Peer/Micro-Teaching Sessions and Self-Monitoring in Pre-Service Teachers' Oral Accuracy

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Declaration

I hereby declare that my research report entitled:

Peer/Micro-Teaching Sessions and Self-Monitoring in Pre-Service Teachers' Oral

Accuracy

- is the result of my own work and includes nothing which is the outcome of work done in

  collaboration except as declared and specified in the text;

- is neither substantially the same as nor contains substantial portions of any similar work

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  qualification at the Universidad de La Sabana or any other university or similar

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Acknowledgements

Abstract

Oral accuracy plays an important role in language learning (Bygate, 1996), especially for English language pre-service teachers. Previous research has shown the effectiveness of peer-teaching and micro-teaching in various English programs with positive effects on the development of oral and teaching skills (Kilic, 2010; Knop, 1980; Remesh, 2013; Yan & He, 2017). However, little attention has been given to the use of peer/micro-teaching to improve language skills, and even less attention has been given to the development of oral grammatical accuracy in pre-service English teachers. The present action research study aimed to identify how the use of peer/micro-teaching sessions and self-monitoring influenced the participants' abilities to use the target language accurately in oral tasks. Following a mixed-method and experimental approach, data was gathered using: a structured and a semi-structured interview, two questionnaires, a journal and field notes from a group of 16 pre-service teachers (A2) majoring in English and French language teaching at a private university in Bogota. Data collected was analyzed by using initial and axial coding which allowed the researcher to find that peer/micro-teaching sessions and self-monitoring helped pre-service teachers reduce their errors in oral tasks, start using more complex tenses, and become aware of their intelligibility.

Key words: oral accuracy; pre-service teachers; peer/micro-teaching sessions; self-monitoring strategies.

Resumen

La precisión oral juega un papel muy importante en el aprendizaje de una lengua (Bygate, 1996), especialmente cuando se trata de futuros docentes de inglés. Diversos estudios han demostrado que el uso de la enseñanza entre pares y la micro enseñanza tienen una influencia positiva en el desarrollo de la habilidad oral y en el desarrollo de habilidades pedagógicas respectivamente (Kilic, 2010; Knop, 1980; Remesh, 2013; Yan & He, 2017). Sin embargo, las investigaciones sobre la influencia del uso simultáneo de estas dos prácticas pedagógicas para el desarrollo de habilidad oral son muy limitados, al igual que los estudios sobre el uso de las mismas en la precisión oral gramatical en programas de formación de profesores de inglés. En consecuencia, el objetivo de esta investigación fue identificar la influencia de la enseñanza entre pares y la micro enseñanza junto con la auto corrección en la precisión oral gramatical de docentes de inglés en formación. Se utilizó un método mixto y un enfoque experimental en el que se implementaron entrevistas estructuradas y semiestructuradas, dos cuestionarios, un diario y notas de campo en un grupo de 16 participantes (A2) cursando una carrera en enseñanza de inglés y francés en una universidad privada en Bogotá. Los datos de esta investigación fueron analizados siguiendo los conceptos de la teoría fundamentada lo que permitió concluir que la enseñanza entre pares, la micro enseñanza y la auto-corrección tienen efectos positivos en la precisión oral, específicamente en el uso de tiempos verbales.

Palabras claves: *precisión oral; profesores en formación;enseñanza entre pares-micro enseñanza; autocorrección.*

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Chapter 1: Introduction

1.1   Introduction to the study

The English language is constantly changing because of its use as an international language and because it is; in fact, now used more by non-native than native speakers (Galloway, 2013). Indeed, the concept of Englishes has become more and more popular lately among English language teachers, and this concept has considerable implications in the English language teaching (ELT) field (Jenkins, Cogo, & Dewey, 2011), especially when talking about teacher training. One of these implications is the understanding, together with the acceptance, of mistakes in the classroom, which leads to a discussion of when and how to correct learners. Therefore, it is important to consider that teacher training takes place in academic settings where accuracy remains an important aspect for language skills development since it requires expert knowledge which entails a deep understanding of the target language from those pre-service teachers whose proficiency level represents a significant factor in teaching effectiveness and student learning (Chambless, 2012; Turnbull, 2001). Consequently, letting pre-service teachers play an active role in class by implementing peer/micro-teaching sessions and instruction on self-monitoring strategies represent useful approaches that should be used in an English classroom where oral accuracy plays a very important role, which is the case of the participants in this study who will become future language instructors.

When conveying messages orally, accuracy plays a vital role since it helps listeners make sense of what is being said (Bygate, 1996). Accordingly, the present study examined how peer/micro-teaching sessions and self-monitoring contributed pre-service teachers' production of grammatically correct spoken sentences (particularly the grammar structures to achieve B1). Lee

and VanPatten (1995) emphasize the importance of motivating learners to produce meaningful

interaction by using well-structured statements that communicate a message purposefully:

Producing an utterance in a language minimally involves two processes or abilities: 1.

being able to express a particular meaning via a particular form or structure (access); 2. being

able to string forms and structures together in appropriate ways (production strategies) (1995, p.

117).

This means that being orally accurate helps the speaker communicate meaningfully.

Therefore, the present study took the position that focusing on students' accurate use of language

would benefit their communicative skills, and that this is a matter of special importance for those

who would become future language instructors who must provide their future learners with

appropriate amounts and types of communicative experiences for them to be able to become

proficient (Chambless, 2012; Turnbull, 2001).

1.2   Rationale for the study

1.2.1   Needs analysis and problem statement

This study was conducted with a group of 16 pre-service English teachers, with A2-level,

CEFR (Council of Europe, 2001), enrolled in a BA program in English and French teaching at a

private university in Bogotá, Colombia. These students, who were in the first, second, or third

semesters of their degree program, come from different social strata and from different towns or

cities of Colombia; their ages range between 17 and 22. Additionally, their undergraduate

program requires them to do a practicum at certain public and private schools in Bogotá during

their ninth semester, by which time they must have a C1 English level (CEFR).

The researcher's initial observations of the participants suggested they had problems with oral accuracy and lacked interest in teaching English. Accordingly, a needs analysis was performed using (1) a questionnaire that asked participants about the importance of oral accuracy and their interests in teaching English, and (2) an oral interview (recorded speaking exercise) that consisted of answering questions that intentionally required them to use different English verb tenses (see Appendix 1). The results of the needs analysis showed that learners' main mistakes in oral production had to do mainly with the use of *the third person singular in the simple present, past tense forms*, and the difference between *be going to* or *will* to express plans or future possibility. Additionally, it was found that ten participants did not want to become English teachers even when being enrolled in a language teaching program but, instead, travelers and experts in culture which made some of them think oral accuracy was not very important, and that only six participants really wanted to become language teachers. Due to these results, the present study focused on the issue of accurate production of a variety of grammar forms (B1) in oral tasks.

1.2.2   Justification of problem's significance

Although English is currently a global language and its varieties are widely accepted, oral accuracy continues to be a subject of concern amongst English teachers. Various research has revealed teachers' concerns related to students' problems with oral production and performance, which are mainly affected by lack of accuracy (Cardenas, 2015; Escobar & Sonza, 2016; Gomez, 2014; Ojeda, 2011). Based on those studies, the most common mistakes in spoken English committed by native Spanish speakers concern the conjugation of verbs in different tenses, problems that could result from either or both lack of knowledge or lack of awareness.

Making mistakes is rightly considered an important part of the leaning process, especially when using the language spontaneously (Brown, 2007); however, it is also necessary to guide students on the correct use of language. In fact, it is necessary to help them notice the importance of communicating effectively by "perceiving and accepting themselves as agents of their own communication and development which will stimulate their linguistic and cultural tolerance" (Kohn, 2014, p. 3). In the present study, the issue of oral accuracy, especially the incorrect use of present and past simple tenses, was extremely important since the participants were pre-service teachers, expected to play important future roles in education, serving as model users of the languages they teach in their contexts, ideally helping their own future students become more accurate and fluent (Karimy & Pishkar, 2017).Additionally, language teaching programs should consider the importance of oral accuracy because their future teachers will be the main source of input learners will be exposed to, especially in places where English is considered a foreign language as it is in this study, and receiving incorrect input limits learners' opportunities to develop effective communicative skills.

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

Being accurate when speaking requires the language learner to internalize the different systems of the target language correctly. English grammar can represent a considerable challenge for native Spanish-speaking learners since the English verbal system often uses auxiliaries (e.g. *does*, *did*, *will*) to signal tense, whereas in Spanish most of verb tenses are represented in the conjugation of the verbs themselves (Stockwell, Donald, & Martin, 1965). Considering this, students may need to be provided with strategies that can help to make them aware of their use of various verb inflections when speaking. Hence, the purpose of this study is to implement

peer/micro teaching sessions and self-monitoring that will serve as the starting point for students

to become aware of their language use and; therefore, be able to use the correct grammar forms

to convey the intended meaning. As Rivers (1983, p. 159) says: "conscious learning is available

to the learner only through a monitor that operates to improve accuracy through self-correction"

(p. 159).

Various studies have emphasized how learning strategies can enhance the learning

process (Guapacha & Benavidez, 2017; Kirkwood, 1983; Peterson, 1986). In particular,

metacognitive strategies have received a great deal of attention from English teachers since these

are believed to help learners become more aware of their lack of knowledge or understanding of

the target language (Cardenas, 2015; Penuela, 2015). However, although some of these studies

have looked at how cognitive and metacognitive strategies can help improve oral accuracy in

adult learners generally, none has focused specifically on pre-service teachers, a type of

population that merits a great deal of attention given their role as future models of the use of the

target language. Accordingly, the present study focused on exploring possible influences of

implementing peer/micro-teaching sessions and self-monitoring in pre-service teachers' language

use of a variety of verbal inflections in oral tasks.

1.3   Research question(s) and objective(s)

The main objective of the present study was to identify how the use of peer/micro-

teaching sessions and self-monitoring influenced the participants' abilities to use the target

language accurately in oral tasks. Hence, the research question guiding this study was: In what

ways does pre-service teachers´ (A2) oral accuracy unfold when implementing peer/micro

teaching sessions and self-monitoring?

1.4   Conclusion

Oral accuracy remains a concern for English teachers, despite the fact that an international language such as English may not offer a single model of accurate use. Essentially, oral accuracy plays an important role in both formal and informal communication, as well as in teachers' roles as models of language use for learners. For such reasons, pre-service teachers need to become aware of their own language use so that they can implement appropriate strategies to overcome their own difficulties with oral accuracy. The present study examined how peer/micro-teaching sessions and self-monitoring influenced the participants' abilities to self-correct their errors when using a variety of verb inflections in oral tasks.

The next chapter reviews the literature on this study's main constructs of oral accuracy (the ability to produce grammatically correct sentences in speaking), peer/micro-teaching (as a specific teacher-training technique), and self-monitoring (the ability to identify and correct one's own mistakes). Moreover, although it has been found that metacognitive strategies can be effective approaches to improving accuracy in language learners, there has been little consideration for the specific situation of pre-service teachers, for which reason the present study is particularly focused on how this kind of population can develop both self-monitoring skills and linguistic accuracy by teaching each other.

Chapter 2: Literature Review

2.1   Introduction

In the previous chapter, the importance of oral accuracy in pre-service English teachers

was explained as well as the need of letting them play a more active role in class through the use

of peer/micro teaching sessions and self-monitoring for this specific population to become active

agents of their own communication. In the present chapter, to expand on the rationale for this

approach, four main concepts are explained: oral accuracy, self-monitoring, peer-teaching, and

micro-teaching. Oral accuracy is here understood as the ability language users need to

communicate effectively, which consists of putting the right words in the correct order (see

further **¡Error! No se encuentra el origen de la referencia.**). Self-monitoring is understood as a

metacognitive strategy that helps learners correct their own mistakes (see further **¡Error! No se

encuentra el origen de la referencia.**). Peer/micro-teaching is explained as a cooperative and

teacher training technique (see further **¡Error! No se encuentra el origen de la referencia.**);

that is, in the context of this study, intended to promote awareness on the accurate use of the

language.

Moreover, a review of previous research on these concepts (see section**¡Error! No se

encuentra el origen de la referencia.**) reveals that although oral accuracy has been an issue of

concern for teachers and researchers, various metacognitive strategies (including self-

monitoring) have been found effective in helping learners use languages accurately in both

speaking and writing, there has been little specific consideration for the situation of pre-service

language teachers. Nevertheless, previous research has shown that micro-teaching can be

effective at helping pre-service teachers develop teaching skills in different areas of education

though the likelihood that peer/micro-teaching could also positively affect pre-service teachers'

own language skills has received little attention. Accordingly, the main purpose of this study is

to analyze how a combination of these approaches could influence the participants own linguistic

competences.

2.2   Theoretical framework

2.2.1   Oral accuracy

Learning a language is a complex process requiring both understanding and

internalization of the different aspects that compose that language including its grammar,

vocabulary, and pronunciation (M. Saville-Troike, 2006). Likewise, developing writing and

speaking skills in a language involves different processes regarding aspects like lexical density

(more content words are used in writing than in speaking), syntactic integration (more complex

and formal grammatical structures are used in writing than in speaking), and personal

involvement (expressed through prosody in speaking and through punctuation and description in

writing) (Knapp, Seidlhofer, & Berlin, 2010). However, in the case of speaking (the focus of the

present study), there are three important features that help language users communicate

effectively (W. J. M. Levelt, 2000): *conceptualization*, which refers to content and background

knowledge; *formulation*, which is the use of lexicogrammatical structures in a logical sequence;

and *articulation*, which refers to the correct production of sounds. Additionally, the ability one

has to function properly in a conversation depends not only on reacting to the context in which

the language is being used but on the relationship between words and ideas that are formed by

using different elements of the language, such as grammar, vocabulary, and pronunciation

(Harmer, 2007). In other words, a speaker requires the ability to choose the correct forms and put

them in the correct order so as to convey the intended meaning (Bygate, 2009). Additionally,

other authors have defined oral accuracy as the ability to produce grammatically correct

sentences which gives precision to the message conveyed, making emphasis on the idea that

learners need to internalize those rules to be able to produce a great number of grammatical

sentences that will be comprehensible and acceptable (Omaggio, 2001; Rivers, 1983).

