to improve reading comprehension in English in students with an A1 level (CEFR), and concluded that self-assessment helped participants improve their reading skills as they started to become aware of their own reading comprehension weaknesses and strengths. Another study (Eva & Regehr, 2005) examined the use of self-assessment in medical education, which concluded that self-assessment can be used for a practicing health care professional and the manner in which medical functions operate. Moreover, many studies (Bourke & Mentis, 2013; Brantmeier et al., 2012; Ross, 2006) argue that there are multiple ways that assessment is positioned within education: as a method for accountability, a strategy to attract funding and an approach to support learning. It was also found that self-assessment can also be seen as a tool for inclusion (Bourke & Mentis, 2013).

Additionally, some studies (Alias et al., 2015; Sluijsmans et al., 1999) have found evidence that self-assessment promotes improvement in the quality and effectiveness of learning. A study (Tarighat & Khodabakhsh, 2016) was carried out to verify the reliability of self-assessments of pronunciation skills. It was concluded that these strategies positively impacted the participants' oral competence, as they became more aware of their use of perfect tenses and were able to identify mistakes, provide feedback, and create individualized action plans for improvement. In addition to this, mobile-assisted language assessment was used to conduct students' self and peer assessment of general speaking competence, and has been used in other research studies (Kim, Ruecker, & Kim, 2017; Tarighat & Khodabakhsh, 2016; Viberg & Grönlund, 2012). Their findings showed that students perceived mobile-assisted language assessment as motivating, and also a tool that raised awareness regarding their oral performance.

Other research studies have implemented the use of recordings to impact students' speaking skills (Alias et al., 2015; Goto Butler & Lee, 2010; Malone et al., 2003; Ross, 2006). Some studies (Alias et al., 2015; McDonald & Boud, 2003; Ross, 2006; Sargeant et al., 2008; Sedikides, 1993; Wiliam, 2011) have not only had participants record themselves, but also provided students with opportunities to self, and peer-assess their performance in terms of fluency and segmental aspects of pronunciation. Some studies (Gussenhoven, 2004; Pierrehumbert, 1980) have focused on suprasegmental aspects of pronunciation such as stress or intonation.

Rubrics have been used as tools to self-assess in some studies (Andrade, 2007; Cooper & Gargan, 2009; Panadero, Tapia, & Huertas, 2012; Schaefer & Stevens, 2016). Results have showed that rubrics orient learners to the concept of quality as defined by experts in a field, inform self- and peer assessment, and guide revision and improvement (Aricak, 2009).

Although there are studies on self-assessment (Dlaska & Krekeler, 2008; Salimi, 2014; Sitzmann et al., 2010) through recordings and rubrics, only few have conducted self-assessment to explore intonation patterns through analytic rubrics by recording themselves, as they are difficult to find. Therefore, the present study analyzes how self-assessment enhances the students' use of intonation patterns to promote intelligibility by using analytic rubrics while recording themselves.

2.3.3 Previous research on self-assessment through rubrics to address intonation patterns

Some studies (Dlaska & Krekeler, 2008; Pakaslahti & Keltikangas-Jarvinen, 2000) have considered the role that self-assessment plays in relation to pronunciation. Some studies have focused on pronunciation (Dlaska & Krekeler, 2008; Ross, 2006), while other studies have implemented rubrics as a tool (Aricak, 2009; Campbell, 2005; Cooper & Gargan, 2009; Moskal, 2000). However, none of these studies have addressed intonation patterns using self-assessment of voice recording by using specifically analytic rubrics. Therefore, the present study addresses the use of self-assessment of voice recordings with analytic rubrics to address learners' intonation patterns.

2.3.4 Justification of research question/objectives

In short, relatively few studies (Dlaska & Krekeler, 2008; Goto Butler & Lee, 2010; Mozziconacci & Hermes, 2001) have implemented self-assessment as a strategy to affect suprasegmental aspects of pronunciation, particularly intonation patterns (Dlaska & Krekeler, 2008; Pakaslahti & Keltikangas-Jarvinen, 2000). However, as a result of the previous theoretical framework and state of the art, it was found that analytic rubrics are helpful to improve oral competence, and that self-assessment could help students raise awareness of their own strengths

and weaknesses while enhancing self-directed learning. Additionally, it was found that intelligibility is directly connected to suprasegmental aspects of pronunciation which therefore are worth teaching. Hence, the purpose of using self-assessment is to provide students with tools for them to become more critical about their own language use, as well as to be able to assess their own performance and improve their use of intonation patterns and intelligibility.

2.4 Conclusion

The theoretical constructs, along with the research related to the areas of interest of the present study, acknowledged the important role that the teaching of suprasegmental has on learners' intelligibility, as well as the important role that self-assessment has on students' development of the language. It pointed out that self-assessment helps in the construction of intelligibility and self-directed learning, which is relevant within the CLT framework. It also led to the conclusion that there was no evidence of previous research concerned with the three key elements of the present study combined: self-assessment, intonation patterns, and analytic rubrics. Therefore, the present study aimed at filling this gap in the literature.

In Chapter 3, a description of the context and participants of the study is provided, along with an explanation of the methodology followed during the study. Furthermore, a number of instruments (voice recordings, rubrics, interviews, questionnaires, and teacher's journals) are used by the researcher to collect both quantitative and qualitative data that guarantee the reliability of the study is presented.

Chapter 3: Research Design

3.1 Introduction

The existing research on pronunciation teaching (Chapter 2) shows the importance of providing students with tools that help them be intelligible and also shows how suprasegmental aspects of pronunciation, such as intonation patterns, play an important role in intelligibility (Bent & Bradlow, 2003; Bowen, 1956a; Burlison, 1990; Yazan, 2015). Therefore, this study adopted the prosody pyramid as the theoretical construct to teach participants the importance of intonation patterns and implemented self-assessment (Aricak, 2009; Matsuno, 2009; McDonald & Boud, 2003; Panadero, Alonso-Tapia, & Reche, 2013) of voice messages by using analytic rubrics as a tool (Ghalib & Al-Hattami, 2015; Wiseman, 2012), so that the strategy, which is self-assessment, can help students improve their use of intonation patterns. The purpose of this chapter is to identify the context, and the data collection instruments involved in the development of this study. To analyze the impact and effectiveness of using self-assessment, the study used audio recordings and rubrics which analysis worked for identifying how accurate intonation patterns were, and to illustrate how helpful this strategy was for participants since it could account for their ability to self-assess. A rubric was designed to help students analyze their self-recordings. A questionnaire was implemented to check students' beliefs, feelings, and thoughts towards self-assessment. An interview was implemented to verify students' beliefs, feelings, and thoughts towards self-assessment, how they felt in the oral performance, and how students evaluated their own linguistic competence. A teacher journal was kept as a way to account for both the participants' linguistic competence and self-assessment. Subsequently, these instruments were piloted and adjusted accordingly.

3.2 Context

3.2.1 Type of study

The present study used a mixed method approach to examine the way in which the use of recordings influences students' knowledge by using analytic rubrics and recordings as self-assessment tools that specifically focus on intonation patterns of tertiary students who have B1 CERF English level L2 learners (Council of Europe, 2001; Heyworth, 2006). The mixed method approach involves combining well-established qualitative and quantitative techniques in creative ways to answer the research questions (Creswell, 2007). The researcher assumed that collecting diverse types of data could provide a more complete understanding of the research problem than either quantitative or qualitative data alone as Creswell (2007) stated. Thus, this is the best way to collect data in this project.

When it comes to type of research, action-based research was chosen for this study as it provides educators with the opportunity to carry out systematic procedures in which they can reflect, gather information, and search for solutions to everyday, current, and real problems they face inside the classroom through direct observation (Avison, Lau, Myers, & Nielsen, 1999; Brydon-Miller, Greenwood, & Maguire, 2003; Reason & Bradbury, 2006). This is the best way to collect data because action-based research helps to solve a real problem that takes place in this study, which is the difficulty to express feelings and emotions through accurate intonation patterns.

3.2.2 Participants

The participants in the present study were 15 tertiary students, between the ages of 20-22 years old who are from different degree programs and studied English as a foreign language (EFL) (Bratchell, 1972; Celce-Murcia, 2001), at a private institution in Bogotá, Colombia. Of

the 15 participants, 10 were women and 5 were men; 10 of the 15 participants were private university students, whereas 5 participants were public university students; which make them come from a different background as public university students in Colombia usually have to study all day and are not allowed to have a job during their undergraduate program. All the participants were from Bogotá and the surrounding area.

At the time of this study, all of the participants were taking the 11th of 12 compulsory levels L2 studies offered by the institution, which is equivalent to a B1 CEFR level in English (Council of Europe, 2001; Heyworth, 2006). Participants were able to communicate by using simple grammar structures in slow talk as stated by the CEFR (Council of Europe, 2001).

In terms of the participants' cognitive needs, none of them had any particular cognitive disability, this group was active and participative. Due to the fact that some of them studied English at the institution to comply with their university requirement, they needed extrinsic motivation (Benabou & Tirole, 2003; Reiss, 2012).

3.2.3 Researcher's role

The role of the researcher was primarily of participant-as-observer. This role implied the researcher be part of the stakeholders' educational lives (Cohen, L., Manion, L., & Morrison, 2007; Gajjar, 2013; Navarro Sada & Maldonado, 2007) as the real world is subject to change and, therefore, the researcher should be present during the changes to keep track of them. In this study, the researcher was immersed in observation of the participants' reactions toward the tool implemented to be able to make necessary adjustments to the data collection instruments and procedures.

3.2.4 Ethical considerations

Research must be done in an ethical and responsible manner (Cacciattolo, 2015; Gajjar, 2013; Jacob, Decker, & Hartshorne, 2011; Munhall, 1988). Therefore, this study was conducted by implementing three ethical principles: informed consent, privacy and confidentiality, and protection from harm (Jacob et al., 2011). In order to guarantee the compliance with the aforementioned principles, two types of permission were considered. In order to do so, the researcher made sure that students were aware of the existence and development of the project, as well as its goals and the data collection instruments. A consent letter (see Appendix C: Participants Consent Letter) was provided to students to ask them whether they accepted to participate in the project or not. Through this letter, students were also informed that their names and personal information were to be protected and anonymous through the study, that they could withdraw from the project at any time, and that their participation or lack of it would not affect their performance in class. An institutional consent letter (see Appendix D: Institutional Consent Letter) was also provided to the department coordinator so as to receive approval for being able to carry out this research project.

3.3 Data collection instruments

3.3.1 Descriptions and justifications

3.3.1.1 Questionnaires

For this study, a questionnaire was chosen as a useful instrument to collect data. A questionnaire is a 'tool' for collecting and recording information about beliefs, feelings, and thoughts in a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details (Kirkless Council, 2014). Questionnaires should always have a definite purpose that is related to the objectives of the research,

and it needs to be clear from the outset how the findings will be used. Respondents also need to be made aware of the purpose of the research wherever possible, and should be told how and when they will receive feedback on the findings (Alderson, 1992; Kirkless Council, 2014; Rowley, 2014). The answers gotten from a questionnaire depend very much on the questions asked (Alderson, 1992). In order for a questionnaire to be useful, the data it produces must be trustworthy, i.e., it must be known that the results are meaningful and can be applied more generally than to just the sample tested (Alderson, 1992; Choi & Pak, 2005; Codó, 2009; Rowley, 2014). This instrument was relevant for this study in order to check students' beliefs, feelings, and thoughts towards their ability to self-assess.

Questionnaires were applied both at the beginning and at the end of the implementation. Questionnaires were created through Google forms and they were divided into 3 sections (See Appendix F: Questionnaires). The first and the second sections had 9 questions and were applied at the beginning of the implementation to verify participants' prior knowledge about self-assessment and intonation. The third section had 8 questions and was applied at the end of the implementation in order to see participants' perceptions beliefs and feelings towards self-assessment and intonation patterns.

3.3.1.2 Interviews

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, to further investigate their responses (Britten, 2006; McNamara, 1999). Four types of interviews can be applied in a research.

One of them is the informal interview, also called conversational interview. This type of interview is applied when no predetermined questions are asked, in order to remain as open and

adaptable as possible to the interviewee's nature and priorities. During a conversational interview the interviewer "goes with the flow" (Alvesson & Ashcraft, 2012; Valenzuela & Shrivastava, 2002). Another type of interview is the general interview guide approach (Hannabuss, 1996; Kvale, 2007), which is intended to ensure that the same general areas of information are collected from each interviewee; this provides more focus than the conversational approach, but still allows a degree of freedom and adaptability in getting the information from the interviewee.

In standardized, open-ended interviews (Council, 2006; McNamara, 1999), the same open-ended questions are asked to all interviewees; this approach facilitates faster interviews that can be more easily analyzed and compared. Finally, closed, fixed-response interviews (Council, 2006; Hannabuss, 1996; McNamara, 1999) are implemented where all interviewees are asked the same questions and asked to choose answers from among the same set of alternatives. This format is useful for those not practiced in interviewing.

Interviews were applied to obtain qualitative data that allowed the researcher to explore the research questions that pertained to students' experiences as language learners. Moreover, this instrument was relevant for this study to check students' beliefs, feelings, and thoughts towards self-assessments, and how they felt their intonation patterns were based on their oral performance and the self-assessment they did (see Appendix G: Questionnaire). Interviews were applied at the end of the implementation; 7 questions were created in the interviews in order to get information about the usefulness of self-assessment to address intonation patterns.

Participants were told what the purpose of the interviews was, and that their answers would remain anonymous.

