

The implementation of self-regulation strategies to enhance oral production

LICENCIATURA EN LENGUA EXTRANJERA INGLÉS

Research Field

The study of the English language and its contexts

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Content

Abstract	6
Resumen.....	7
1. Contextualization	8
2. Research Statement	10
2.1. Research question.....	11
2.2. Research objectives	11
2.2.1. General objective	11
2.2.2. Specific objectives	11
3. Literature review	12
3.1. Self-regulation Process.....	12
3.1.1. Self-regulation's Phases	12
3.2. Oral skills development.....	16
3.3. Distance learning in language learning	18
4. Methodology	21
4.1. Research approach	21
4.2. Research design.....	21
4.3. Instruments.....	22
5. Data analysis	23
6. Results.....	25
6.1. Category 1: Strategies used in the forethought phase	25
6.2. Category 2: Performance phase	27
6.3. Category 3: Reflection phase	28

7. Conclusions.....	32
References.....	35
Annexes.....	38

List of Figures

Figure 1 Phases and subprocesses self-regulatory	13
Figure 2 Categories	24

List of Table

Table 1 [Phase performance of the data analysis].....	23
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Abstract

Self-regulation is a way of self-adaptation to life's changes to survive and overcome our limitations. This inquiry shows the way I used self-regulation strategies to improve my oral production while I was attending an English club with a native English teacher. Many studies have analyzed the use of language learning strategies for developing oral production. However, few inquiries have studied self-regulation strategies to improve oral skills. This narrative research implemented diaries were to tell my experiences implementing the self-regulation strategies in three different moments. After analyzing the diaries using thematic analysis, I concluded that in the forethought phase I should prepare myself before the speaking activity in terms of studying the grammar and vocabulary to be able to organize my ideas in my mind, that was why the objectives I proposed were a bit difficult to achieve. During the performance phase, I settled that using relaxation strategies helped focus my attention on the teacher's speech. Finally, self-regulatory strategies contribute to improving and reflecting on my own oral competence; now I am conscious of the importance of a relaxing environment and preparation of the speaking activity for developing oral skills.

Keywords: Self-regulation, strategies, oral production, narrative research, diaries.

Resumen

La autorregulación es una forma de autoadaptación a los cambios de la vida para sobrevivir y superar nuestras limitaciones. Esta investigación muestra la forma en que utilicé estrategias de autorregulación para mejorar mi producción oral mientras asistía a un club de inglés con un profesor nativo. Numerosos estudios han analizado el uso de estrategias de aprendizaje de lenguas para desarrollar la producción oral. Sin embargo, pocas investigaciones han estudiado estrategias de autorregulación para mejorar las habilidades orales. Durante esta investigación narrativa implementé diarios cuyo objetivo contar mis experiencias implementando las estrategias de autorregulación en tres momentos diferentes. Después de analizar los diarios mediante el análisis temático, concluí que en la fase de previsión debía prepararme antes de la actividad oral en cuanto a estudiar la gramática y el vocabulario para poder organizar mis ideas en mi mente, por eso los objetivos que me propuse fueron un poco difícil de lograr. Durante la fase de actuación, decidí que el uso de estrategias de relajación me ayudaban a centrar mi atención en el discurso del profesor. Finalmente, las estrategias de autorregulación contribuyen a mejorar y reflexionar sobre mi propia competencia oral; ahora soy consciente de la importancia de un ambiente relajante y de la preparación de la actividad oral para desarrollar las habilidades orales.

Palabras claves: Estrategias de autorregulación, producción oral, investigación narrativa, diarios.

1. Contextualization

Being autonomous is an essential part of being a language learner. It implies to take control of own's learning, resources and apply strategies independently; it means learning to learn. Nevertheless, it is not an easy task, since the learner needs to learn to control his thoughts, reflect and do actions that contribute to his learning. In this sense, self-regulation strategies represent actions that a student can implement to understand how he learns, what he needs, and what need to improve.

Based on the above, this narrative research focuses on telling my experience on using self-regulation strategies to enhance my oral production. I decided to implement them, because I noticed I had problems with oral skills, and as a language teacher I needed to strength my oral competence to have a good performance in the teaching practicum.

In this research I used diaries, these diaries allowed me to collect my experiences in detail about which the implementation of self-regulation strategies helped me to enhance my oral communication skills. The diaries were important to me, so I could describe my feelings, emotions, thoughts, and reflect on the experience of using self-regulation strategies to take actions that make me reflect on how to prepare my speech and reflect on it.

The project was carried out in Ocaña Norte de Santander. Ocaña is a warm city located in Norte de Santander, a department in the northern of Colombia, in the Hacarí valley. Ocaña is the second most important city in this department. It has six zones in the urban area and 18 corregimientos in the rural one. Its economy is based on Onion growing, mining, and livestock.

This town has several Universities, libraries, schools, and tourist places such as Ocaña Square and La Ermita among others.

I was the object of study. I am 33 years old; I live with my parents and brother in the Luz polar neighborhood. I studied at Caro school and currently I am studying a bachelor's degree at Universidad Santo Tomás in distance modality. I am currently in 10th semester. I have studied English for almost 20 years. Even though I needed that my speech was not the best.

That was why I decided to attend a free English club organized by a foreign teacher. Her name was Susana, she is from Los Angeles, California of EEUU. She teaches English in the Dorado neighborhood of Ocaña. She has been teaching English for many years. She has an English club to which beginners and advanced students attend on weekdays. During the time I was attending the club, there were 4 students: 2 military officers, 2 nurses and me who wanted to learn English to travel to US.

This project is related to the language learning field regarding the development of oral skills and implementation of self-regulation strategies to monitor the development of oral competence and strength it. This study is located in Research Macro project 2: Understanding and characterizing EFL in the LLEI: Experiences and phenomena in the pre-service teacher's educational context, and in the research subproject 3 fits my research, so the purpose of this study is to describe the experience of how to comprehend the correct use of the self-regulation process in the development of oral production in a pre-service English.

2. Research Statement

When I was in secondary school, I only learned grammar structures through workshops and guides, there were no interactive and speaking activities. Consequently, I did not develop my oral competence and I did not know how to practice it. Besides, when I was studying for a bachelor's degree in a distance modality, I had difficulties practicing oral production as long as I did not know about strategies to do it by myself, so I only used to use memorization.

