Introduction

During the last three decades, education research has drawn attention to the framework for understanding the psychological basis of learning from a teacher-centered approach to a student-centered approach. The viewpoint has emphasized a major responsibility on students for their own learning. Students should not rely on instructors to learn successfully only in schools; on the contrary, they should promote themselves to be self-motivated, self-regulated, and independent thinkers and learners throughout their lives. John Gardner, former Secretary of Health, Education, and Welfare of the United States defined the favorable feature of self-regulated learning quite well--“The ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education” (as cited in Zimmerman & Schunk, 1989).

Self-monitoring has been considered as an influential sub-process for the success of self-regulation. The effects of self-monitoring on
students learning have been explored in a variety of areas. A number of researchers have found that through the application of self-monitoring strategies, they can improve students’ academic performance (Lan, 1998), time on task (DiGangi, Maag, & Rutherford, 1991), classroom behavior (Maag, Rutherford, & DiGangi, 1992), and problem-solving ability (Delclos & Harrington, 1991). As an instructor in the English Speech course, I found that many EFL college students entered the English speech classroom with high levels of anxiety and low expectation, as described in their Precourse Self-evaluation Forms—“I don’t know any Public Speaking skills.”; “I don’t think I can deliver a speech in front of people.”; “I wish I didn’t have to give the speech.”; “I’m always nervous when I give a speech.”; “No one will be interested in what I have to say.”

Analyzing the reasons for students’ low self-efficacy in this class, I realized that it might be the challenges in English speech skills and the low involvement of self-monitoring strategies that prevented students from learning effectively. In order to learn successfully and effectively in college, students need to use self-monitoring strategies. Teachers can provide an external cue which stimulates a self-monitoring process to help students to engage in self-monitoring when studying English Speech.

This current study was designed to investigate whether focused self-monitoring was more effective than general self-monitoring in improving students’ English speech performance. The secondary purpose of the study was to identify students’ self-monitoring strategies use and investigate self-monitoring practice in the English Speech course. Practically, the findings of this study should provide an
effective educational approach to enhance students’ performance in English Speech class and self-regulation in learning.

**Literature Review**

Zimmerman (2002) described self-regulated learning as the process that consists of three phases: forethought, performance or volitional control, and self-reflection. According to Zimmerman, self-regulated learners are able to set goals effectively, use effective strategies to achieve the goals, manage diverse resources, and monitor their progress. Research also has shown that the self-regulatory skills are highly predictive of students’ academic success and these skills can be taught in class (Prinrich & De Groot, 1990; Schunk & Zimmerman, 1994).

Self-monitoring, defined as “observing and tracking one’s own performance and outcomes” (Zimmerman, 1998, p.78), has been shown the enhancing effects on college students’ learning and performance in different tasks. Lan (1996) provided a protocol that helped students to record the amount of time spent in learning important concepts in an introductory statistics class and monitor their understanding of these concepts, the results showed that students’ academic performance on course examinations and use of learning strategies in the class were improved.

Researchers (Lan, Repman, & Chyung, 1998) also showed that college students’ knowledge retention and problem-solving ability were improved by displaying a diagram of a problem-solving procedure on computer monitor or asking a series of questions to guide students the problem-solving procedure step by step.
Many researchers have developed the effective strategies to involve students in self-monitoring. For instance, Delclos and Harrington (1991) worked with students in a computerized problem-solving task. In this study, students answered a series of questions before, during, and after the task to “monitor the problem-solving processes being used” (p. 38). The results showed that the students in the self-monitoring group were able to solve more difficult problems in less time than those who did not monitor their strategies. In addition, McCarl et al. (1991) taught students with intellectual disability to record progress on classroom assignments and they found that students’ on-task behaviors were improved and the productivity also increased.

Although researchers believe that self-monitoring do benefit students’ learning, students’ involvement of using self-monitoring strategies is quite low. Lan (1998) conducted a study and investigated self-monitoring strategies used by students at different school levels. The results indicated that only about 20% of elementary students used self-monitoring strategies to observe or track their learning process and outcomes. Only 50% of graduate students involved themselves in self-monitoring of learning tasks. Zimmerman (1998) explained three reasons for student’s unwillingness of using self-monitoring: (1) students might be unaware of the effectiveness of self-monitoring on learning, so they might not have the desire to use the strategies; (2) students might have low self-efficacy in using self-monitoring, so they may not have the confidence to apply these strategies; (3) students might not value the learning.

Oral performance in English is commonly required in courses offered in most universities in Taiwan and some graduate programs
even require public speaking in English as a general education requirement for graduation. However, just like the native speakers of English, many students who speak English as Foreign Language (EFL) enter the English speech classroom with high levels of anxiety and limited speech skills. Lacking of speech skills can undermine learners’ self-confidence and negatively influence estimations of a speaker’s credibility and abilities (Morley, 1998).

