The Effect of Speaking E-Portfolios on Learner Autonomy for Non-English Major Students at PetroVietnam University

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The Effect of Speaking E-Portfolios on Learner Autonomy for Non-English Major Students at PetroVietnam University

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【Abstract】

Learner autonomy has been a focus for educational research and teaching practice for more than three decades. Pedagogical conditions for increasing students' autonomous learning are diverse. In a long-term ESL project, Little (1999, 2004, 2009, & 2010) has come up with a noticeable cycle of three principles for promoting learner autonomy development, namely learner involvement, appropriate target language use, and learner reflection. Drawing on the thread between these principles and the equivalent construct of language portfolios, this study set out to explore the roles of speaking eportfolios for promoting learner autonomy. A quasi-experimental design was conducted with thirty undergraduate Vietnamese students in two groups over a fifteen-week semester. Data was collected via questionnaires developed by operationalizing the three pedagogical principles in the speaking development process. Findings provided significant support for the suggestion that speaking eportfolios could promote the development of learner autonomy such as increasing different aspects regarding learner involvement, students' use of spoken English and learner reflection. However, the findings reveals that the intervention could neither promote students' ability to check their performance while speaking nor support students' use of written and silently verbalized English to communicate inwardly with themselves during the learning process. There are several implications on the implementation of speaking eportfolios in speaking courses, such as avoiding assigning overwhelming workload, scaffolding students, involving students in the negotiation of judging rubrics in reflection and assessment guidelines, and supporting sufficient technology training for students prior to using speaking eportfolios.

【Keywords】

learner autonomy, speaking eportfolios, reflection, language teaching, learner involvement

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1. Introduction

Over the last three decades, there has been a special focus on the concept of learner autonomy in second language educational research (Dickinson, 1978; Holec, 1981; Le, 2013). In Vietnam, there has been increasing interest and effort to enhance this capacity in students to improve second language education quality (Dang, 2010; Le, 2013; Nguyen, 2009). However, developing greater learner autonomy through speaking practice has still not gained sufficient attention from the work of those researchers. Despite wide recognition of the crucial roles of English communication skills in Vietnam, it is challenging to significantly improve students' English speaking skills. To be specific, it is difficult to encourage and monitor students when practicing speaking English on a regular basis. This problem has resulted from several factors in which the insufficiency of students' involvement in and reflection on their speaking practice seems a common one. Among different practices designed to address that, portfolios have been advocated as a compatible choice as they offer a space for students' practice and performance to be stored and exhibited for further reflection or examination. Especially, since the advent and proliferation of the Internet, cyber applications, and virtual learning management systems bound up with Web 2.0, language eportfolios have been utilised in blended-learning courses to maximize students' learning opportunities, and offer room for students' collaboration beyond the classroom walls. In recognition of the thread between language eportfolios and the promotion of learner autonomy, and the gap unfilled by the existing literature, this study focuses on exploring the roles of this learning tool in promoting learner autonomy in EFL speaking practice.

Before presenting the specific findings, the paper will clarify the term 'learner autonomy' operationalized in the study and how language eportfolios can foster this learning attribute.

2. Literature Review

2.1 Learner Autonomy

Autonomy is a complicated and multifaceted term which "encompasses concepts from different domains, such as politics, education, philosophy and psychology" (Blin, 2005, as cited in Le, 2013). The word *autonomy* etymologically has its origin from a Greek word *auto-nomos* referring to the state when one gives oneself his or her laws (Voltz, 2008, as cited in Dang, 2012). In the field of education, autonomy can be used for learners as part of their learning attributes (Holec, 1981). Since '*learner autonomy*' is brought to and examined in language education, this concept has remained the highlight of professional discussions and research. Accordingly, the definition of this notion has also been modified over time. Holec (1981), one of the prominent figures in learner autonomy research, proposed the first definition of this notion as the "ability to take charge of one's own learning". Along the lines of this definition, many other researchers also viewed learner autonomy as students' ability or capacity to know "how to learn" (Wenden, 1991), to

"learn without teachers' involvement" (Dickinson, 1978), to "control one's learning activities" (Cotterall, 1995), to "make and carry out choices" (Littlewood, 1996) (as cited in Dang, 2012), or "to take control over" one's learning (Benson, 2001). Although each definition above focuses on specific aspects of learners' ability to perform their autonomous roles in the learning process, the definitions bear little resemblance to the way students learn in specific situations.

There was further work done on aspects of learner autonomy by a substantial number of proposed definitions. Dickinson (1993) defined this concept as a "situation" when students take full responsibility for all decision-making and implementing in his/her learning. Cotteral (1995) also enhanced his definition, proposing that the attributes of learner autonomy do not come up naturally from 'within the learner' but grow with learners' interaction with their learning contexts. When this suggestion is analyzed, it can be seen that the seed of autonomy can only sprout and fully develop when it is sown into fertile land with sufficient supporting conditions for it. In other words, learners' perception and performance of autonomous learning can only be promoted in contexts where favorable teaching and learning practices are employed to provide learners with opportunities to practice their control over the learning process.

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

The above-mentioned features of autonomous language classrooms outline three corresponding pedagogical principles underlying learner autonomy promotion practice, namely learner involvement, learner reflection, and target language use. They are

pursued in integration: the target language is used as the medium for learner involvement (planning, monitoring, and evaluating the task) and learner reflection (on learning process and learning outcomes). Proper teaching practice ensuring the operation of these three principles altogether is conductive to learner autonomy development. Little (1999, 2010) also demonstrated that the European Language Portfolio (Little & Perclova, 2001) is a measure well suited for the implementation of these principles in practice. The following part of the paper will discuss in more depth portfolios, the structure of European Language Portfolios which consent to the development of learner autonomy, and the nature of electronic portfolios employed in the study.