3.3.1.3 *Teacher's journal*

In journals, researchers can record their thoughts, assessments, and perceptions of their implementation and their students' behavior (Mulhall, 2003). To do so, observation must be done (Mulhall, 2003). Observation is a method of data collection in which researchers observe within a specific research field. It is sometimes referred to as an unobtrusive method (Crosby, DiClemente, & Salazar, 2006). Participant observation involves the observer being a member of the setting in which they are collecting data, and it is normally part of other research designs (Crosby et al., 2006; Driscoll, 2011; Mulhall, 2003). Therefore, this instrument was useful for the researcher to constantly reflect on the practices carried out in the classroom related to the implementation of self-assessment and the teaching of intonation patterns, and it helped the researcher to account for the participants' linguistic competence as well as their ability to do self-assessment.

Field journals were kept during the intervention in order to collect qualitative data. It was used for three 2-hour class observations. It was important to use this instrument because it contains notes of observations and personal considerations that were useful to capture perceptions, thoughts, and feelings during the entire process. The formatted used in the journals contained a date, class objectives, work/activities done, and specific concerns.

Additionally, it was necessary and important to observe students as that way, it was easier to pay carefully attention to their perceptions and feelings because the role of researcher was not teaching but only observing. Thus, the researcher could focus only on students rather than on teaching, and thanks to the observations the researcher could gather information that helped answer the research question. In order to avoid bias, the researcher was truly objective when observing and taking notes no matter what perceptions, feelings or thoughts students had.

3.3.1.4 *Artifacts*

Artifacts are sources of information produced by the stakeholders of a study that help researchers understand what happens in the classroom (Hine, 2013). The current study used two kinds of artifacts. First, WhatsApp voice messages were recorded by students, so that they could self-assess their oral production, specifically their intonation patterns. These audio recordings were used with two purposes: for the researcher to be able to analyze and measure the effects of using self-assessment, and for students to be able to keep track and monitor their oral language production in an autonomous way. WhatsApp was selected because it was easy to use, all the participants had access to it on their phones, and it allowed students to capture speech in real time without the necessity of going to a language lab.

Second, analytic rubrics were used in this study. Analytic rubrics separate different assessment criteria and address them comprehensively (Gonzalez, 2014; Wiseman, 2012). Analytic rubrics, (as mentioned in chapter 2) are considered to be helpful in improving learning and self-regulation (Campbell, 2005), and allow to assess participants' achievements based on multiple criteria using a single rubric. One can assign different weights (value) to different criteria and include an overall achievement by totaling the criteria, and written in a table form (Ghalib & Al-Hattami, 2015; Wiseman, 2012).

Analytic rubrics were selected so the participants could follow the criteria established to self-assess their intonation patterns, and because analytic rubrics establish criteria separately in order to obtain a more detailed assessment (see Appendix H: Rubric). The analytic rubric created for this study was applied during the implementation in 6 lessons of one hour and forty minutes. the rubric was used at the end of each lesson. Participants had to perform a task, and at the end of each lesson, they used the rubric to assess their own performance, along with the WhatsApp

voice recordings. The rubric not only had a space to write a score, but also specific criteria, a space to justify the grade, a space to write what to improve and how to improve in order to raise self-reflection.

3.3.2 Validation and piloting

This research study used both quantitative and qualitative methods. Considering that the effectiveness of research depends on reliability, quality, and validity of the instruments used, it was essential to ensure there was an appropriate criteria, length and absence of bias. Cohen, Manion, and Morrison (2007) state that validity concerns the extent to which an instrument measure what is intended to measure. Additionally, their study suggests that a great source of reliability in instruments not only depends on their design, but also from the multiple ways in which participants are prepared before they are exposed to the instruments. Based on that, in order to ensure that the instruments were appropriated and well elaborated, validation and piloting was conducted. The instruments were applied and piloted to a similar context a month before the implementation in order to verify the reliability of the instruments as well as their practicality. Piloting the instruments was crucial to identify strengths and weaknesses that could interfere participant and the researcher's understanding. After piloting the instruments, it was found that they have validity, reliability, and practicality.

3.4 Conclusion

This chapter sets the design for the current action research study. It provides a description of the participants. As described above, the participants were university students undertaking different undergraduate programs where some of them had to take the English course as a requirement to be able to graduate, while others studied English for the purpose of learning or as a hobby. The pedagogical implementation, as well as the data gathering, and analysis was

completed by the researcher. Thus, ethical measures were taken to avoid bias and to guarantee that instruments would collect appropriate, relevant, and enough information to answer the research question. It explains how the instruments provided the researcher with both qualitative and quantitative data, making the study to have a mixed method approach to analyze the data. Chapter 4 shows how the pedagogical intervention was planned under the theoretical constructs of the study.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

The research design of this study (Chapter 3) describes the context where this study was conducted while describing and justifying the data collection instruments used for carrying out this research study. It is important to note that a mixed method approach was used to examine how self-assessment of recordings through analytic rubrics affected on intonation patterns of tertiary students with a B1 CERF English level L2 learners (Council of Europe, 2001; Heyworth, 2006). In order to do so, five instruments were chosen (questionnaires, interviews, analytic rubrics, WhatsApp voice recordings, and field journal). The purpose of this chapter (Chapter 4) is to describe the pedagogical interventions and implementations involved in the development of this study.

4.2 Visions of language, learning, and curriculum

4.2.1 Vision of language

The context where this study took place sees language as a vehicle for global communication. It follows the Task-Based Language approach (Ellis, 2009; Littlewood, 2004), as the principle vehicle used to teach the English language to its' learners. The vision of language in this study not only has a functional perspective, which means "language as doing things" (Tudor, 2001), but also a vision of language as a culture and an ideology. Based on these principles, students' needs and present realities are taken into account, as language is not only seen as a linguistic system, but language is seen as a tool for communication and is the key component for social development (Tudor, 2001).

4.2.2 Vision of learning

Learning, or language learning, cannot truly be seen. In other terms, language learning is a mental process that cannot be observed in any direct or tangible manner (Tudor, 2001). The institution where this research took place has a vision of experiential learning, which means students learn by doing (Tudor, 2001). In other words, students learn by creating their own language in a task, so that they realize the importance of learning an L2. This could be called a holistic practice. In order to learn, the TBL approach (Hismanoglu & Hismanoglu, 2011) is suggested to teachers, so they promote its use to generate learning. In addition to this, learning is achieved through personal interests, affective concerns, and creative activities (Tudor, 2001). The use of authentic material might also help learners learn easier, as well as the implementation of communication strategies and collaborative tasks assigned by the teacher (Tudor, 2001). In this study, the institution promotes peer assessment and self-assessments as strategies to empower learning. However, based on the needs analysis of this study, teachers have apparently paid little attention to the importance of self-assessment.

4.2.3 Vision of curriculum

For this project, the vision of curriculum follows a plan of study where classes are communicative, dynamic, and meaningful. Students are offered a plan of study in which they can complete 12 levels of English and the content begins at an A1 level and at the end of this curriculum, students will have reached B1 English level based on the Common European Framework of Reference for Languages (Council of Europe, 2001). Moreover, the context of this study follows a curriculum based on communication, which means that the learners are prepared for real-world communication. The context of this study is linked to what Nunan (1999) describes as the curriculum as “*statement of intent*”, implying that the curriculum sets out

objectives, and the classroom is where those objectives take place in a controlled and focused manner.

4.3 Instructional design

4.3.1 Lesson planning

To implement each stage, the researcher has designed seven 100-minute lesson plans (See Appendix I: Lesson plans) that have considered not only the time frame set for the implementation, but also specific goals and tasks in which the strategy to address intonation patterns problems was applied, along with an analytical rubric. All the lessons had a task where students had the opportunity to assess their own performance by using the analytic rubric and were offered additional support through the use of WhatsApp recordings that illustrated the speaking objective. The topics of the lessons were selected according to the curriculum that the institution follows, and these topics were also selected according to the students' wants and needs. The topics covered were: negative questions, simple past, tag questions, indirect questions, and would like. The criteria that was established for this study had to do with developing the appropriate intonation when expressing feelings and emotions through a rising and/or falling intonation.

To construct the lesson plans, the researcher used the template of the institution where this study took place. Each lesson plan has language and communicative objectives, a learning strategy to foster communication skills, a pronunciation tip (intonation patterns), a warming up, an activity, a pre-task, and a final task, which would be the result of what students had learned during the lesson and also offered students the opportunity to perform and assess their own intonation through the use of an analytic rubric and WhatsApp voice recordings.

4.3.2 Implementation

The data implementation was planned through a Gantt diagram (See Appendix J: Gantt diagram) that shows each of the tasks and its pedagogical implications. The number of hours and the dates are provided in order to show when each task was implemented. The implementation took 25 hours, it was divided into 6 hours of observations, two hours of questionnaires sections 1 and 2, two hours of interviews. The implementation of self-assessment through analytic rubrics with support of WhatsApp voice recordings to address intonation patterns problems took 14 hours. The delivery of the lessons was provided in both face to face, and online sessions that lasted 1 hour and 40 minutes each through Skype group calls.

4.4 Conclusion

This chapter described how the pedagogical intervention was planned based on the mixed- method action research study and how the instruments were selected. A description of the visions of language, learning, and curriculum were provided in order to highlight the visions in which this study is involved. Moreover, the instructional design was described in order to show how the implementation of the instruments was planned through the creation of lesson plans and an intervention plan (Gantt diagram). Additionally, the implementation of the strategy to address intonation patterns problems was also carried out, as well as the instruments to obtain results. The following chapter (Chapter 5) shows the data analysis processes and the results found in this research study.

Chapter 5: Results and Data Analysis

5.1 Introduction

This chapter presents the action followed to analyze and interpret the data collected through the implemented instruments which were: questionnaires (divided into 2 parts), artifacts (analytical rubrics and recordings), a teacher's journal, and interviews. It is essential to consider that this was an action research study, as the aim of the teacher-researcher is to effect transformation in his/her own teaching practices (Brown & Dowling, 1998), bringing ideas and solutions to everyday real problems in the field of education (Ferrance, 2000). Moreover, it can be said that this is also a mixed-method research because both qualitative and quantitative elements such as data collection, analysis, and inferences were carried out in order to obtain not only a wider, but also a deeper comprehension and confirmations (Morse & Neihaus, 2016; Onwuegbuzie Johnson & Turner, 2007),

5.2 Data management procedures

Initially, quantitative data were collected through an initial and a final questionnaire, which were obtained and organized in google forms. Some quantitative data from the initial questionnaire showed percentages and frequency about the use of the strategy self-assessment as well as the practice of pronunciation (more specifically intonation) in their classes (see Appendix M: participants' prior knowledge Questionnaire 1). All these data, alongside the qualitative data gathered from the four instruments selected were organized in an excel matrix which allowed the researcher to organize all the data collected from the instruments in one place.

5.2.1 Validation

Validation is a necessary step in research, as it allows the researcher to verify the nature and efficacy of the instruments selected to gather data, having as a main purpose to demonstrate that the study is reliable (Creswell & Miller, 2000). In this research study, the first validation process was piloting, since it was crucial to test the instruments before they were implemented and given to participants, in order to verify that there were not language inconsistencies in the instructions nor in the questions. All the instruments were validated by the researcher's director, the researcher's counselor, two research teachers and two work colleagues, who contributed with their comments and suggestions about the best language use in order to be very clear and suitable for students, as well as the types of questions the researcher designed in order to avoid bias and in order to get better and more precise answers.

The second validation step for this study was the triangulation, bearing in mind that its purpose is to organize and obtain a variety on information collected from several origins or instruments in order to create and obtain themes and categories (Creswell & Miller, 2000). In order to achieve the aforementioned purpose, comparison and contrast procedures of the information collected through the four instruments selected and applied were used, allowing the identification of connections and similarities which formed categories.

5.2.2 Data analysis methodology

The data analysis was based on the mixed method. In order to analyze data, the instruments to collect data were analyzed through the triangulation method. The instruments (questionnaires, interviews, rubrics, and teacher's journal) were analyzed in search of relationships among them in order to validate the emerging data of each instrument. Additionally, three relevant steps of coding (framed upon the Grounded Theory approach) were used: open coding, axial coding, and selective

coding (Charmaz, 2006; Ogharanduku, Zakaria, Sitko, & Sang, 2017). These were used to identify re-occurring themes, patterns or categories and relations between them in order to be able to find a core category and so, answer the research question.