For example, when I tried to organize myself to practice speaking, I did not know what to practice, or how to use strategies for the development of the oral production. Therefore, I learned the vocabulary of new words by heart. Then I wrote and said six times the unknown word with the translation in Spanish in an old notebook. And so, I learned the vocabulary. Besides, I prepared the speech in a document, which was done by hand, and I memorized the speech, and I recorded the video of the speaking activity, or presented the speech. In that way, I approved the all subjects. Nevertheless, I forgot what I had learned because I did not continue practicing or I did not use the vocabulary in a meaningful way.

Another example of the lack of implementation of strategies for enhancing speaking was when I studied the speech for a final presentation. I collected information and summarized it on a paper. After, I prepared the speech in a document, and again I learned the discourse by heart. When I presented the final exam, I felt nervous and anxious during the speaking activity because I forgot the word that I needed to use, so I could not maintain the conversation. That moment was annoying and disgusting for me and the people involved in the speech. Therefore, I used pet words while I tried to remember the vocabulary.

2.1. Research question

What was my experience as a pre-service teacher at LLEI of Universidad Santo Tomas when implementing self-regulation strategies during my oral production?

2.2. Research objectives

2.2.1. General objective

To analyze my experience as a pre-service teacher using self-regulation strategies during my oral production.

2.2.2. Specific objectives

- To describe the path, I as a pre-service teacher have followed in the implementation of self-regulation strategies in my oral production.
- To analyze the effectiveness of self-regulation strategies in the process of improving my oral production.

3. Literature review

3.1. Self-regulation Process

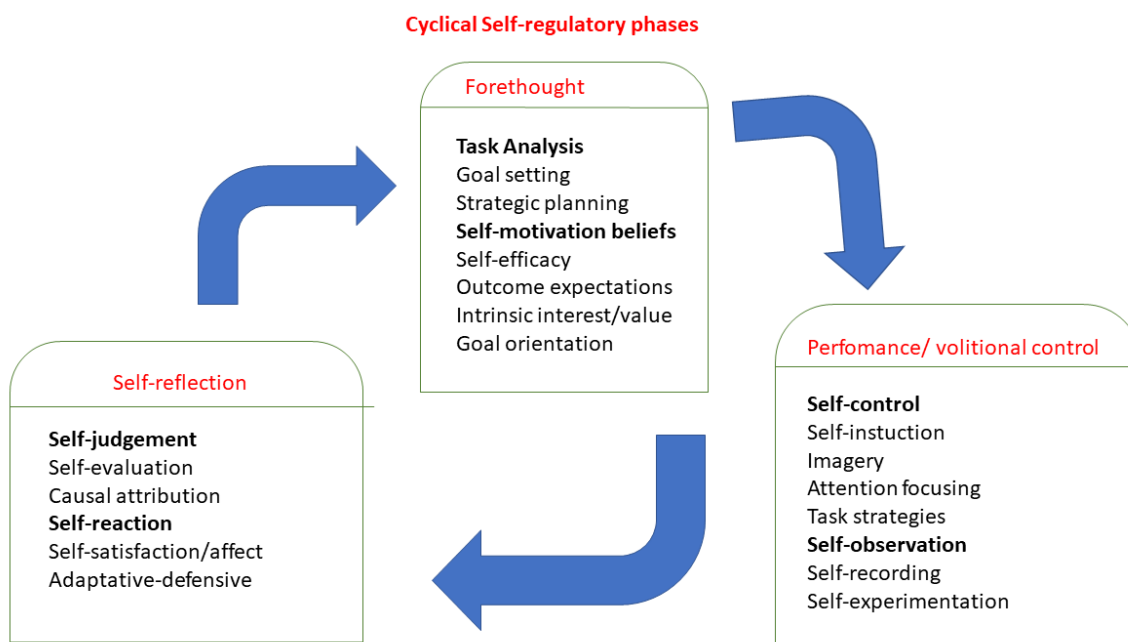
This research defines self-regulation as a way to improve my oral skills. Self-regulation refers to how individuals are active agents in their learning, stressing the learners' own. Zimmerman & Risemberg (1997 cited in Rose et al., 2018) argue self-regulation is the “strategic efforts to manage their achievement through specific beliefs and processes” (p.152). Pintrich (2000, cited in Eggers & Voogt 2021) affirm “Self-regulation can be defined as an active, constructive process in which learners monitor, regulate and control their cognition, motivation, and behavior, guided, and constrained by their goals and the features of the learning environment” (p.176). Based on that, I could say that self-regulation refers to the manners in which students procedurally trigger and hold their cognitions, motivations, behaviors, and affects to learn. Moreover, it encourages students to manage their own way of learning as long as they decide and establish the strategies implemented to improve their performance in a specific area.

3.1.1. *Self-regulation's Phases*

According to Zimmerman (2000) self-regulation has three phases: forethought, performance /volitional control, and self-reflection. (See figure 1). In the forethought phase, the actions are established before doing a specific activity. In this phase, there are two categories task analysis and self-motivation beliefs. Regarding task analysis the student establishes a goal setting; it means the purpose of his/her study, Moreover, the student plans strategically what he is going to do during the activity; it means choosing adequate personal strategies or methods to accomplish the goals properly (Zimmerman, 2000). Regarding the second category, Zimmerman (2000) proposes self-efficacy which includes tasks such as outcome expectations, intrinsic

interest/value, and goal orientation. However, they are not discussed in this paper because the task analysis activities were only implemented.

Figure 1 [Phases and subprocesses self-regulation]



Note. [It represents the Cyclical Phases of SRC. Adapted from Zimmerman, (2000)].

The performance phase refers to the process in which the students put in action a certain effort (Zimmerman, 2000). This phase has also two processes. The first self-control focuses on supporting students to concentrate on the activity and optimize their performance. This process implies self-instruction which implies describing how to do the activity. It also includes a form called attention focusing whose aim is to increase the person's concentration and remove other interference of the environment.

Finally, the reflection phase focuses on reflecting on the acting and efforts in the performance phase (Zimmerman, 2000). This phase also has two categories. On one hand, self-

judgment refers to self-assessment in the acting of the learner and assigning causal meaning to the outcome. Self-judgement involves self-evaluation and understanding of the causes of the results. This category includes contrasting self-monitored knowledge with a goal.