2.2 Portfolios - European Language Portfolios - Speaking Electronic Portfolios

Portfolios were originally used by artists, graphic designers, and other such professionals to "show evidence of their work", and "illustrate their skill at applying knowledge to practice" (Kose, 2006). Portfolios now appear in various professions as collections of representative performance and evidence of personal vocational competence and development over time. In the field of education, portfolios are purposeful collection of student work that exhibits students' efforts, progress, and achievement in one or more areas. The collection must include students' participation in selecting content, the criteria for selection, the criteria for judging merit, and evidence of the student continuing to reflect on their learning (Paulson, Paulson & Meyer, 1991). With this structure, portfolios are believed to be beneficial to fostering the development of learner autonomy (Tran, 2011). However, the effect of portfolios on promoting learner autonomy in practice remains unparalleled. The first instance to be mentioned is Cagatay's (2012) descriptive study which explored students', instructors' and administrators' attitudes towards speaking portfolios applied at a Turkish university. Data from the questionnaires suggested that despite the stakeholders' appreciation on the improvement of students' oral performance and self-reflection skills, speaking portfolios were perceived to increase students' anxiety, and not "largely promote learner autonomy or motivation". These findings do not match with those of Yildirim's (2013) study which focused on the use of portfolios to develop ELT student-teachers' autonomy. After the 14-week implementation period, data collected from the semi-structured interviews, portfolio evidence, and autonomy-readiness questionnaires administered on twenty-one third grade Turkish student-teachers revealed that the use of portfolios yielded evidence of gains in participants' autonomy, in terms of 'their personal and professional development' because they could assume greater responsibility for goal-setting, "planning, managing and monitoring their own learning". Additionally, they routinely became much more aware of their strengths and weaknesses as a result of different learning experiences during this process. That inconsistency may be attributed to the variation in research design, the participants' characteristics, the other less

controllable variables emerging in the experimental stage, and especially the dissimilar rationales underlying those portfolio implementation approaches.

As for the European Language Portfolio (ELP) whose functions are to "report learners' capabilities", as well as making "the language learning process more transparent to learners", and helping them to "develop their capacity for reflection and self-assessment" (Little & Perclová, 2001), there is an official format defining three compulsory components, namely, the Language Passport, the Language Biography, and the Dossier. The Language Passport is an "overview of the individual's proficiency in different languages at a different point in time". The Language Biography "facilitates the learners' involvement in planning, reflecting upon and assessing his or her learning process and progress". Finally, the Dossier provides learners with opportunities to "select materials and illustrate achievements or experiences" (Little & Perclová, 2001). With this structure and pedagogical nature, the ELP can support the exercise of learner autonomy in three ways. First, the 'can do checklist,' reflecting the objectives of the course or demands of the curriculum, can provide an inventory of the learning tasks for students' use in planning, monitoring, and evaluating their learning in the task, over a week, a month, a semester, or even a school year. Second, the Language Biography is designed to 'associate' goal setting and self-assessment with reflection on learning styles and strategies of the target language learning and use. This 'reflective tendency' is reinforced by the fact that learning is partially channeled through writing things down during the portfolio development process (Little, 2010). Third, as the ELP is developed and presented in English, it can maximize the use of English as a language of learning and reflection which fosters progressive achievement in learners' proficiency of English. Accordingly, that in turn expands the scope of learner autonomy as mentioned above. The implementation of the ELP in supporting learner autonomy and language proficiency development has gained success since its preliminary attempts (Little, 2004). For instance, according to Little (2004), Doherty's English class could help multiracial primary newcomer students to Ireland become fully involved by setting activities that provided them with a sense of being the reflective owner of spontaneous learning situations (involvement), and helped to build students' existing knowledge concerning an explicit awareness of the linguistic gaps to be filled for their next move forwards on the language proficiency continuum. At the end of the course, not only could these primary students use English to describe their pictures (scaffolded language) but also talk about the real story of their lives (spontaneous language) (Little, 2004). Another experiment is an English class in Denmark in which Thomsen (2000 & 2003, as cited in Little, 2004) employed ELP to boost autonomous learning of vocabulary by encouraging students to "discover how to manage their learning" via goal-setting, goal-pursuing in collaborative work, and reflecting on learning. Students also acknowledged their gains in enlarging vocabulary volume and mapping out effective vocabulary acquisition strategies. Those two approaches yielded rewarding outcomes because the participants, regardless of their diverse ages and learning objectives were able to become progressively competent in "spontaneous" and authentic use of their target language

(autonomous language users) and "reflective management of their learning" (autonomous language learners) (Little, 2004).

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

The eportfolios in the aforementioned studies were employed with different principles laying behind them. The results were conflicting, leaving a mixed impression about the effects of this learning tool. As for the current study, the speaking eportfolios (SEP) were employed to facilitate students' learning and foster learner autonomy. Accordingly, the portfolio will feature some characteristics of product portfolios in which students' videotaped presentations, peer-reflections, and self-reflection bundled together will be included in each entry. Besides, the SEP development process was channeled through Little's (2009 & 2010) three learner autonomy promoting principles as already discussed above.

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

English is scaffolded for students' use at every stage of their learning and portfolio development.
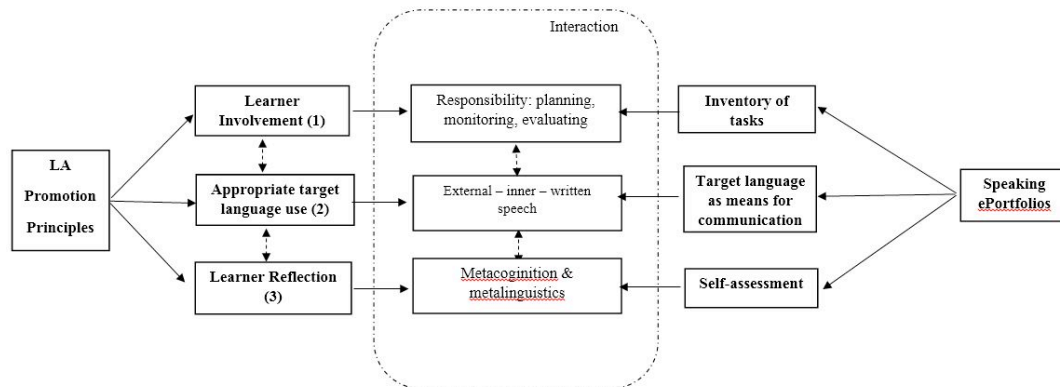
Conceptual framework of using language portfolio to promote learner autonomy (and language learning)

Our current study addresses the following question:

1. To what extent do speaking eportfolios trigger students' involvement in their learning?

2. To what extent do speaking eportfolios maximize students' use of English in their learning?

3. To what extent do speaking eportfolios enable students to reflect on their learning?

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

3. Methods
3.1 Participants

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

3.2 Platform and Development Process of SEP in the Study

SEP will be used to support students' learning and their autonomy development. Each entry in the collection comprises students' individual speaking performances filmed, with peer-reflection and students' self-reflection on their performance. The platform of SEP is the web page http://virtualenglishclass.net whose operations are

empowered by the learning management system, Moodle. This website was developed by an Information Technology engineer and the researcher. The website was designed so that each student can film or record their speeches directly, and post them to his/her own thread which functions as his/her collection space during the course. The scheme for SEP implementation in the course is featured in Table 1 below.