A potential solution to the low self-efficacy problem is to provide the students with an external cue stimulating a self-monitoring process and help students to involve in self-monitoring when mastering English speech skills. The other solution is to help students identify self-monitoring strategies that they have been applying in learning. According to Lan (2005), compared with strategies designed by researchers, the self-monitoring strategies developed and used by students are more effective when implemented in classroom instruction.

On the basis of the literature reviewed, the researcher designs this study to answer two questions: (1) whether focused self-monitoring is more effective than general self-monitoring in improving college students’ English speech performance and (2) what self-monitoring strategies do EFL college students use in an English Speech course.

**Method**

**Participants**

Fifty-six students enrolled in an English Speech course were recruited to participate in this study. They were randomly assigned to two experimental conditions: a focused self-monitoring condition and a general self-monitoring condition after signing their consent forms.
There were 28 students in the focused self-monitoring group with 21 females and 7 males, and 28 students in the general self-monitoring group with 23 females and 5 males. The average ages were 21.13 (SD=1.25) for the focused self-monitoring group and 21.35 (SD=1.42) for the self-monitoring group.

**Design and Procedure**

The Experiment 1 was a pretest-treatment-posttest design. The pretest was conducted to evaluate the students’ English speech performance in the second week of a semester. Students in the focused and general self-monitoring groups were asked to deliver their first 3-minute English speech in this class and the researcher videotaped the students’ speech performance.

Throughout the semester, students received instruction of designing and delivering an English speech, practiced four types of speech (informative, persuasive, entertainment, and impromptu), and observed their videotaped speeches, discussed with peers and the instructor. Students in the focused self-monitoring group reviewed their videotapes using the English Speech Evaluation Form and completed a 2-page reflection paper. The questions that directed students’ focus of self-monitoring were listed in the reflection paper: “Watch carefully how you did in the English Speech.” “Were you doing what you were supposed to do in the introduction, the body, and the conclusion?” “Did you handle the visual aids effectively?” “Did you present good voice quality? Students in the general self-monitoring group were asked to observe the videotapes and complete a written assignment that gave a general instruction of “Please describe how you did in the English speech.”
In the final phase, students’ final speeches were videotaped to get the scores of the posttest. The instrument used in this study was the Toastmaster International speech contest evaluation form. The criteria include speech development, effectiveness, speech value, body languages, voice, manner, appropriateness, and correctness. Two raters evaluated students’ English speech performances independently. The evaluation form was administered before and after the treatment to yield pretest and posttest scores. The purpose of Experiment 1 was to examine whether focused self-monitoring is more effective than general self-monitoring in improving college students’ English speech performance.

In Experiment 2, the Self-Monitoring Strategies questionnaire was administered during the last week of the semester. In the one-page, open-ended questionnaire, students were asked to describe the strategies or approaches that they use to determine when they are ready for the required tasks in English Speech class. The three questions read:

1. How do you know when you have finished reading assignments and are ready for the English Speech class?
2. How do you know when you are ready for the first individual speech in the English Speech class?
3. How do you know when you are ready for the final individual speech in the English Speech class?

Students had approximately 30 minutes to complete the questionnaires during the test. Two coders used the rubric developed by Lan, Denham, and Lin (1998) to score the students’ responses to the three questions. Each response was placed into one of 13 categories from “Doing Nothing” to attending to “Physiological Signs” to “Systematic Rehearsal” and “Reviewing Previous Performance”. The purpose of
Experiment 2 was to investigate these students’ self-monitoring practice in preparing for an English speech and identify their self-monitoring strategies.

**Data Analysis**

The researcher averaged the two raters’ ratings on the English speech evaluation forms in the first speech and the final speech performances to create a first speech score and a final speech score for each student. The agreement between the two raters shown in correlation coefficients was .72 for the first speech score and .77 for the final speech score. With the acceptable interrater reliability, the researcher averaged the two raters’ ratings to create a pretest score based on the first speech and a posttest score based on the final speech.

An analysis of covariance (ANCOVA) was computed to test the effect of self-monitoring on students’ English speech performance with the pretest score as the covariate and the posttest score as the dependent variable. The assumption of homogeneity of variance was met, $F(1, 54)= 1.55, \ p=.34$. The treatment effect was significant, $F(1, 53)= 6.58, \ p= .006$. As predicted, students in the focused self-monitoring group had better English speech performance ($M_{unadjusted}=75.3, \ M_{adjusted}= 85.7, \ SD= 5.35$) than students in the general self-monitoring group ($M_{unadjusted}= 73.7, \ M_{adjusted}= 78.9, \ SD= 7.2$).