On the other hand, the second category of reflection phase is self-reaction which refers to the satisfaction and tangible benefits the person receives for doing the task well. (Bandura, 1991, cited in Zimmerman, 2000). Finally, Adaptive or defensive refers to the conclusions about how the person needs to redefine his or her self-regulatory approach in further tasks. (Zimmerman, 2000)

Regarding studies about self-regulation, Abbasi & Nosratinia (2018) carried out a research in Iran. The research looked to systematically find out the connection between EFL learners' Self-regulation (SR), Self-efficacy (SE), and their use of Oral communication strategies (UOCS). The results demonstrated that there was a remarkable and positive association amongst SR, UOCS, SE and UOCS, and SE and SR. In conclusion, it was affirmed that self-regulation and the use of oral communication strategies are remarkable direct connections. It is truthful to argue that the management and engagement of Self-regulation can be assumed to be markable measurement to the building of Oral communication strategies amongst EFL learners.

A second study called "Self-regulated Learning Skills of Undergraduate Students and the Role of Higher Education in Promoting Self-regulation" by Baldan & Guven (2020) carried out in Turkey measured the SRL (Self-regulated learning) skills of Undergraduate students. The results demonstrated that the average score of women students in planning and goal setting and autonomy in learning on the general scale were relevant and higher than that of male students. The outcomes showed that the learners who had taken foreign language learning obtained a

relevant higher percentage on motivation for learning subscale than the learners who had not. Furthermore, the addition of SRL themes in the curriculum and instructional processes are included for the teachers who create their own courses.

The third study titled “Explaining Achievement Gaps in Kindergarten and Third Grade: The Role of Self-regulation and Executive Function Skills” (Finders, et al. 2021), analyzed the scope for which executive function capabilities and classroom self-regulation skills can help learners with economic difficulties to overcome math and readiness gaps. This inquiry was applied to 18.170 preschoolers during four years. The researchers found that the implementation of attentional flexibility and working memory skills had an impact on decreasing the gap in the math and Spanish areas between students with low and high economic income.

Based on the studies aforementioned, two main contributions of self-regulation to language learning are identified. The first study was carried out by Hamidch & Nosratinia (2018), it is evident strong connection between self-regulation skills and the development of oral communication among EFL learners. In the second study, Baldan & Guven (2020) concluded that planning, goal setting, and autonomy are the most used self-regulation strategies which showed the importance of establishing strategies before doing any activity to motivate language learning. On the contrary, Finders, et al (2021) did not find a relationship between self-regulation and the improvement of achievement gaps in learning math and reading in kindergarten and third grade Learners. In conclusion, the studies evidence that implementing self-regulation strategies, especially from the forethought phase contributes to language learning more than in other areas.

3.2. Oral skills development

Oral skill is “the capacity of expressing oneself verbally for communicating, based on the linguistic rules of a language” (Herrera & González, 2017 cited in Arturo & Hernández, 2019, p.25). Moreover, Madrid & McLaren (2006 cited in Sanabria & Silva, 2017) affirm oral production is difficult to develop due to the fear of mispronouncing or because students do not have the knowledge to express their ideas.

To achieve oral proficiency in a foreign language, Skehan (1996, cited in Weissheimer et al., 2018) proposes three dimensions that learners must develop. First Complexity which refers to students’ ability to use complex grammar structures and vocabulary in their oral discourse. The second dimension called accuracy emphasizes the correct, clear, and use of grammar structures and pronunciation patterns. The third dimension is fluency which focuses on producing the language continuously without any hesitation or breakdown of communication (Richards, 2015, cited in García-Ponce, et al., 2023). It implies that the listener can interact, understand, and comprehend what the speaker says.

Regarding studies about the development of oral skills, the action research project carried out at a public school in Ibagué, Colombia by Devia & García, (2017) called “Oral Skill Development through the Use of language learning strategies, Podcasting, and Collaborative Work” aimed to illustrate the impact of using podcasting, language learning strategies; and collaborative work in the development of tenth graders’ oral skills. They implemented cognition, metacognition, and social/affective strategies with 40 students in 10th grade to enhance oral production. Results evidenced that cognitive strategies such as planning, practicing, and cooperation encourage students to improve their oral skills. Moreover, they concluded that

teachers must introduce the strategies to students, so they can use them in their learning process. Also, they mentioned that using technology such as podcasting encourages students to speak. From the previous study it can be affirmed that the student becomes active in his learning process, reflect on what he is doing, and create studying habits for oral production when they use learning strategies.

A second study called "Choices of Language Learning Strategies and English Proficiency of EFL University Learners" (Sukying, 2021) carried out in Thailand looked to know which language learning strategies are used by Thai University learners. To know the strategies used, a questionnaire was applied to 1243 students. The results showed students used mainly affective strategies followed by metacognitive and less used cognitive, but it depends on the student's characteristics and context. Finally, they concluded that language proficiency has a direct connection with the implementation of language learning strategies. This study shows that for developing oral skills, the most important aspect is to feel comfortable and good with oneself, in that way, they can reflect objectively about their performance and learning.

The results from the study analyzed previously showed teachers used mainly learning strategies instead of self-regulation strategies to promote oral production. On the other hand, when teachers implement language learning strategies, they tend to encourage cognitive strategies (Devia & García, 2017), however, students' preferences focus on affective strategies (Sukying, 2021). It means that teachers are worried about students' consciousness of the learning process, while students are in their emotions, in this way, it is necessary to know students' characteristics and interests to know what kind of strategies they need and want to develop.

3.3. Distance learning in language learning

Distance learning is a kind of learning where the interaction of learner and educator is done using online technologies. Distance learning encourages the use of learning platforms in which students have access to resources and learn autonomously. According to Barbera (2013 cited in Arias & Bello (2021) “distance education is formal, based on an institution in which the learning group is separated from a physical classroom and their teacher most of the time, the information communication technology (ICT) tools are used instead to connect students, resources, and tutors” (p. 15). Based on the mentioned above, distance learning helps the learner develop ICT and professional skills independently.