On the other hand, other researchers (Brumfit, 1984) have criticized the attention and

importance that oral accuracy has received, arguing that the focus is given to usage instead of

use, which makes the learners memorize certain syntactic and functional rules at the expense of

learning to produce natural and spontaneous speech that represents real communication.

However, the present study sees oral accuracy as a skill that pre-service teachers will develop,

not by memorizing grammar rules, but instead by raising awareness on their own use of the

language, regarding functions and forms. That awareness can probably give those pre-service

teachers the ability to communicate more effectively considering the importance of their role as

future model users of the language.

A final feature of oral accuracy to consider is that it comprises different aspects of

language, including phonetics (sounds, stress, and intonation), grammar (inflections and sentence

building), semantics (meaning), and orthography (spelling) (Palmer, 1964). However, this study

only focus on the aspect of grammar, particularly the correctness of verb inflections mainly in

present, past simple, and present perfect tenses in conformity with a model based on that of the

average educated native speaker.

2.2.2   Self-monitoring in oral production

Learning English as a foreign or second language can represent a challenge for some

students, especially when speaking, mainly because of various affective factors (Ovando, Carlos;

Collier, 2012). That challenge; consequently, has gained a great deal of interest among

researchers and teachers which has led to the promotion of learning strategies that are believed to

help students take control of their own learning process and become self-aware to make their

learning more effective (Michońska-Stadnik, 2016). Learning strategies are defined as the

techniques, methods, and actions that learners take in order to enhance their own learning They

can be divided into three categories: (1) metacognitive strategies (planning and thinking one's

own learning) (2) cognitive strategies (manipulation of the learning material), and (3) socio

affective strategies (mainly communication strategies) (Brown, 2007, p. 134).

Among the metacognitive strategies is *self-monitoring*, a regulatory skill that has proved

to improve performance when included in classroom instruction (Schraw, 1998). Numerous

authors have defined self-monitoring as the ability of examining one's own speech and taking

action with regard to any errors made looking for accuracy in different aspects of the language

(e.g. grammar, pronunciation or vocabulary) (H. D. 1941- Brown, 2007; Hartsuiker & Kolk,

2001). Levelt (1983) presents the *production theory of monitoring* as a way to understand how

speakers can correct their own speech. According to this theory, the identification of errors takes

place when speakers have access to the components of what is being said and, when the outputs

do not match the criteria of those components, the speakers activate an alarm signal that helps

them identify the error (W. Levelt, 1983) .

Similarly, more recent studies (Ganushchak & Schiller, 2009; Postma, 2000) present

verbal self-monitoring as the activation of an inner loop that detects errors before or during

interaction thorough an auditory loop that is activated by raising awareness on errors. In general,

various research studies suggest that for students to develop self-monitoring skills, as any other

metacognitive strategy, some steps should be followed: promoting awareness by modeling the

use of the strategy, providing students with explicit instruction and practice of the target strategy,

and reflection on the effectiveness of the strategy (Delclos & Harrington, 1991; Gourgey, 1998;

Schraw, 1998; Schraw, Dunkle, Bendixen, & Roedel, 1995).

2.2.3   Peer/micro-teaching

Learning a second or foreign language for communicative purposes is not the same as

learning languages for teaching purposes since the latter implies some specific knowing-how:

knowing-how to learn, knowing-about language and the culture, and knowing-how to teach

(Moya-Chaves, Moreno-García, & Núñez-Camacho, 2018). Accordingly, despite the wide

variety of methods, approaches, and techniques that have been applied to the teaching-learning

process (Harmer, 2007), there is general agreement that becoming an effective teacher requires

some amount of training and practice. Micro-teaching and peer-teaching are two distinct

techniques that have been used with two different purposes: to develop teaching skills and to

promote cooperative learning respectively. However, these two techniques complement each

other as they have various characteristics that are appropriate for the context of the current study.

The concept of micro-teaching was born in the 1970s, and it was believed that it would improve

teachers' behaviors in the learning environment (Kilic, 2010; Remesh, 2013). The first definition

of the concept was given by Allen and Eve (1968) who presented micro-teaching as a teacher-

training technique aimed at developing teaching skills under controlled practice. Allen and Eve's

(1968) model of microteaching included five important principles: (1) real teaching-learning

practice, even if everything is pre-planned for a teacher-training session; (2) reduction of the

normal teaching situation (for example, a reduced number of students and lesson time ranging

from 5 to 20 minutes; (3) training on a specific teaching task (such as giving instructions or

grouping techniques); (4) a high level of control over the teaching situation; and (5) immediate

feedback from a colleague or supervisor with teacher-trainee reflection based on student

reactions or video-taped analyses (1968, p. 181).

Although micro-teaching was originally defined as very short teaching demonstrations

that help pre-service teachers develop teaching skills gradually and systematically (Knop, 1980),

its concept has been changing since it is believed that pre-service teachers need to have a more

'real' classroom experience. Therefore, microteaching is no longer seen as a technique to master

discrete teaching skills but rather as a technique to master more real-life teaching experience,

which implies, among many other aspects, bigger and longer classes, videotaping, and feedback

(Yan & He, 2017). Accordingly, videotaped micro-lessons are now used to give feedback usually

immediately after a micro-teaching session and are considered a very useful tool to reflect on the

event. Additionally, such feedback sessions are often led by a supervisor, and the pre-service

teachers are expected to be involved in the discussion in which weaknesses and strength are

highlighted (Gerard, 1976; Higgins & Nicholl, 2003; Kilic, 2010; Kpanja, 2001).

While micro-teaching has been implemented as a teacher-training technique, peer-

teaching was born as a teaching method to promote cooperative learning (Mennim, 2017) which

is in essence a learner-centered approach that promotes group work to deepen the learning

process and to develop critical thinking skills (Millis, 2010). This concept of students teaching

students in higher education began in the 1960 with the dissatisfaction of lectures where students

played a very passive role; however, this concept had already been used in primary and

secondary education (Neal & Jonathan, 1988). It was shown then, that students were able to

develop complex reasoning skills successfully when actively engaged with the material, and that

cooperative activities, like peer-teaching, engaged students with material which also made them

more independent learners (Crouch & Mazur, 2002). Since then, peer-teaching has been

implemented in different educational contexts as it has shown to have various benefits. Some of

those benefits are: gaining a better understanding of the subject by reviewing and studying the

subject, having more confidence and empathy between the peer-learner and the peer-teacher

since they are at the same cognitive level (Neal & Jonathan, 1988), building community, and

helping the peer-teacher to cement his/her learning (Friederichs, 2019) as it involves the sharing

of knowledge (Boud, Cohen, & Jane, 2014).

Due to the positive impact that micro-teaching and peer-teaching have had regarding the

purpose they have always addressed, both constructs were merged since any of them will be used

in its entire essence. Instead, some features of both constructs were taken to refer to a

cooperative teaching approach that aims at helping students become active agents of their own

communication and; consequently, more accurate in oral tasks. Accordingly, the term to be used

in the present research is *peer/micro-teaching sessions* which makes reference to the activities

designed by the pre-service teachers to share knowledge through some planned sessions that

implied teaching to their peers as a whole group, during a limited period of time, a specific

content topic, and a specific target language.

2.3   State of the art

2.3.1   Previous research on oral accuracy

Recognition of need for grammatical accuracy in speaking is not something that has

recently arisen. In fact, teachers and researchers started to look for ways to help their English

learners to improve their oral performance regarding aspects like accuracy, fluency, and

pronunciation mainly long time ago (Brumfit, 1984; Cochrane, 1980; Kirkwood, 1983). With

specific regard to grammatical accuracy in speaking, various studies have shown this is an

important aspect of language teaching and learning that can be approached successfully through

both explicit and implicit instruction, as well as through real contexts (Escobar & Sonza, 2016;

Karimy & Pishkar, 2017; Montgomery & Eisenstein, 1985; Ojeda, 2011).

One of those studies proposes the implementation of an experimental communicative

course in which students were exposed to real scenarios that made them use the language in

context finding out that real scenarios for language practice, together with the analysis of forms

and functions was effective at improving learners grammatical accuracy (Montgomery &

Eisenstein, 1985). Similarly, another study (Shresta, 1998) found that exposure (in informal

scenarios) in combination with instruction (through formal academic scenarios) helped learners

develop more accurate and fluent speaking skills, and more recent studies have also found

positive effects from intensive courses on the accuracy of students' oral production (Karimy &

Pishkar, 2017; Serrano, 2010). Critically, these studies highlight the importance of providing

students with real-life contexts in which to develop better oral skills. Accordingly, the present

study likewise sought to provide pre-service teachers with real contexts for language use, in this

case through peer/micro-teaching sessions for them to become aware of their own language use

when teaching their peers a specific topic.

Nevertheless, although the aforementioned studies have demonstrated how effective real

contexts are in helping students improve their oral skills, they generally did not consider how the

use of cognitive and metacognitive strategies could help make learners more aware of their own

learning processes. Other studies, however, have focused on such strategies, finding them

likewise effective means of helping improve learners' oral accuracy (Javad Ahmadian, Tavakoli,

& Vahid Dastjerdi, 2015; Rahimi & Zhang, 2016). That is the case of a study that proposed the

use of voice message boards for learners to self and peer assess their oral skills (Ojeda, 2011), or

the case of another study that used intelligent virtual environments using visual and auditory

channels of interaction, both studies showed a significant decrease in grammatical errors

(Hassani, Nahvi, & Ahmadi, 2016). Likewise, another study (Rahimi & Zhang, 2016) showed

how adult students could learn to notice and self-correct their grammatical errors by using

prompts and recast, making emphasis on how mental processing benefits adult EFL learners'

general oral accuracy. These studies illustrate the importance and benefits of instructing learners

on the use of cognitive and metacognitive strategies, which is likewise an approach taken in the

present study, which sought to develop self-monitoring skills in a pre-service teacher training

setting. Finally, although oral accuracy has been a general concern for English teachers and

researchers, little research has focused on the specific needs of pre-service teachers, especially

with regard to helping such learners become not just more accurate but also more aware of their

own language use. Very few studies focused on language teacher education have questioned pre-

service teachers' oral accuracy by analyzing preferences in regard to corrective feedback (Selami

Ok & Yayla Ustacı, 2013) while others mainly focus on how some specific teaching techniques

help in-service teachers become more orally accurate (Regan, 2018; Sará, 2016). These findings

suggest that more research is needed to help pre-service teachers become more grammatically

accurate in oral tasks.

2.3.2   Previous research on self-monitoring

One of the pioneers in the research of self-monitoring was Levelt (1983), who thoroughly

explained the processes for using this strategy; however, he did not discuss its benefits or

limitations in specific regard to language teaching and learning. Since then, however, other

studies have considered how metacognitive strategies help learners become more conscious of

their learning process, which in turn helps them improve their performance in a second language

when explicit instruction on the use of those strategies is given (Anderson, 2005; Herrera

Mosquera, 2013; Penuela, 2015). More specifically, it has been suggested (Cardenas, 2015) that

self-monitoring and self-evaluation can help adult learners tackle fossilized errors, including

those affecting oral accuracy. Another study has explained how the self-monitoring process takes

place and what triggers that strategy before and after speech errors happen (Nooteboom &

Quené, 2017); additionally, the study shows that self-monitoring does not depend on audition

and that training on the strategy is necessary. These studies all highlight the benefits of self-

monitoring for language learning and the importance of instructing learners on how to self-

monitor their oral production.

Although previous studies on self-monitoring have generally found the strategy effective

for adult learners, there has been little consideration of this strategy with pre-service teachers at

university level. However, one previous study that did examine this context (Guapacha &

Benavidez, 2017) found that a combination of learning strategies with a task-based learning

approach can help pre-service English teachers to use grammatical forms more accurately in

spoken contexts. In contrast, a different study (Valdebenito, 2015) found that self-transcription,

used as a strategy to develop self-monitoring skills, did not help the participants-students

enrolled in an ELT education program, improve their oral accuracy as expected. Overall, the

previous research on self-monitoring and its uses in language teaching and learning show

contradictory results and therefore more research is needed focusing especially on pre-service

teachers. It seems clear, however, that helping future teachers develop better language skills,

through learning self-monitoring strategies, should not only make them better learners but also

better professionals as their use of the language in their future classrooms accomplishes various

purposes such as modeling the use of the language, and providing input and opportunities for

output (Course, 2014).

2.3.3   Previous research on peer-teaching and micro-teaching

Much of the research on peer-teaching has focused on helping English learners improve

their oral skills while most of the research on micro-teaching has focused on helping pre-service

teachers develop their teaching skills (Farris, 1991; He & Yan, 2011; Karçkay & Sanli, 2009;

Kilic, 2010; Yan & He, 2017). In fact, only one study (Savas, 2012) conducted with pre-service

EFL teachers found that a scaffolded micro-teaching process helped improve both teacher

performance and language skills, especially pronunciation. However, very little has been done

regarding the use of peer-teaching and/or micro-teaching to help pre-service teachers improve

their oral accuracy.

Those studies have focused on developing oral skills, however, suggest that the approach

has a positive impact on both linguistic competence and affective issues—and, indeed, that gains

in one area support gains in the other. For example, Mennim (2017) found micro-teaching improved learners' spoken fluency in L2 English through developing their capacities in cooperation, assistance, and negotiation of meaning. Similarly, another study (Zhang & Head, 2009) found that peer-teaching improved both learners' motivation to develop better speaking skills and those skills themselves.