Table 1: Scheme for SEP speaking assignments and conference

Week	Classwork	Week	Classwork
1	Introduction to the course Introduction to SEP and its platform Training in preparing, filming, and posting the speech on the portfolio platform	9	Feedback on students' performance in mid-term examination
2	Training in self-reflection, and peer-reflection (demonstration with a sample speech)	10	Speaking assignment 5
3	Speaking assignment 1	11	Speaking assignment 6
4	Speaking assignment 2	12	Speaking assignment 7
5	Speaking assignment 3	13	Class conference 2
6	Speaking assignment 4	14	Revision
7	Class conference 1	15	Revision
8	Mid-term examination		Final examination

Each posting of students' speech can be followed by multiple reply postings which make room for peer-reflection (recorded peer-reflection speech) and self-reflection (notes).

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

✓ Every three or four assignments was followed with a conference when students worked in pairs, looked back at their assignments, and discussed their reflection on their performance and commitment, their progress, the problems, and plans

for improving their speaking skills. Students' reflections at this stage were then documented in the guidelines for conference reflection (following Guidelines for Conference Reflection - Appendix 3). Those reflection gave the teacher insights about how she could support her students with their assignments, as well as how she should adjust her teaching in order to facilitate students' learning of speaking skills such as providing extra pronunciation, intonation, and/or fluency practice, etc.

However, two groups had different ways to submit and evaluate their speech, as follows:

Table 2: Differences in speaking assignment completion requirements for both groups

	Control group (CG)	Treatment group (TG)
Submitting speaking tasks	- Some students will be invited to perform their speech at the beginning of the next class session.	- Students filmed their speech and posted it on their own space in the class website: **http://virtualenglishclass.net**
Student self-reflection and peer-reflection	- After performing their speech, students evaluated their own performance as well as reflected on the process of doing the task and what they have learnt from the task. - Other students were invited to give peer-reflection on the presented speech.	- Students were assigned to make a peer-reflection speech on their classmate's speech. The recorded peer-reflection speech was then posted in replying to the videotaped speech of the assigned peer. - After receiving peer-reflection, students were required to self-reflect on their speech and the process of doing the assignment. Self-reflection notes were required to be submitted in replying to their own video submission posting.

At the beginning of the course, the teacher introduced the speaking homework assignment agenda to both groups, and delivered self-reflection guidelines and peer-reflection guidelines which could guide students in planning, monitoring, evaluating their tasks, and reflecting on their learning. Both groups of students had identical speaking homework assignments. The differences between both groups were in the way they submitted their papers, as indicated in Table 2. After introducing the speaking task, the teacher had students in both groups discuss the topic in pairs. Then the teacher discussed the task with students, and provided them with some vocabulary, functional language or elicited the way of developing ideas for the task. Students prepared for their speech at home before the due day. TG students had to submit their speaking assignments onto the class website to make an accessible collection of their work which facilitated the peer-reflection and self-reflection process. Whereas, CG students submitted their assignments by simply delivering their speech in the following class session, then getting immediate peer-reflection, and self-reflecting on their speech. These differences were to compare students' involvement (how much involved students were in completing their speaking assignments), students' use of English to complete the task, and students' reflection in SEP and SEP-free environments. To put it another

way, the two different schemes for speaking assignments in both groups were to explore the effect of SEP intervention on learner autonomy.

3.3 Research Instrument

In this study, quantitative analyses were used. All parts of the questionnaires were analyzed through Statistical Package for the Social Sciences version 11.5. A five point Likert scale was used to investigate students' perception of learner autonomy in both groups. The researcher developed the scale by matching three pedagogical principles for learner autonomy development with the metacognitive strategies in the speaking development process proposed by Goh & Burns (2012). Accordingly, the scale has 3 main dimensions, namely Learner Involvement, Increase English Use, and Learner Reflection. These three dimensions were divided into 10 operationalized scales (inventory the task, prepare for my performance, check my performance while speaking, control and modify my performance, and evaluating my performance after speaking – Learner Involvement; increase spoken English use, increase written English use, increase the use of English as a language of thought – Increase English Use; reflect on my learning, and reflect on what I learnt from the task – Learner Reflection) with 51 items. Reliability in each sub-scale is also examined using Cronbach's alpha coefficients (Appendix 4). Cronbach's alpha of a scale increases in direct proportion to intercorrelations among the test items. It is maximized when all of the items in the scale measure the same dimension, i.e. when all test items are internally consistent. The alpha coefficient scores of the ten investigated operationalized scales range from .72 to .94, from acceptable to excellent indices (Cronbach's alpha, n.d.). The investigated scales were, therefore, internally consistent, and reliable for further statistical tests and analysis. Apart from that, as this portfolio research are only a small part of a bigger study, data which feature other aspects of students' autonomy growth such as their self-directed work in the class conference were not included in this paper.

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

4. Data Analysis

Research question 1: To what extent do SEP trigger students' involvement in their learning? To understand the impact of SEP on learner involvement (planning-monitoring-evaluating) in their learning, an independent sample t-test was conducted on

the first five operationalized scales accounting for Learner Involvement dimension, namely inventory the task, prepare for my performance (planning stage), check my performance while speaking, control and modify my performance (monitoring), and evaluate my performance after speaking (evaluating).

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

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

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN1	Equal variances assumed	.000	.986	3.011	28	.005	.6889	.22879	.22023	1.15755
	Equal variances not assumed			3.011	26.929	.006	.6889	.22879	.21939	1.15839

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

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

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

		Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN2	Equal variances assumed	.038	.848	2.910	28	.007	.6667	.22910	.19738	1.13596
	Equal variances not assumed			2.910	25.361	.007	.6667	.22910	.19517	1.13817

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

Table 5: Comparison of TG - CG students' ability to check performance during delivery

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

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

Table 5 shows that the means were 3.51, and 3.00; the standard deviations were 0.64 and 0.85 for TG and CG, respectively. The independent sample t-test yielded t (28) = 1.86, p > .05. The results suggest that SEP had no significant effects on students' ability to check their performance during delivery time.

Table 6: Comparison of TG and CG students' ability to control and modify their speech

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

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

Table 6 shows that the means were 3.48, and 2.53; the standard deviations were 0.52 and 0.74 for TG and CG, respectively. The independent sample t-test yielded $t(28) = 4.04$, $p < .05$. The results suggest that SEP had significant effects on students' ability to control and modify their speech during delivery time.