5.3 Categories

5.3.1 Overall category mapping

In order to start with the analysis process, all the data gathered from the four instruments selected were organized in an excel matrix which allowed the researcher to organize, separate relevant from irrelevant information and start the step called initial coding which helps to establish comparisons between the elements found in data and so, be able to build more abstract concepts based on those elements (Charmaz, 2006). This initial coding was focused on breaking up the data into parts or chunks, and coding each line of data in order to refine and identify concepts (Ogharanduku et al., 2017). The following table (Table 6) depicts an example of the open coding process, along with color coding to help distinguish data (Stottok, Bergaus, & Gorra, 2011) the blue color represents the questions and the black one the participant's answers:

Participant #1

ORIGINAL TEXT	PATTERNS
<p>Q1. how did you feel when you self-assessed your own performance? Why?</p> <p>S1: aa ok, I don't know, it was interesting, but I had never done that to evaluate my English.</p>	lack of self-evaluation
<p>Q2. what was the easiest part of using self-assessment?</p> <p>S1: I think that is easy that I know my... my weakness, weaknesses,</p>	detection of weaknesses
<p>because sometimes teachers believe that they know our learning progress but they, but they... they don't know me</p>	teachers' wrong perception of learners' learning
<p>Q3. what was the most difficult aspect when you self-assessed?</p> <p>S1: taking in account that I had never evaluated my intonation. Ehh..</p>	lack of preparation to evaluate intonation

Table 1. Open coding

After the open coding, axial coding was carried out. According to Corbin and Strauss (1990) axial coding is finding and establishing relationships among the patterns, and codes gathered from the open coding step and the research question. Moreover, axial coding represents the rebuilding of data obtaining links and cross links between the codes or chunks of data (Ogharanduku et al., 2017). The following table represents a little part of the axial coding process:

CATEGORIES	INSTRUMENTS TRIANGULATED
<p>Self-assessment to support intonation patterns mistakes</p> <p>Subcategories:</p> <p>Pros: Objectivity Critical skills Honesty Effective to spot intonation patterns mistakes (100% of participants recommend using self-assessment to assess speaking performance). (93,3 of participants reported that self-assessment helped them a lot to identify their intonation patterns mistakes.</p> <p>Cons: Lack of honesty and reflection</p>	<p>Teacher's journal, rubrics, interviews</p>
<p>Self-assessment benefits to improve intonation patterns mistakes</p> <p>Subcategories:</p> <ul style="list-style-type: none"> • Intonation patterns improvement (most students (86%) consider self-assessment as a very useful strategy to identify intonation mistakes) • Self-awareness • Self-reflection • Self-regulation • Self-judgement • Metacognitive skills • Collaborative learning • Autonomy and self-direction 	<p>Teacher's journal, interviews, rubrics, questionnaire 2</p>

Table 2. Axial coding

Considering the categories and subcategories obtained from the axial coding process, the next step is the selective coding which main purpose is to refine theory and identify relationships between codes such as central categories and the codes related to that (Corbin & Strauss, 1990; Ogharanduku et al., 2017). Based on the selective coding, a mapping process was carried out. The following figure represents the mapping process:

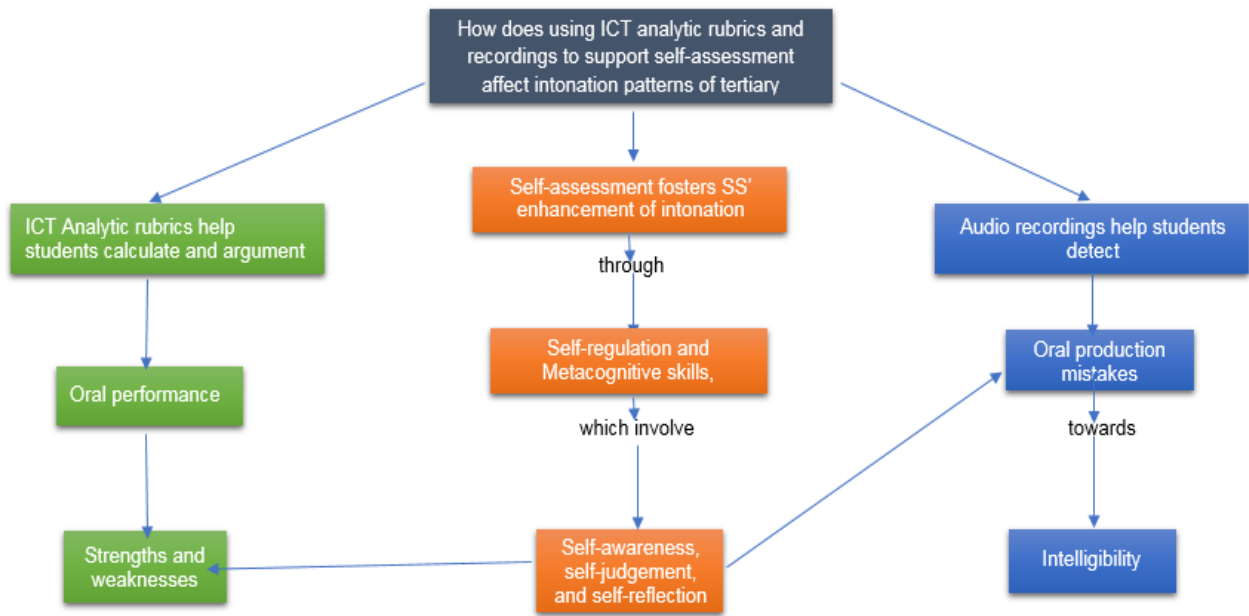


Figure 1. Selective coding, mapping

5.3.2 Discussion of categories

The main purpose of this study was to find through different instruments the answer to the following research question: How does using analytic rubrics and recordings to support self-assessment affect intonation patterns of tertiary students with B1 (CEFR) L2 English? The section below explains the categories shown previously in figure 1 and established through the grounded theory analysis which finally answered the research question.

5.3.2.1 *Recordings to support learners' oral performance*

The first emerging category was recordings to support learners' oral performance. The researcher observed that training students in the use of recordings when having an oral performance, benefitted them in terms of assessing their own intonation mistakes as they had the chance to listen to their own strengths and weaknesses as many times as necessary. Using recordings was relevant as these allowed participants to raise their awareness not only on their intonation problems but their grammar and fluency problems as well.

Excerpt 1. Participant 1, Appendix K, Interview 1.

Not only the evaluation of me but the help of the recordings help me too. Because I can see my mistakes. ...aaaa and also because I was ... I was aware of ... of my mistakes and I learned tips or ideas on how to improve my intonation when I speak in English

Excerpt 2. Participant 5, Appendix K, Interview 5.

S5: More than intonation I feel that I improved many other things, when I listened to the audios, I paid attention to everything I said, and I truly think it was a relevant practice as we never take the time to evaluate ourselves nor have we seen ourselves as if we were another person

Additionally, the data collected from the interviews showed that some students had never been used to recording themselves to detect oral production strengths and mistakes. The researcher noticed that this made students feel shy and unconfident at the beginning of the

implementation of this tool. However, they showed more confidence and started to get used to recording themselves along the way.

Excerpt 3. Participant 1, Appendix K, Interview 1.

Ok, emm... let me see..., a ok, what was the most difficult aspect when you self-assessed?

Taking in account that I had never evaluated my intonation. Ehh.. for example the recordings was new for me, I had never done this exercise

Excerpt 4. Participant 2, Appendix K, Interview 2.

How did you feel when you self-assessed your own performance? I am not used to evaluate myself in English. But at the same time, I felt sure because I know my own mistakes and it was fun to listen to my own voice.

Apart from the results obtained in the interviews, in the teacher's journal, the researcher perceived that participant 8 repeated her own audio 3 times to realize her intonation mistakes, and participant 2 listened to his audio twice. Thus, the researcher could find that participants were using recordings to detect their own strengths and mistakes carefully.

5.3.2.2 Self-assessment to support intonation patterns

The second emerging category was self-assessment to support intonation patterns. The researcher found that training students to use self-assessment when having an oral performance helps them improve their intonation patterns mistakes as learners start to have an initial development of self-regulatory skills. Based on the researchers' observations, participants'

answers gathered from the interviews and questionnaires, and even based on some authors (Dyer, 2015; Goto Butler & Lee, 2010; Kostons, van Gog, & Paas, 2012; Malone et al., 2003; Regehr & Eva, 2006) self-assessment helps learners improve learners' metacognitive skills, self-awareness, self-judgement, and self-reflection.

Excerpt 5. Participant 11, Appendix K, Interview 11.

S11: mm I want to say that I reflected or thought about my mistakes. Sometimes I found that I have many mistakes and that I speak like without intonation, and the exercises helped me a lot to think about that.

Excerpt 6. Appendix L, Teacher's journal.

When students were asked to self-assess their own performance, some students appeared to reflect on their own mistakes. They are no longer focusing on speaking by creating only rules in their minds, but they started to be aware of the importance of speaking with an accurate intonation to sound more natural and to be more intelligible when communicating with other people in English.

The following table (Table 3) shows how useful self-assessment was for learners to identify their intonation mistakes:

Q10. Based on your experience, how useful was self-assessment to identify your own intonation mistakes?

15 respuestas

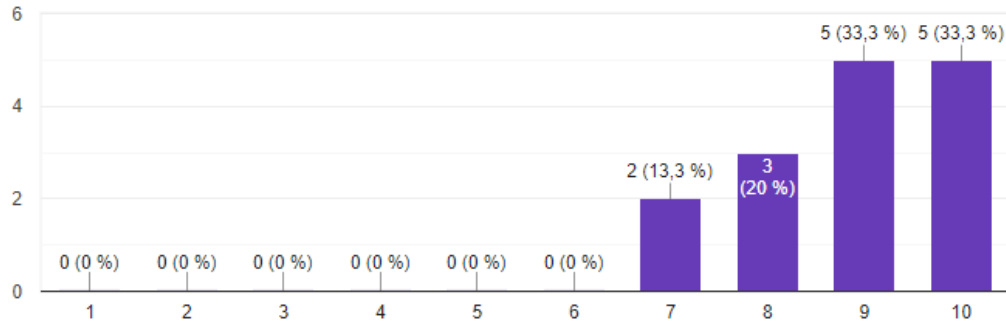


Table 3. Self-assessment supporting intonation

Besides knowing the effectiveness of self-assessment to improve intonation patterns mistakes, the participants also thought it is very important for their learning process. The following table (Table 4) shows their answers along the percentages:

Q13. From 1 to 5, how important is self-assessment for your learning process??

15 respuestas

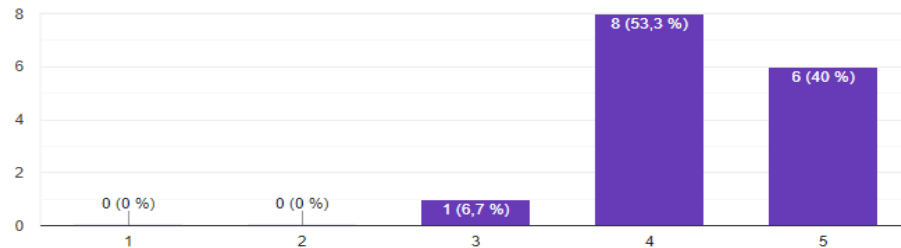


Table 4. Self-assessment importance

In general terms, almost all participants reported that self-assessment helped them identify their own intonation mistakes, helping the researcher ratify that it was a good strategy to help them tackle intonation patterns. Table 5 below indicates that 73,3% of participants strongly

considered self-assessment as a strategy that helps to identify intonation patterns mistakes. The other 26,6% of participants agreed that self-assessment help them identify their intonation patterns mistakes. None of participants reported that self-assessment did not help them identify their intonation mistakes ...

Q17. How much do you think that self-assessment helped you to identify intonation pattern mistakes?

15 respuestas

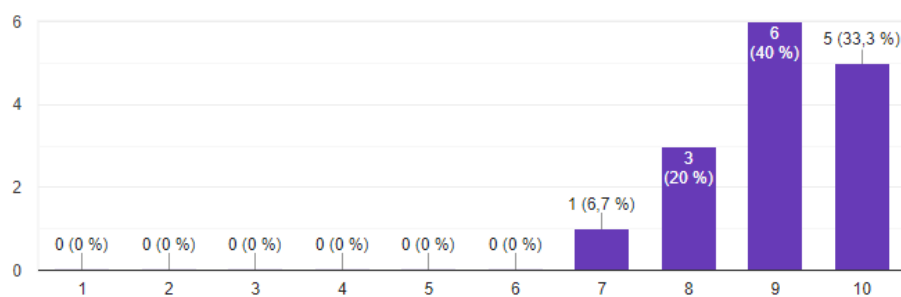


Table 5. Effectiveness of self-assessment

5.3.2.2.1 Initial development of Self-regulatory skills

As mentioned previously, this study found that self-assessment helps students improve their intonation patterns mistakes through the initial development of self-regulatory skills. The following excerpts obtained from the interviews and teacher's journal allowed this study to find that the skills participants started to develop were metacognition, self-awareness, self-judgement, and self-reflection. Self-awareness started to be developed as students started to detect oral production mistakes much easier than at the beginning of the implementation of self-assessment. Moreover, students started to get used not only to listening to their partners' feedback and performance, but also to judge their own performance through self-assessment. When it comes to self-reflection, thanks to self-assessment, alongside the rubrics and recordings, students managed to reflect upon their oral production mistakes and weaknesses as they had to write a short action

plan to move forward and improve their intonation patterns not only for future activities but for their daily lives as well.

Excerpt 7. Participant 3, Appendix K, Interview 3.

Q2. Ok, now tell me, what was the easiest part of using self-assessment?

S3: Detect my strengths and weaknesses. I thought a lot about my mistakes and in the question of the rubric that say “how to improve” it was really difficult, and I reflected.

Excerpt 8. Participant 7, Appendix K, Interview 7.

Q2. What was the easiest part of using self-assessment? S7: knowing my own mistakes and knowing myself

Q5. Do you think that self-assessment really helped you analyze your own intonation pattern mistakes? S7: Yes, I improved my way to express emotions and feelings

Excerpt 9. Participant 11, Appendix K, Interview 11.

S11: mm I want to say that I reflected or thought about my mistakes. Sometimes I found that I have many mistakes and that I speak like without intonation, and the exercises helped me a lot to think about that.

Excerpt 7. Appendix L, Teacher's journal.

When students were asked to self-assess their own performance, some students appeared to reflect on their own mistakes. They are no longer focusing on speaking by creating only rules in their minds, but they started to be aware of the importance of speaking with an accurate intonation to sound more natural and to be more intelligible when communicating with other people in English.