Other studies have focused on how micro-teaching sessions help pre-service teachers develop their teaching skills, including competencies such as teaching behaviors, planning, teaching process, classroom management, communication, and evaluation (Farris, 1991; Kilic, 2010). Other studies have looked more specifically at the use of micro-teaching with pre-service English language teachers, finding that it is especially effective when combined with supporting reflective or theory-based activities. Karçkay and Sanli (2009) found that micro-teaching helped early childhood pre-service teachers improve their teaching competency level by analyzing recorded classes, and receiving feedback from the teacher and peers. In two separate studies, He and Yan (2011; 2017) have shown that micro-teaching is especially effective for pre-service teachers' professional development when accompanied by a written reflection on teaching and that pedagogical skills and teaching competence are better developed when relating theory to pair micro-teaching.

Yet, though it seems micro-teaching has a positive impact on language skills and affective issues—both issues of relevance for the present study's population of pre-service teachers—there has been little work focused on how microteaching affects these elements with specifically this type of population. Accordingly, the present study sought to examine how micro-teaching (amongst peers) could affect pre-service teachers spoken grammatical accuracy.

2.3.4   Justification of research question/objectives

The studies presented in the previous subsections (see section **¡Error! No se encuentra el origen de la referencia.**) (Kilic, 2010; Mennim, 2017; Yan & He, 2017; Zhang & Head, 2009) have shown the benefits of peer-teaching on the development of speaking skills and the benefits of micro-teaching on the development of teaching skills. However, as noted, very little attention has been given to how peer/micro-teaching could influence pre-service English teachers' use of the target language. On the one hand, it has been demonstrated that peer-teaching and micro-teaching separately have helped learners understand and acquire content better by verbalizing their thoughts and sharing understanding with others (Bargh & Schul, 1980; Damon, 1984; Karçkay & Sanli, 2009; Mennim, 2017; Zhang & Head, 2009). Additionally, these two approaches bring other benefits to the learning process such as helping learners become more autonomous, self-confident, and to develop team-working skills (Bradford-watts, 2011); skills that can also benefit the learning and language acquisition process of the population of this study, and more specifically in regard to language forms and functions. On the other hand, oral accuracy needs to be considered as an important aspect in language teacher education due to the role pre-service teachers will play as models of the language who must provide learners with appropriate and varied types of communicative experiences for them to become proficient (Chambless, 2012; Turnbull, 2001).

2.4   Conclusion

This chapter explains the main constructs of this action research study: oral accuracy, self-monitoring, and peer/microteaching sessions. Oral accuracy, here understood as the ability one develops to use the correct forms of the language to transmit the correct message, has been effectively supported through a combination of explicit and implicit instruction with a variety of

learning strategies. Self-monitoring, seen as the ability to identify and correct one's own

mistakes when speaking, has demonstrated as supporting the development of better oral skills

with both English language learners and pre-service teachers. Peer/micro-teaching, as a

cooperative learning and teacher training technique, has been found to be a useful tool not only

for supporting the learning process in different contexts and teachers' professional development

but also, although in relatively few studies, for the development of better oral skills. However,

not much attention has yet been given to how micro-teaching could contribute pre-service

teachers' oral accuracy. The subsequent chapter describes the context and nature of the present

study, undertaken to examine these issues, and discusses the data collection instruments used in

the implementation.

Chapter 3: Research Design

3.1   Introduction

In the previous chapter, the main concepts of this study (oral accuracy, self-monitoring,

and peer/micro-teaching) were introduced as well as the studies that have been conducted in the

same regard. It was mentioned that various studies have revealed how oral accuracy and self-

monitoring have been studied from different perspectives without paying much attention to pre-

service teachers, who represent a very important population in the ELT field. Various studies that

focused on strategies to help learners become grammatically accurate suggest the use of both

explicit and implicit instruction and exposure to real life contexts for language learners in

general, not pre-service teachers, to improve their oral production. Similarly, other studies have

proposed the use of self-monitoring concluding that when this metacognitive strategy is taught

explicitly, learners develop better oral skills, and that pre-service teachers can actually use

grammatical forms more accurately. It was also found that peer-teaching and micro-teaching

have been used as a student-centered approach and a teacher training technique respectively, and

that they have benefited learners and student-teachers' learning process and development of

teaching skills. Nevertheless, any of these two approaches has been used with the purpose of

helping pre-service teachers become grammatically accurate in oral tasks, neither has a

combination of these two concepts been proposed.

In the present chapter, the instruments used to collect data on the influence of peer/micro-

teaching sessions and self-monitoring in pre-service teachers' oral accuracy are presented and

explained based on the principles of action research and a mix-method approach in an

experimental design. First, a pre and post oral test aiming to compare the effects of the strategy

and tool chosen before and after the implementation is explained. Second, field notes, as a tool

for open observations, is presented which had the purpose of keeping track of pre-service

teachers accurate and inaccurate production of verb inflections and use of self-monitoring during

the implementation. Finally, two open-ended questionnaires are introduced which aim at

collecting data on pre-service teachers' opinions regarding the impact of peer/micro-teaching

sessions on their oral accuracy and self-monitoring skills. The instruments presented in this

chapter helped the researcher answer the research question after going through a process of

validation and piloting necessary in research.

3.2   Context

3.2.1   Type of study

The present action research study examines the effects of peer/micro-teaching sessions

and self-monitoring in pre-service teachers' oral grammatical accuracy. An experimental design

was used which involves controlling for external variables (Brewerton & Millward, 2001) that in

this study refer to a comparison between participants of two different groups (among which only

one group was exposed to the peer/micro-teaching sessions) aiming at understanding the impact

that the tool and the strategy have on the use of the language of the participants of the

experimental group compared to the ones in the control group . Additionally, a mixed method

was implemented using quantitative and qualitative data that aims to see the problem from

different sites and to confirm the data accuracy (Ayiro, 2012). The data collected when

implementing the tools, especially the post-test, was systematically analyzed to find out if pre-

service teachers' oral production was more or less accurate grammatically than before the

application of the strategy. Action research was used as it is a process carried out by teachers

who carefully analyze their own practice to make inform methodological changes in the

classroom (Burns, 2009; Ferrance, 2000). The cycle proposed for action research (identification

of a problem, data collection, data analysis, action/implementation, and reflection) is appropriate

for this study since it allows the researcher not only to act upon a relevant problem but also to be

informed and to reflect on the effectiveness of her teaching practice in order to help a group of

pre-service teachers to develop better oral language skills.

3.2.2   Participants

This study was conducted at a private university in Bogota, Colombia, with a group of 16

pre-service teachers (8 in each group), also referred to as student teachers, who are novice

teachers just beginning their teaching-learning process and who have not had any formal

experience teaching in educational settings. Additionally, compared to other types of learners of

English as a foreign language, these pre-service teachers' needs were related to their ability not

only to communicate in oral and written tasks but also to teach the language. There were 12

women and 4 men, aged 17-22 years old. These pre-service teachers were between the first and

fourth semester of their major in English and French language teaching and had an A2 level of

English according to the Common European Framework of Reference (CEFR). The English

course they were taking was the second one of the eight courses they had to take to graduate. All

those courses followed a grammar-based syllabus in which different grammar forms were taught

through two textbooks students were asked to use in class. In this specific course, students were

expected to be able to use some grammar forms like simple present and past, present perfect,

comparatives, superlatives, gerunds and infinitives, and passive voice in present and past. In

other courses, more complex forms are taught under the belief that these students have mastered

the previous forms. However, some of these pre-service teachers get to do their practicum at

some bilingual schools in Bogota, Colombia, with poor speaking skills, especially regarding oral

accuracy.

3.2.3   Researcher's role

In this action research study, the researcher's role is that of a participant-observer. This

means that the researcher is the one in charge of providing students with the steps to peer-teach

and to self-monitor, and at the same time, she is the one in charge of collecting and analyzing

data. Based on Biggam (2012), the results of the implementation tend to be influenced by the

researcher when this is the same participant in the study.

3.2.4   Ethical considerations

When doing research, it is necessary to consider how the research purposes, methods, and

outcomes act in accordance with ethical principles and practices (Cohen, Manion, & Morrison,

2007). Therefore, this study was carried out under three main ethical principles which are

informed consent, privacy, and anonymity. First, an institutional consent letter was presented to

the institution where the study was conducted to get approval from the director of the program

the participants belong to. Second, an informed consent letter was given to the participants

including four main elements: competence, voluntarism, full information and

comprehension(Cohen et al., 2007, p. 52). Finally, through the same informed consent letter the

rights to privacy, understood as the freedom to decide where, when, and what can be

communicated, and anonymity, as the act of not revealing the participants' identity, were

considered.

3.3   Data collection instruments

Instruments were designed to collect data on two aspects that aim to answer the research

question. The first aspect concerned the influence of peer/micro-teaching sessions on pre-service

teacher's oral grammatical accuracy, and the second aspect concerned the influence of self-

monitoring on pre-service teacher's oral grammatical accuracy, both aspects regarding

specifically verb inflections that are expected to be used by a B1 user of the language.

3.3.1   Descriptions and justifications

3.3.1.1   Pre and Post test

According to Pickard (2017, p. 127), testing is used to watch, record, and analyze

behavior in a structured context. In the present study, a pre-test was carried out to collect data

(see Appendix B) related to pre-service teachers' use of various verb inflections and self-

monitoring when speaking before the implementation. After the implementation, a post-test or

formative test (Cohen et al., 2007) was used (see Appendix C) to evaluate the participants' use of

various verb inflections and self-monitoring when speaking. These two tests were different due

to the initial level of the participants before the implementation and the concepts learned along

with it. This instrument was relevant as it gave the researcher information about the impact of the

peer/micro-teaching sessions and self-monitoring on pre-service teachers' oral accuracy which

helped answer the research question.

3.3.1.2   *Fieldnotes*

In research, field notes are mostly part of open observations that do not have pre-defined

categories and that helps the researcher take notes on different aspects that occur during the

observation itself. Nonetheless, in this action research study, field notes were the result of a

descriptive observation that was selective (Zacharias, 2012) as the researcher established key

aspects that helped answer the research question. Field notes were used to record pre-service

teachers' accurate and inaccurate production of verb inflections and their use of self-correction

during the implementation. A format was designed by the researcher which was used in the

different peer-teaching sessions and which helped analyze the impact of the tool in pre-service

teachers' oral accuracy, making this instrument appropriate for the research process.

3.3.1.3   *Open-ended questionnaires*

Open-ended questionnaires are commonly used in action research as they allow

participants to voice their points of view freely and they help to collect data in a shorter time

compared to interviews despite the difficulty they represent when interpreting ideas (Zacharias,

2012). According to Dörnyei (2004), questionnaires provide factual or demographic information

(which has to do with the participants' background and experiences), behavioral (which focuses

on the participants' actions), and attitudinal (which is related to participants' attitudes, beliefs,

opinions, interests, and value). Consequently, this study used two questionnaires during the

implementation: one of them was implemented to collect information about pre-service teachers'

opinions regarding the impact of their peer/micro-teaching sessions on their oral accuracy and

use of self-monitoring when speaking. The second questionnaire was used to collect pre-service

teachers' opinions about the impact of their partners' peer/micro-teaching sessions on their oral

accuracy and self-monitoring when speaking. This instrument was relevant for this study to

analyze attitudinal data from the participants' point of view, which could be compared with the

researcher's perspective on the influence of the tool and the strategy.

3.3.2   Validation and piloting

Before the implementation stage, a needs analysis was carried out to identify pre-service

teachers' needs regarding their oral accuracy and their motivation toward teaching. That needs

analysis gave the researcher information about the pre-service teachers' use of simple present

and past verb inflections, which are indeed, misused especially when using third-person singular.

Moreover, the needs analysis provided the researcher with information that confirms how

unmotivated the participants are to become future English teachers.

After having confirmed pre-service teachers' needs, the data collection instruments to be

used in the implementation stage were designed. Those instruments were validated by having a

debriefing session with an expert in research and by having three research colleagues follow

thinking aloud routine. These two sessions helped the researcher to rephrase some of the

questions used in the questionnaires and to reorganize the formats to be used for the field notes

and the journal. Additionally, to ensure credibility and reliability (Cohen et al., 2007) and to

ensure that the instruments served to answer the research question, the instruments were piloted

with a group of pre-service teachers with the same characteristics of the participants in this study. This piloting process helped the researcher modify some of the formats used and the initial questions proposed for the questionnaires.

3.4   Conclusion

This chapter explained the research design describing it as an action research study that follows a mixed-method approach. It also described the participants as young adult pre-service teachers, and the context of the study making emphasis on the fact that these pre-service teachers are not just students of English, but future teachers of the language. A description of the data collection instruments was also given referring to a pre and post oral test, field notes, and two questionnaires aiming at gathering information related to the effect of the peer/micro-teaching sessions and self-monitoring in the participants' oral accuracy. These tools helped the researcher answered the research question since they allowed to compare the impact of the strategy and tool chosen before, during, and after the implementation. Ethical considerations were also kept into account using informed and consent letters, and validation and piloting processes for the instruments, which used different approaches.

In the following chapters, an explanation of the visions of language (a system that allows the user to function well in the communication); the visions of learning(seen from the constructivist and communities of practice theories); and the visions of the curriculum (moving from a linguistic syllabus stance to a content approach) will be introduced. Additionally, a detailed description of the instructional design, the implementation, and the stages that took place during a semester at the private institution where this research study took place will be presented.

Chapter 4: Pedagogical Intervention and Implementation

4.1   Introduction

In the previous chapter, pre and post oral tests, field notes, and two questionnaires were

presented as the instruments used to collect data on the impact of peer/micro-teaching sessions

and self-monitoring on pre-service teachers' oral accuracy. Moreover, it was stated that this

action research study followed a mix-method approach in which quantitative and qualitative data

were collected to ensure accuracy in the data reported. In this chapter, the visions of language,

learning, and curriculum will be explained to support the way the implementation phase took

place in this action research study. Additionally, a thorough description of the timeline

implemented will be introduced which shows the number of weeks, activities, objectives, and

materials used in this study.