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

	Groups	N	Mean	Std. Deviation	Std. Error Mean
MEAN5	Treatment Group	15	3.6444	.65728	.16971
	Control group	15	3.0667	.45774	.11819

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

								Lower	Upper
MEAN5	Equal variances assumed	2.950	.097	2.794	28	.009	.5778	.20681	.15415	1.00140
	Equal variances not assumed			2.794	24.994	.010	.5778	.20681	.15185	1.00371

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

Research question 2: To what extent do SEP maximize students' use of English in their learning? To understand the impact of SEP on the increase of English use in student learning, an independent sample t-test was conducted on the next three operationalized scales accounting for Increase English Use dimension, namely increase spoken English use, increase written English use, and increase the use of English as a language of thoughts.

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

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

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

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

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

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

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

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

Table 10: TG - CG students' ability to increase use of English as language of thoughts

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

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

		Lower	Upper
MEAN8	Equal variances assumed	3.571	.069	-.115	28	.909	-.0267	.23220	-.50231	.44898
	Equal variances not assumed			-.115	24.692	.909	-.0267	.23220	-.50520	.45186

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

Research question 3: To what extent do SEP enable students to reflect on their learning? To understand the impact of SEP on students' ability to reflect on their learning, an independent sample t-test was conducted on the last two operationalized scales accounting for the Learner Reflection dimension, namely reflect on my learning process, and reflect on what I learnt from the task.

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

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

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

Table 11 shows that the means were 3.64 and 2.67; the standard deviations were 0.64 and 0.62 for TG and CG, respectively. The independent sample t-test yielded t (28) = 4.23,

p < .05. The results suggest that SEP had significant effects on students' ability to reflect on their learning process.

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

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

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

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

5. Discussion

The first research question examined the role of SEP on students' involvement in their learning. As reported above, SEP applied in TG had a significant effect on the different ways by which students can increase their involvement in learning – the precondition for learner autonomy growth. Precisely, SEP could foster students' ability to inventory the speaking task, prepare for the speaking task in the planning stage, as well as evaluate their own speech in the evaluating stage after the delivery. In the monitoring stage, SEP had a significant effect on boosting students' ability to control and modify their own speech; but could not show a superior impact on students' ability to check their own speech during the delivery time. These results partly overlap with previous research findings (Cagatay, 2012; Danny Huang and Alan Hung, 2010) which suggested that videotaped speaking

assignments helped students monitor their progress, and improve their self-assessment and self-evaluation skills. A lot of earlier research on language portfolios of various kinds also showed that portfolios significantly helped learners assume greater responsibility in 'planning, managing, and monitoring their learning' (Mansvelder – Longayrou, Beijaard, Verloop, & Vermunt, 2007; Yildirim, 2013). The parallel result can also be found in Goksu and Genc (n.d., as cited in Gardner, 2011) which reported that portfolios could help students 'understand their learning aims', self-assess their own language skills, and visualize and participate more in the learning process.

Several factors might have contributed to these findings. Most importantly, the specific guidelines for self-reflection and peer-reflection on speaking assignments could have provided students with a clear inventory for their speaking tasks. Additionally, as SEP was designed to make all students' work visible to every TG class member, students could have developed a shared need to watch peers' performance and get their own performance reviewed, which inevitably boosted their involvement. In relation to students' ability to check performance during delivery time, the insignificant effect of SEP can be attributed to learners' cognition and language proficiency, and the short intervention time of fifteen weeks. To be specific, it may not be feasible to alter such advanced cognitive behavior which requires students to deliver and check their speech synchronously within a short time of the course.

The second question in the study examines the effects of SEP on increasing students' use of English. As already mentioned above, the research findings indicated that SEP had an effect on maximizing students' use of spoken English, which could have stemmed from the constant requirement for using spoken English to complete portfolio assignments such as speaking for the compulsory tasks, interpersonal communication among students, and between students and the teacher in authentic and spontaneous situations such as discussing students' progress and difficulties, seeking help, and supporting each other during the course. That means students could use better spoken English (the external speech) to communicate outwardly with others. This result is consistent with the outcomes of Doherty's and Thomsen's experimental English classes which employed ELP to support students' learning (Little, 2004). Similar to students in those two studies, the participants in the current research could not only use scaffolded English but also authentic English for either planned (present their speech, peer-reflect on others' speech) or spontaneous communicative purposes (seek helps from peers and the teacher, discuss their problems). However, this method did not play a significant role in students' use of written English or students' thinking in English (inner speech). To put it another way, students in TG did not experience significant changes in their ability to use written English, and the so-called 'silent English' to communicate inwardly with themselves. As writing was just a supporting task for speaking assignment completion, students may neither focus on nor notice any possible changes in written English used, entailing that the effect of using written English to support English speaking practice was perceived to be marginal too. That overlapped with the impact of SEP on students' ability to think in English while learning. It could be seen that thinking in the first language seems to be students' inborn and chronic cognitive

habit which can hardly be changed through formal academic recommendations or short-termed training, especially within the short time period of the study. Hence, to develop this capacity, students should participate in learning activities promoting a switch to English as a language of thought in unlimited English learning and using contexts both within and beyond the classroom.

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

6. Implications and conclusion

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

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

It is, however, necessary, to acknowledge that any conclusions drawn from the studies are of necessity tentative. First, the number of students who participated in the study was small, which somehow made the data a little skewed. Therefore, these findings could only serve as an explanation for similar English teaching contexts in Vietnam, and hardly be a reference for all others. Second, the ultimate speaking task is homework-prepared which could lead students to resort to constant memorization for their performance (Cagatay, 2012). They may hardly be able to either reflect on or improve their spoken competence as the volume of prepared speech (in the speaking assignments) outweighed realistic and spontaneous speech (in discussion and reflection tasks). That is to say, students who found that their speaking performance gradually improved by meticulously completing all speaking assignments, might have felt short of the standard for immediate speaking purposes, such as somewhere in a campus ball, within a circle of international friends, or at a dinner table with foreign teachers. That may entail that the gulf between 'what students learnt and what they are' remained unbridged to the extent of inauthentic language they might constantly use when stepping out of the classroom (Little, 2004). Students' recorded evidence of learner autonomy, for that reason, may be short-lived, which echoed the next limitation. The study did not investigate the long-term effects of SEP on promoting learner autonomy. To be specific, the paper was confined to looking for students' immediate autonomous learning behaviors as a response to SEP application. Therefore, a closer look at learner autonomy manifestation in the longer run, especially after SEP application, may have dissimilar findings.

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Appendix 1 - Peer-Reflection Guidelines for Speaking Assignment

PetroVietnam University   ENGLISH PROGRAM

Foreign Language Centre   COURSE: ENGLISH 2

LISTENING-SPEAKING 2

Speaking Assignment   Entry …….

Student's name: ……………………………………………….

Evaluator's name: ………………………………………………..