5.3.2.3 *Rubrics to support learners' oral performance*

The third emerging category was rubrics to support learners' oral performance. The researcher found that training students to use rubrics as a tool to support self-assessment when having an oral performance helps them improve their intonation patterns mistakes and so, they become more aware of the importance of being intelligible. Besides, not only in this study, but also in other research studies (Andrade, 2007; Ghalib & Al-Hattami, 2015; Parkes, Zimmaro, Parkes, & Zimmaro, 2018) it has been shown that analytical rubrics are essential for assessing one's progress and to keep track of one's own mistakes or strengths in a detailed manner.

The following excerpts illustrate students' answers about the effectiveness of rubrics to support self-assessment. Students claimed that rubrics helped them keep track of their own assessment, as they could write down their opinions and feelings towards their performance, and they could access the rubrics whenever they wanted to remember mistakes to be corrected for future exercises in class.

Excerpt 11. Appendix L, Teacher's journal.

When the teacher asked them to self-assess, SS immediately started to use the analytical rubric. S12 asked for a rubric before starting to assess her own performance.

They are no longer focusing on speaking by creating only rules in their minds, but they started to be aware of the importance of speaking with an accurate intonation to sound more natural and to be more intelligible when communicating with other people in English.

Excerpt 12. Participant 1 Appendix K, Interview 1.

Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns? S2. Yes, without the rubric I don't know how I would given a grade to myself. It was really necessary

Excerpt 13. Participant 4 Appendix K, Interview 4.

What was the easiest part of using self-assessment? S4: Uy teacher, mmm... I don't know, eh, I don't know. Maybe that ... you give us a rubric and that I have the opportunity to evaluate me Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns? S4: Yes, the rubric was complete.

The excerpts also showed that students consider essential using a rubric to assess their own performance on intonation mistakes. In fact, a student asked for a rubric when he was told to assess his performance on intonation patterns.

Additionally, all the participants mentioned that the rubric was necessary to assess their own progress, and most of them agreed to tell that the rubric used for this study was easy to use. Table 6, taken from the questionnaire section 2, showed how easy the rubric was for participants to use, since the criteria established were cleared, and as the rubric was analytical, students could assess particular aspects of intonation to convey feelings and emotions

Q12. How difficult was to self-assess by using the rubric?

15 respuestas

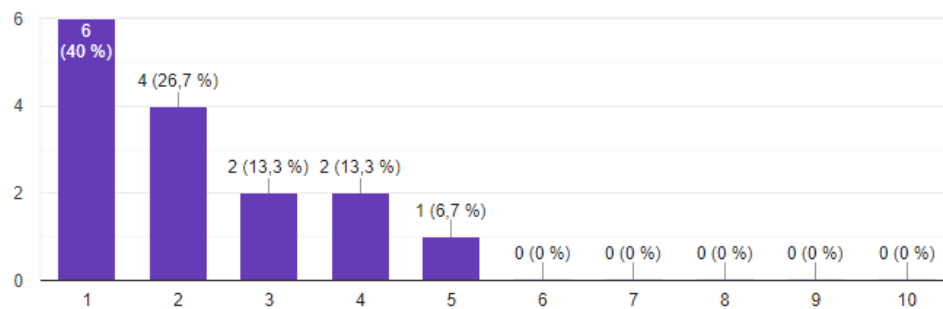


Table 6. Rubric easiness

As it can be seen in table 6, 1 represents very easy, and 10 very difficult. Most students mentioned that the rubric created for this study was easy to understand and this in turn, allowed them to assess their own progress easier

5.3.3 Core category

The main purpose of this research study was to find through different instruments an answer to the following question: How does using analytic rubrics and recordings to support self-assessment affect intonation patterns of tertiary students with B1 (CEFR) L2 English?

In order to elucidate the data gathered through the instruments selected, the following core category was generated:

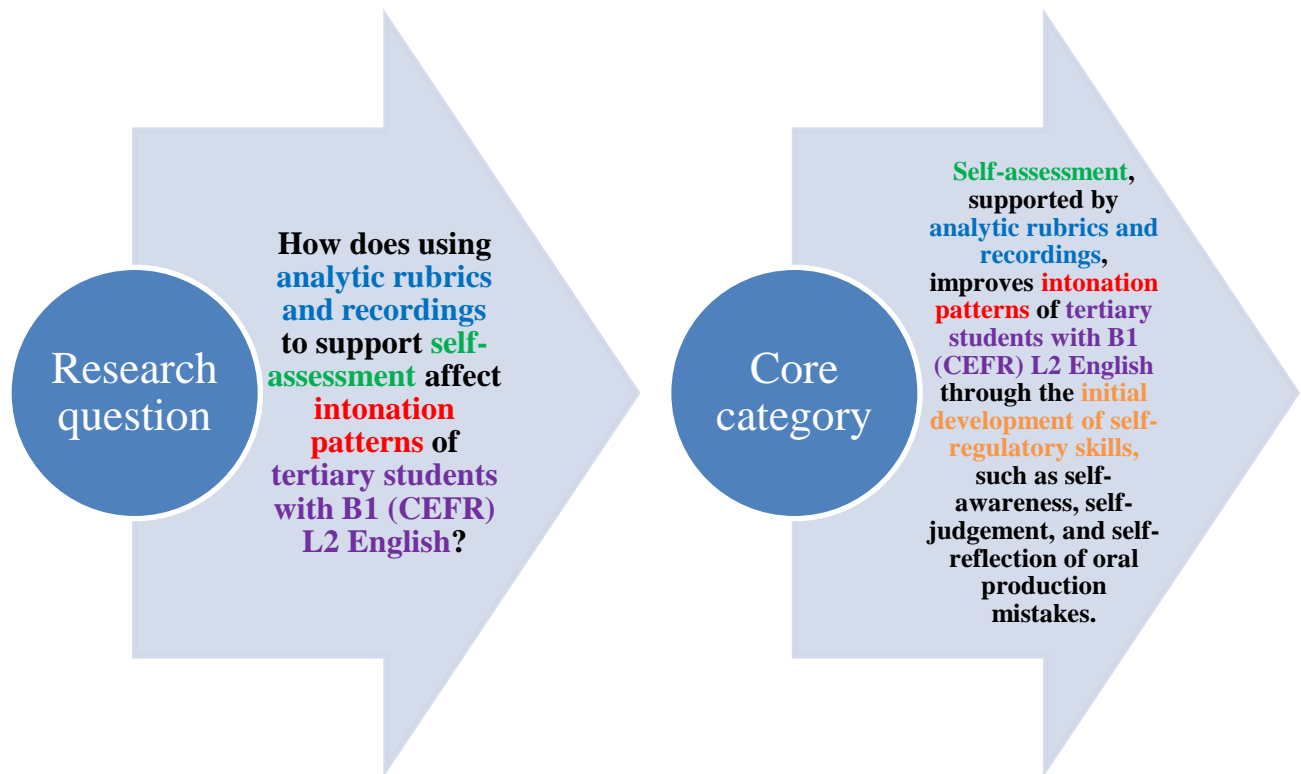


Figure 2. Core category

In order to answer the research question and obtain the core category, some procedures were followed and represented in the following figure:

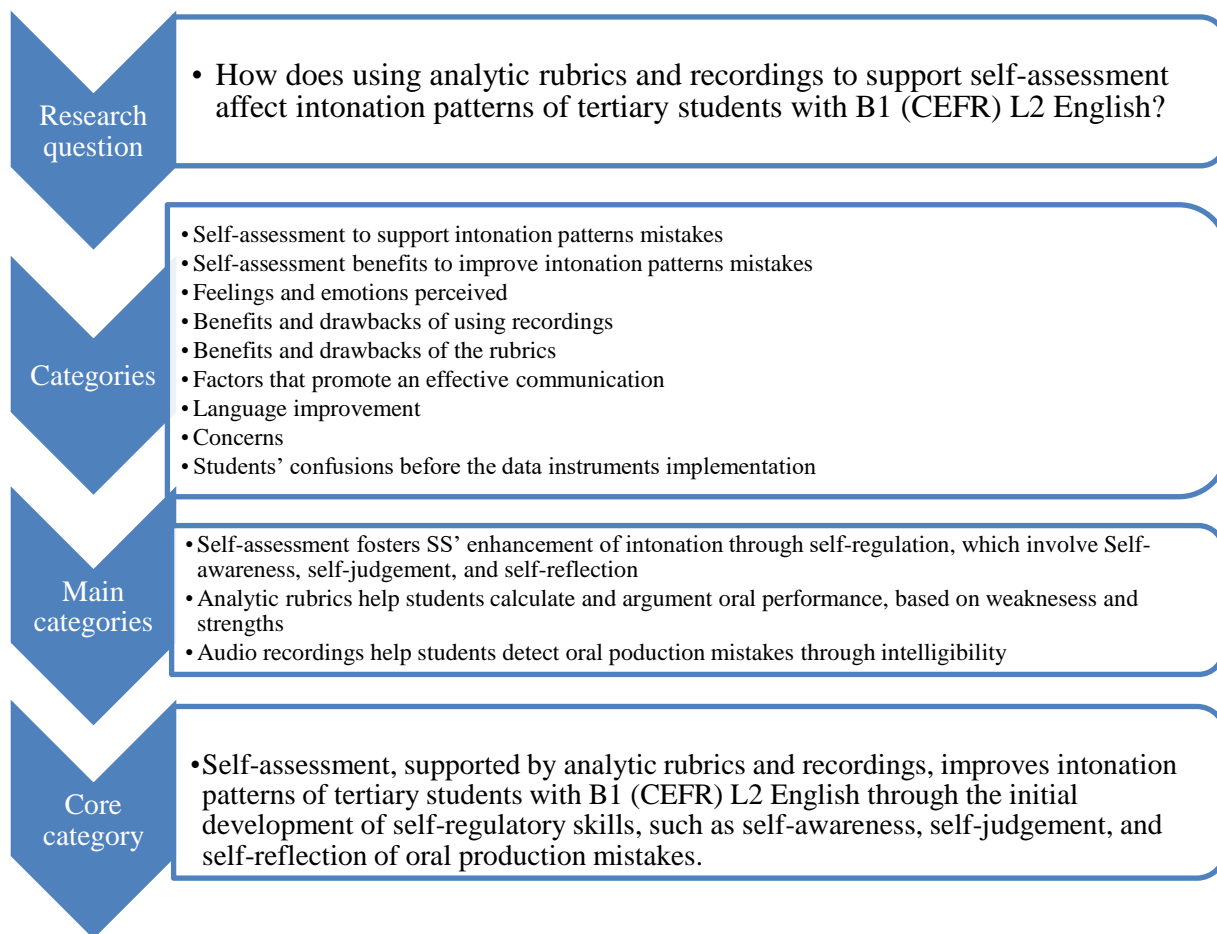


Figure 3. Process of core category

5.4 Conclusion

The overall findings of this study revealed that the use of self-assessment supported by analytic rubrics and recording affect positively students' intonation patterns through the initial development of self-regulatory skills, which involve other skills such as metacognition, self-awareness, self-judgement, and self-reflection. Based on the data analysis and results, it was noticeable that students learned to assess their own performance and that their awareness raised on the importance of intonation to express feelings and emotions to sound more natural and to be intelligible when communicating with other English speakers. The following chapter (chapter 6) describes the final conclusions and pedagogical implications of this study.

Chapter 6: Conclusions and Pedagogical Implications

6.1 Introduction

This final chapter is the product of the deep and complete analysis on the effects on intonation patterns of tertiary students with B1 (CEFR) L2 English, through the use of self-assessment as a strategy supported by analytic rubrics and recording. The information used to establish the conclusions of the current study are highly important as they can be used as a way to tackle intonation patterns mistakes that some students might have. Furthermore, the findings also can be used as a beginning to further research by identifying similar problematic situations at other English teaching institutions or universities, having in mind that it is possible not only to work to decrease intonation patterns mistakes, but also to provide students with self-assessment opportunities to promote self-regulatory skills which involve self-awareness, self-judgment, and self-reflection.

The present chapter initially presents a comparison between the results of this study compared to the ones identified in the state of the art; then, the significance of the findings. After that, this chapter shows the challenges that appeared and the necessary suggestions to help others who are interested in doing a similar study or continue this one. Later, some tools, procedures, topics and / or options that may be approached in further research are provided to keep on doing research in this field. Finally, the present chapter presents a conclusion emphasizing the essential results which answered the research question.

6.2 Comparison of results with previous studies' results

This research study showed that the use of the strategy self-assessment with the support of recordings and analytic rubrics affects positively the process of intonation patterns production. In addition to that, considering previous studies focused on self-assessment (Dlaska & Krekeler,

2008; Dyer, 2015; Salimi, 2014), several findings were identified such as the efficacy of promoting self-assessment to increase pronunciation. Moreover, self-assessment has also been used in research in other areas of knowledge different to English language learning (Eva & Regehr, 2005), concluding that it is an effective strategy as it increases self-awareness (Evans, McKenna, & Oliver, 2002; Vago & Silbersweig, 2012).

When it comes to research studies focused on pronunciation, some studies (Gilakjani, 2012; Murphy, 2014), as well as this study, have concluded that pronunciation is necessary as learners with an accurate pronunciation tend to be more intelligible even if they have errors in other areas, whereas learners with difficulties to pronounce might not be understood and their message might not be conveyed as they wanted to (Gilakjani, 2012; Kang & Ginther, 2017; Murphy, 2014; Yazan, 2015).

Making reference to the tools used to support self-assessment, which were rubrics and recordings, some researchers (Cooper & Gargan, 2009; Panadero & Jonsson, 2013; Parkes et al., 2018) found that rubrics are an essential tool that facilitate grading students, and also might have the potential to influence students' learning positively by promoting self-regulation. This study showed that rubrics are highly essential to increase students' self-regulatory skills through self-assessment, and thus, concluded that rubrics are necessary for helping students to have a record of their strengths and weaknesses.