4.2   Visions of language, learning, and curriculum

4.2.1   Vision of language

Languages have been classified into different categories among which first language

(L1), second language (L2), and foreign language (FL) are the most common. L1 is understood

as the language people learned naturally in the process of growing up while sharing with other

people who speak that language (Mohamad Nor & Rashid, 2018). L2 refers to a language that is

socially accepted and institutionalized and needed for education, employment, and other

purposes. Finally, FL is the one that is not used in learners' immediate social context, but it

might be used for cross-cultural communication or other specific purposes like traveling or

studying (Muriel Saville-Troike, 2005). In the present study, English is taught as a foreign

language (FL) since it is a language that learners do not use in their everyday context, and which

is learned with the specific purpose of becoming future language teachers. For this reason, one of

the visions of language in this study is that of a system that allows the user to function well in

communication and socialization by using the correct verb forms and sentence structure to

convey the intended meaning (Gee, 2001). Consequently, the pre-service teachers part of this

study is expected to become aware of their use of various language forms when performing

different oral tasks and by using self-monitoring as the strategy that can help them to correct

their errors. However, the language in this study is not only seen as a linguistic system but also

as a social practice that takes place in the classroom and which values individuals in their

particular contexts (Norton, 2009). Accordingly, peer-instruction is promoted to help learners to

construct knowledge by sharing content in the form of peer/micro-teaching sessions.

4.2.2   Vision of learning

Based on Vygotsky's theory of social constructivism, learning takes place through social

interaction, knowledge is acquired through contacts and interactions with others, and both

teachers and learners are active agents in the learning process (Jones, M., & Araje, 2002). Inside

this interaction among different individuals, the communities of practice emerge which are

understood as social learning systems that share experiences and whose members are engaged in

the production of practice (Wenger, 2010). These two theories are fundamental for the current

study as the participants were engaged in their construction of knowledge through the planning

of their peer/micro-teaching sessions and later the presentation of the same to their partners.

Indeed, a community of practice was born in the classroom by having the participants play the

role of the teacher which might probably make these pre-service teachers aware of the

community they already belong too, and the ideas, thoughts, and attitudes towards teaching and

learning that they might share (Hobbs, 2012).

Apart from those visions of learning, there is another one that has played a vital role in

this action research study which is the inductive approach which sees learning as a discovery

process that the learner undertakes with the guidance of the teacher (Thornbury, 2000). This

process was evident also in the peer-teaching sessions, which were planned to follow the

inductive approach that suggests that through the examples given, the learners can analyze and

understand the grammar rules without being the teacher the one explaining explicitly those rules.

This approach was important as to have the pre-service teachers involved in this study see newer

perspectives in teaching and learning compared to more traditional ones they are used to seeing

in their classes.

4.2.3   Vision of curriculum

Considering the vision of curriculum implemented at the university where this study took

place, which follows a linguistic syllabus, the topics presented by the pre-service teachers in their

peer/micro-teaching sessions followed a specific order which started from simple tenses (e.g.

present simple) to more complex ones (e.g. passive voice). However, a new shape to that

curriculum was given by implementing a forward design in which input, process, and output are

related following certain stages (Richards, 2013). In the present study, two stages were

implemented: (1) choosing the topics for the lessons, which were based on the linguistic syllabus

and the content to be taught given, by the university, and (2) choosing the instructional method,

which followed content-based and inductive approach.

Content-based instruction is an example of forward design in the curriculum which seeks

to develop language proficiency while developing other cognitive skills, and its syllabus contains

both content and language components (Coyle, Hood, & Marsh, 2010). This perspective of

curriculum and syllabus was found suitable for this research study since it allowed the pre-

service teachers to carry out their peer/micro-teaching sessions through the presentation of

interesting topics while being aware of their purposeful use of the language.

4.3 Instructional design

4.3.1 Lesson planning

The implementation and the lesson planning were carried out in three cycles. The first

cycle was the pre-implementation in which the pre-service teachers participated in an oral pre-

test that helped the researcher analyze their level of oral accuracy and self-correction (see

Appendix B). The second cycle consisted of the peer/micro-teaching sessions which were

accompanied by a modeling activity and the planning of the sessions. Finally, the third cycle

consisted of an oral post-test (see Appendix C) that helped the researcher analyze the impact of

the peer-teaching sessions and self-correction on pre-service teachers' oral accuracy.

In order to make this implementation possible, all the sessions were planned following a

format given by the university which specifies the objective, length, activities and types of

interactions taking place in the classroom. This format was appropriate for this study as it helped

the researcher focus on the step-by-step process to be followed in each session before, during,

and after the implementation. Nonetheless, the pre-service teachers were not asked to use any

pre-established format for the planning of their sessions to promote autonomy along with

decision-making skills, yet these pre-service teachers were asked to follow three specific steps in

the planning of their sessions called: contextualization, presentation of the language (following

an inductive approach), and practice which was shared in a feedback session that took place with

the teacher/researcher before the actual implementation of the peer/micro-teaching sessions.

4.3.2   Implementation

The pedagogical implementation was carried out in the second semester of 2018 from

July to November and it was divided into three cycles as observed in the timeline. The three

cycles corresponded to the three terms students have at the university which, at the same time,

establish three moments of evaluating pre-service teachers. Within each cycle, there were three

main stages: (1) selection of the topic for the peer-teaching session, modeling, and awareness on

self-correction, (2) guidance for planning the peer-teaching session, and (3) the peer teaching

session itself.

In the first stage of each cycle, pre-service teachers were provided with the different

topics they had to cover for the corresponding term at the university, which are established in a

syllabus given by the institution, and they chose, in couples, the topic they wanted for the peer-

teaching session. Those topics were different in each cycle and reflect a different level of

complexity; being the first topics presented simpler, in structural form and content, in the first

term than the ones presented in the second and last term (e.g. simple present vs. passive voice).

In that same stage, pre-service teachers were also given a model by the teacher related to

how the peer/micro-teaching session was expected to follow a content-based and inductive

approach as well as how they could use self-correction when making a mistake when speaking.

As the teacher presented pre-service teachers with a new topic, they were to analyze and take

notes on the three sections of the class called contextualization, presentation of the language, and

practice. The contextualization section was used to introduce the general topic to the class (e.g. nature, media, and global issues) and to provide the audience (pre-service teachers) with examples of the target language to be used in that session (e.g. comparatives, present perfect, and passive voice). The presentation of the language was intended to help the audience analyze the structure of the target language and to raise awareness on the mistakes they usually make when using that specific form by following an inductive approach. Finally, the practice moment was used to have the audience put into practice orally the topics presented. While modeling the structure of the peer-teaching session the teacher made some grammar mistakes intentionally and self-corrected to help students understand how they could also do it when doing their peer-teaching sessions.

In the second stage, pre-service teachers arrived at the class with a plan for their peer-teaching session to be shared with the teacher and to receive comments on the usefulness, relevance, and effectiveness of the activities proposed. After the analysis of the plan, pre-service teachers made the corresponding changes to the plan and gave the teacher the final proposal to be implemented in their peer-teaching session. Once all the plans were given feedback, dates were set for the peer-teaching sessions so that all the pre-service teachers were ready for their implementation.

Finally, in the last stage, each couple of pre-service teachers presented their peer/micro-teaching session to the class. Once each couple finished the peer-teaching session, the couple that presented received a questionnaire (instrument 4, see Appendix E) that asked them for their perceptions regarding how the activity had helped them or not become aware of grammar use and self-correction. At the same time, other four pre-service teachers, who did not present, were chosen randomly and were given a different questionnaire (instrument 5, see Appendix F) that

asked them for their perceptions about how their partners' peer-teaching sessions had helped

them become aware of grammar use and self-correction. Only four pre-service teachers, playing

the role of students during the peer/micro-teaching sessions, were selected to answer this

questionnaire due to time constraints. At the end of all the peer-teaching sessions, the pre-service

teachers took an oral test (post-test) which helped the researcher analyze the impact of the peer-

teaching session on their oral accuracy and self-correction.

4.4   Conclusion

This chapter described the visions of language, learning, and curriculum that represent the

base of the informed decisions made during the implementation process. This implementation

process was meant to help pre-service teachers carry out their peer/micro-teaching sessions

which were believed to help them become aware of their language and consequently improve

their oral accuracy. Additionally, the instruments described in chapter 3 were used along the

implementation to collect data and analyze the impact of those peer/micro-teaching sessions and

self-monitoring on the participants' oral accuracy. In the next chapter, the data analysis method

that allowed the researcher to support the influence of the peer/micro-teaching sessions and self-

monitoring on pre-service teachers' oral accuracy is introduced. Accordingly, the explanation of

how quantitative and qualitative data was associated, studied, and interpreted is presented and

accompanied by validation and triangulation processes that ensured accuracy in the results

presented. Also, the data analysis methodology was explained under the use of the grounded

theory principles that suggest the analysis of data from different instruments.

Chapter 5: Results and Data Analysis

5.1   Introduction

In the previous chapter, the visions of language, learning, and curriculum were presented

as well as the pedagogical implementation carried out. This implementation consisted on three

stages that took place during the second semester of 2018 within which three important steps

were followed: (1) the selection of a topic to be taught (grammar and content) together with

some modeling and awareness on self-monitoring, (2) the lesson planning sessions based on

some specifications given by the teacher/researcher (contextualization, inductive target

language presentation, and practice), and (3) the peer/micro-teaching session which lasted

between 40 and 50 minutes.

Data analysis carried out in this study allowed the researcher to examine and show

evidence of how peer/micro-teaching sessions and self-monitoring influenced pre-service

teachers' oral accuracy. This chapter describes the steps and processes that took place when

analyzing data by following a mixed method in which quantitative and qualitative strands were

related, analyzed, and interpreted. According to Creswell (2012), mixed methods integrate

quantitative and qualitative data in a single study in different stages of the research process to

support each other. In this study, qualitative and quantitative feedback informed how peer/micro-

teaching and self-monitoring influenced oral accuracy by contributing in ways that only each

can.

5.2   Data management procedures

This study followed an explanatory sequential design, which occurs when quantitative

data is first collected and analyzed, followed by the collection and analysis of qualitative data.

(Creswell, John W, Plano, n.d.). The responses to the pre and post-test that were carried out at

the beginning and the end of the research process, before and after the implementation, represent

the quantitative data that informed the number of errors the participants made when using some

specific verb forms (present and past tenses mainly), as well as the number of times self-

monitoring, was used. The responses to the questionnaires applied after each peer/micro-teaching

sessions represent the qualitative data that informed the participants' view on the effect of the

peer/micro-teaching sessions on their oral accuracy. Qualitative data gathered was assembled

into a matrix embedded in an MS Excel file to tabulate and analyze information easily at the

statistical and coding stage. Moreover, the participants in this study were given a letter and a

number (e.g. S1) to maintain their anonymity and confidentiality (Blaxter, Loraine; Tight,

Malcolm; Hughes, 2010). In this process, tables were used to display the changes regarding the

types of grammatical errors made in oral tasks and their frequency before and after the

implementation; second, axial coding, as a strategy used in grounded theory method, was

employed to analyze the data collected in the qualitative instruments which allowed the

researcher to determine concepts and categories.

5.2.1   Validation

Data was collected, organized and classified making sure that its quantity and quality

would enable the researcher to study the phenomenon under scrutiny in depth. By analyzing data

from different sources triangulation was assured which allows this study to present solid

evidence on the contributions of the strategy and tool proposed to answer the research question

(Burns, 2009). To validate the data collected, the triangulation strategy was implemented by

gathering information using various research instruments at different points of time and from

different key informants, which allowed the researcher to see the subject studied from various

perspectives. Additionally, once the researcher had analyzed the data independently, there was a

debriefing session with other research experts who analysed and uncovered what was salient in

the dataset. In the end, the themes were negotiated and checked within the validation meeting

where the researcher and experts could comment on an early draft of tentative results and

contributed to the interpretations and conclusions. By following this approach, the researcher

was able to work within a research team to compare and contrast the data collected to measure

the influence of peer/micro-teaching sessions and self-monitoring in pre-service teachers' oral

accuracy.

5.2.2   Data analysis methodology

This study followed a mixed-methods approach and therefore quantitative and qualitative

data analysis procedures were applied. On the one hand, quantitative data was analyzed using

two specific measurements: the number of errors made and the variety of tenses used during the

pre and post oral tests; on the other hand, qualitative data were analyzed following the principles

of the grounded theory which refers to a set of systematic procedures that aim at creating theory

from data (Corbin & Strauss, 2015). According to Creswell (2014), that theory explains a

process, action, or interaction regarding a specific topic. In this study, such a process was

followed in both the control and experimental group to analyze, reduce, and triangulate the data

collected from the different instruments, which allowed the researcher to visualize the influence

of peer/micro-teaching sessions and self-monitoring in pre-service teachers' oral accuracy.

Therefore, the first stage implemented as open coding, which helped the researcher start

finding concepts that emerged from the data. By using color coding (e.g. red when referring to

improvement, orange when referring to awareness), the researcher was able to identify main

concepts, similarities and differences that were significant in the data collected. Second, axial

coding was employed by analyzing the codes and concepts already established and by finding

connections among them which allow creating some categories that represent the most

significant information read from the data. Finally, by interpreting those categories that raised

during the second stage, the core category was found, and consequently, the answer to the

research question as shown in table 1.

Table 1 Categories and subcategories that emerged from the coding process

RESEARCH QUESTION	
In what ways does pre-service teachers´ (A2) oral accuracy unfold when implementing peer/micro-teaching sessions and self-monitoring?	
Color coding	*Verb inflection (red)* *Function (blue)* *Form (brown)* *Understanding (green)* *Self-monitoring (orange)* *Responsibility (purple)* *Difficulty (light blue)* *Fear (light purple)* *Peer-correction (dark green)*

Open Coding	*Main Category 1: Learning related to grammar*
	Subcategories: Verb inflection
	          Function
	          Form
	Main category 2: Effect of peer-teaching on the use of
	          grammar when speaking
	
	Subcategories: Understanding
	          Self-monitoring
	          Improvement
	
	Main category 3: Advantages of peer-teaching
	Subcategories: Improvement
	          Public speaking
	          Confidence
	
	Main category 4: Disadvantages of peer-teaching
	Subcategories: Difficulty to understand others
	          Lack of commitment
	          None

	Main category 5: Understanding of self-monitoring
	Subcategories: Correct
	Misinterpretation
	Main category 6: Effect of self-monitoring when
	speaking.
	Subcategories: Awareness
	Improvement
	None
Selective coding	*Core category*
	Peer/micro-teaching sessions and self-monitoring as evidence of language enhancement

The instruments used in this research project aimed at collecting data on the number of errors made by the participants regarding verb forms when performing oral tasks as well as on the use of self-monitoring. However, data related to the participants' increased confidence when being taught by their partners was also found and considered important to report.