Topic of the assignment: ………………………………………

Evaluation criteria for short talk

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

1. Fluency

yes/no How could you improve on this skills?

Did the speaker often stop and hesitate …

    … before starting a new sentence?

    … before starting a difficult word?

    … searching for a suitable word?

2. Grammatical accuracy

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

Did the speaker make the same mistakes several times? What was this?

3. Pronunciation

   On the whole did the speaker find your pronunciation natural?

   Did you notice any slips?

4. Stress and intonation

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

  Did you notice any problems with a particular sentence type or intonation pattern?

   Or any word with the wrong stress?

5. Structure:

   Did you find your talk logically structured?

   Was it easy to follow?

Appendix 2 - Self-Reflection Guidelines for Speaking assignment

PetroVietnam University   ENGLISH PROGRAM

Foreign Language Centre   COURSE: ENGLISH 2

LISTENING-SPEAKING 2

Speaking Assignment   Entry …….

Student's name: ………………………………………….

Topic of the assignment: ………………………………….

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

1.   PLANNING

No		Your answer
1	*What are requirements of the task and task outcomes?*	***Requirements*** ***Speaking task*** ***Speaking task outcomes***
2	*What content and language will you need for the speaking task?*	***Specific Content*** *(Main ideas)* ***Language*** *+ Vocabulary* *+ Grammar*

3	*What communication and discourse strategies can facilitate your speech?* *(For more information about it, look at Appendix 1)*	***Strategies/Skills Specific strategies/skills*** *Communication strategies* *Discourse skills*

2. MONITORING

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

3. EVALUATING:

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

Communication and Discourse Strategies for Speaking Task.

Communication strategies	Specific strategies
Cognitive strategies	• Paraphrase: Describing an object, person, or event to get the meaning of a specific word across. • Approximation: Using an alternative term (squirrel for chipmunk) • Formulaic expressions: Using language chunks (e.g. What I am trying to say is …) to buy processing time. • Message frames: Setting the global context for what is being described before attempting to describe it.
Metacognitive strategies	• Planning: Preparing the contents and the form of the message • Self-monitoring: Noticing one's language and message during message production • Self-evaluation: Noticing one's language and message after message production
Discourse skills	Specific skills
	• Establish coherence and cohesion in extended discourse through lexical and grammatical choices • Use discourse markers (linking words or linking phrases) and intonation to signpost changes in the discourse, such as a change of topics

Appendix 3 – Guidelines for Conference Reflection

PetroVietnam University   ENGLISH PROGRAM

Foreign Language Centre   COURSE: ENGLISH 2

LISTENING-SPEAKING 2

Conference Reflection

Name: …………………………………….

Class: …………………………………….

1. What have we done?

    ....
    ....

2. What problems have you had?

    ....
    ....

3. What have you learnt?

    ....
    ....

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

    ....
    ....

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

    ....
    ....

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

    ....
    ....

7. How much effort have I made?

         a. A lot   b. some   c. little

    ....
    ....

8.   Are the strategies used in planning, monitoring, and evaluating the speaking and

listening tasks effective?

....

....

Appendix 4 – Cronbach's Alpha Coefficients Scores

N0	Dimension / Sub-dimensions/ Operationalized scale				Alpha	Item deleted	Highest possible Alpha
	Operationalized scales	Sub-dimensions	Dimension	Items			
1	Inventory the task	Planning	Learner Involvement	1 2 3 7	.7401	7	.7588
2	Prepare for my performance			4 5 6 8	.6996	8	.7167
3	Check my performance while speaking	Monitoring		9 10 11 12 13 14	.8541	14	.8579
4	Control and modify my performance			15 16 17 18 19 20	.8486		
5	Evaluate my performance while speaking	Evaluating		21 22 23 24 25 26	.7668		
6	Increase spoken English use		Increase English Use	27 28 29 30	.7904	27	.8373
7	Increase written English use			31 32 33 34 35	.6225	31	.7547
8	Increase the use of English as a language of thought			36 37 38 39 40 41	.8648	39	.8705
9	Reflect on my learning process		Learner Reflection	42 43 44 45 46	.8941		
10	Reflect on what I learnt from the task			47 48 49 50 51	.9427		

Appendix 5 - Normal Distribution Test

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Preview requirements of the task	13	86.7%	2	13.3%	15	100.0%
Preview requirements of the task outcomes	13	86.7%	2	13.3%	15	100.0%
Set goals for the speaking task	13	86.7%	2	13.3%	15	100.0%
Prepare necessary vocabulary for the task	13	86.7%	2	13.3%	15	100.0%
Prepare grammar for the task	13	86.7%	2	13.3%	15	100.0%
Prepare ideas for the task	13	86.7%	2	13.3%	15	100.0%
Check idea development while speaking	13	86.7%	2	13.3%	15	100.0%
Check vocabulary used while speaking	13	86.7%	2	13.3%	15	100.0%
Check pronunciation while speaking	13	86.7%	2	13.3%	15	100.0%
Check grammar use while speaking	13	86.7%	2	13.3%	15	100.0%
Check fluency while speaking	13	86.7%	2	13.3%	15	100.0%
Modify the inappropriately developed ideas while speaking	13	86.7%	2	13.3%	15	100.0%
Correct the wrong vocabulary while speaking	13	86.7%	2	13.3%	15	100.0%
Correct myself when mispronouncing words while speaking	13	86.7%	2	13.3%	15	100.0%
Correct my grammatical mistakes while speaking	13	86.7%	2	13.3%	15	100.0%
Maintain fluency while speaking	13	86.7%	2	13.3%	15	100.0%
Manage to overcome difficulties in speaking to complete the task	13	86.7%	2	13.3%	15	100.0%
Evaluate idea development in	13	86.7%	2	13.3%	15	100.0%

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

Increase English use by thinking in English when listening to my peer's spoken English reflection on my speech	13	86.7%	2	13.3%	15	100.0%
Increase English use by thinking in English about my plan for improving my performance next time	13	86.7%	2	13.3%	15	100.0%
Reflect on my plan for my performance	13	86.7%	2	13.3%	15	100.0%
Reflect on my monitoring of my performance	13	86.7%	2	13.3%	15	100.0%
Reflect on my evaluation of my performance	13	86.7%	2	13.3%	15	100.0%
Reflect on my reflection on my peer's performance	13	86.7%	2	13.3%	15	100.0%
Reflect on my plan for improving my performance next time	13	86.7%	2	13.3%	15	100.0%
Reflect on new vocabulary learnt from doing the speaking task	13	86.7%	2	13.3%	15	100.0%
Reflect on new grammar use learnt from doing the speaking task	13	86.7%	2	13.3%	15	100.0%
Reflect on skills for developing ideas learnt from doing the speaking task	13	86.7%	2	13.3%	15	100.0%
Reflect on skills for controlling pronunciation learnt from doing the speaking task	13	86.7%	2	13.3%	15	100.0%
Reflect on skills for maintaining fluency learnt from doing the speaking task	13	86.7%	2	13.3%	15	100.0%