In relation to studies about distance learning, the inquiry called "Strategies for Achieving the Bachelor of English in the Foreign Language of the Distance Education program at Usta.” (Córdoba, 2021) explores the experience of learning at a distance modality, synthesizes, codifies, and analyzes the knowledge, and identifies which were those strategies she applied in each one of the issue situations in her learning development. An issue in the educational process is the pre-service teacher cannot attend to on-site class, so this student had problems with speaking skills.

The results demonstrated that despite economic difficulties, lack of a good signal Internet, and the incapacity of attending face-to-face meetings of the university, the pre-service teacher developed direct strategies, such as memory, and compensation strategies for language learning. Among the activities implemented by the pre-service teacher, are included online translator o looks sounds and meanings of unknown words looked in a mirror and practice pronunciation looked at the pictures and guessed the topic of the audio. Besides, she

used indirect strategies like metacognitive strategies and affective strategies. First strategy, she utilized metacognitive strategies as she should manage her own time. She planned time with her son, her job, and her study. The second strategy, she used the affective strategy, so she developed the self-determination to become an English teacher. Finally, she used every direct and indirect strategies to become an English educator.

This second study about distance learning was carried out by Turchyn, et al. (2022). The paper showed the viability of information and communication technologies (ICT) in English as a foreign language. The paper looked to regard the option of incorporating innovative computer technologies with online foreign language learning to promote learners' autonomy and increase their language competence. The results showed distance learning allows students to become an active agent of their learning, as they create their own knowledge. Besides, this kind of learning helps develop the four language skills.

The third inquiry about distance learning and self-regulation is called “Developing self-regulated learning skills in University Students” (De Silva, 2020). This research was applied to 24 pre-service teachers and 3 teachers. This study looked at using the KWL method in the Open and Distance Learning context in Sri Lanka to build self-regulated learning capabilities in university learners. This method looks for students and teachers to have an active role in the learning process. The results demonstrate that the KWL method and tools for self-regulated learning skills encouraged students to work collaboratively, develop time management skills, evaluate their own learning, engage in learning activities, and establish their own learning goals.

Concerning studies about distance learning analyzed above, it was found that this kind of learning allows learners to become active agents of their learning. On the other hand, according to experts oral communication competence is appropriate for interacting in face-to-face meetings, besides the pre-service teacher of la Universidad Santo Tomas had problems with speaking skills, so she could not attend the on-site classes. Finally, the learner should practice his/her oral production in real environments for better results.

4. Methodology

4.1. Research approach

This research covers qualitative research as a way of making sense of the social outcome of practices by containing non-standardized information. Qualitative research focuses on “examining the subjective meaning of the social outcomes of issues or practices through containing non-standardized information and examining texts, and images” (Flick., 2014 cited in Rahman, 2016, p. 103). Moreover, this kind of research has important characteristics such as emic perspective, which involves the ideas and feelings of the individuals about a problematic. (Mackey & Gass, 2005 cited in Afshar & Hafez, 2021). Furthermore, this qualitative research allows me to analyze subjectively the implementation of self-regulation strategies in oral production.

4.2. Research design

Creswell (2012) defines narrative research as a way to describe people's lives and experiences through stories such as biographies, personal narratives, etc. The process of conducting a research inquiry is developed. Firstly, distinguish a problem to investigate that encompasses an educational issue. Secondly, select a human who focuses on the inquiry. Then collect stories about experiences of the human being, retell the story and identify topics and write a story that encompasses the human's personal experience.

I want to analyze the experience of implementing self-regulatory strategies to improve my oral production. Thus, I chose narrative research, which allows me to describe the experience through stories about of a phenomenon. Lately, the best way to describe a performance using a

story is using narrative research. So, I want to describe my performance when I implemented self-regulatory strategies to increase my Oral skills.

4.3. Instruments

The diary is a description of everyday life facts or a personal account of a language experience. This is supported by Bailey (1990 cited in Escobar, 2020) who points out that the diary is “a first-person account of a language or teaching experience, documented through regular, candid entries in a personal diary and then analyzed for recurring patterns or salient events” (p.89).

Collecting my experience using self-regulation strategies through diaries allowed me to describe in detail and reflect on the experience of using them to enhance my oral communication skills. Moreover, I could express my feelings, thoughts, and senses exhaustively that emerged while I implemented the self-regulation strategies.

I wrote a diary for each session I attended to the English club; five diaries. The diaries were written at the end of each English club on a Word document. In the diaries I described the activities done in the English club, my feelings, the self-regulation strategies implemented in each of the phases, and my reflection on their implementation.

5. Data analysis

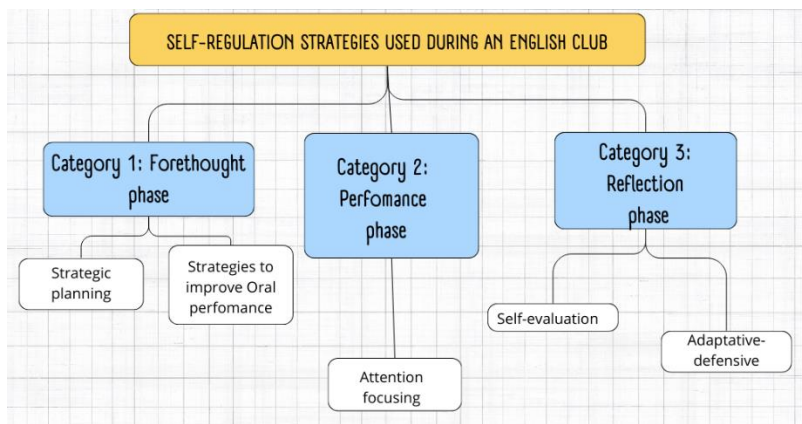
I wanted to analyze the diaries. So, I used the thematic analysis to classify and organize data according to themes, concepts, and emergent categories” (Ritchie, & Lewis, 2003, p. 220). I used the steps for preparing and organizing the data that Creswell (2012) proposed. First, I organized data from the diaries and developed a matrix in an Excel sheet. Second, I read the information from the diaries and identified with colors words or sentences related to each one of the phases and self-regulation strategies I used during the English clubs. Then, I began to code with distinct colors. An example of this process I will show in the following Table 1. Finally, I put together similar codes and created 3 categories that will be shown in the following figure 2:

Table 1 [Phase performance of the data analysis]

Phase performance	
Self-regulatory strategies	Sample
Self-instruction	Self-instruction was I asked questions to the Rosy classmate (Diary 2).
Attention focusing	Secondly, I try to relax me before of paying attention to the noise (Diary 3). Firstly, I will attempt to get close more to the teacher in order to listen better (Diary 5). When I feel nervous. I will attempt to copy in the notebook the grammar of superlative (Diary 5).
Relaxing chewing a gum	Firstly, I am going to try relaxing, while I am going to chew a gum (Diary 3). I am going to try to relax while I am going to chew a gum (Diary 4). I am going to try to relax while I am going to chew a gum (Diary 4).
Relaxing by moving a cushion	Secondly, I will try to relax by moving a cushion (Diary 5).