In terms of recordings, some studies have used this tool to support information (Tarighat & Khodabakhsh, 2016), this study found that recordings help students keep track or monitor their own oral performance, allowing them the identification of oral production mistakes and strengths. Therefore, recordings are helpful in the English Language Teaching context to have evidence of oral performance.

Although some studies had previously analyzed the influence and effectiveness of self-assessment, rubrics, and recordings, and some others have analyzed suprasegmental parts of pronunciation such as intonation (Beckman & Venditti, 2010; Farías, 2013; Jiang, 2011; Schaetzel, 2009), apparently, there is still little research about the influence of self-assessment supported by rubrics and recordings to improve intonation patterns mistakes. Thus, it is necessary to highlight the importance of this study in the field of education.

6.3 Significance of the results

Based on the research question: How does using analytic rubrics and recordings to support self-assessment affect intonation patterns of tertiary students with B1 (CEFR) L2 English?, the results lead to think and confirm that self-assessment, supported by rubrics and recordings create an excellent compound to promote important educational aspects of ELT. First, and most importantly, is to conclude that the process of improving intonation patterns do work because of several reasons. Self-assessment is a strategy that should be developed for the 21st century students in order to help students to be successful, and it was highly crucial in this study and established in the core category. In this study, it was found that thanks to self-assessment, some self-regulatory skills emerged such as: metacognition, in which participants realized how they learn, self-awareness of intonation mistakes, self-judgement of their oral performance, and self-reflection of how to continue improving those oral production mistakes thorough an action plan that allowed students reflect on their strengths and weaknesses related to intonation and even related to pronunciation, grammar, and vocabulary.

Besides, intonation patterns were detected and tackled thanks to self-assessment, but it is important to notice that based on the results tools like recordings and rubrics, should be used as supporting tools of self-assessment when teachers want to promote it in the EFL classroom. In

fact, instruments like the post-questionnaire (second questionnaire, section 3) showed that rubrics and recordings were necessary to support self-assessment, learners improved their self-regulatory skills, and their self-confidence even increased as they lost fear to talk. Some students could finally perceive that not only grammar and vocabulary, but also expressing feelings and emotions naturally through an accurate intonation is determining to communicate effectively and to obtain better future possibilities to be successful in life as professionals who manage to communicate in an L2 easily and have a self-regulated behavior.

6.4 Pedagogical challenges and recommendations

For future researchers interested in this field of knowledge related to intonation patterns improvement through the use of self-assessment, it is essential to bear in mind the reason why they should care about it. Intonation patterns mistakes is a common weak spot that students express when trying to demonstrate their oral production skills, but unfortunately, teaching and learning L2 intonation through strategies do not have a place in institutional curriculum (Mozziconacci & Hermes, 2001; Schaetzel, 2009). Teachers must be aware that producing an effective communication goes beyond asking students to speak. In fact, an effective communication is acquired when learners learn to express themselves intelligibly (Kang & Ginther, 2017; Kates & Arehart, 2005; Yazan, 2015), and this requires to include not only vocabulary, grammatical functions, but also aspects of pronunciation such as intonation to express feelings and emotions, which was covered in this study.

It is also necessary to consider self-assessment as a strategy to be taught and promoted in the EFL classroom, since students in different contexts might have lack of confidence or fear to talk when they speak in English. Thus, as self-assessment helps students acquire self-regulatory skills such as metacognition, self-awareness, self-judgement, and self-reflection, they might be

able to lose their fear to talk and so, they could improve their oral performance and intelligibility. Having said that, it is highly relevant to follow the recommendations below in order to promote oral production improvement through self-assessment in the EFL classroom:

- Use tools such as recordings and rubrics to help students assess themselves more critically and objectively.
- Promote many communication opportunities among learners to improve their oral skills.
- Start promoting the use of self-assessment every single class until students start becoming aware of its importance and so they learn to assess their performance correctly.
- Raise students' awareness on the importance of expressing accurate feelings and emotions through intonation.
- Help students learn the importance of being intelligible and help them recognize the difference between intonation and tone.
- Use scaffold when you see that some students have struggles to improve their oral skills and when they struggle to detect their weaknesses and strengths.

6.5 Research limitations on the present study

The development of this research study had some limitations based on timing, blended learning, and issues related to participants and observations. When it comes to timing, one of the highest obstacles was to implement the instruments and collect data as some students were almost ready to travel as the end of the semester was coming. Besides this, as some lessons were taken online, some students reported to have internet issues, which prolonged the class.

Considering students issues, some students affirmed they had familiar issues and so, they were not completely focus on the class or they could not participate as they usually do. Additionally, when the researcher observed the three classes, the teacher who taught those classes, unfortunately almost never provided students with speaking opportunities. Thus, it was a little difficult for the researcher to perceive oral performance of some students.

As an additional limitation, it can be said that it could be sometimes difficult to raise students' awareness of assessing their own performance in an objective and honest manner as at the beginning of the implementation, they were starting to learn to assess using the rubric and recordings.

6.6 Further research

Further research could be done as self-assessment is a strategy that can be used not only in suprasegmental aspects of pronunciation such as intonation, but also in other EFL aspects like vocabulary and grammar. Besides, self-assessment supported by rubrics and recordings can be adapted based on students' age and according to the curriculum established in an institution

To broaden the results of this study, the teacher researcher recommends carrying out a longitudinal study with a larger number of participants in a different context to see how it differs from this study. Due to the nature that the strategy self-assessment presents, further research may be possible. Thus, it can be applied with interdisciplinary projects not only focused on ELT but in other areas as well.

6.7 Conclusion

After the opportunity of having carried out this action research study and after analyzing the data collected through the instruments selected with their corresponding results, it is possible to come into view the following conclusions:

The use of self-assessment strategy helps learners improve intonation patterns mistakes, if there are enough opportunities for students to speak. This strategy should be promoted by teachers and institutions as it awakens self-regulatory skills, which trigger other skills such as self-awareness, self-judgement, and self-reflection.

When it comes to the teacher's role in the implementation of self-assessment, it must be focused on oral production performance in order to improve their speaking skills. Teachers must make sure that learners are aware of the importance of assessing their own performance in an honest, critical and objective manner in order to obtain effective results. Additionally, teachers must bear in mind the context where self-assessment will be applied, students' needs and external issues that students may have.

The use of tools such as recordings and rubrics should be used to support self-assessment as they help spot and evidence oral production weaknesses and strengths, and finally, it is important to consider that learning to assess one's performance is a process that requires not only practice but also constancy.

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Appendix A: Speaking Exams

Situation 1

It is your first class of your MBA at Oxford University. You are talking to a classmate you are meeting for the first time. Introduce yourself. First, greet him/her. Then say your name, your last name, nationality, where you are from, your age, your studies and your job. Try to make a good first impression. Ask your new friend questions about the same topics. Finally, tell the person you are leaving and ask for his/her phone number to keep in touch.

Situation 2

Student A-B

Your classmate wants to know about your family. You have some photos in your cell phone. Talk about your family using the following topics: Names, last name, nicknames, spell his/ her names, occupations and studies, physical and personality characteristics, place and date of birth, and age.

Situation 3

Student A-B

You want to talk about famous people with your friend. You have some photos of them. Tell your friend their names, nicknames, marital status, physical and personality characteristics, occupations, nationality. Your friend asks you some questions about one of the famous people. Answer his/her questions. Listen to your friend and ask him/her questions about the same topics.

Appendix B: Speaking Rubric

English level _____

Name: _____ Teacher: _____

Date: _____ Grade _____

	5.0 excellent	4.0 very good	3.0 good	2.0 needs improvement	1.0 deficient
Fulfillment of the task					
Coherence					
Pronunciation					
Fluency					
Grammar and vocabulary					

Table 7 Speaking Rubric.

Appendix C: Assessment Questionnaire

Select the most common assessment in your English classes:

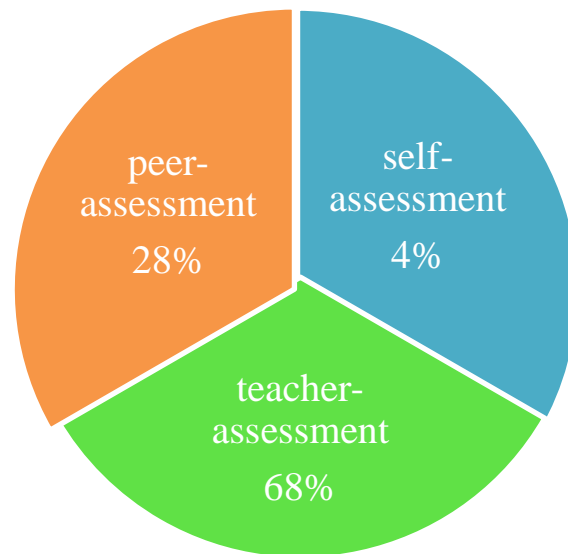


Figure 4. Assessment Questionnaires.

15 participants answered the question. 10 participants selected teacher-assessment as the most common in their English class, while 4 participants chose peer-assessment. Only one participant chose that self-assessment was common in English class.

Appendix D: Participants Consent Letter

Bogotá, D. C. 02 de abril del 2018

Señores:

Estudiantes del Centro Colombo Americano (niveles G)

Programa de niños, jóvenes y adultos.

Centro Colombo Americano (sede centro)

Bogotá.

Apreciados estudiantes:

Actualmente llevo a cabo una investigación titulada “uso de autoevaluación como soporte para el aprendizaje de entonación en inglés través de rubricas”, dirigida a los estudiantes que cursen los niveles G (grown up) del Programa de niños, jóvenes y adultos (KTP). Esta indagación intenta enriquecer los procesos de aprendizaje de la lengua extranjera y mejorar las prácticas docentes. Así mismo, se busca contribuir al mejoramiento de las competencias comunicativas del estudiante.

El objetivo de este estudio es reconocer cómo la estrategia de autoevaluación soporta el aprendizaje de patrones de entonación del inglés a través del uso de rubricas. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración para realizar mi trabajo de investigación, que se llevará a cabo durante el año 2017 al año 2019. Esto implica recolectar datos por medio de entrevistas, cuestionarios y observaciones. Por este motivo, debo tener acceso a sus conocimientos de la estrategia autoevaluación para así poder utilizarla para aprender parte de pronunciación de inglés.

Igualmente, a los participantes se les garantizará mantener su identidad en el anonimato, así como estricta confidencialidad con la información que se recolecte. La participación en esta investigación es voluntaria por lo cual usted podrá retirarse en cualquier momento si así lo desea. El proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Michael Romero Gonzalez

Acepto participar

Nombre del participante: _____

Firma del participante: _____

Número de cédula: _____

Appendix E: Institutional consent letter

Centro Colombo Americano

Bogotá

02 de abril de 2018

Apreciada Señora Pillar Bravo

Actualmente estoy realizando una investigación titulada “uso de autoevaluación como soporte para el aprendizaje de entonación en inglés través de rubricas”, dirigida a estudiantes de niveles G (grows up) del programa niños y jóvenes, (KTP) del Centro Colombo Americano, la cual intenta contribuir y enriquecer los procesos de aprendizaje de la lengua extranjera y al mismo tiempo reorientar las prácticas docentes.

El objetivo de este estudio es reconocer cómo la estrategia de autoevaluación soporta el aprendizaje de patrones de entonación del inglés a través del uso de rubricas. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración para realizar mi estudio de investigación, que se llevará a cabo durante el año 2017 hasta el año 2019. Esto implica recolectar datos y analizar los resultados, por lo cual debo tener acceso al conocimiento de los estudiantes de la estrategia autoevaluación para así poder utilizarla para aprender parte de pronunciación de inglés., con el fin de conocer y analizar como el uso de autoevaluación soporta el aprendizaje de entonación en inglés, y así mismo, para que los estudiantes puedan utilizar la estrategia de autoevaluación autónomamente para enriquecer el aprendizaje de la lengua inglesa.

Igualmente, a los participantes se les garantizará mantener su identidad en el anonimato, así como estricta confidencialidad con la información que se recolecte. El proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Michael Romero Gonzalez

Licenciado en lenguas castellana, inglés y francés.

Profesor de inglés (KTP) y Programa Universidades

Firma: _____

Appendix F: Questionnaires

Dear participants,

In this instrument you will be asked some questions about self-assessment and oral performance skills based on your performance. Your answers will help me out to carry out my research. Remember that your participation is voluntary. Answers will be anonymous.

Q1. What is self-assessment for you?

Q2. Do your English teachers promote self-assessment in your classes?

Never

Almost never

Sometimes

Almost always

Always

Q3. Do you self-assess your speaking skills?

Yes

No

Q4. How often do you self-assess your speaking skills?

Never

Almost never

Sometimes

Almost always

Always

Q5. In your opinion, what is an accurate pronunciation?

Q6. Is it important to pronounce accurately when speaking English? why?

Q7. In your opinion, what are intonation patterns?

Q8. How often do your English classes focus on pronunciation?

Never

Almost never

Sometimes

Almost always

Always

Q9. How often do your English classes focus on intonation patterns?

Never
Almost never
Sometimes
Almost always
Always

Section 3 (to verify how self-assessment affected intonation patterns problems)

Q10. Based on your experience, how useful was self-assessment to identify your own intonation mistakes?

Nothing 1—2—3—4—5—6—7—8—9—10 A lot

Q11. Would you recommend a friend to self-assess when practicing speaking?

Q12. How difficult was to self-assess by using the rubric?

Easy 1—2—3—4—5—6—7—8—9—10 Hard

Q13. From 1 to 5, how important is self-assessment for your learning process??