Descriptives

			Statistic	Std. Error
Preview requirements of the task	Mean		4.29	.125
	95% Confidence Interval	Lower Bound	4.02	

	for Mean	Upper Bound	4.56	
	5% Trimmed Mean		4.26	
	Median		4.00	
	Variance		.220	
	Std. Deviation		.469	
	Minimum		4	
	Maximum		5	
	Range		1	
	Interquartile Range		1.00	
	Skewness		1.067	.597
	Kurtosis		-1.034	1.154
Preview requirements of the task outcomes	Mean		3.86	.143
	95% Confidence Interval for Mean	Lower Bound	3.55	
		Upper Bound	4.17	
	5% Trimmed Mean		3.84	
	Median		4.00	
	Variance		.286	
	Std. Deviation		.535	
	Minimum		3	
	Maximum		5	
	Range		2	

	Interquartile Range		.25	
	Skewness		-.216	.597
	Kurtosis		1.150	1.154
Set goals for the speaking task	Mean		3.86	.143
	95% Confidence Interval for Mean	Lower Bound	3.55	
		Upper Bound	4.17	
	5% Trimmed Mean		3.84	
	Median		4.00	
	Variance		.286	
	Std. Deviation		.535	
	Minimum		3	
	Maximum		5	
	Range		2	
	Interquartile Range		.25	
	Skewness		-.216	.597
	Kurtosis		1.150	1.154
Prepare necessary vocabulary for the task	Mean		4.43	.173
	95% Confidence Interval for Mean	Lower Bound	4.06	
		Upper Bound	4.80	
	5% Trimmed Mean		4.48	
	Median		4.50	

	Variance		.418	
	Std. Deviation		.646	
	Minimum		3	
	Maximum		5	
	Range		2	
	Interquartile Range		1.00	
	Skewness		-.692	.597
	Kurtosis		-.252	1.154
Prepare grammar for the task	Mean		4.07	.165
	95% Confidence Interval for Mean	Lower Bound	3.72	
		Upper Bound	4.43	
	5% Trimmed Mean		4.08	
	Median		4.00	
	Variance		.379	
	Std. Deviation		.616	
	Minimum		3	
	Maximum		5	
	Range		2	
	Interquartile Range		.25	
	Skewness		-.024	.597
	Kurtosis		.302	1.154

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

	Maximum		4	
	Range		2	
	Interquartile Range		1.00	
	Skewness		-1.303	.597
	Kurtosis		.951	1.154
Check vocabulary used while speaking	Mean		3.79	.114
	95% Confidence Interval for Mean	Lower Bound	3.54	
		Upper Bound	4.03	
	5% Trimmed Mean		3.82	
	Median		4.00	
	Variance		.181	
	Std. Deviation		.426	
	Minimum		3	
	Maximum		4	
	Range		1	
	Interquartile Range		.25	
	Skewness		-1.566	.597
	Kurtosis		.501	1.154
Check pronunciation while speaking	Mean		3.64	.199
	95% Confidence Interval for Mean	Lower Bound	3.21	
		Upper Bound	4.07	

	5% Trimmed Mean		3.66	
	Median		4.00	
	Variance		.555	
	Std. Deviation		.745	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		-.572	.597
	Kurtosis		.725	1.154
Check grammar use while speaking	Mean		3.50	.203
	95% Confidence Interval for Mean	Lower Bound	3.06	
		Upper Bound	3.94	
	5% Trimmed Mean		3.50	
	Median		3.50	
	Variance		.577	
	Std. Deviation		.760	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	

	Skewness		.000	.597
	Kurtosis		.158	1.154
Check fluency while speaking	Mean		3.64	.169
	95% Confidence Interval for Mean	Lower Bound	3.28	
		Upper Bound	4.01	
	5% Trimmed Mean		3.71	
	Median		4.00	
	Variance		.401	
	Std. Deviation		.633	
	Minimum		2	
	Maximum		4	
	Range		2	
	Interquartile Range		1.00	
	Skewness		-1.687	.597
	Kurtosis		2.214	1.154
Modify the inappropriately developed ideas while speaking	Mean		3.64	.199
	95% Confidence Interval for Mean	Lower Bound	3.21	
		Upper Bound	4.07	
	5% Trimmed Mean		3.66	
	Median		4.00	
	Variance		.555	

	Std. Deviation		.745	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		-.572	.597
	Kurtosis		.725	1.154
Correct the wrong vocabulary while speaking	Mean		3.57	.173
	95% Confidence Interval for Mean	Lower Bound	3.20	
		Upper Bound	3.94	
	5% Trimmed Mean		3.63	
	Median		4.00	
	Variance		.418	
	Std. Deviation		.646	
	Minimum		2	
	Maximum		4	
	Range		2	
	Interquartile Range		1.00	
	Skewness		-1.303	.597
	Kurtosis		.951	1.154
Correct myself when	Mean		3.29	.221

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

	Range		2	
	Interquartile Range		1.00	
	Skewness		-1.303	.597
	Kurtosis		.951	1.154
Maintain fluency while speaking	Mean		3.43	.251
	95% Confidence Interval for Mean	Lower Bound	2.89	
		Upper Bound	3.97	
	5% Trimmed Mean		3.42	
	Median		4.00	
	Variance		.879	
	Std. Deviation		.938	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.25	
	Skewness		-.413	.597
	Kurtosis		-.763	1.154
Manage to overcome difficulties in speaking to complete the task	Mean		3.79	.187
	95% Confidence Interval for Mean	Lower Bound	3.38	
		Upper Bound	4.19	
	5% Trimmed Mean		3.82	

	Median		4.00	
	Variance		.489	
	Std. Deviation		.699	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		.25	
	Skewness		-1.253	.597
	Kurtosis		2.876	1.154
Evaluate idea development in my speech	Mean		3.71	.244
	95% Confidence Interval for Mean	Lower Bound	3.19	
		Upper Bound	4.24	
	5% Trimmed Mean		3.74	
	Median		4.00	
	Variance		.835	
	Std. Deviation		.914	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		-.749	.597