Note: [It demonstrates the information related to the performance phase. Adapted from Diaries of Yuliana Rueda]

Figure 2 [Categories of the data analysis]



Note: [It demonstrates the categories were found in the data analysis. Adapted from Analysis of Yuliana Rueda]

6. Results

6.1. Category 1: Strategies used in the forethought phase

This category analyzes the strategies I would use before the English club. After analyzing the diaries, I found that I usually used two main strategies from the forethought phase: strategic planning and strategies to improve my oral performance.

Strategic planning. Strategic planning is establishing the best way that could help me in overcoming the task goal. That is to say, which is the plan of action that allows me to interact successfully in the English clubs. Good strategic planning allowed improvement in the academic activity of teaching a second language teaching problem. The following excerpts from the diaries evidenced the way I used strategic planning:

“When I was thinking on my plan, first I tried to organize my mind. Then, I will attempt to speak loudly. After, I will attempt to ask for a repetition of clarification.” (Diary 5).

Based on my previous participation in the English club, I consider that also I had to pay attention to the teacher Susana, I tried to ask for more clarification if I didn't understand what to say to the teacher or partner. I note down the new words in the notebook. I try to speak slowly and loudly and use the proper grammar structure (Diary 4).

“I used strategic planning of listening carefully to the teacher, using my vocabulary I try to avoid hesitations, I organize my ideas of the complete sentence in my mind. I take notes in my notebook” (Diary 2).

The previous excerpts show that strategic planning helped me know the vocabulary and study grammar before the English club session. As a result, I felt more relaxed during the English club and I achieved my goal successfully. This demonstrates that having clear objectives and studying the language before the sessions contributes to the development of my oral skills.

Strategies to improve oral performance. Even these strategies are suggested by Zimmerman (2000) as part of the forethought phase, in the diaries, I identified that I used specific strategies to improve my oral performance, especially vocabulary. These strategies included using flash cards for learning and reviewing vocabulary. The following excerpts will be shown:

Firstly, I used the proper images for learning the vocabulary. Secondly, I tried to think of all words before speaking. Thirdly, I tried to answer quickly to the questions of the partner. Fourthly, I try to use the properly adverbs of frequency based on the question's partner.
(Diary 3)

Concerning grammar and pronunciation, I noted down previously in the notebook the structure of grammar and the native teacher said the pronunciation and the translation of the words previously of the speaking activity. The following excerpts show the examples of these strategies. "In the beginning teacher clarifies the translation and pronunciation of all unknown words in the speaking activity. I understand majorly the meaning of all questions, so it's good that I chew gum. (Diary 4)"

From my point of view, implementing strategies before the activity itself, guarantee I could succeed and be relax during the activity. Studying and preparing myself-before the activity,

helped order the words in my mind and think about relaxation techniques that improve my performance.

6.2. Category 2: Performance phase

This category is related to the strategies that the student used in her performance. Afterward, I examined the diaries, and I found that I usually used one strategy called attention focusing during my practice to improve my oral production.

Attention focusing. Attention focusing is when one person looks at the way of focusing on the activity that the person is doing, or adapts to the environment avoiding interferences and centers the attention on the task. In my diaries, I identified strategies for attention focusing, such as relaxing, staying close to the teacher to understand better the speech, and sitting on a comfortable place. The following excerpt from my diary evidences the use of this strategy. This first example shows that being near the teacher helps concentrate and pay more attention to the teacher's speech: "Firstly, I will attempt to get close more to the teacher in order to listen better, (Diary 3)".

Besides, I tried to relax before the class, chewing gum or sitting in a comfortable place, so I could be more attentive and concentrate more on the teacher's speech and activities. This was evidenced in the following excerpts: "I chewed the gum to try relaxing (Diary 3 and Diary 4) after, I moved a cushion (a key ring) in order to relax me and develop the activity." "Firstly, I am going to try relaxing while I am going to chew the gum. Secondly, I try to relax before paying attention to the noise (Diary 3)". Finally, in Diary 5, I used both strategies aforementioned to pay attention to the classes.

By contrast, I am going to develop attention focusing. Firstly, I will attempt to get closer to the teacher to listen better. Secondly, I will try to relax by moving a cushion when I feel nervous. I will attempt to copy in the notebook the grammar of superlative.

The excerpts above demonstrated that I was more attentive in class, so I could understand the instructions, do the activities, and pay attention to other's speech. It demonstrates the importance of having a relaxing atmosphere to decrease how nervous I am.. Besides, being close to the teacher, demonstrated that I could understand much better than a native speaker, and improved my comprehension skills.

6.3. Category 3: Reflection phase

In the reflection stage, I analyzed the strategies that I implemented to improve my oral production through a self-regulation process. I developed two strategies of reflection: self-evaluation and adaptative defense.

Self-evaluation. Self-evaluation is the reflection of the actions and the attempts realized in the performance stage of the self-regulation process. After attending the English club, and evaluating my performance, I realized some aspects that I could not achieve or that I need to improve. For example: I was conscious that I could not achieve my objective completely because I had problems organizing my ideas in my mind. Besides, I did not learn the grammar and vocabulary of the session. This self-evaluation is shown in the next excerpt:

I believed that the purpose of the lesson plan wasn't achieved. Because I made these two mistakes. Besides, I forgot to think of all the words in my mind. But I believe I am improving each time. I didn't achieve my objective. So, I didn't use the perfect, concrete

and use grammar structures, and pronunciation patterns. Besides, I didn't learn the vocabulary using the image (Diary 3)

On the other hand, my self-assessment evidences that I need to work more on language fluency since I felt that during the activities was very slow as it was evident in diary No. 4:

I didn't listen well to the teacher, I asked the teacher in my reflection if I should speak more fast and loudly. I committed too many grammar mistakes. But I must note down the new words in the notebook, and I learn new vocabulary, I try to learn the new grammar before I go to the classroom.