Not important 1—2—3—4—5 Very important

Q14. How did you feel when you assessed your own performance?

Not sure
Somewhat sure
Totally sure

Q15. What was the easiest part of using self-assessment?

Q16. What was the most difficult aspect when you self-assessed?

Q17. How much do you think that self-assessment helped you to identify intonation pattern mistakes?

Nothing 1—2—3—4—5—6—7—8—9—10 A lot

Appendix G: Interview**Semi-structured interview**

Dear participant, the aim of this interview is to gather information about the self-assessment of your oral performance in order to know how self-assessment through ICT rubrics affects intonation patterns. Remember that you have to be honest when answering the questions in order to have real findings. Your answers will be anonymous.

Q1. How did you feel when you self-assessed your own performance? Why?

Q2. What was the easiest part of using self-assessment?

Q3. What was the most difficult aspect when you self-assessed?

Q4. Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns?

Q5. Do you think that self-assessment really helped you analyze your own intonation pattern mistakes? If so, how?

Q6. Do you think that self-assessment really helped reflect upon your own intonation pattern mistakes? If so, how?

Q7. Has self-assessment helped you to identify intonation patterns mistakes? Yes/no, why?

Appendix H: Rubric

<p style="text-align: center;">Accurate use of rising and falling intonation in negative questions and in yes/no questions</p> <p>I can use a rising/ falling intonation when asking a negative question to express feelings and emotions, and falling intonation to confirm in yes/no questions i.e. don't you know what I mean?</p>	<p>Score ____/5.0</p> <p>Why? _____</p> <p>What to improve? _____</p> <p>How to improve? _____</p>
<p style="text-align: center;">Accurate use of rising/ falling intonation to tell an anecdote</p> <p>I can use a rising/falling intonation when telling an anecdote in simple past i.e. that day was great, I remember that she asked me something like: "do you love me"? I said, I did</p>	<p>Score ____/5.0</p> <p>Why? _____</p> <p>What to improve? _____</p> <p>How to improve? _____</p>
<p style="text-align: center;">Accurate intonation to describe symptoms and illnesses</p> <p>I can use a rising/falling intonation when describing symptoms and illnesses</p>	<p>Score ____/ 5.0</p> <p>Why? _____</p> <p>What to improve? _____</p> <p>How to improve? _____</p>
<p style="text-align: center;">Accurate intonation to convince</p> <p>I can convince the interviewer through rising/falling intonation to get a job/ I can use a rising/falling intonation to make the interviewer feel comfortable when asking him/her questions or when confirming through tag questions</p>	<p>Score ____/ 5.0</p> <p>Why? _____</p> <p>What to improve? _____</p> <p>How to improve? _____</p>

<p style="text-align: center;">Accurate intonation to get to a new place</p> <p>I can use a rising/falling intonation to ask indirect questions and to express my feelings and emotions i.e. could you tell me what your name is? I wonder where the nearest hospital is...</p>	<p>Score</p> <p>___/5.0</p> <p>Why? _____</p> <p>What to improve? _____</p> <p>How to improve? _____</p>
<p style="text-align: center;">Accurate intonation to describe a place you like</p> <p>I can use a rising/falling intonation when describing a place I would like to visit.</p>	<p>Score</p> <p>___/5.0</p> <p>Why? _____</p> <p>What to improve? _____</p> <p>How to improve? _____</p>

Calculate the final score by adding the results and then, divide them into 6.

Deficient	0 to 2.8
Needs improvement	2.9 to 3.4
Good	3,5 to 3.9
Very good	4.0 to 4.4
Excellent	4.6 to 5.0

Table 8. Rubric

Appendix I: Lesson plans

LESSON PLAN FORMAT				
Name of the teacher: Michael Romero Gonzalez				
COURSE:	DATE OR CLASS DAY: 1	NUMBER OF STUDENTS: 15	Lesson 1	
OBJECTIVES				
COMMUNICATION: talk about surprising situations LANGUAGE: use of negative questions TASK: let's role play LEARNING STRATEGY: showing interest and surprise PRONUNCIATION TIP: intonation patterns				
PROCEDURE		T.O.I	TIME	MATERIAL
WARM UP				
Students will watch questions related to the grammar “negative questions” in some slides that the teacher prepared. They will watch the images and discuss the questions. After that, teacher will elicit information about the questions		S-S T-S	15min	Slides
FEEDBACK: teacher will provide some feedback about the previous warm up activity if necessary				
PRE-TASK ACTIVITY 1				
After the warming up, teacher will ask students to analyse the grammar, and then will clarify the topic negative questions and will teach its meaning when using intonation patterns. Students will complete online activities in order to get familiar with the topic		T-S S-S	20min	Slides
ACTIVITY 2				
Once students have finished the activity, they will play kahoot. The topic will be “negative questions”.		S-S	20min	Internet
ACTIVITY 3				
Students will watch a video from “easy English”. They will then discuss in pairs how people reacted to the questions asked by the presenter.		S-S	10min	YouTube
TASK: let's role play				
In pairs, create a situation in which you show: complain, surprise, confirm, suggest, or request. Decide where the situation takes place and get ready to perform it.		S-S		Students will use realia if necessary.

<p>Example: a couple arguing because one of them cheated on the other a car accident an assault</p> <p>Criteria: use of negative questions, use of rising and/or falling intonation</p> <p>OUTCOME: let's see the more realistic performance</p>		<p>2 0min</p>	<p>WhatsApp voice recordings</p>
<p>TASK ASSESSMENT SELF <u>X</u> PEER ____ TEACHER ____</p> <p>Criteria: use of rising and falling intonation to express feelings and emotions, use of negative questions</p> <p>Feedback: students will fill out the self-assessment rubric in order to know what to improve (10min)</p> <p>Action plan: students will explain what they will do in order to address their difficulties</p>			
<p>COMMENTS AND OBSERVATIONS</p>			

LESSON PLAN FORMAT				
<p>Name of the teacher: Michael Romero Gonzalez</p>				
<p>COURSE:</p>	<p>DATE OR CLASS DAY: 2</p>	<p>NUMBER OF STUDENTS: 15</p>	<p>Lesson 2</p>	
<p>OBJECTIVES</p> <p>COMMUNICATION: talk about anecdotes LANGUAGE: review of simple past TASK: let's tell an anecdote LEARNING STRATEGY: asking for clarification PRONUNCIATION TIP: intonation patterns</p>				
PROCEDURE		T.O.I	TIME	MATERIAL
<p>WARM UP</p> <p>Students will be displayed some images and questions related to their past experiences. They will ask and answer the questions in pairs by switching roles.</p>		<p>S-S</p>	<p>15min</p>	<p>Slides</p>
<p>FEEDBACK: teacher will provide some feedback about the previous warm up activity if necessary</p>				

<p>PRE-TASK ACTIVITY 1</p> <p>Students will be asked to write a short story in pairs. They will have to be creative in order to be the best story</p>	S-S	25min	Paper and pen
<p>ACTIVITY 2</p> <p>Students will play a battleship game in simple past. They will do it in pairs. The purpose of this activity is to start fostering speaking</p>	S-S	30min	Battleship online papers
<p>TASK: remember an anecdote you lived in the past, be prepared to present it to 4 different partners. Express your emotions towards your anecdote. Once your partners finish their anecdote, feel free to ask questions about it</p> <p>OUTCOME: find out the most interesting anecdote</p>	S-S	2 0min	WhatsApp voice recordings
<p>TASK ASSESSMENT SELF <u>X</u> PEER ____ TEACHER ____</p> <p>Criteria: use of simple past, rising, neutral or falling intonation to express feelings and emotions</p> <p>Feedback: students will fill out the self-assessment rubric in order to know what to improve (10min)</p> <p>Action plan: students will explain what they will do in order to address their difficulties</p>			
<p>COMMENTS AND OBSERVATIONS</p>			

<p>LESSON PLAN FORMAT</p>			
<p>Name of the teacher: Michael Romero Gonzalez</p>			
<p>COURSE:</p>	<p>DATE OR CLASS DAY: 3</p>	<p>NUMBER OF STUDENTS: 15</p>	<p>Lesson 3</p>
<p>OBJECTIVES</p> <p>COMMUNICATION: talk about illnesses and remedies LANGUAGE: use of should for advice TASK: let's be doctors LEARNING STRATEGY: showing interest and surprise PRONUNCIATION TIP: intonation patterns</p>			
<p>PROCEDURE</p>	<p>T.O.I</p>	<p>TIME</p>	<p>MATERIAL</p>

<p>WARM UP</p> <p>Students will be displayed some images and questions related to illnesses and diseases. They will ask and answer the questions in pairs by switching roles</p>	S-S	15min	Slides
<p>FEEDBACK: teacher will provide some feedback about the previous warm up activity if necessary</p>			
<p>PRE-TASK ACTIVITY 1</p> <p>Students will be given a list of vocabulary related to remedies and illnesses. They will complete an activity with that vocabulary in pairs</p>	S-S	15min	Slides
<p>ACTIVITY 2</p> <p>Students will be showed a YouTube video about a doctor and a patient. Then, they will discuss in pairs how the patient felt and how he reacted to the suggestions given by the doctor</p>	S-S	20min	YouTube video
<p>ACTIVITY 3</p> <p>Students will be showed 5 images about suggestions. They will have to use the grammar “should” in order to give suggestions to the partners</p> <p>Ex: what should I do if I get lost? you should...</p>	S- S	15min	Online activity
<p>TASK: let’s be doctors!</p> <p>In pairs, create a dialogue in which one student takes the role of the patient, and the other one the role of a doctor. The patient has to describe symptoms and the doctor will describe what the illness is. The doctor will have to give advice in order to deal with the illness and also will have to prescribe the possible illness that the patient has. Remember to use emotions and feelings according to the situation.</p> <p>OUTCOME: check the best remedies.</p>	S-S	25min	WhatsApp voice recordings
<p>TASK ASSESSMENT SELF <u> X </u> PEER <u> </u> TEACHER <u> </u></p> <p>Criteria: use of should for advice, rising and falling intonation when expressing feelings and emotions.</p> <p>Feedback: students will fill out the self-assessment rubric in order to know what to improve (10min)</p> <p>Action plan: students will explain what they will do in order to address their difficulties</p>			

COMMENTS AND OBSERVATIONS

LESSON PLAN FORMAT				
Name of the teacher: Michael Romero Gonzalez				
COURSE:	DATE OR CLASS DAY: 4	NUMBER OF STUDENTS: 15	Lesson 4	
OBJECTIVES				
COMMUNICATION: talk about jobs and professions LANGUAGE: review of present simple and past simple TASK: let's get a job LEARNING STRATEGY: asking for clarification PRONUNCIATION TIP: intonation patterns				
PROCEDURE		T.O.I	TIME	MATERIAL
WARM UP				
Students will be displayed some images and questions related to jobs and professions. They will ask and answer the questions in pairs.		S-S	15min	Slides
FEEDBACK: teacher will provide some feedback about the previous warm up activity if necessary				
PRE-TASK ACTIVITY 1				
Students will select 3 professions they like and 3 professions they dislike. They will write 3 reasons for each mentioning what they like and dislike about them. Then, they will share it in pairs.		S-S	20min	N/A
ACTIVITY 2				
Students will watch a video about a professional talking about her profession, then, student will share their insight about the video and will also discuss in pairs how the presenter talked about her profession		S-S	15min	YouTube video
ACTIVITY 3				
Students will complete individually an online activity about professions, then, they will compare in pairs their answers		S-S	10min	Slides
TASK: let's get a job				

<p>In pairs, come up with a job interview, one of you will be the interviewer, the other will be the interviewee. Try to convince the interviewer that you want to get the job in the place you chose. Use your feelings and emotions in order to show that you really want to work there. You will have to come up with 5 questions at least</p> <p>OUTCOME: let's find out the best abilities to convince</p>	<p>S-</p> <p>S</p> <p>T-</p> <p>S</p>	<p>30min</p>	<p>WhatsApp voice recordings</p> <p>Paper and pen to prepare the questions,</p>
<p>TASK ASSESSMENT SELF <u> X </u> PEER ____ TEACHER ____</p> <p>Criteria: use of rising and falling intonation to express feelings and emotions</p> <p>Feedback: students will fill out the self-assessment rubric in order to know what to improve (10min)</p> <p>Action plan: students will explain what they will do in order to address their difficulties</p>			
<p>COMMENTS AND OBSERVATIONS</p>			

<p>LESSON PLAN FORMAT</p>				
<p>Name of the teacher: Michael Romero Gonzalez</p>				
<p>COURSE:</p>	<p>DATE OR CLASS DAY: 5</p>	<p>NUMBER OF STUDENTS: 15</p>	<p>Lesson 5</p>	
<p>OBJECTIVES</p> <p>COMMUNICATION: use English to get around LANGUAGE: use of indirect questions TASK: let's get to a new place LEARNING STRATEGY: asking for information and clarification PRONUNCIATION TIP: intonation patterns</p>				
<p>PROCEDURE</p>		<p>T.O.I</p>	<p>TIME</p>	<p>MATERIAL</p>
<p>WARM UP</p> <p>Students will be displayed some questions related to the grammar “indirect questions”. The questions will be created based on students’ knowledge and experiences.</p> <p>Ex: can you tell me what your best friend is?</p>		<p>S-S</p>	<p>15min</p>	<p>Slides</p>
<p>FEEDBACK: teacher will provide some feedback about the previous warm up activity if necessary</p>				