5.3   Categories

5.3.1   Overall category mapping

Based on the systematic process that was carried out in this study following the grounded theory method, the main category and three sub-categories were identified. The open coding stage was used to identify and label the information regarding the participants' learning about grammar, their opinions about the advantages and disadvantages of peer-teaching, and their understanding of self-monitoring and its effect on their speaking skills. This information was gathered from the different instruments used to collect data (pre and post-test and questionnaires) and was used to classify into initial categories as presented in Table 1.

In the axial coding stage, the initial codes were carefully analyzed to be grouped into concepts that reveal the connections found among them. In other words, patterns that started to reveal the effect of peer/micro-teaching sessions and self-monitoring in pre-service teachers' oral

accuracy were examined and grouped to create some preliminary categories which are shown in

Figure 1.

Figure 1

Preliminary categories after axial coding procedure

- *Verb inflection*
- *Functions*
- *Forms*

- *Improve*
- *Awareness*
- *Understand*

Learning about grammar

Effect of peer/micro-teaching in oral tasks

Use of self monitoring

Advantages and disadvantages of peer/micro-teaching

- *Description of the moment.*
- *Description of the procedure*

- *Improve/remember*
- *Friendly environment*
- *Difficulty to understand others*
- *Lack of commitment*
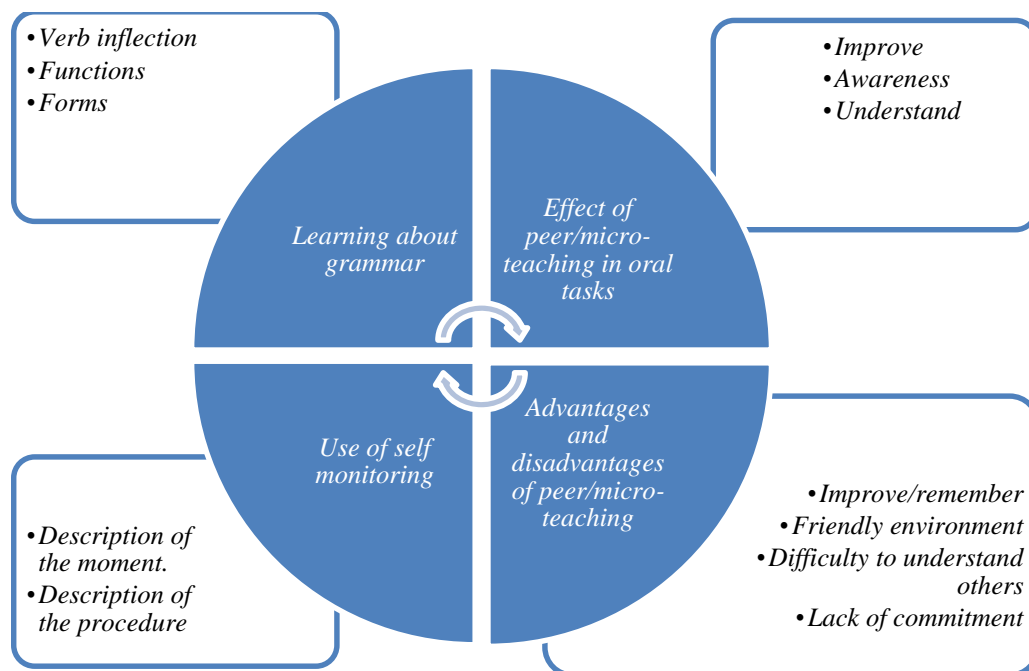
Finally, in the selective coding stage, the preliminary categories were analyzed and

examined to find stronger connections, to answer the research question. The core category, the

subcategories, and the indicators are presented in Figure 2.

Figure 2

Main category, subcategory and indicators

```
                    ┌─────────────────────────┐
                    │  Peer-micro teaching and│
                    │  self-monitoring as     │
                    │  evidence of language   │
                    │  enhancement            │
                    └─────────────────────────┘
```

Peer-micro teaching and self-monitoring as evidence of language enhancement

Demonstration of verb inflection accuracy in oral tasks

Evidence of language awareness in oral tasks

Evidence of a new type of student-student interaction

Margin of error decrease

Self-monitoring use

Sense of responsibility and dynamic learning

Variety of tenses use

Intelligibility awareness

5.3.2 Discussion of categories

After having completed the open and axial coding process, three categories emerged: (1) demonstration of verb inflection accuracy in oral tasks, (2) evidence of language awareness in oral tasks, and (3) evidence of a new type of student-student interaction. These categories

showed the participants' improvement of language use in oral tasks as they became aware of

their language use in a more comfortable and friendly learning environment.

5.3.2.1 Demonstration of verb inflection accuracy in oral tasks

The use of peer/micro-teaching sessions and self-monitoring helped the pre-service

teachers reduce the errors made when performing oral tasks. Additionally, the findings revealed

that the participants in the experimental group used a better variety of tenses in the post-test in

comparison with the control group.

5.3.2.1.1 Margin of error decrease

The pre-test revealed that the participants in both groups, experimental group (EG) and control

group (CG), had difficulties with the use of tenses regarding verb inflection when performing

oral tasks. Figure 3 illustrates the total number of times the 16 participants (8 in the experimental

group (EG) and 8 in the control group (CG) used some specific tenses and the number of errors

when using them.

Figure 3

Pre-test verb inflection errors in the experimental and control group.

	Simple present	Simple past	Past continuous	Present perfect	Gerunds and infinitives	Future	Negative statements	
■ Times used EG	22	28	9	2	18	1	8	
■ Times used CG	50	49	2	2	19	3	7	
■ Errors EG	13	11	9	0	4	0	0	
■ Errors CG	25	11	2	1	3	2	0	
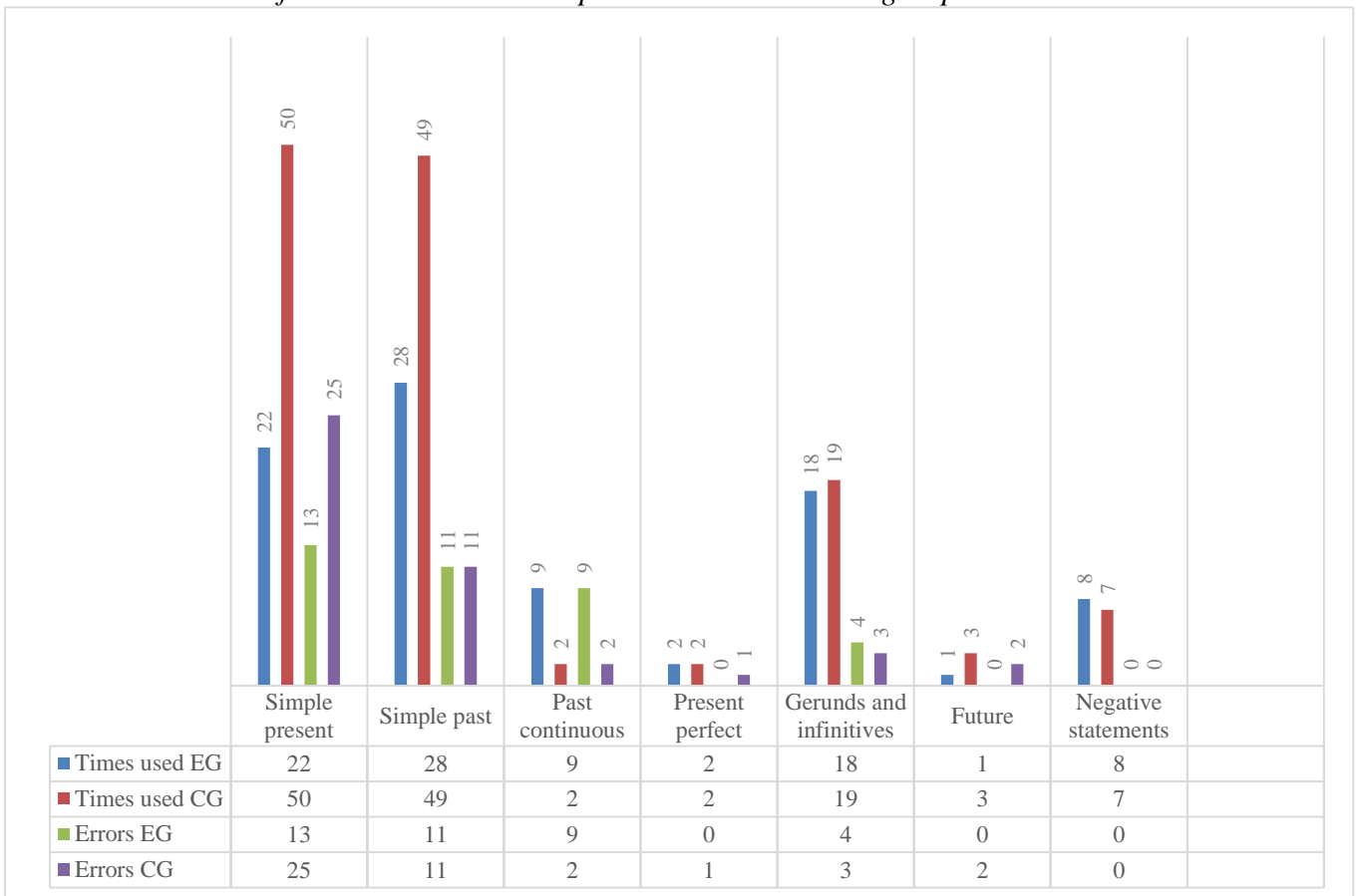
This chart shows that the use of verb inflections in oral tasks in the EG and the CG is

quite similar. Both groups used mostly simple present and simple past and the margin of error

when using those tenses is also comparable especially with the use of simple present tense

(simple present: EG 13/22-CG 25/50; simple past: EG 11/28-CG 11/49). Likewise, the limited

use of other tenses (past continuous, present perfect, gerunds and infinitives, future, and negative

statements) in both groups is evident which probably affected the number of errors made which

is much lower than when using present and past simple. Excerpts 1 and 2, taken from one of the

research instruments: the pre-test, that was done before the implementation phase, illustrate some

of the errors made by the participants regarding verb inflection when using present and past

simple.

Excerpt 1

Control group Pre-test.

> **SS1**: *"my last vacation was in my town I just went there to like at time off from college and all the responsibilities I had, and just <u>relax and sleep and have</u> a good time."*
>
> **SS2**: *"Why modern languages, I <u>choose</u> this career cuz I want to complete with an engineer career which is which is mechanical engineer."*
>
> **SS4**: *"My brother <u>study</u> here in the this University, he finished his studies in social communication and <u>continue</u> with literature."*

Excerpt 2

Experimental group Pre-test.

> **S2**: *"I <u>was living</u> in Columbia 10 years ago and I <u>was living</u> with my parents and my sis, he has for years. In the last vacation I <u>was working</u> in the restaurant about two months and <u>I was travelling</u> to China two months too to visit my family I don't see the family for years."*
>
> **S5**: *"Well I <u>choose</u> this career because I am talkative and I think that education is something so important to everyone"*
>
> **S7**: *"In my last vacations I <u>work</u> in a lawyer's firm about a month. I was IT support so I <u>have</u> to help people with their computers."*

These examples show that before the implementation the participants had some

knowledge in regards to the use of simple tenses and that they lacked awareness regarding not

only the form but also the function of those tenses, which is probably due to their lack of

experience with the use of the language. These pre-service teachers were in the first semesters of

the major and had studied English before at school; however, they had not had much instruction

regarding the use of those tenses. In contrast, after the implementation of the peer/micro-teaching

sessions and the instruction given about self-monitoring, the results of the post-test show that the

number of errors made by the participants in the experimental group decreased in a similar

quantity when compared to the control group, as it is shown in Figure 4.

Figure 4

Number of errors in pre and post-test in the experimental and control group.

