



Improving Speaking through Self-assessment of Role-Play Facilitated by Padlet

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### **Abstract**

The aim of this study was to enhance student's speaking skills through role-play by guiding self-assessment strategies facilitated by Padlet. This research was conducted with twenty senior year students from a public institution in San Cristóbal Island- the Galápagos Islands, Ecuador. This action research project was implemented in five weeks, collecting quantitative and qualitative data from pre and post-tests, a self-assessment rubric, field notes, and an interview. The effect size from quantitative data proved a moderate impact, Cohen's  $d= 0.26$  as a result. Qualitative data and field notes showed positive results in the student's speaking and a positive acceptance of self-assessment strategies to enhance their language learning. The innovation reinforced grammar, vocabulary, pronunciation and interactive communication. Some main results emerged from this research. Speaking was enhanced by guiding self-assessment as part of speaking skills, helping students to become more independent as a result of the new technologies available and use of the Padlet platform. Findings from this innovation have implications for teachers who want to strengthen speaking skills in public schools in a different way.

*Keywords:* self-assessment, speaking, role-plays, Padlet, EFL

### Resumen

El objetivo de este estudio fue mejorar las habilidades del habla de los estudiantes a través del juego de roles guiando las estrategias de autoevaluación facilitadas por Padlet. Esta investigación se realizó con veinte estudiantes de tercer año de bachillerato de una institución pública en la Isla San Cristóbal, las Islas Galápagos, Ecuador. Este proyecto de investigación de acción se implementó en cinco semanas, recolectando datos cuantitativos y cualitativos de pre y post pruebas, una rúbrica de autoevaluación, nota de campo y una entrevista. El tamaño del efecto de los datos cuantitativos demostró un impacto moderado, como resultado  $d = 0.26$  de Cohen. Los datos cualitativos y las notas de campo mostraron resultados positivos en el habla del estudiante y una aceptación positiva de estrategias de autoevaluación para mejorar su aprendizaje de idiomas. La innovación reforzó la gramática, el vocabulario, la pronunciación y la comunicación interactiva. Algunas investigaciones principales surgieron de esta investigación. El habla mejoró al guiar la autoevaluación como parte de las habilidades para hablar, ayudando a los estudiantes a ser más independientes como resultado de las nuevas tecnologías disponibles y el uso de la plataforma Padlet. Los resultados de esta innovación tienen implicaciones para los maestros que desean fortalecer la habilidad de hablar en las escuelas públicas de una manera diferente.

*Palabras clave:* autoevaluación, hablar, juegos de roles, Padlet, inglés como lengua extranjera

**Improving Speaking through Self-assessment of Role-Play Facilitated by Padlet**

In a globalized world, where English and technology have become widely essential, English, the lingua franca connects people everywhere, as emphasized by Shih (2010). Techniques for embracing and strengthening the usefulness of English language acquisition have reached a relevancy among researchers and educators in various areas, especially in education. As Acosta and Cajas (2018) mentioned the insertion of systems like the Common European Framework of References (CEFR) and the application of some teaching methods to fulfill the learning outcomes are crucial to improve the L2 teaching. Chen (2008) compared certain explanations of constructivism and learner autonomy, and stated that self-assessment still has a broad role in language teaching. Hattie (2009, as cited in DiCerbo, 2016) the highest impacts are self-reporting grades.

Speaking is one of the skills that should be acquired productively by learners (Suryani, 2015). English is spoken in the world by many, and students are not the exception. Brown (2001) cited that speaking was an essential process for building up connotation that associates producing, receiving, and processing sounds of speech as principal components. Additionally, Cameron (2001) mentioned that this skill is used to reflect meanings so that other individuals can create a sense of them. Mainly, this crucial skill is used to communicate among individuals through technology that is breaking barriers in education.

In Ecuador public schools, learning English is mandatory from second grade to senior year. Regarding the Ecuadorian standards of English teaching, at the end of high school, learners should obtain the B1 level according to the Common European Framework for languages (Ministerio de Educación, 2012). Nevertheless, few students graduate from their high schools with a proficiency English level in terms of knowledge and skills fulfilled throughout the process. As specified by CEFR levels, at the B1 interaction band

the learners should be willing to “exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence, as well as summarize and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail” (Council of Europe, 2018, p.90).

Some researchers claim that acquisition of new English words, translation, and grammar used exclusively to teach speaking has not been fruitful (Li & Mu, 2014). Nunan (1992) pointed out that there are some issues in teaching oral skills in an EFL classroom, namely scarcity of motivation and an insistence on using their first language. To strengthen students’ speaking skills, it is essential to apply a suitable technique for improving speaking.

Furthermore, Wang (2004) stated that students can improve their language skills in the class by using computers and different technological devices which provide learners the sense of autonomy and eagerness. The author further stated that the electronic devices have beneficial and real communication components. According to Ilter (2009), students can be active, motivated and immersed in the language learning process with technology. Other advantages of technology are diversity of authentic materials and low price. Currently, there is a high acceptance of distance education making language acquisition more available (Brown, 2003) because of the interactive nature of the learning tasks.