<p>PRE-TASK ACTIVITY 1</p> <p>Students will watch a video in which a person is trying to get to a new place. They will analyse the video and answer some questions in pairs when the video finishes.</p>	S-S	15min	YouTube
<p>ACTIVITY 2</p> <p>Students will play a kahoot game in order to practice the grammar “indirect questions”</p>	S-S	20min	Internet
<p>ACTIVITY 3</p> <p>Students will create 5 questions in pairs about things they don’t know using the polite form “indirect questions”. Then, they will ask 2 colleagues the question in order to get the answers.</p>	S-S	20min	Paper and pen
<p>TASK. Let’s get to a new place</p> <p>Imagine it is the first time you go to an English country. Prepare 5 questions about a place you want to get to. Then, ask the questions to a colleague in order to find the way you look for.</p> <p>Ex: excuse me, do you know where the nearest hospital is? I have a terrible stomachache</p> <p>OUTCOME: let’s find the way to get there!</p>	S-S	25min	WhatsApp voice recordings
<p>TASK ASSESSMENT SELF <u> X </u> PEER <u> </u> TEACHER <u> </u></p> <p>Criteria: use of rising and falling intonation to express feelings and emotions, use of indirect questions</p> <p>Feedback: students will fill out the self-assessment rubric in order to know what to improve (10min)</p> <p>Action plan: students will explain what they will do in order to address their difficulties</p>			
<p>COMMENTS AND OBSERVATIONS</p>			

LESSON PLAN FORMAT			
Name of the teacher: Michael Romero Gonzalez			
COURSE:	DATE OR CLASS DAY: 6	NUMBER OF STUDENTS: 15	Lesson 6
OBJECTIVES			

<p>COMMUNICATION: talk about different cultures LANGUAGE: review of would like to TASK: let's present our ideal country LEARNING STRATEGY: managing social interaction PRONUNCIATION TIP: intonation patterns</p>			
PROCEDURE	T.O.I	TIME	MATERIAL
<p>WARM UP</p> <p>Students will be displayed some images about countries, they will ask and answer questions about them</p> <p>Ex: would you like to travel to France? why?</p>	S-S	15min	Slides
<p>FEEDBACK: teacher will provide some feedback about the previous warm up activity if necessary</p>			
<p>PRE-TASK ACTIVITY 1</p> <p>Students will watch a video from YouTube (easy English). Then, in pairs, they will discuss the countries that people talked about and their reactions toward those countries</p>	S-S	20min	YouTube
<p>ACTIVITY 2</p> <p>Students will prepare 5 questions related to visiting countries. Then, they will share their questions in pairs.</p>	S-S	15min	Slides
<p>TASK: let's present our ideal country</p> <p>Prepare a presentation of a country you would like to visit. Explain why you would like to go there and also the things you find interesting in there. The audience might ask you questions, so get ready to answer the questions.</p> <p>OUTCOME: let's find out the best country</p>	S-S/T	35min	WhatsApp voice recordings
<p>TASK ASSESSMENT SELF <input type="checkbox"/> PEER <input type="checkbox"/> TEACHER <input type="checkbox"/></p> <p>Criteria: use of rising and falling intonation to express feelings and emotions, use of would like to</p> <p>Feedback: students will fill out the self-assessment rubric in order to know what to improve (15min)</p> <p>Action plan: students will explain what they will do in order to address their difficulties</p>			
<p>COMMENTS AND OBSERVATIONS</p>			

LESSON PLAN FORMAT				
Name of the teacher: Michael Romero Gonzalez				
COURSE:	DATE OR CLASS DAY: 7	NUMBER OF STUDENTS: 15	Lesson 7	
Special news: As some presentation will be missing from lesson 6, this final lesson will be delivered in order for students to present their presentations from lesson 6				
TASK: let's present our ideal country Prepare a presentation of a country you would like to visit. Explain why you would like to go there and also the things you find interesting in there. The audience might ask you questions, so get ready to answer the questions. OUTCOME: let's find out the best country		S-S/T	1:40:00min (7-10 min per student)	WhatsApp voice recordings
TASK ASSESSMENT SELF <input checked="" type="checkbox"/> PEER <input type="checkbox"/> TEACHER <input type="checkbox"/>				
Criteria: use of rising and falling intonation to express feelings and emotions Feedback: students will fill out the self-assessment rubric in order to know what to improve Action plan: students will explain what they will do in order to address their difficulties				
COMMENTS AND OBSERVATIONS				

Table 9. Lesson plans

Appendix J: Gantt diagram

TASK	HOURS	22-oct	26-oct	27-oct	29-oct	7-nov	9-nov	10-nov	14-nov	16-nov	17-nov	21-nov	22-nov	24-nov	29-nov	30-nov	DELIVERY OF THE CLASS	COMMENTS
Asking for permission	1	■															FACE TO FACE	
Questionnaire sections 1-2	1		■														ONLINE	
Lesson 1 Activity 1	2			■													FACE TO FACE	a 2-hour lesson means 1:40min
Lesson 2 Activity 2	2				■												ONLINE	a 2-hour lesson means 1:40min
Lesson 3 Activity 3	2					■											FACE TO FACE	a 2-hour lesson means 1:40min
Lesson 4 Activity 4	2							■									ONLINE	a 2-hour lesson means 1:40min
Lesson 5 Activity 5	2								■								ONLINE	a 2-hour lesson means 1:40min
Lesson 6 final speaking	2										■						FACE TO FACE	
Lesson 7 self-assessment	2											■					FACE TO FACE	
Observation 1	2		■														FACE TO FACE	a 2-hour class means 1:40min
Observation 2	2							■									FACE TO FACE	a 2-hour class means 1:40min
Observation 3	2									■							FACE TO FACE	a 2-hour class means 1:40min
Questionnaire section 3	1												■				ONLINE	
Interviews	2													■	■		FACE TO FACE	

Table 10. Grantt diagram

Appendix K: Transcription of interviews**Semi-structured interview transcriptions**

T: Hello, so I'm gonna ask you some questions to know how much you learned to assess your own intonation, ok ?

S1: yes teacher

Q1. Ok, so how did you feel when you self-assessed your own performance? Why?

S1: emm repeat teacher

T: Sure, how did you feel when you self-assessed your own performance? Why?

S1: aa ok, I don't know, it was interesting but I had never done that to evaluate my English.

Q2. I see ... and what was the easiest part of using self-assessment?

S1: I think that is easy that I know my... my weakness, weaknesses, because sometimes teachers believe that they know our learning progress but they, but they... they don't know me

Q3. Ok, emm... let me see..., a ok, what was the most difficult aspect when you self-assessed?

S1: taking in account that I had never evaluated my intonation. Ehh.. for example the recordings was new for me, I had never done this exercise. Mmm y ya. yes

Q4. Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns?

Yes because the ...criterios ? eh they were in the rubric. So it was... it was emm easy to understand what do we have to do

Q5. Do you think that self-assessment really helped you analyze your own intonation pattern mistakes? If so, how?

S1: yes, but not only the evaluation of me but the help of the recordings help me too. Because I can see my mistakes. ...aaaa and also because I was ... how do you say consciente?

T: aware...

S1: eso, yes, ehmm I was aware of ... of my mistakes and I learned tips or ideas on how to improve my intonation when I speak in English

Q6. Perfect, so you think that self-assessment really helped reflect upon your own intonation pattern mistakes?

Si, jaaja yes, o sea, ehh like I say you, I think I could reflect and improve English, I can speak it more real? Mmm natural. And yes, it was good

Q7. Finally, did self-assessment help you to identify intonation patterns mistakes? Yes/no, why?

Yes, I identified mistakes not just intonation but also grammar, fluency, and yes. It was a dynamic activity.

T: thank you so much, this is the end of the interview.

STUDENT 2

T: Hello, so I'm gonna ask you some questions to know how much you learned to assess your own intonation, ok ?

S2: yes

Q1. How did you feel when you self-assessed your own performance?

S2: insecure, because I am not used to evaluate myself in English. But at the same time, I felt sure because I know my own mistakes and it was fun to listen to my own voice.

Q2. What was the easiest part of using self-assessment?

S2: That I could put a grade I considered fair

Q3. What was the most difficult aspect when you self-assessed?

S2: no teacher, ps nothing maybe that it was different because my teachers never asked me to evaluate my own pronunciation. Or well... the intonation.

Q4. Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns?

S2. Yes, without the rubric I don't know how I would given a grade to myself. It was really necessary

Q5. Do you think that self-assessment really helped you analyze your own intonation pattern mistakes? If so, how?

S2: Yes, with the recordings and yes, a lot

Q6. Do you think that self-assessment really helped reflect upon your own intonation pattern mistakes? If so, how?

Mmm ehh yes, I think that yes because before we did this activities I had never taken the time to check that I sometimes speak like a robot. But now when I speak I mentally try to observe myself and I try to speak more naturally

Q7. And did self-assessment help you identify intonation patterns mistakes?

S2: Yes, I could find my own mistakes by myself. Obviously I had to listen to the recordings many times but thanks to the self assessment I could do it teacher.

T. got it, thanks bro.

S2: okay teacher.

STUDENT 3

T: Hello, so I'm gonna ask you some questions to know how much you learned to assess your own intonation, ok ?

S3: yes teacher ok

Q1. How did you feel when you self-assessed your own performance?

S3: It's weird, I don't do it frequently, but it's a good exercise.

T: and how did you feel?

S3: fine... fine, no? it was a time to think but I felt fine

Q2. Ok, now tell me, what was the easiest part of using self-assessment?

S3: Detect my strengths and weaknesses

Q3. What was the most difficult aspect when you self-assessed?

S3: I didn't know to be honest if the grade was fair... o sea, I mean, I don't know if my grades are the same that you give me.

Q4. Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns?

S3: yes, the rubric and the audios. Without they I cannot evaluate me

Q5. Do you think that self-assessment really helped you analyze your own intonation pattern mistakes?

Yes, but it was funny because I hear my voice and nooooooooooooo... horrible ajaja., but I learned to speak better

Q6. Do you think that self-assessment really helped reflect upon your own intonation pattern mistakes? If so, how?

Yes, I thinked... jaajaja sorry teacher thought, I thought a lot about my mistakes and in the question of the rubric that say "how to improve" it was really difficult and I reflected.

Q7. Ajaja, ok, last question to finish, did self-assessment help you to identify intonation patterns mistakes? Yes/no, why?

Yes, in the activity of the stories ajajaj. And yes,

T: got it, thank you so much for your help

STUDENT 4

T: Hello, so I'm gonna ask you some questions to know how much you learned to assess your own intonation, ok ?

S4: okay

Q1. How did you feel when you self-assessed your own performance? Why?

S4: I felt fine but I had some doubts because I didn't know how to evaluate my recordings. Some of them were good some others I felt I speak bad

Q2. What was the easiest part of using self-assessment?

S4: Uy teacher, mmm... I don't know, eh, I don't know. Maybe that ... you give us a rubric and that I have the opportunity to evaluate me

Q3. What was the most difficult aspect when you self-assessed?

S4: I had many mistakes, but I felt I improved, so it was difficult to evaluate my progress in a very objective grade

Q4. Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns?

S4: Yes, the rubric was complete.

Q5. Do you think that self-assessment really helped you analyze your own intonation pattern mistakes? If so, how?

S4: Yes because only with that I could check my own recordings. I showed my audio to a friend that speak English and we think that I assessed fair

Q6. Do you think that self-assessment really helped reflect upon your own intonation pattern mistakes? If so, how?

Mm yes, now I think more when I want to speak. You taught me that we don't have to speak like robots

Q7. Has self-assessment helped you to identify intonation patterns mistakes?

S4: Yes, ...

T: what kind of mistakes?

For example in the activity of the countries and in the activity of the breaking news. Me and my friends have many mistakes of intonation, but when I assessed I noticed them

T: thank you. That's it

STUDENT 5

T: Hello, so I'm gonna ask you some questions to know how much you learned to assess your own intonation, ok ?

S5: listo teacher

Q1. How did you feel when you self-assessed your own performance? Why?

S5: mm senti que por fin tengo la oportunidad de evaluarme a mi mismo sin necesidad de depender de lo que el profesor me diga. Pues... sin sonar grosera es que los profesores a veces sacan notas que no me parecen acordes a lo que uno merece. Por eso la autoevaluación es como más justa y me hizo sentir mucho mejor

Q2. What was the easiest part of using self-assessment?

S5: teacher in Spanish,

T: que fue lo más fácil de autoevaluarte

S5: jajaja, eh reconocer mis propios errores, y saber que si tue varios errores de entonación, gramática, inseguridad a la hora de hablar. Y ya.

Q3. What was the most difficult aspect when you self-assessed?

S5: profe la verdad lo más difícil fue escuchar varias veces los audios, o sea detectar si había o no errores de entonación.

Q4. Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns?

Mmm la rubrica? O sea que si me sirvió para evaluar mi entonación ¿

T: yes,

S5: si profe, de otra manera no habria sabido como justificar mi nota, ademas pues es como mas organizado para tener una nota

Q5. Do you think that self-assessment really helped you analyze your own intonation pattern mistakes?

S5: Pues si profe, lo que si vi dificil es que como eran audios al subirlos a Google drive se me complico la cosa porque sin internet no podía escuchar los audios.

Q6. I know what you mean, and do you think that self-assessment really helped reflect upon your own intonation pattern mistakes?

S5: pues yo si, si uno hace las cosas con sinceridad tiene que reflexionar, o sea yo pude haberme puesto una nota y ya, pero lo ideal es aprender mas que nada.

Q7. You're totally right, I'm gonna ask you the last question,

S5: okay teacher

T: did self-assessment help you to identify intonation patterns mistakes?