	Kurtosis		.249	1.154
Evaluate vocabulary use in my speech	Mean		3.86	.206
	95% Confidence Interval for Mean	Lower Bound	3.41	
		Upper Bound	4.30	
	5% Trimmed Mean		3.90	
	Median		4.00	
	Variance		.593	
	Std. Deviation		.770	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		.25	
	Skewness		-.914	.597
	Kurtosis		1.855	1.154
Evaluate pronunciation in my speech	Mean		3.50	.203
	95% Confidence Interval for Mean	Lower Bound	3.06	
		Upper Bound	3.94	
	5% Trimmed Mean		3.50	
	Median		3.50	
	Variance		.577	
	Std. Deviation		.760	

	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		.000	.597
	Kurtosis		.158	1.154
Evaluate grammar use in my speech	Mean		3.86	.177
	95% Confidence Interval for Mean	Lower Bound	3.47	
		Upper Bound	4.24	
	5% Trimmed Mean		3.84	
	Median		4.00	
	Variance		.440	
	Std. Deviation		.663	
	Minimum		3	
	Maximum		5	
	Range		2	
	Interquartile Range		1.00	
	Skewness		.151	.597
	Kurtosis		-.310	1.154
Evaluate fluency of my speech	Mean		3.93	.195
	95% Confidence Interval	Lower Bound	3.51	

	for Mean	Upper Bound	4.35	
	5% Trimmed Mean		3.92	
	Median		4.00	
	Variance		.533	
	Std. Deviation		.730	
	Minimum		3	
	Maximum		5	
	Range		2	
	Interquartile Range		1.25	
	Skewness		.113	.597
	Kurtosis		-.856	1.154
Evaluate the usefulness of the way I overcame difficulties in speaking to complete the task.	Mean		3.57	.251
	95% Confidence Interval for Mean	Lower Bound	3.03	
		Upper Bound	4.11	
	5% Trimmed Mean		3.58	
	Median		4.00	
	Variance		.879	
	Std. Deviation		.938	
	Minimum		2	
	Maximum		5	
	Range		3	

	Interquartile Range		1.00	
	Skewness		-.240	.597
	Kurtosis		-.491	1.154
Increase English use by reflecting in spoken English on my peer's performance	Mean		3.36	.248
	95% Confidence Interval for Mean	Lower Bound	2.82	
		Upper Bound	3.89	
	5% Trimmed Mean		3.34	
	Median		3.50	
	Variance		.863	
	Std. Deviation		.929	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.25	
	Skewness		-.185	.597
	Kurtosis		-.790	1.154
Increase English use by listening to my peer's spoken English reflection on my speech	Mean		3.43	.272
	95% Confidence Interval for Mean	Lower Bound	2.84	
		Upper Bound	4.02	
	5% Trimmed Mean		3.42	
	Median		3.50	

	Variance		1.033	
	Std. Deviation		1.016	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.25	
	Skewness		-.031	.597
	Kurtosis		-.933	1.154
Increase English use by having English discussion with my peer about how to improve our performance next time	Mean		4.29	.244
	95% Confidence Interval for Mean	Lower Bound	3.76	
		Upper Bound	4.81	
	5% Trimmed Mean		4.37	
	Median		4.50	
	Variance		.835	
	Std. Deviation		.914	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		-1.368	.597
	Kurtosis		1.753	1.154

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

	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		.000	.597
	Kurtosis		.158	1.154
Increase English use by taking English notes about what I learnt from doing the speaking task	Mean		3.29	.221
	95% Confidence Interval for Mean	Lower Bound	2.81	
		Upper Bound	3.76	
	5% Trimmed Mean		3.26	
	Median		3.00	
	Variance		.681	
	Std. Deviation		.825	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		.332	.597
	Kurtosis		.164	1.154
Increase English use by taking English planning notes for improving my performance next time	Mean		3.50	.203
	95% Confidence Interval for Mean	Lower Bound	3.06	
		Upper Bound	3.94	

	5% Trimmed Mean		3.50	
	Median		3.50	
	Variance		.577	
	Std. Deviation		.760	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		.000	.597
	Kurtosis		.158	1.154
Increase English use by thinking in English when planning for my performance	Mean		2.71	.194
	95% Confidence Interval for Mean	Lower Bound	2.29	
		Upper Bound	3.13	
	5% Trimmed Mean		2.68	
	Median		3.00	
	Variance		.527	
	Std. Deviation		.726	
	Minimum		2	
	Maximum		4	
	Range		2	
	Interquartile Range		1.00	

	Skewness		.516	.597
	Kurtosis		-.732	1.154
Increase English use by thinking in English when monitoring my performance	Mean		2.36	.133
	95% Confidence Interval for Mean	Lower Bound	2.07	
		Upper Bound	2.64	
	5% Trimmed Mean		2.34	
	Median		2.00	
	Variance		.247	
	Std. Deviation		.497	
	Minimum		2	
	Maximum		3	
	Range		1	
	Interquartile Range		1.00	
	Skewness		.670	.597
	Kurtosis		-1.838	1.154
Increase English use by thinking in English when evaluating my performance	Mean		2.71	.163
	95% Confidence Interval for Mean	Lower Bound	2.36	
		Upper Bound	3.07	
	5% Trimmed Mean		2.68	
	Median		3.00	
	Variance		.374	

	Std. Deviation		.611	
	Minimum		2	
	Maximum		4	
	Range		2	
	Interquartile Range		1.00	
	Skewness		.192	.597
	Kurtosis		-.258	1.154
Increase English use by thinking in English when listening to my peer's spoken English reflection on my speech	Mean		2.36	.169
	95% Confidence Interval for Mean	Lower Bound	1.99	
		Upper Bound	2.72	
	5% Trimmed Mean		2.40	
	Median		2.00	
	Variance		.401	
	Std. Deviation		.633	
	Minimum		1	
	Maximum		3	
	Range		2	
	Interquartile Range		1.00	
	Skewness		-.433	.597
	Kurtosis		-.394	1.154
Increase English use by	Mean		2.57	.137

thinking in English about my plan for improving my performance next time	95% Confidence Interval for Mean	Lower Bound	2.27	
		Upper Bound	2.87	
	5% Trimmed Mean		2.58	
	Median		3.00	
	Variance		.264	
	Std. Deviation		.514	
	Minimum		2	
	Maximum		3	
	Range		1	
	Interquartile Range		1.00	
	Skewness		-.325	.597
	Kurtosis		-2.241	1.154
Reflect on my plan for my performance	Mean		3.93	.221
	95% Confidence Interval for Mean	Lower Bound	3.45	
		Upper Bound	4.41	
	5% Trimmed Mean		3.98	
	Median		4.00	
	Variance		.687	
	Std. Deviation		.829	
	Minimum		2	
	Maximum		5	