	Simple present	Simple past	Past Cotinuous	Present perfect	Gerunds and infinitives	Future	Negative statements
Errors pre-test EG	13	11	9	0	4	0	0
Errors pre-test CG	25	11	2	1	3	2	0
Errors post-test EG	8	2	1	4	1	0	2
Errors post-test CG	7	1	0	0	2	1	0

■ Errors pre-test EG   ■ Errors pre-test CG   ■ Errors post-test EG   ■ Errors post-test CG
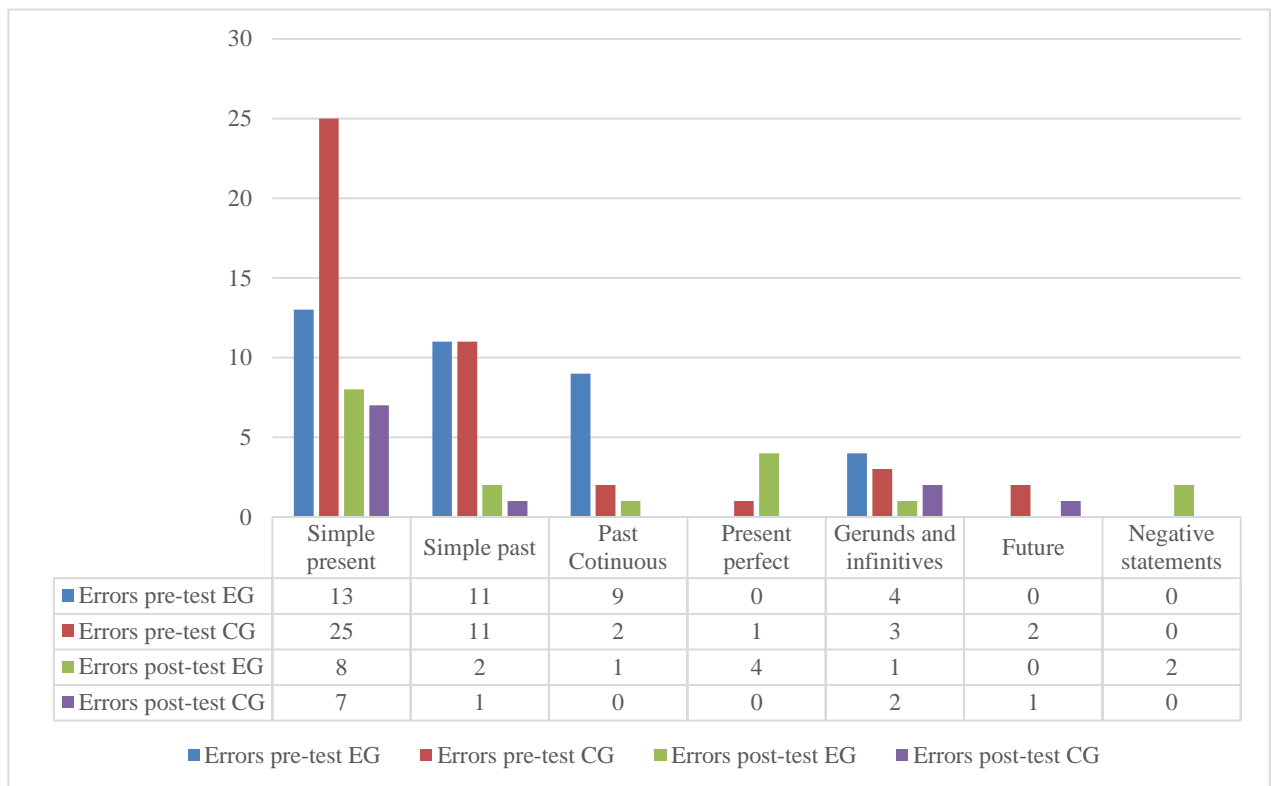
This figure shows similar results when comparing the participants in both groups (simple

present: EG 13/8-CG 25/7; simple past: EG 11/2-CG 11/1; past continuous: EG 9/1-CG 2/0).

This might be the result of the oral presentations that were carried out in both groups which

followed different approaches though. While the experimental group was exposed to the

peer/micro-teaching sessions, the control group was exposed to a listening project that consisted

of presenting in couples to the class a listening activity that had to be contextualized and that

promoted interaction in class. Therefore, these results show that encouraging learners to take an

active role in a class by exposing them to different oral tasks affects positively their oral

accuracy (Chou, 2011; Gil-Salom & Benlloch-Dualde, 2016).

5.3.2.1.2 Variety of tenses use

Interestingly, it was found that peer/micro-teaching sessions fostered the use of different

tenses in pre-service teachers when performing oral tasks. The post-test revealed that the

participants in the experimental group used tenses like past continuous, present perfect, and

gerunds and infinitives more in comparison to the control group. Figure 5 illustrates that

difference.

Figure 5.

Tenses use frequency in experimental and control group (EG-CG).
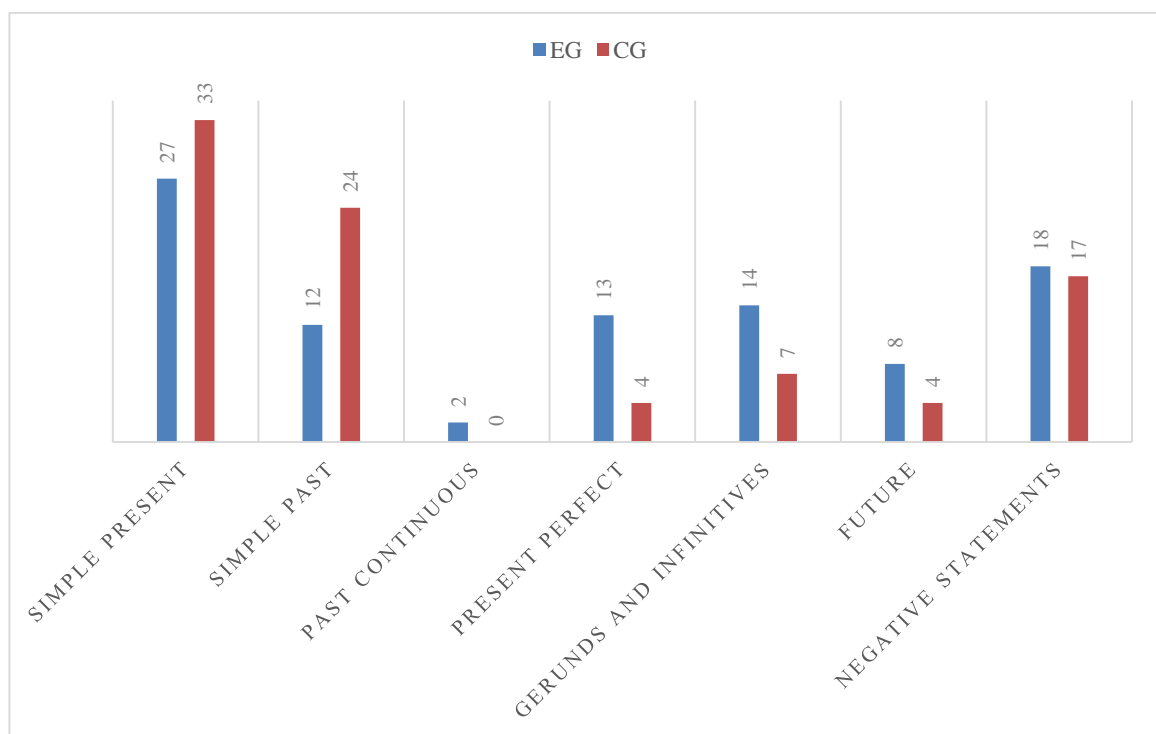
As the figure shows, the present and past simple continue to be the most used tenses by

the participants in both groups (simple present EG 27-CG 33; simple past EG 12-CG 24), and

even more in the control group. Nevertheless, results reveal that the participants in the EG used a

greater variety of tenses (past continuous EG 2-CG 0; present perfect EG 13-CG 4; gerunds and

infinitives EG 14-CG 7; future EG 8-CG 4) compared to the participants in the CG who mostly

used present, past, and negative forms. Excerpt 3 illustrates some of the tenses used by the

participants in the experimental group.

Excerpt 3

Post-test/Experimental group

S1: *"This year <u>has been</u> a difficult year for me because my parents are sick"*
"I probably will <u>enjoy being a</u> doctor because my experience of this year"
"An advantage is that I hate to sleep so I would enjoy that job."

S2: *"I need to travel around the world."*

S4: *"<u>I've been thinking</u> about the question and I thought that maybe <u>it has been</u> like an issue that <u>has been</u> in our lives through many many years"*

S5: *"In the past time people <u>used to be</u> together, go out and talk with other ones
people <u>didn't use</u> a lot of computers or those things"*

S7: *"in my case, I <u>prefer to have</u> a person to which I can talk a lot."*

These statements reveal that peer/micro-teaching enhances the learning process due to the

fact that the participants in the experimental group started to use a greater variety of tenses after

the implementation process correctly compared to the participants in the control group who

continued using simple tenses. When comparing the statements produced by the participants in

the two groups, it is evident how the participants in the CG did not take the risk to use more

tenses different from present and past simple which can represent their comfort zone. In contrast,

the participants in the EG not only took the risk of using more complex tenses, but they also used

them correctly which demonstrates that providing pre-service teachers with opportunities for

enacting in-service teachers' roles through peer/micro teaching sessions helps them develop

better language skills. More specifically, it is a fact that the pre-service teachers who

participated in this study improved their speaking skills.

5.3.2.2 Evidence of language awareness in oral tasks

Findings revealed that the use of peer/micro teaching sessions and self-monitoring made

the pre-service teachers aware of their own use of the language since they felt the necessity to be

understood and to understand others in order to benefit their language learning process.

5.3.2.2.1 Self-monitoring use

From the results, the number of participants who used self-monitoring when performing

oral tasks doubled after the implementation of the peer/micro-teaching sessions. The difference

is significant when comparing the participants in the experimental group with the participants in

the control group. Figure 6 illustrates such difference.

Figure 6

Self-monitoring use in experimental and control group (EG-CG).
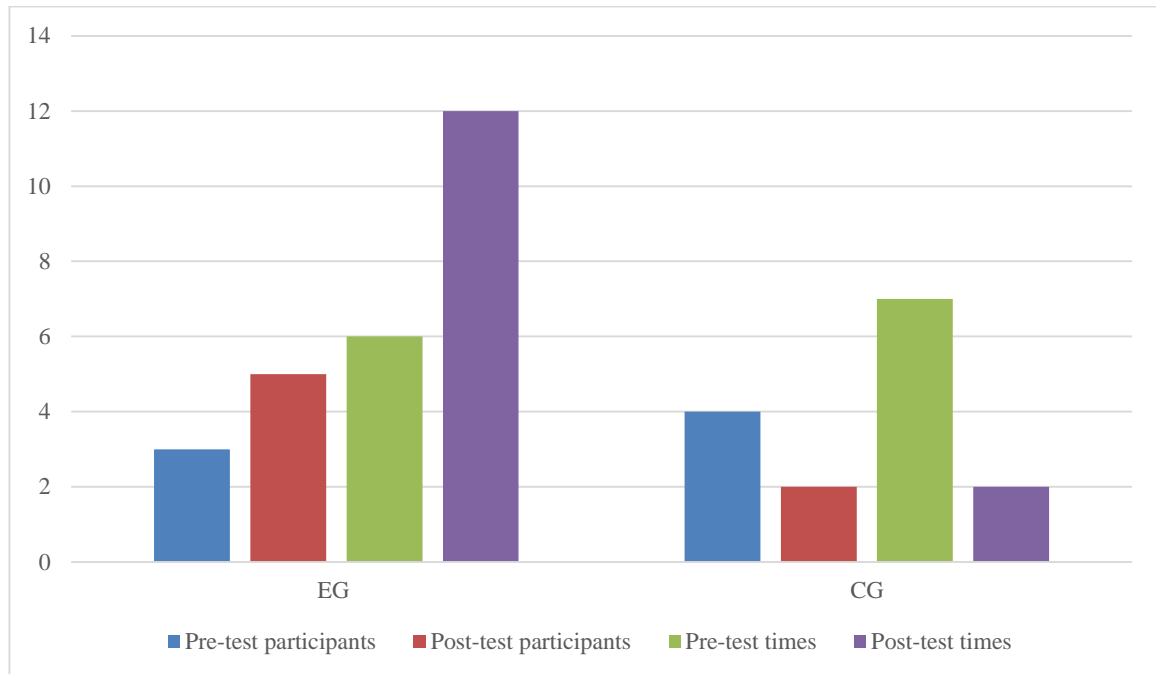
This table shows that in the experimental group there was a progressive use of self-monitoring. The post-test revealed that the number of participants in the EG who self-monitored after the implementation increased (3 in the pre-test / 5 in the post-test); similarly, the number of times those participants self-monitored increased in a double scale (6 times in the pre-test / 12 times in the post-test). In contrast, the participants in the control group, seem to have had the totally opposite effect. The number of participants who self-monitored decreased (4 in the pre-test / 2 in the post-test) as well as the number of times those participants self-monitored (7 times in the pre-test / 2 times in the post-test). These results demonstrate that the explicit instruction in self-monitoring given to the participants in the EG was effective. In addition, combining explicit instruction on self-monitoring and peer/micro teaching enabled the participating teachers to enact

some roles generally attributed to the tutor such as planner, checker or prompter and therefore

affected positively students' oral performance. Excerpt 4 reveals the use of self-monitoring by the

participants in the experimental group in the post-test.

Excerpt 4

Post-test/ Self-monitoring/ Experimental group

S1: *"I probably will enjoy being a doctor because my experience of this year and I saw I see I saw my mother suffer a lot"*

S3: *"My celebrity are is the family of Bill Gates because they are, they have a foundation about all population"*

S5: *"because I was talking with my friends yesterday about that I realized that I am was born in nineteens"*

S8: *"this is very strange for the traditional think thought of the person because this is incorrect for they for them"*

These statements show how self-monitoring, as a metacognitive strategy, became a useful

strategy for these pre-service teachers to speak accurately. In fact, various studies have proved the

importance and benefits of helping learners to be more conscious of their own learning through

explicit strategy instruction (Anderson, 2005; Cardenas, 2015; Herrera Mosquera, 2013; Penuela,

2015). Moreover, having the participants of this study, future language teachers, teach some

grammar through content in the peer/micro-teaching sessions made them more aware of their own

use of the language which is positive for their future role as models of the language (Karimy &

Pishkar, 2017; Yang, 2019). That is to say, teacher trainees mostly shaped their visions of the

teaching profession grounded in the interactions inside the class and their insights coming from

experiential learning.

5.3.2.2.2 Intelligibility awareness

Findings gathered in the questionnaires applied after the peer/micro-teaching sessions

reveal that the participants in the experimental group became aware of the necessity of using

tenses correctly in oral tasks in order to be understood. Excerpts 5 and 6 show some of the

participants' comments:

Excerpt 5

Experimental group. Questionnaire for peer-teachers. Question 2: How do these

activities (teaching your partners) affect your use of grammar when speaking?