Two research assistants independently reviewed the 56 students’ responses to the three open-ended questions. They compared their coding schemes and classified the responses into 13 categories. According to Schunk (2000), self-monitoring must reflect a learner’s “deliberate attention to some aspect of one’s behavior” (p. 360). In
addition, some researchers (Pressley, Ghatala, Woloshyn, & Pirie, 1990) have shown students’ perceptions or feeling about their learning and performance were not accurate and they believe that self-monitoring must be demonstrated in learners’ actions, rather than in their feelings or perceptions. Therefore, the first seven categories (doing nothing, physical signs, time or repetition, feeling of confidence, being told by others, doing as required, and sense of memorizing) are classified as unsophisticated because these strategies reflect little or no self-monitoring on the learners’ preparation. The last six (self-testing, being tested by others, overt presentation, elaboration, systematic rehearsal, and reviewing previous performance) are categorized as sophisticated and reliable strategies because they offer the students more useful and reliable information about the level of learning. Table 1 presents the categories with the definitions and sample responses from the students.

### Table 1

*Categories of Student Responses to the Self-Monitoring Strategies Questionnaire*

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition ¹</th>
<th>Sample Responses from Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing Nothing</td>
<td>Inactive cognitively or behaviorally</td>
<td>“I just read the chapter.”</td>
</tr>
<tr>
<td>Physical Sign</td>
<td>Bodily responses</td>
<td>“I always stayed up late for the assignment the night before the English”</td>
</tr>
</tbody>
</table>
Speech class. My head hurt so much and I could not remember my speech.”

<table>
<thead>
<tr>
<th>Time or Repetition</th>
<th>Set allowance for studying time and repetition</th>
<th>“I have read the assignment 3 times.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence Feeling</td>
<td>Feel confident and prepared</td>
<td>“I know I am ready when I feel comfortable and confident.”</td>
</tr>
<tr>
<td>Told by Others</td>
<td>Rely on others’ judgment</td>
<td>“I practice with some of my friends and they will tell me if I am ready.”</td>
</tr>
<tr>
<td>Doing as Required</td>
<td>Complete assigned tasks</td>
<td>“I just finished the reading assignment and completed the outline.”</td>
</tr>
<tr>
<td>Sense of Knowing or Understanding</td>
<td>Emphasize understanding/memorization without really monitoring it</td>
<td>“I know I am ready when I memorize the manuscript.”</td>
</tr>
</tbody>
</table>
| Self-testing*      | Explicitly test one’s own knowledge           | “I rehearse my speech in front of the mirror. If I can deliver it successfully in 3
<table>
<thead>
<tr>
<th>Training College Students to Use Self-Monitoring Strategies in English Speech Class</th>
<th>徐碧霙</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>minutes, I know I am ready to speak in public.”</strong></td>
<td>Testing by Others*</td>
</tr>
<tr>
<td><strong>Explicitly present or explain what is learned to others</strong></td>
<td>Overt Representation*</td>
</tr>
<tr>
<td><strong>Add information to learned material to make the material precise, complete</strong></td>
<td>Elaboration*</td>
</tr>
<tr>
<td><strong>Summarize and rehearse with main ideas and key concepts</strong></td>
<td>Systematic Rehearsal*</td>
</tr>
</tbody>
</table>
Review Previous Performance* Judge from performance on previous exams or assignment
“I reviewed my previous speech videotaped by the instructor and I know I need to improve my pronunciation and grammar.”

Note.
¹ Categories and definition are from Lan, Denham, and Lin (1998).
* Reliable and sophisticated responses are designated by * sign.

The questionnaire data are summarized in Tables 2 and 3. Table 2 represents the frequency distributions of the students’ responses grouped by the two experimental conditions (focused self-monitoring group and general self-monitoring group). By the end of the semester, a significant decrease in the use of unreliable strategies was found in the focused self-monitoring group (e.g., “doing as required”). Meanwhile, these students employed more reliable strategies (e.g., “systematic rehearsal”, “self-testing”, and “review previous performance”) for the final individual speech held during the last week of the semester. For the students in the general self-monitoring group, little change was shown in the use of the self-monitoring strategies. However, it is worth noting that most of the students in this group employed reliable strategies (e.g., elaboration) throughout the semester.
## Table 2

*Frequency distributions of student responses to the Self-Monitoring Strategies Questionnaire*