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

	Median		4.00	
	Variance		.418	
	Std. Deviation		.646	
	Minimum		2	
	Maximum		4	
	Range		2	
	Interquartile Range		1.00	
	Skewness		-1.303	.597
	Kurtosis		.951	1.154
Reflect on my reflection on my peer's performance	Mean		3.50	.203
	95% Confidence Interval for Mean	Lower Bound	3.06	
		Upper Bound	3.94	
	5% Trimmed Mean		3.50	
	Median		3.50	
	Variance		.577	
	Std. Deviation		.760	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		.000	.597

	Kurtosis		.158	1.154
Reflect on my plan for improving my performance next time	Mean		3.64	.199
	95% Confidence Interval for Mean	Lower Bound	3.21	
		Upper Bound	4.07	
	5% Trimmed Mean		3.66	
	Median		4.00	
	Variance		.555	
	Std. Deviation		.745	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1.00	
	Skewness		-.572	.597
	Kurtosis		.725	1.154
Reflect on new vocabulary learnt from doing the speaking task	Mean		4.36	.133
	95% Confidence Interval for Mean	Lower Bound	4.07	
		Upper Bound	4.64	
	5% Trimmed Mean		4.34	
	Median		4.00	
	Variance		.247	
	Std. Deviation		.497	

	Minimum		4	
	Maximum		5	
	Range		1	
	Interquartile Range		1.00	
	Skewness		.670	.597
	Kurtosis		-1.838	1.154
Reflect on new grammar use learnt from doing the speaking task	Mean		4.29	.125
	95% Confidence Interval for Mean	Lower Bound	4.02	
		Upper Bound	4.56	
	5% Trimmed Mean		4.26	
	Median		4.00	
	Variance		.220	
	Std. Deviation		.469	
	Minimum		4	
	Maximum		5	
	Range		1	
	Interquartile Range		1.00	
	Skewness		1.067	.597
	Kurtosis		-1.034	1.154
Reflect on skills for developing ideas learnt from doing the speaking	Mean		4.00	.182
	95% Confidence Interval	Lower Bound	3.61	

task	for Mean	Upper Bound	4.39	
	5% Trimmed Mean		4.00	
	Median		4.00	
	Variance		.462	
	Std. Deviation		.679	
	Minimum		3	
	Maximum		5	
	Range		2	
	Interquartile Range		.50	
	Skewness		.000	.597
	Kurtosis		-.394	1.154
Reflect on skills for controlling pronunciation learnt from doing the speaking task	Mean		3.93	.165
	95% Confidence Interval for Mean	Lower Bound	3.57	
		Upper Bound	4.28	
	5% Trimmed Mean		3.92	
	Median		4.00	
	Variance		.379	
	Std. Deviation		.616	
	Minimum		3	
	Maximum		5	
	Range		2	

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

Tests of Normality

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Preview requirements of the task	.311	13	.001	.808	13	.008

Preview requirements of the task outcomes	.284	13	.005	.785	13	.005
Set goals for the speaking task	.240	13	.039	.809	13	.009
Prepare necessary vocabulary for the task	.331	13	.000	.750	13	.002
Prepare grammar for the task	.342	13	.000	.766	13	.003
Prepare ideas for the task	.347	13	.000	.719	13	.001
Check idea development while speaking	.376	13	.000	.688	13	.000
Check vocabulary used while speaking	.233	13	.053	.825	13	.014
Check pronunciation while speaking	.295	13	.003	.736	13	.001
Check grammar use while speaking	.288	13	.004	.766	13	.003
Check fluency while speaking	.224	13	.072	.878	13	.066
Modify the inappropriately developed ideas while speaking	.289	13	.004	.772	13	.003
Correct the wrong vocabulary while speaking	.222	13	.080	.894	13	.111
Correct myself when mispronouncing words while speaking	.285	13	.005	.857	13	.036
Correct my grammatical mistakes while speaking	.289	13	.004	.772	13	.003
Maintain fluency while speaking	.324	13	.001	.776	13	.004
Manage to overcome difficulties in speaking to	.260	13	.016	.883	13	.078

complete the task						
Evaluate idea development in my speech	.315	13	.001	.776	13	.004
Evaluate vocabulary use in my speech	.256	13	.020	.891	13	.099
Evaluate pronunciation in my speech	.197	13	.176	.819	13	.012
Evaluate grammar use in my speech	.324	13	.001	.776	13	.004
Evaluate fluency of my speech	.352	13	.000	.646	13	.000
Evaluate the usefulness of the way I overcame difficulties in speaking to complete the task.	.234	13	.049	.885	13	.084
Increase English use by reflecting in spoken English on my peer's performance	.262	13	.015	.875	13	.062
Increase English use by listening to my peer's spoken English reflection on my speech	.289	13	.004	.772	13	.003
Increase English use by having English discussion with my peer about how to improve our performance next time	.371	13	.000	.706	13	.001
Increase English use by taking English evaluation notes for my performance	.302	13	.002	.867	13	.048
Increase English use by taking English reflection notes for my peer's performance	.351	13	.000	.817	13	.011
Increase English use by taking English notes about what I learnt from doing the speaking task	.288	13	.004	.766	13	.003

Increase English use by taking English planning notes for improving my performance next time	.197	13	.176	.819	13	.012
Increase English use by thinking in English when planning for my performance	.284	13	.005	.785	13	.005
Increase English use by thinking in English when monitoring my performance	.320	13	.001	.845	13	.025
Increase English use by thinking in English when evaluating my performance	.327	13	.000	.756	13	.002
Increase English use by thinking in English when listening to my peer's spoken English reflection on my speech	.373	13	.000	.709	13	.001
Increase English use by thinking in English about my plan for improving my performance next time	.269	13	.011	.879	13	.069
Reflect on my plan for my performance	.239	13	.040	.812	13	.010
Reflect on my monitoring of my performance	.363	13	.000	.794	13	.006
Reflect on my evaluation of my performance	.256	13	.020	.891	13	.099
Reflect on my reflection on my peer's performance	.262	13	.015	.875	13	.062
Reflect on my plan for improving my performance next time	.331	13	.000	.750	13	.002
Reflect on new vocabulary learnt from doing the speaking task	.222	13	.080	.894	13	.111

Reflect on new grammar use learnt from doing the speaking task	.331	13	.000	.750	13	.002
Reflect on skills for developing ideas learnt from doing the speaking task	.271	13	.010	.883	13	.078
Reflect on skills for controlling pronunciation learnt from doing the speaking task	.305	13	.002	.850	13	.029
Reflect on skills for maintaining fluency learnt from doing the speaking task	.229	13	.061	.886	13	.087

a Lilliefors Significance Correction