> **S1:** *"Teaching grammar is important for my speaking because I studied the topic very well so I'm going to pay attention to that. Also in the presentation I did that."*
>
> **S2:** *"it help to improve our abilities because they obligates us to speak correctly on English and that help to obtain knowledge".*
>
> **S4:"** *It's better because you know what you are talking about, because you prepared the presentation."*
>
> **S5:** *"It affects because that makes me improve my English in order to the other could understand me. I have to look for the correct words and grammar because it supposed that I'm already knows the topic."*

Excerpt 6

Questionnaire for peer-students. Question2: How do these activities (having your

partners teach you) affect your use of grammar when speaking?

> **S1:** *"To be attentive when we are speaking and try to not make mistakes."*
>
> **S6:** *"The activities affected me in terms that now I'm going to be conscious of use it in a better way.*
>
> **S7***: "I can see mistakes I usually do and I can do the respective correction. Also see where people tend to do mistakes"*

These statements show that the peer/micro-teaching sessions created in the participants the necessity to be understood since they felt responsible for the topics they were teaching to the group. This achievement is positive regarding the specific population of this study who are not learning the language only for communication purposes but also for teaching purposes which demands a high command of the language (Andrews, 2007; Cullen, 1994). Empirical research on teacher education advocates that training has taken the connotation of acculturation into knowledge communities. Therefore, course participants are likely to get involved in classroom interactions that enable them to experience professional culture in their lives and settings.

5.3.2.3 Evidence of a new type of student-student interaction

The use of peer/micro-teaching sessions promoted a new type of interaction in class that made the pre-service teachers be more active and involved in their learning process. By being responsible for the different topics to be learned throughout the semester, the participants in this study recognized the benefits and the drawbacks of playing the role of a teacher.

5.3.2.3.1 Sense of responsibility and dynamic learning

Findings revealed that the pre-service teachers recognized the importance of committing to the peer/micro-teaching sessions as they felt how the preparation for the sessions helped them either understand the topic or get confused. Likewise, it was found that the participants considered the classes to be more dynamic which benefited their understanding of the topics presented. Excerpt 7 and 8 show some of those answers.

Excerpt 7

Experimental group. Questionnaire for peer-teachers. Question 5: What are the

advantages and disadvantages of doing this activity (teaching your partners)?

> *S1: "The advantages of this activity is that first, I studied a lot to give the best presentation, I practiced for the future and I didn't find disadvantages."*
>
> *S4: "that you study a lot your presentation, and you memorize your presentation, but the other ones no."*
>
> *S6: "That while my partner presents the topic he learns and also we too, Also, it's better to understand more the topics."*
>
> *S7: "The advantages are we can learn in different ways and quit the public fear."*
>
> *S8: "I can practice english with them. The class goes more dinamic. The disadvantages are: When I have a doubt about my topic after the presentation; I feel that I do not learn nothing."*

Excerpt 8

Experimental group. Questionnaire for peer-students. Question 5: What are the

advantages and disadvantages of doing this activity (having your partners teach you)?

> *S1: "I don't like that my partners teach those topics because they forget the small details of the topics and is some cases the presentations become in a joke."*
>
> *S3: "One advantage is that activities do easier to learn english and on better environment, it's easier to do questions that sometimes it can be difficult."*
>
> *S5: "It is a good idea, but it depends of the presenters because some of them do an spectacular presentation, and others do a boring activity or presentation."*
>
> *S6: "The advantage of the activities is that we can do questions without the feeling of scare and we see them like equal and no like someone upper, and the disadvantage is that we are not sure about the information or if it is complete."*
>
> *S7: "Advantages: new way to express. More grammar and vocabulary knowledge. Disadvantage: Sometimes they don't know how to teach They get us more confused."*
>
> *S8: "To me, everything is good, when you learn with another is more easy to ask, I don't feel bad."*

These statements demonstrate the importance of creating a friendly environment where

learners feel comfortable to participate, to ask questions, and to engage in their own learning

process to lower anxiety levels that hinder learning (Brown, 2000; Ohata, 2005; Young, 1991).

Furthermore, these responses show participants' opinions regarding their commitment with their

peer/micro-teaching sessions and that of their peers which reveals that these pre-service teachers

are beginning to be conscious of the importance and benefits of constructing knowledge

together; in other words, they were implicitly exposed to a collaborative learning environment

that had a positive influence in their language learning process (Adams & Hamm, 1996; Johnson,

Johnson, & Smith, 1998; Panitz, 2000). Certainly one of the tenets of collaborative learning

underlines "people's assimilation into communities of knowledgeable peers [...], a process of

leaving one community of knowledgeable peers and joining another" (Bruffee, K 1994, p. 41).

According to this dynamic, the research participants are called to be integral parts of the

classroom community to observe usual practices and principally take responsibility for enacting

and (re)creating new ones.

5.2.1   Core category

After analyzing and reducing the data collected through the coding process, the

researcher identified that *Peer-micro teaching and self –monitoring contribute to language*

enhancement " as the principal category that answered the research question of the present study.

It was found that the combination of peer/micro-teaching and self-monitoring seemed to help the

pre-service teachers become better users of the language in oral tasks, be aware of their use of

the language when speaking and own their language learning process. While preparing and

presenting grammar through content to their peers, the participants of this study could understand

better the topics which made them become aware of their errors and; therefore, be able to correct

themselves by self-monitoring. Additionally, not only did they feel the necessity to be understood, but they also felt responsible for collaborating in the learning process of a group. This created a new type of interaction among the participants which made them feel confident to interact and to practice the language in a more dynamic setting. Consequently, peer/micro-teaching sessions and self-monitoring in pre-service teachers training influenced positively the oral accuracy and learning of this specific population in three main aspects: (1) the correct use of verb inflections in oral tasks, (2) language use awareness, and (3) a new type of interaction among the participants.

5.3 Conclusion

Data were analyzed by using a mixed-method in which quantitative and qualitative information supported the findings. Results revealed that peer/micro-teaching sessions and self-monitoring influenced positively pre-service teachers' oral accuracy and learning process. Firstly, these pre-service teachers started to use both basic and more complex grammar forms better, which was seen when the number of errors made was compared before and after the implementation. Secondly, the participants' use of self-monitoring increased making them aware of their use of the language as well as that of their peers. Thirdly, a new type of interaction was promoted, allowing the participants to own their learning process by becoming aware of the importance of commitment and collaboration. Hence, peer/micro-teaching sessions and self-monitoring helped the pre-service teachers involved in this study become more accurate in oral tasks, aware of their language use, and responsible for their learning process.

Chapter 6: Conclusions and Pedagogical Implications

6.1   Introduction

This study examined the contributions of peer/micro-teaching sessions and self-

monitoring had in pre-service teachers' oral accuracy. Answering this research question was

important not only because oral accuracy helps the listener make sense of what is being said

(Bygate, 1996), but also because this specific population, pre-service teachers, will become

model users of English for future learners of the language (Sakineh & Pishkar, 2017). The

strategy and tool implemented in this study appeared to help the participants be more

grammatically accurate in oral tasks, become aware of their use of the language, and be part of a

collaborative learning environment that benefitted their learning process.

The results of this study are connected to previous research studies (Escobar & Sonza,

2016; Karçkay & Sanli, 2009; Rahimi & Zhang, 2016; Santana-Perera & Arnaiz Castro, 2018;

Shresta, 1998) which have demonstrated that by allowing learners to play an active role in class,

instructing them on the development of self-monitoring skills, and having them teach their peers,

help them improve their communicative skills; more specifically, their oral accuracy while being

part of a collaborative and engaging learning environment. Hence, the results of the present

study suggest that peer/micro-teaching sessions and self-monitoring represent a valuable

approach to tackle pre-service English teachers' oral accuracy difficulties in the Colombian

context and the wider ELT community.

6.2   Comparison of results with previous studies' results

Peer/micro-teaching sessions and self-monitoring helped pre-service teachers become

aware of their use of the language in oral tasks through experiential learning and; therefore,

improve their grammatical accuracy by enacting teachers' roles in a new type of interaction.

Having the participants enact conventional teachers' roles, such as, teaching specific grammar

and content topics to their partners made them worry about the language to be used to be

understood by their peers which resulted in the improvement of communicative skills; more

specifically: oral accuracy. This finding supports previous research in which active student role

was assured through oral presentations or tasks that made the learners more confident when

using the language, resulting in the improvement of grammatical accuracy (Escobar & Sonza,

2016; Montgomery & Eisenstein, 1985; Ojeda, 2011; Shresta, 1998).

Furthermore, working on the development of self-monitoring skills before and during the

implementation of the peer/micro-teaching sessions facilitated the pre-service teachers'

awareness of their errors when speaking. The results of the pre and post-tests showed that the

number of students who self-monitored after the implementation doubled as well as the number

of times they self-monitored in a short speaking exercise. This finding revealed that self-

monitoring, as a metacognitive strategy, affects positively the learners' performance in oral tasks

by making them aware of the use of the language, and consequently, orally accurate. This

conclusion supports findings from Rahimi and Zhang (2016) who found that self-correction, as a

specific technique in self-monitoring, helped the learners become more accurate when speaking.

Additionally, regarding the specific population of this study, pre-service teachers, Guapacha and

Benavidez (2017) found that pre-service teachers need explicit strategy instruction to scaffold

their learning process which is useful for their future role as teachers.

Another key element that favored the participants' accurate use of the language was the

collaborative learning environment that the peer/micro-teaching sessions promoted. The results

of the questionnaires given to the peer-teachers and peer-students revealed that the pre-service

teachers felt in a comfortable space to participate, ask questions, and use the language orally.

They also considered that the peer/micro-teaching sessions were more useful when the presenters

committed to the job they were expected to be compared to those who did not make a big effort

to explain the topic and to promote interaction among the peer-students. This finding echoes

other studies positioning (Karçkay & Sanli, 2009; Yan & He, 2017) that showed that pair micro-

teaching promotes collaborative learning which in consequence benefits the learning process.

Similarly, Santana and Arnaiz (2018) found that promoting collaborative work among learners

benefits their accuracy when using the language, and Kilic (2010) stated that micro-teaching

encourages active participation from the learners which improves their learning and develops

better communicative skills.

Indeed, the very nature of collaboration appears to be purposeful and functional for the co-

construction of dialogic classroom environment because collaborative practices in which the

participants were involved, revealed a sort of meaning through communication that help them

improve oral accuracy.

6.3   Significance of the results

This study has demonstrated the importance of promoting collaborative learning

processes through the use of peer/micro-teaching sessions and self-monitoring to contribute to

the pre-service teachers' oral accuracy. Concerning the actual improvement in oral accuracy

reported by the research, participants invite us to better appreciate the fact that accuracy should

not be limited to grammar correctness; instead, oral accuracy should entail an exploration of

professional roles, practices, and perspectives through experiential learning and collaborative

structures.

This implication demonstrates that instructors should involve the pre-service teachers in their learning process by giving them an active role in class and by helping them become aware of their use of the language to benefit their oral performance. Indeed, peer/micro-teaching sessions could be part of the curriculum to help these future teachers of English become more accurate when using the language orally and to start developing some teaching techniques (Farris, 1991; Kilic, 2010; Yan & He, 2017).

Nevertheless, it is important to point out that experiencing teachers' in isolation would not be enough to deeply understand the teaching profession. It would be crucial to associate experiential learning, awareness-raising, and purposeful goals. In other words, it is not only essential to open space for teachers-in-training to experience teachers' roles, but it is critical to provide them with the tools and skills required to analyze and understand what they have experienced.

Moreover, metacognitive strategies like self-monitoring should be taught and constantly used in the classroom to help the learners become aware of the correct use of verb inflections in oral tasks. Although, the inclusion of self-monitoring seems too obvious for FL teacher education; it requires a high degree of planning because it needs to be explicitly designed and controlled throughout the whole process of training. It is acknowledged that for trainees to benefit from self-monitoring strategies, they should gain practice through repetition to eventually make extensive use of it in class. Thus, self-monitoring needs to be closely monitored and supported by well-defined guidelines and clear goals.

In the Colombian teaching context, this study fills a gap in the English teaching programs which could focus on the development of language and teaching skills simultaneously. Generally, the teaching programs offer a practicum at the end of the major to help the pre-service teachers start developing some teaching techniques; however, those techniques could start developing earlier in the process by promoting peer/micro-teaching sessions along with the curriculum so that at the moment of the practicum the pre-service teachers have more effective tools to face a classroom and their future careers.

More broadly, this study contributes to the wider ELT community by offering a collaborative learning process consisting of peer/micro-teaching sessions that could be used in any context, not only with pre-service teachers, to benefit the learners' accurate use of the language. Likewise, the ELT community should consider the explicit use of metacognitive strategies, more specifically self-monitoring, as a learning strategy, that will make the learners' awareness of their use of the language, and therefore better and accurate users.

6.4   Pedagogical challenges and recommendations

Peer/micro-teaching sessions and self-monitoring have demonstrated to be effective language learning practices for pre-service teachers which have contributed to the development of more accurate speaking skills. Nevertheless, to achieve positive results instructors must take into account the rigorous and scaffolded process that must be carried out to reduce the levels of anxiety and frustration that the learners might experience in the process. Well-trained teacher instructors play a central role within planned peer/micro-teaching sessions; their support is important to plan activities and to incorporate structures to promote the development of a collaborative culture.

From the beginning of the process, there must be clear guidelines that help the learners understand what they are expected to do in the peer/micro-teaching sessions, which should be modeled before the implementation. In this study the approach chosen was Content and Language Learning since it was believed that through the presentation of a specific topic (e.g. sleeping habits, the natural world, United Nations), the learners could intentionally use and teach some specific language forms (e.g. gerunds and infinitives, comparatives and superlatives, future forms). Consequently, some specific steps were delivered for the participants to follow: contextualization of the topic, implicit presentation of the language forms through the use of examples, and a speaking exercise that made the peer-students use the specific language forms that were presented. The first sessions were presented by the teacher-researcher as a way to model what the pre-service teachers were expected to do throughout the semester.