<table>
<thead>
<tr>
<th>Category</th>
<th>Finishing Reading Assignment</th>
<th>Preparing the first individual English Speech</th>
<th>Preparing the final individual English Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F. S. M.</td>
<td>G. S. M.</td>
<td>F. S. M.</td>
</tr>
<tr>
<td>Doing Nothing</td>
<td>3 5</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Physical Sign</td>
<td>5 8</td>
<td>2 8</td>
<td>1 10</td>
</tr>
<tr>
<td>Time or Repetition</td>
<td>10 13</td>
<td>9 16</td>
<td>10 19</td>
</tr>
<tr>
<td>Confidence</td>
<td>9 11</td>
<td>6 10</td>
<td>4 9</td>
</tr>
<tr>
<td>Feeling</td>
<td>4 3</td>
<td>0 0</td>
<td>2 3</td>
</tr>
<tr>
<td>Told by Others</td>
<td>23 24</td>
<td>15 22</td>
<td>10 23</td>
</tr>
<tr>
<td>Doing as Required</td>
<td>18 20</td>
<td>15 14</td>
<td>9 12</td>
</tr>
<tr>
<td>Sense of Knowing or Understanding</td>
<td>7 4 16 6</td>
<td>18 9</td>
<td></td>
</tr>
<tr>
<td>Self-testing*</td>
<td>7 4</td>
<td>16 6</td>
<td>18 9</td>
</tr>
<tr>
<td>Testing by Others*</td>
<td>5 3</td>
<td>20 6</td>
<td>22 9</td>
</tr>
<tr>
<td>Overt</td>
<td>13 11</td>
<td>14 10</td>
<td>17 11</td>
</tr>
<tr>
<td>Representation*</td>
<td>12 15</td>
<td>13 14</td>
<td>21 15</td>
</tr>
<tr>
<td>Elaboration*</td>
<td>12 15</td>
<td>13 14</td>
<td>21 15</td>
</tr>
</tbody>
</table>
Table 3 presents the mean number of self-monitoring strategies each student reported for the three learning tasks. The students in the focused self-monitoring group employed more strategies by the end of the semester than they did at the beginning of the semester. The students in the general self-monitoring group did not show dramatic increase in the use of the self-monitoring strategies by the end of the semester.

**Table 3**  
*Mean Number of Self-Monitoring Strategies Used Per Student*

<table>
<thead>
<tr>
<th></th>
<th>Finishing Reading Assignment</th>
<th>Preparing the first individual English Speech</th>
<th>Preparing the final individual English Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused self-monitoring group</td>
<td>3.96</td>
<td>4.52</td>
<td>5.75</td>
</tr>
<tr>
<td>General self-monitoring group</td>
<td>4.18</td>
<td>4.32</td>
<td>4.96</td>
</tr>
</tbody>
</table>
Discussion

The primary purpose of the present study is to examine whether focused self-monitoring can help students in self-monitoring and improve their learning performance in English Speech class. The result of the study showed evidence that students who took part in focused self-monitoring had better performance than those who did not took part in the focused self-monitoring learning activities. Practically, the findings of the research developed an instructional strategy: videotaping students’ performance provides students with the self-regulated learning opportunities. Students can review their learning processes and performance critically by focusing on main elements of the learning task.

The data of the study also showed that students who engaged in focused self-monitoring increased the use of more reliable and complex self-monitoring strategies by the end of the semester than they did at the beginning of the semester. The researcher believes that students can be taught to practice self-monitoring strategies. Once students have the opportunities to use these strategies they can realize that these self-monitoring strategies are effective. Therefore, it is important to integrate the self-monitoring strategies into college curriculum.
References


訓練大專生使用自我監控策略
提升英文演說能

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朝陽科技大學應用外語系所

摘要
本研究旨在探討應用專注性自我監控學習與一般性自我監控
於提升大專學生英文演說能力之效益。五十六位主修英文之大學生
參與此為期約一學期之研究。本研究分為前測、英文演說課程訓
練、以及後測三階段。在演說課程訓練期間，實驗組和控制組學生
分別接受專注性自我監控學習及一般性自我監控方法之指導，藉
由錄影技術，學生自我持續觀察上台演講的表現，針對自己所觀察
到的各種演講策略使用、是否達成目標、以及演說表現的優缺點與
研究者以及同儕進行討論，並完成自我省思日誌。本研究結果顯
示，專注性自我監控學習確實比一般性自我監控方法較能改善學生
的英文演說能力。本研究的次要目的在探討學生在英文演說課程
自我監控策略之應用情形。研究者嘗試發展自我監控學習教學模
式，將其應用在英語演說課程，希望可提供相關教育者有效的教學
方法與課程設計，並提高學生自主學習動機。

關鍵詞：自我監控學習，英文演說技巧