Concerning my self-assessment about one of the strategies implemented during my participation in the English club, attention focusing, I realized that I used the strategy to I relax by moving a cushion. The next excerpt shows an example of this strategy.

The successful strategy is relaxing, when I caught of cushion, besides I must organize my ideas in my mind, and I will use in the future these two strategies, which allow me to give the best answer. I believe that these strategies can help me with my problem with oral production. I only must learn these keys and I will implement them in a future class and my life of teaching, and when I felt anxious and worried. (Diary 5)

From the findings mentioned above, I concluded that I should prepare more myself previously of going to the classroom and I relax by moving the cushion (key chain). That is to say, I must organize the ideas in my mind, learn new grammar and vocabulary, and I relax by moving the cushion (Key chain). I will only prepare me and relax me using the above-mentioned strategies before the speaking activity.

Adaptative defensive. Adaptative defensive is the last strategy of the self-regulation process that involves certain actions, and of this process learning or acting in other ways. The adaptative defensive strategies that I discovered in the analysis of the diaries focus on that I must try to learn vocabulary, and new grammar structures and note down the new words. The next excerpt from Diary 1 shows an example of this strategy:

So, I must improve much, I should learn a lot of vocabulary and not trying speed up the answers and learn useful expressions for getting help in class. Besides, I relax if there is noise. As a result, I didn't get fluent in my speech in English, I cannot reward me. Besides, as for the adaptative defensive approach, I could find a strategy to improve the learning of oral production. The next excerpt shows an example of this strategy: "But I must note down the new words in the notebook, and I learn new vocabulary, I try to learn the new grammar before I go to the classroom. (Diary 4) "

Furthermore, I discovered the strategy of relaxing by moving a cushion (key chain), which allows me to improve the performance of the speaking task. The next excerpt shows an example of this stratagem:

"The successful strategy is relaxing, when I caught of cushion, besides I must organize my ideas in my mind, I will use a future these two strategies, which allow me to say the best answer (Diary 5) "

From my point of view about this process of adaptative defensive, I must incorporate more strategies like these, prepare more myself before the classroom and the instance of the speaking

activity. I must know the grammar vocabulary, I organize the ideas in my mind, and relax to pay attention in the English club.

7. Conclusions

To answer the research question, which focuses on describing my experience as a pre-service teacher at LLEI of Universidad Santo Tomas when implementing self-regulation strategies during my oral production, three main findings were obtained. Firstly, even though I established my learning goals in the forethought phase, I concluded that I could achieve my goals, I consider I need to prepare and learn the vocabulary and grammar in advanced to improve my performance in the class; for instance: I could implement mind maps to learn and memorize the vocabulary.

The second finding is related to the performance phase. I could implement the strategies prepared in order to feel relaxed moving a cushion or sitting close to my teacher. It means I could create an adequate atmosphere for learning. It evidences that when I felt relaxed, comfortable, and secure, I focused on the activity of speaking and I could improve my oral production.

The last finding shows that I could achieve my goals of oral production. To do that, I must prepare myself before the speaking activity in terms of studying grammar and vocabulary to be able to organize my ideas in my mind. So, I will structure my sentences about the topic, and I will stay secure when I say the answer to the question of the native teacher. Thus, I will give the proper answer. However, I have to reconsider the level of difficulty of the objectives I established, since some of them were difficult for me to achieve.

Based on the findings mentioned above, the implementation of the self-regulation strategies not only helped me improve my oral production but also, to reflect on how I could use those strategies as a language teacher. For example, the forethought phase makes me conscious of the

need to prepare the vocabulary and grammar before planning a lesson. In that way, I could feel more secure and less nervous when I will teach them in the classroom. Moreover, the reflection phase taught me to analyze my own performance and think of new strategies to improve my oral production and also the way I would teach.

This research project is pertinent because self-regulation strategies contribute to improve and reflect on your own oral competence, be conscious of mistakes and establish strategies to learn on your own and create appropriate language environments.

The contributions of the inquiry are multiple, concerning me as a student, I learned to establish objectives to improve my oral performance, prepare myself before the classroom by memorizing grammar and vocabulary and I should, so I will pay attention to the speech of the teacher and answer using correct words to the question will be done by the teacher. Regarding the language learning field, this research evidences the need to encourage self-regulation strategies in the language classroom to make students responsible for their own learning and more aware of the aspects they need to improve.

The difficulties of the research are various. I have limitations about writing the facts. So, I could not remember every event of the class, I was always noting down in the notebook the mistakes, while I was presenting the speaking production activities. This allowed me to remain and write the events in the diaries at night. Besides, I did not know how to write my feelings in my diaries. For this reason, I had to learn to write how I felt in the club.

For further research, I could use the imagery strategy of performance/ volitional control phase. This strategy of imagery allows the learners to form mental pictures. The trainers have taught

this strategy to athletes. These athletes have won competitions. Because this strategy helps the learners imagine successful events in order to improve their performance.

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Annexes

Diary 1

Date: August 21th 2023

I went on August 21th 2023, it was on Monday. It was on Ocaña. I went to Susana's classes. She is an American native woman. She looks like an American foreign person. She is tall, thick, old, white woman. In the classroom (dining room and living room of the house) there are two militaries, a nurse, the young kid, and a teacher, The name of the first military is Jose, the second military is name Gabriel, the nurse is Pedro. The teacher Susana and the young kid called Oliver; he is her grandson. Jose is a medium height, thin, young, brown skin, bald, military man, Gabriel is a lieutenant. Gabriel is a funny, medium height, thin, old, brown skin, thick hair, military man. Oliver was naïve, gray eyes young boy. The classmates were in the classroom, because they were the most advanced students of the teacher Susana.