S5: Mas que la entonación siento que muchas otras cosas, cuando escuché los audios puse cuidado a todo lo que decía, y la verdad me pareció un ejercicio necesario ya que nunca tomamos el tiempo ni de evaluarnos ni de vernos como si fuéramos otra persona

T: thanks

STUDENT 6

T: Hello, so I'm gonna ask you some questions to know how much you learned to assess your own intonation, ok ?

S6: okay

Q1. How did you feel when you self-assessed your own performance? Why?

S6: it was strange because I am not used to do that. I think it was necessary because I know my own strengths and weaknesses

Q2. What was the easiest part of using self-assessment?

S6: recognizing my strengths and weaknesses

Q3. What was the most difficult aspect when you self-assessed?

S6: detecting my mistakes because I had to play a lot the audios, I had to pause it and verify a lot of times.

Q4. Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns?

S6: the rubric was good, but it was time consuming to write many times the justification of the grade.

Q5. Do you think that self-assessment really helped you analyze your own intonation pattern mistakes?

S6: Yes, thanks to the recordings and with the self-assessment

Q6. Perfect, do you think that self-assessment really helped reflect upon your own intonation pattern mistakes?

S6: Yes because I could see my mistakes and write in the rubric how I would improve

Q7. Ok, so the last question,

S6: okay teacher

T: did self-assessment help you to identify intonation patterns mistakes?

S6: yes as I said before, it was the self-assessment and the recordings that help me see the mistakes I have

T: thanks

STUDENT 7

T: Hello, so I'm gonna ask you some questions to know how much you learned to assess your own intonation, ok ?

S7: ready

Q1. How did you feel when you self-assessed your own performance? Why?

S7: I was not completely sure what grade to give myself

Q2. What was the easiest part of using self-assessment?

S7: knowing my own mistakes and knowing myself

Q3. What was the most difficult aspect when you self-assessed?

S7: knowing how to do it because I don't do it usually

Q4. Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns?

S7: yes it was simple to use

Q5. Do you think that self-assessment really helped you analyze your own intonation pattern mistakes?

S7: Yes, I improved my way to express emotions and feelings

Q6. Perfect, do you think that self-assessment really helped reflect upon your own intonation pattern mistakes?

S7: Yes because I had to write in the rubric how to improve my intonation mistakes

Q7. Ok, so the last question,

S7: okay

T: did self-assessment help you to identify intonation patterns mistakes?

S7: yes I could better my English and think about my emotions instead of the grammar

T: okay, that's it, thank you so much.

STUDENT 8

T: Hello, so I'm gonna ask you some questions to know how much you learned to assess your own intonation, ok ?

S8: yes teacher

Q1. How did you feel when you self-assessed your own performance? Why?

S8: I felt sure but I have to admit... that.. that.... It was new for me, at the university I never self-assess

Q2. What was the easiest part of using self-assessment?

S8: it was easy all

Q3. What was the most difficult aspect when you self-assessed?

S8: listening to the recordings so many times

Q4. Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns?

S8: yes but the rubric was long

Q5. Do you think that self-assessment really helped you analyze your own intonation pattern mistakes?

S8: Yes, the rubric, the whatsapp recordings and the self-assessment

Q6. Perfect, do you think that self-assessment really helped reflect upon your own intonation pattern mistakes?

S8: yes, ... yes teacher

Q7. Ok, so the last question,

S8: okay

T: did self-assessment help you to identify intonation patterns mistakes?

S8: yes with self-assessment --- how do you say atavés?

T: thought

S8: yes through... the audios of whatsapp

T: okay, that's it, thank you so much.

STUDENT 9

T: Hello, so I'm gonna ask you some questions to know how much you learned to assess your own intonation, ok ?

S9: listo profe

Q1. How did you feel when you self-assessed your own performance? Why?

S9: me senti bien pero fue raro porque no acostumbro a autoevaluarme.

Q2. What was the easiest part of using self-assessment?

S9: saber que yo puedo juzgar mi propio conocimiento

Q3. What was the most difficult aspect when you self-assessed?

S9: saber ser objetivo

Q4. Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns?

S9: si pero estuvo algo larga.

Q5. Do you think that self-assessment really helped you analyze your own intonation pattern mistakes?

S9: si pues me di cuenta de mis propios errores no solo de entonacion sino de gramatica fluidez etc

Q6. Perfect, do you think that self-assessment really helped reflect upon your own intonation pattern mistakes?

S9: pues si en la parte de la rubric donde tocaba poner que hacer para mejorar

Q7. Ok, so the last question,

S9: listo profe

T: did self-assessment help you to identify intonation patterns mistakes?

S9: si los identifique en el audio

T: okay, that's it, thank you so much.

STUDENT 10

T: Hello, so I'm gonna ask you some questions to know how much you learned to assess your own intonation, ok ?

S10: got it teacher

Q1. How did you feel when you self-assessed your own performance? Why?

S10: good, it was a new experience and activities

Q2. What was the easiest part of using self-assessment?

S10: detecting my mistakes

Q3. What was the most difficult aspect when you self-assessed?

S10: the grade, I didn't know how to give a grade

Q4. Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns?

S10: yes, it was clear and dynamic

Q5. Do you think that self-assessment really helped you analyze your own intonation pattern mistakes?

S10: I could analyze my mistakes with the audios of whatsapp I did.

Q6. Perfect, do you think that self-assessment really helped reflect upon your own intonation pattern mistakes?

S10: yes I started to think beyond grammar. The teacher taught me to think about emotions when I speak

Q7. Ok, so the last question,

S10: okay teacher

T: did self-assessment help you to identify intonation patterns mistakes?

S10: yes it did, as I tod before... I identified my mistakes easily

T: okay, that's it, thank you so much.

STUDENT 11

T: Hello, so I'm gonna ask you some questions to know how much you learned to assess your own intonation, ok ?

S11: What teacher?

T: Haha, I will ask you some questions about intonation and self-assessment, is that okay?

S11: Aaa yes teacher

Q1. How did you feel when you self-assessed your own performance? Why?

S11: eh... I feel that... it was strange? Eh because... eh... normally the teacher gives the grade.

So it was strange because ... I don't use to evaluate me myself.

Q2. Okay, tell me, what was the easiest part of using self-assessment?

S11: mmm... write my name hahahaha no I don't know. I think that self-assessment is very easy.

Q3. What was the most difficult aspect when you self-assessed?

S11: evaluate myself, o sea, it's difficult for everyone to accept or check his or her own mistakes.

Q4. Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns?

S11: yes teacher, it was easy

Q5. Do you think that self-assessment really helped you analyze your own intonation pattern mistakes?

S11: yes, yes teacher, actually I found many mistakes with the audios and I self-assessed with the help of that

Q6. Got it, do you think that self-assessment really helped reflect upon your own intonation pattern mistakes?

S11: yes I feel bad sometimes and good sometimes.

T: why? What happened?

S11: I want to say that I reflected or thought about my mistakes. Sometimes I found that I have many mistakes and that I speak like without intonation, and the exercises helped me a lot to think about that.

Q7. Aaa okay okay, I will ask you the last question,

S11: do it.

T: did self-assessment help you to identify intonation patterns mistakes?

S11: definitely, yes... haaha yes teacher.

T: okay, that's it, thanks

STUDENT 12

T: Hello, so I'm gonna ask you some questions to know how much you learned to assess your own intonation, okay?

S12: ready teacher

Q1. Let's do it, how did you feel when you self-assessed your own performance? Why?

S12: nice, I learned to know myself better

Q2. What was the easiest part of using self-assessment?

S12: I think I think it is actually easy to assess. It is just grading and analyzing critically the mistakes I have

Q3. Wow, I really liked that answer. Okay, what was the most difficult aspect when you self-assessed?

S12: being critical and objective

Q4. Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns?

S12: yes, but teacher ahahahah that rubric was long. But yes hahaah

Q5. Do you think that self-assessment really helped you analyze your own intonation pattern mistakes?

S12: obviously hahaaha, I learned by myself many mistakes of intonation.

Q6. That sounds great, and do you think that self-assessment really helped reflect upon your own intonation pattern mistakes?

S12: yes but not just intonation but other things like the grammar, the vocabulary, and etcetera.

Q7. Ok, so the last question, did self-assessment help you to identify intonation patterns mistakes?

S12: yes I said before that I actually learned a lot with self-assessment. the problem is that teachers or my teacher do not generally give options to self-assess. At the Colombo yes, but in my classes at the university no.

T: thank for your help. 😊

STUDENT 13

T: Hello, so I'm gonna ask you some questions to know how much you learned to assess your own intonation, ok ?

S13: yes teacher, haha

Q1. How did you feel when you self-assessed your own performance? Why?

S13: bad teacher, I have much mistakes. But many!!

Q2. What was the easiest part of using self-assessment?

S13: see my mistakes.

Q3. What was the most difficult aspect when you self-assessed?

S13: mmm I think it is not difficult

Q4. Do you think the rubric used helped you to identify clear criteria to assess your own performance on intonation patterns?

S13: yes, my mistakes haahhaahah

Q5. Ahahah okay and do you think that self-assessment really helped you analyze your own intonation pattern mistakes?

S13: yes, I see that I speak like bad because I when I speak I think about organizing the structures and... but I don't speak like real

Q6. Perfect, do you think that self-assessment really helped reflect upon your own intonation pattern mistakes?

S13: yes I feel bad jaajaaj, I think about my mistakes and I feel that I need to improve my things, my English jaajaj

Q7. Well, that's the point, we have to reflect on our mistakes in order to pull them off, anyway, here's the last question

S13: okay teacher, yes... it's true

T: did self-assessment help you to identify intonation patterns mistakes?

S13: teacher that question is similar to another. But yes a lot

T: okay, ajaja thank you for your comments

Appendix L: Teacher's journal**Observation 1 October 27th**

Class duration: 1H 40 MIN

Some information was gathered during the class. The intention was to observe students' performance towards their intonation, alongside their feelings and emotions when they self-assess.

S4 and S10 worked together in an activity, but they seem not to have a good friendship. S4 seemed to be nervous when he started to record himself and had actually fear to talk and to be observed while recording himself.

S1 repeated the audio about four times. He seemed to be happy but a bit anxious

When students were asked to self-assess their own performance, some students appeared to reflect on their own mistakes, whereas others apparently did not give a grade with reflection.

S5 and S8 worked together. They were helping each other and correcting their intonation mistakes when they started to record.

S11 was distracted

S12 asked for a rubric before starting to assess her own performance.

Observation 2 November 10th

Class duration: 1H 40 MIN

Some information was gathered during the class. The intention was to observe students' performance towards their intonation, alongside their feelings and emotions when they self-assess.

S14 reported to have some family issues. He asked the researcher and teacher if he could participate more the following class.

Observation 3 November 17th

Class duration: 1H 40 MIN

Some information was gathered during the class. The intention was to observe students' performance towards their intonation, alongside their feelings and emotions when they self-assess.

Although the class was 1h40 long, only the last 20 minutes of the class were used to start focusing on speaking.

S1 and S15 didn't attend the class

Ss seem to feel more comfortable when assessing their own performances.

I feel not all the students, but at least some of them, have made the effort to express their feelings and emotions when conveying their thoughts. They are no longer focusing on speaking by creating only rules in their minds, but they started to be aware of the importance of speaking with an accurate intonation to sound more natural and to be more intelligible when communicating with other people in English.

When the teacher asked them to self-assess, SS immediately started to use the analytical rubric.

S8 repeated her own audio 3 times to realize her intonation mistakes, S2 listened to his audio twice.

Appendix M: Participants' prior knowledge Questionnaire 1

Q2. Do your English teachers promote self-assessment in your classes?

15 respuestas

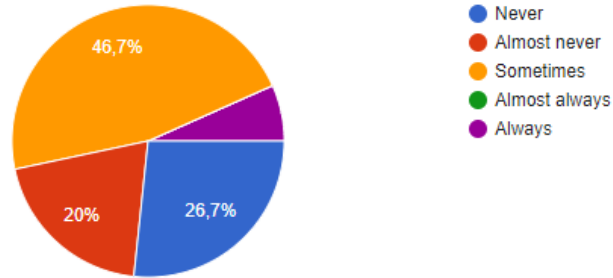


Figure 5. Prior knowledge self-assessment

Q7. In your opinion, what are intonation patterns ?

15 respuestas

- I don't know
- The way, which the people have to speak an idea or a sentence.
- Patrones para afirmar, preguntar, bromear, patrones del diario vivir
- For me, intonation patterns is the way of raising up and decreasing your tone when you speak
- i think that the intonation patterns are pattern that allows understand when we should speak loud.
- Pronunciation of words, union of words and transformation of some letters in these unions
- I think it is when we increase and decrease our voice
- is when we elevate our tone and when we use reising and faling pronunciation
- when you imitate the pronunciation of native person
- I really do not know what the intonation patterns are
- When we increase our voice or decrease our voice
- In my opinion a intonation patters are a group of tools necessary for a correct pronunciation.

Q9. How often do your English classes focus on intonation patterns ?

15 respuestas

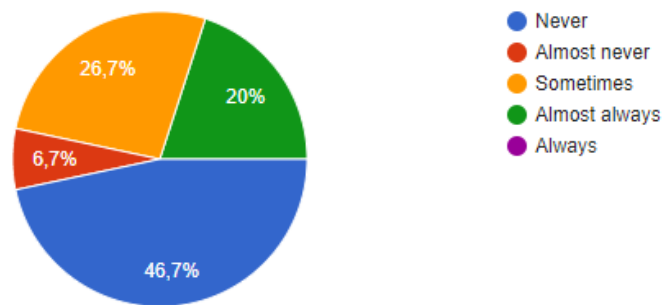


Figure 6. Intonation in other classes