In addition to the guidelines, the language instructors should devote enough time to the planning of the peer/micro-teaching sessions to ensure not only the accomplishment of those guidelines but also the participants' commitment to the process which affects the success of the sessions. This suggests that instructors should overtly recognize diversity and subjectivity among their students and support collaborative and experiential learning, too. Besides, this study demonstrated that the participants who followed the guidelines established at the beginning of the implementation presented more effective peer/micro-teaching sessions that allowed the peer-students to understand and use better the language forms presented. In contrast, the presentations of those who did not follow the guidelines were more confusing and less engaging for the peer-students.

Another important factor that affected positively the peer/micro- teaching sessions was that they were presented as repetitive tasks. Each couple of pre-service teachers presented three times along the semester which ensured a scaffolded process that helped the participants gain confidence when teaching and when using the language in front of others. Depending on the learning stage in which the learners are, the challenge of teaching their peers can represent either a sense of achievement or frustration in the learning process. Hence, task repetition is a way to build the learners confidence (Escobar & Sonza, 2016; Montgomery & Eisenstein, 1985), and in this specific case, the learners experience to teach others which should be accompanied by the instructor who keeps on being a facilitator who clarifies doubts, who takes part in the activities proposed, and who monitors the learners use of the language.

Furthermore, self-monitoring is a learning strategy that should be explicitly taught (Cardenas, 2015; Penuela, 2015) and constantly used to help the learners in the process of becoming aware of their errors when performing oral tasks. Different steps could be taken for the learners to begin to self-monitoring like echoing their errors and waiting for them to correct themselves and having them record some speaking exercises to later have the same speakers analyze their correct and incorrect utterances. By doing so, the learners begin to understand what self-monitoring is about, and they begin to develop the ability to listen to themselves while speaking to finally be able to correct their errors (Hartsuiker & Kolk, 2001; W. Levelt, 1983; Nooteboom & Quené, 2017).

6.5   Research limitations on the present study

One major limitation in the present study was the difficulty of creating a thorough commitment towards the peer/micro-teaching sessions. Some participants reflected a lack of

attendance to class and poor quality of their sessions. Since the target university attendance to class

is not mandatory and does not affect the grades of the students, unless they are absent in mid-

terms, learners sometimes prefer to do other activities different from attending class. During the

implementation stage, some learners were not constant in the process, who missed more than three

peer/micro-teaching sessions, and who did not follow the guidelines given before the

implementation for the structure of the sessions. Therefore, the data collected from the participants

was reduced. Therefore, forthcoming studies should focus on failed structures or unsuccessful

experiences to provide deeper significance to the findings presented in the current study.

A second limitation was linked to the context of the course of this study. It aimed at training

future language teachers and it was out of the scope of the research to analyze in depth the

connections between the integration of language use, preparation for the teaching profession, and

formation of teachers' identities. From this perspective, it is important to be aware of possible

unrecognized motivations or resistance towards non-conventional instructional approaches in

teacher training. As a result, more "creative methodologies such as personal narratives, diaries"

(Holliday, 2011, p. xi) need to be applied in future studies to understand the complexity of the

participants' motivations and how this complexity may affect the results.

Another limitation was multiple roles of the researcher reflected in the difficulty to keep

the journal and filed notes up to date. Having the responsibility of following a syllabus while

doing the implementation, the teacher-researcher prioritized her role as a teacher during the

peer/micro-teaching sessions. This means that the teacher-researcher focused more on making

sure the presentations were clear, clarifying doubts, and monitoring the oral production of both

peer-teachers and peer-students.; Nonetheless, the data collected from the researcher's journal

and field notes were significant and provided rich and deep evidence to answer the research

question. For further research, various roles for researchers should be better documented to

uncover possible influences in the interpretation of the findings.

6.6   Further research

Bearing in mind that one of the objectives of peer/micro-teaching sessions was to provide

teachers-in-training with the experience that they could incorporate into their teaching, the

effects of the implementation of peer/micro-teaching session should be studied in longer-term

too regarding that aspect. It would be useful to follow the participating pre-service teachers in

further research to determine whether and how they apply models and techniques in their

classrooms. For instance, to confirm the results of this study and to have a more comprehensive

view of it, the researcher recommends conducting a more structured study with participants who

have a higher command of the language and more awareness with their role as university

students. This study was carried out with 18 pre-service teachers who were in the first semesters

of the major (most of them were in their first semester, a few in second, third, and fourth), reason

why they lacked commitment and awareness of their responsibilities at university. Conducting

the same study with learners with a higher command of the language and a better understanding

of the major and its expectations, could provide richer data for analysis.

It is also important to point out that the results about peer/micro-teaching interactions and

self-monitoring illustrate, above all, a successful experience; therefore, future research on the issue

would require formal follow-up to support the outcomes. Although the data collected and analyzed

confirmed that the peer/micro-teaching sessions and self-monitoring influence positively the pre-

service teachers' oral accuracy, further research is needed to inquire into their impact on the pre-service teachers' identity as English teachers. At the beginning of the present study, the researcher intended to analyze such impact; however, the time available for the implementation and analysis was not enough to achieve that objective. Likewise, further research could be done in relation to the use of peer/micro-teaching in the early stages of teaching programs which could probably contribute to the implementation of curricula that tackle better the needs of the learners, who usually face big difficulties during the last semesters of their majors due to the lack of experience in teaching.

6.7   Conclusion

Pre-service teachers represent a large population of English learners who need to develop not only language but also teaching skills. Accordingly, they need to be provided with effective tools that help them become better and more aware users of the language due to the important role they play as models of the language. In the present study, the participants at the university level carried out in couples three peer/micro-teaching sessions during the semester under the guidance of the teacher-researcher while being instructed on self-monitoring as a metacognitive strategy that would help them correct their errors while performing oral tasks. When comparing and analyzing the results of the experimental and the control group, the researcher found that the tool and the strategy implemented had a positive impact on the pre-service teachers' oral accuracy, their awareness of their use of the language, and the learning environment.

In brief, this study highlights the importance of letting pre-service teachers play an active role in their learning process through the use of peer/micro-teaching sessions to help them become more grammatically accurate in oral tasks and to foster a new type of student-student

interaction. Additionally, the present study reveals the benefit of instructing pre-service teachers

on the use of self-monitoring to make them aware of their use of the language, and therefore

being able to correct their errors while speaking. The results presented in this study shed light on

a realistic approach to tackle some of the pre-service English teachers' needs in the Colombian

context, aiming at making a call on the renewal of curriculum, practices, and English language

assessment processes.

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Appendix A: Needs analysis-Questionnaire

INSTRUMENT 1: QUESTIONNAIRE

Nombre: _____ Carrera: _____

Semestre: _____ Genero: Masculino ☐ Femenino ☐ Edad: _____ Fecha: _____

La siguiente encuesta tiene como objetivo conocer sus motivaciones y percepciones como estudiante de la Licenciatura en Lenguas Modernas. Sus respuestas serán usadas con fines investigativos y no afectarán sus notas en el programa de la licenciatura.

A. MOTIVACIÓN: Marque con una X la opción u opciones correcta/s según sus propias percepciones e intereses.

1. ¿Cuál de las siguientes opciones lo motiva A USTED a graduarse como Licenciado en Lenguas Modernas?

   a. Ser docente
   b. Ser traductor
   c. Ser interprete
   d. Profesional en lenguas
   e. Otra _____

   ¿Por qué?

   _____
   _____
   _____
   _____
   _____

2. Evalué su grado de motivación en estos momentos respecto a la Licenciatura en Lenguas Modernas.
   a. Alto
   b. Moderado
   c. Bajo
   d. Nada motivado

   ¿Por qué?

   _____
   _____
   _____

3. ¿Por qué decidió estudiar Licenciatura en Lenguas Modernas?

   _____
   _____
   _____
   _____
   _____

B. PERCEPCIONES RESPECTO Al DOCENTE DE INGLÉS:

Marque con una X la casilla que mejor represente su opinión.

	Totalmente de acuerdo	De acuerdo	Desacuerdo	Totalmente en desacuerdo
El excelente nivel de inglés de un docente se refleja SÓLO en su acento nativo o casi nativo.				
El excelente nivel de inglés de un docente se refleja SÓLO en el extenso vocabulario que usa.				
El excelente nivel de inglés de un docente se refleja SÓLO en las formas gramaticales correctas que usa.				
El excelente nivel de inglés de un docente se refleja en su acento nativo o casi nativo, en su extenso uso de vocabulario y en el uso correcto de estructuras gramaticales.				
El excelente nivel de inglés de un docente lo hace un excelente docente.				
El nivel de inglés del docente NO está relacionado con su capacidad docente.				
Es más fácil y divertido ser traductor o interprete que docente de inglés.				
Es más fácil pero menos divertido ser docente de inglés que traductor o interprete.				

C. PERCEPCION DEL NIVEL DE INGLÉS

Evalúe de 1 a 5 su desempeño en las siguientes habilidades respecto al uso de inglés (5: muy bueno; 4: bueno; 3: aceptable; 2: malo; 1: muy malo)

a. Habilidad Oral _____ e. Uso de vocabulario al hablar _____

b. Fluidez _____ f. Habilidad escrita _____

c. Pronunciación _____ g. Uso de gramática al escribir _____

d. Uso de gramática al hablar _____ h. Uso de vocabulario al escribir _____

Gracias!

Appendix B: Needs analysis-Interview

INSTRUMENT 2: INTERVIEW

In groups of three share the following information. You have 5 minutes to think about your answers before speaking. Then ask and answer the questions. Remember to keep the conversation going. You will have 10 minutes to interact.

1. Introduce yourself (name, nationality, age, family).
2. Tell your partners what you like to do in your free time.
3. Tell your partners what you did on your last vacation.
4. Tell your partners why you are studying Modern Languages.

Note: This interaction will be recorded for research purposes. The previous questions purposefully contain the target language that students should know by this time (present, past and future). The purpose of this interview is to diagnose the level of the students regarding oral accuracy.

Appendix C: Intrument 1.2 Post-test

INSTRUMENT 1.2- POST TEST-SAMPLE QUESTIONS

OBJECTIVE: to analyze the impact of the peer-teaching sessions and self-correction on pre-service teachers' oral accuracy.

PART 1 – INDIVIDUAL TASK

Time to think: 2   Time to speak: 3

1. How has society changed in the last years?

2. What are the benefits of social networks?

3. Do you think a person's character and behavior may be affected after having a cosmetic plastic surgery? Support your answer.

4. How has the structure of families changed?

5. What's your ideal job?

6. How much do you think humans should care about animals?

PART 2 – CONVERSATION TASK

PAIRS-AGREE AND DISAGREE

1. All women should have children.

2. Parents should never get divorced because that affects the children's psychology.

3. The way we dress should not be important at work.

4. The homeless are as important as the rich.

5. Determination is key to achieve success.

Appendix D: Instruments 2 and 3 - Field notes and journal

INSTRUMENT 2 and 3 – FIELD NOTES and RESEARCHER'S JOURNAL

OBJECTIVE: To keep track of students' mistakes when using present and past simple verb inflections and their use of self-correction.

Presenters: _____	Date: _____
_____	Time: _____ to _____
Topic: _____	Target language: _____

	FIELD NOTES	RESEARCHER'S JOURNAL
	The researcher will take notes on the correct and incorrect use of present and past simple verb inflections during the peer-teaching sessions as well as on the use of self-correction by presenters and the audience.	The researcher will take notes on what aspects, based on the observation, help students (presenters and audience) use correctly or incorrectly present and past simple verb inflections as well as on what aspects help students use or not self-correction.
Use of grammar	Samples of correct use by presenters: Samples of correct use by the audience: Samples of incorrect use by presenters: Samples of incorrect use by the audience:	
Samples of use of self-correction	Presenters: Audience:	

Appendix E: Instrument 4 - Questionnaire for teachers (presenters)

INSTRUMENT 4 – PAPER-BASED QUESTIONNAIRE FOR PRESENTERS

OBJECTIVE: To identify pre-service teachers' perceptions of the influence of peer-teaching and self-correction to their oral skills.

Name: _____ Semester: _____ Age: _____

Gender: Female [   ] Male [   ] Time learning English: _____ years/months

Topics presented: _____ Date: _____

Dear student: please answer the following questions with complete ideas. Remember that this information will be used for research purposes and that your name will not be revealed.

1. **What did you learn from your presentation about to the use of grammar?**
   _____
   _____
   _____
   _____.

2. **How do these activities (teaching to your partners) affect your use grammar when speaking?**
   _____
   _____
   _____
   _____.

3. **How did you use self-correction during your presentation? Give examples**
   _____
   _____
   _____
   _____.

4. **How do these activities (teaching to your partners) affect your use of self-correction when speaking?**

   _____
   _____
   _____
   _____.

5. **What are the advantages or disadvantages of doing this activity (teaching to your partners)?**

   _____
   _____
   _____
   _____.

Thank you for your cooperation.
Adriana Gómez   adrianagofi@unisabana.edu.co

Appendix F: Instrument 5 - Questionnaire for students (audience)

INSTRUMENT 5 – PAPER-BASED QUESTIONNAIRE FOR STUDENTS (AUDIENCE)

OBJECTIVE: To identify pre-service teachers' perceptions of the influence of peer-teaching and self-correction to their oral skills.

Name: _____ Semester: _____ Age: _____

Gender: Female [ ] Male [ ] Time learning English: _____ years/months

Topics presented: _____ Date: _____

Dear student: please answer the following questions with complete ideas. Remember that this information will be used for research purposes and that your name will not be revealed.

1. **What did you learn from your partners presentation about to the use of grammar?**
   _____
   _____
   _____
   _____.

2. **How do these activities (having your partners teach you) affect <u>your</u> use grammar when speaking?**
   _____
   _____
   _____
   _____.

3. **What are the advantages or disadvantages of doing these activities (having your partners teach you)?**
   _____
   _____
   _____
   _____.

4. **What do you understand by self-correction?**
   _____
   _____
   _____
   _____.

5. **How do these activities affect <u>your</u> own use of self-correction when speaking?**
   _____
   _____
   _____
   _____.

Thank you for your cooperation.
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