On the other hand, I have in mind the objective of being able to speak fluency the present tense about routines. I did a strategic planning I were close to the teacher Susana and I paid attention to her. I believe that I didn't achieve the objective. So, I did a lot of hesitations and I forgot the vocabulary. Thus, I did fillers words. But I feel me nervous because they were military. I met before with much militaries. The story is so, I gave the sheets to other classmates and the teacher. The sheets had questions about daily routines. The teacher corrected the mistakes of the questions, we solve the questions in the sheets. We take turns for doing us questions. Gabriel always asked the questions. Gabriel military asked me what time do you wake up? I tried to answer the question without I look the answers in the sheet. I answered I wake up

at 8 am. Then, the little boy begins doing annoying noises and he caught some words. I use a strategic planning; I try to listen carefully the question of Gabriel. I organize the first words of sentences in my mind, but I said the first words of my answer, which is okay. But I forgot what time I wake up in the mornings. So, I repeated the word as three times. Thus, I couldn't speak without hesitations. The classmate Gabriel asked me the second question "What time do you take a shower? I answered I take a bath, digo shower at nine half past time. The mistake happened so, I did this, I listen carefully the question, but I organized the first words of the sentence, but I speed up and I did not say the last words of the sentence, the last word of the utterance is shower. After, the kid did annoying things and he gave a card. I said thank you. I felt nervous by the noise who child did. Another student asked me a question. I tried listening another student without reading question and answers of the sheet. I answered well. Another student asked me a question. I answered with fillers in Spanish was anxious and nervous by the noise of the classroom. This mistake happened so, I planned so I try to listen carefully the question of the classmate, but I organized my ideas, although I speed up, and I didn't organize the last words of the sentence in my mind. Thus, I was wrong in the last part of my answer. The kid went to his room. The last question the classmate asked me the question. I answered well, but I forgot a word in English, and I said a sentence in Spanish. So, I did hesitations. The error developed so. I tried to listen carefully the question of my partner without look my answers in the sheet, by contrast, in the moment of organizing my ideas in my mind. However, I speed up I say the first words of sentences. Nevertheless, in this time. I forgot the vocabulary of how-to getting help in English in my class. By contrast, in the performance phase, the classmate asked me the questions about my routine of the daily life.

The goal of being able to speak fluently, the present tense about routines. I couldn't achieve it. Due to, I interrupt my answers with hesitations, filler words, and including with words in Spanish. So I must improve much, I should learn much vocabulary and not trying speed up in the answers, and learn useful expressions for getting help in class. Besides, I relax me if there is noise. As a result, I didn't get fluency in my speech in English, I cannot reward me

Date: September 4th 2023 Diary 2

My dear diary

It was on Monday, I arrived late to the class, because the taxi didn't pass, and I took a moto taxi, anyways. I was in the classroom, there is a new woman classmate. I felt worried, because I didn't arrive early in the classroom. She calls Sky, the other classmate is Pedro the nurse. The new student Sky has a level of A2, and the nurse Pedro has a B2 level They are from Ocaña. Sky is 27 years old. She is a nurse. She has a bun. She has brown eyes; she has brown hair. She has the rosy cheeks. She is a thin, young, white woman. Pedro is a healthier, tall, thin, bearded, white man. He has brown eyes and short brown hair. And the other person in the classroom was the teacher Rossana, she is thick, white woman American native. She is from Los Angeles, Florida, EEUU.

On the contrary, I have in mind the objective of being able to speak fluently the present tense, and knowing use the prepositions of time in, on, at. I achieved the objective. Due to this, I felt secure with the vocabulary, so I have practiced before, I come to the classroom. I answered without hesitations and continuously on the topic of prepositions of time when the partner asked me the question. Besides, I felt reliable, and relaxed, because. there wasn't any noise in the classroom because the little kid was not there. The environment was relaxing. I said the answers of the topic without hesitations, and fuller words, for example, I answered to the question of my partner "do you get up late in Sunday morning?" I answered fluently, I get up late at 9:00 am in Sunday morning. The story is so, I gave the sheets to the classmates with questions with blanks,

which learners must complete using the properly prepositions. I wrote the questions and answers on my notebook, because. I wanted to be reliable about the correct use of pronunciation of words and vocabulary of the topic of Susana teacher. Then. The nurse Pedro asked me the questions, I answered the questions without hesitations.

Actually. I did strategic planning of listening carefully to the teacher, using my vocabulary, I try to avoid hesitations, I organize my ideas of the complete sentence in my mind, I take notes in my notebook, and this, I believe it was okay for developing the fluency in the use of present tense and knowing the use properly of prepositions of time in/on/ at in sentences, I believe that the questions were enough easy, the environment was relaxing. Everybody enjoyed of the classroom. We smiled from time to time.

There was one time when the teacher said I am 53 years old, I didn't understand and I said being a teacher. I believe that I must improve the vocabulary and listening comprehension of getting help in classroom.

The Self-instruction was I asked questions to the Rosy classmate, and the classmate Pedro asked me questions and I answered without looking the answers in the notebook. On the other hand, I reward for the development of fluency in the use of present tense and prepositions of time in/ on/ at. The reward is enjoying eating a white chocolate candy. I felt happy and euphoric, Due to, I am achieving my dream of speaking English fluently.

Date: September 11th 2023 Diary 3

Today, I didn't know that the day was Special. The teacher was doing a sandwich of chicken. The learners and I began the sandwiches of chicken, sweet cookies, and fast-food packages. I choose two sweet cookies and a bag of Cheetos. Today it's the day of love and friendship, I was surprised and shocked. So, I had to buy 4 sweets of white chocolate. Due to, I did the papers with our names. I and the students share the sweets.

On the other hand, I carried several worksheets about adverbs of frequency to the Susana classroom. My purpose of the classroom is to ask and give answers about adverbs of frequency. Furthermore, I will be able to speak with accuracy and good pronunciation,

My ideas of how to plan the experience of learning. Firstly, I use the properly images for learning the vocabulary. Secondly, I try to think all words before speaking. Thirdly, I try to answer fast to the question of the partner. Fourthly, I try to use the properly adverbs of frequency based on the question's partner.

In relationship with the attention focusing. Firstly, I am going to try relaxing while I am going to chew the gum. Secondly, I try to relax before of paying attention to the noise.

Okay, now. In the beginning of the production activity of frequency adverbs I gave the worksheet of speaking production to the learners. The nurse Pedro was in the class. Besides, Rosy was in the living room, which was used like an English classroom. Pedro is an intermediate level. Rosy is in A1 level. As for, the worksheet the teacher who is an American native. She

corrects the mistakes of worksheet, so the worksheet was in British vocabulary. Pedro asked me a question, I answered without use the adverb of frequency. Maybe, I answered fastly, Hence, I begin to think "I have to relax me, I am going to chew a gum. This gum allows me to relax when I was anxious or over worried, I felt so, due to, I felt insecure, anxious, and worried, because I felt frustrated of not saying the correct answer.

You must say I usually take out the trash. Other questions of how often do you do routines? I answered perfectly. I believed what the purpose of lesson plan didn't achieve. Because, I made these two mistakes. Besides, I forgot to think all the words in my mind. But I believe I am improving each time. I didn't achieve the objective. So, I didn't use the perfect, concrete and use grammar structures, and pronunciation patterns. Besides, I didn't learn the vocabulary using the images. Thus, I didn't reward, due to the mistakes what I did. I believe I must have in account the intention of the lesson plan I forgot it what was I answered using adverbs of frequency.

Date: September 26th 2023 Diary 4

Dear Dairy. In this class, the other students did not come. I was alone with the teacher. I felt secure, relaxed, and attentive. Because, I must pay attention more the speech of the Susana teacher. Nowadays, I have in account before of the classroom in English, my main objective for this session was try to speak without pauses and fillers using grammar structures “Gerunds.” However, based on the previous lessons I consider that also I had to pay attention to the teacher Susana, I try to ask clarification, if I didn’t understand what to say the teacher or partner. I note down the new words in the notebook. I try to speak slowly and loudly. I try to use the properly grammar structure “Gerunds ‘use “. As for, attention focusing, I am going to try to relax while I am going to chew a gum because it had helped a lot. In the question of part, A of the discussion, teacher corrected with your style, Teacher asked med “Do you enjoy eating outside of a street café or in a park? Why or why not? I answered yes, I do, I enjoy eating outside in a café with my friends, she corrected, you have to say Yes, I enjoy eating outside in a coffee with my friends. It was because, I was nervous and I did not pay attention carefully to the teacher’s question. I said a sentence without sense, it was because, I was nervous and I did not pay attention carefully to the teacher’s question, because, the sentence was very difficult to me to understand. For example, Teacher asked me Do you enjoy spending a whole day in a shopping mall? I answered I spend nothing time. Teacher corrected me it takes all of my time. Really, I felt nervous and anxious, I was worried about speaking fluently, because, I didn’t achieve focusing in the grammar of the topic of the classroom.

- In the beginning teacher clarifies the translation of all unknown words in the speaking activity. I understand majorly the meaning all questions, so it’s good what I chew a gum.

I feel difficulty when the teacher asked me questions about the use the verb + Ing. When I was answering the question in some cases I didn't answer accurately, because I was worried about speaking fluently, in other cases I didn't paying attention to the teacher's question. I also had problems answering, because I forgot the vocabulary.

Furthermore, I didn't listening well to the teacher, I asked the teacher what is a country you are interested in visiting? She answered "A country I am interested in visiting is a place where Jesus born and I understand the last words Jesus burn, Teacher said it's born. In my reflection I should speak more fastly and loudly. I committed too many grammar mistakes. But I must note down the new words in the notebook, and I learn new vocabulary, I try to learn the new grammar before I go to the classroom. And I didn't reward, owing to, I didn't achieve the objective of speak fluently about the gerunds' use in present simple. I believe the issue it was very difficult. The teacher said what was a difficult topic. Besides, I had problems with the new vocabulary. Due to, I didn't note down the new vocabulary.

October 24th 2023 Diary 5

My dear Dairy

It was on Tuesday. I had class with my teacher, Susana. I felt happy, because I had class of English. So, I love the English language. In this class I was alone with the teacher. I felt secure and relaxed, because, I can speak with confidence with her. In this class is going to ask and give answers about superlatives. My objective for this class was to speak with accuracy and speak clearly using superlatives. When I was thinking on my plan first, I tried to organize my mind. Then, I will attempt to speak loudly. After, I will attempt to ask for a repetition of clarification. Afterward, I attempted to write the unknown words before the activity. I will try to interact successfully using the appropriate vocabulary. I will attempt to speak using correct pronunciation. What is more, I will attempt to talk using the correct superlative structure.

By contrast, I am going to develop attention focusing. Firstly, I will attempt to get closer to the teacher to listen better. Secondly, I will try to relax by moving a cushion when I feel nervous. I will attempt to copy in the notebook the grammar of superlative.

The teacher asked me a question about superlatives. The theme of speaking is comparing the person with three or more people. The class went with the teacher and I, I feel nice, because the teacher told with affection. The teacher has a good pronunciation and spelling. Teacher asked me a question of superlative, which is new and difficult for me. I gave wrong answer. Due to, I forgot the new vocabulary, and I didn't note down in the notebook. I feel frustrated, incompetent, and anxious, because. I didn't forget to note the unknown structure in the notebook, due to the fact that the sentence was new for me.

Afterwards, the teacher asked me, “who lives the furthest from school?” The teacher pointed to me, and I caught the cushion and I tried to relax me. I attempted to organize my ideas in my mind, and I said the correct answer. Furthermore, I was happy, euphoric, and I could answer well the question when I relaxed with a cushion.

I am going to speak fast, but I thought “I am going to try to relax when I play with the cushion. So, I try to relax me, and I said the correct answer. I am doing an introspection I advance a little in accuracy. But I must speak correctly the structure of the grammar of topic of the lesson. I cannot reward me, because I didn’t achieve the goal by one hundred percent. Due to, I didn’t note down the new vocabulary, I didn’t organize in my mind my ideas for answering, I didn’t interact successfully using the appropriate vocabulary. The successful strategy is relaxing, when I caught of cushion, besides I must organize my ideas in my mind, I will use in a future these two strategies, which allow me to say the best answer. I believe that these strategies can help me with my problem with oral production. I only must learn these keys and I will implement them in a future class and my life of teaching, and when I felt anxious and worried.