As established by Boonkit (2010), English is used by native and non-native speakers as well as by tech savvies on the Internet. Applying Information and Communications Technology tools provides learners interactive and virtual communication. As Richards (2006) mentioned, real-world assignments are those that reflect real-world uses of language and which are considered exercises for a real-life task.

As cited by Christianson et al. (2009), the learner should be at the center of the assessment procedure. Self-assessment changes the duty for reflection and assessing of the development to the student. Using audiovisual tools encourage students to have better understanding in their L2 development. Shumin (2002) stated that an application such as Padlet, it is an audiovisual stimulus carries out perspectives as sights, hearing, and kinesthetic cooperation which support students in real experiences. Stahl (1985) indicated that students are lifelong learners, and they should develop the independent learning strategies being involved in a technological society.

As reported by Bailey (1998), traditional assessments are standardized, indirect and inauthentic. These kinds of assessments do not provide students an advancement of their learning progress. Besides that, there is no feedback given to students, and the tasks are individualized. It would not be easy for the student to learn effectively and it may hinder the progress of the required skillfulness to enhance the target language, as well as the scarcity of self-reflecting, noted Ariaifar and Fatemipour (2013). As stated by Christianson et al. (2009), self-assessment helps students build up autonomous learning so they are aware of weaknesses of their own speaking performance, and create specific options for improvement.

There have been related studies using self- assessment on EFL students. For instance, self-regulation via self-assessment can help when students are monitored and given feedback to get them familiar with the standards, set their own objectives, and create a plan with significant strategies to accomplish them, and work towards them (Saltos, 2019). Another similar study is that self-assessment requires a participatory and critical intervention of a student, since they must think for themselves how much each person is learning to understand the improvements and weaknesses, for example in the vocabulary domain of an L2 (Ortiz, 2018). Moreover, the investigation of the effect of self-assessment

on speaking skill of Iranian EFL learners by Harris (1997) proposed a solution for this situation, which was encouraging training to learners in the skill of self-assessment.

Another study by Ariaifar and Fatemipour (2013) stated self-assessment can be understood as measurement developed by learners themselves, being a relevant aim in helping learners to revise their learning advancement or to determine their language proficiency or language ability. The authors indicated that the usage of self-assessment increased the learners' speaking skills. Furthermore, the aforementioned studies about self-assessment were conducted with EFL learners from upper high school and even university levels. A gap in the research exists concerning self-assessment at the Galapagos Islands learners in all levels. The studies that have been reviewed for this research include self-assessment of speaking using role-play as the activity (Demirkol, 2019; Shen & Suwanthep, 2011). The videos were uploaded to Padlet for review in different situations and locations.

During this researcher's teaching experience in senior year, students strove to continue a dialog; and, they wanted to speak or think the same way as they spoke their L1. Based on the given importance placed on learning English, it was not simple for the teacher to give lessons to strengthen different skills of a second language in the classroom. Prior to implementation, most of the students were unable to develop speaking in the classroom, and they had little interest. Traditional methods were not working for this researcher, particularly if used for the entire class. Also, students used Padlet as an interactive resource to support the development of their learning to speak fluently.

### **Literature Review**

Studies related to speaking skills in the acquisition of learning an L2 have been made for many years (Nunan, 1992; Wang, 2004). The following section intends to provide deeper considerations on the principal concepts of this research and the different perspectives researchers have expressed about independent learners. The focus of this study

was using self-assessment to improve speaking in a real-world setting reflecting the practical use of language with the added motivator of technology.

### **Self-Assessment**

Brown and Harris (2013) defined self-assessment as acts descriptive and evaluative performed by the learner related to his or her own effort and academic abilities. Ushca (2020) highlighted that self-assessment is one of the most used strategies in the classroom from all diverse students' perceptions, and it is significant to apply it to strengthen the student's target language. Iraj et al. (2016) advocated that student autonomy, self-assessment and peer assessment are acquiring strength and playing a more essential role in language teaching. These procedures allow the students an opportunity to evaluate their own learning. Additionally, these authors stated that through self-assessment and role-play, students know how they are progressing in their ability to speak in English and what they can do with the abilities they have accomplished.

Students may need to keep practicing and implementing self-assessment. Nevertheless, Butler and Lee (2010) discovered that self-assessment had unnecessary but positive outcomes among young EFL students in their English language development, and it was found that students who did the unit-based self-assessments rarely enhanced on their language accuracy as compared to students who did not. Another factor these authors mentioned is that learners did not completely understand the objectives behind self-assessing and the scarcity of teachers' feedback. Self-assessment may change the composition of the interaction and relationship between teachers and students. EFL and ESL learners are frequently at a disadvantage when it comes to assessing their own English language learning because learners are not capable of comparing themselves with the native language speakers (Jamrus & Razali, 2019).



However, through self-assessment, teachers can comprehend and monitor their students' knowledge, use of strategy, and affective states. Allowing teachers to open a dialogue and provide interaction with their students during instruction improves learning (Dann, 2002). An accurate self-assessment relies a lot on the learner's own autonomy during the language acquisition.

Aeginitou et al. (2010) indicated that self-assessment improves the development of understanding, because it helps students to create links between what they already know and new experience. It also promotes critical thinking and reconstructs student's knowledge. Furthermore, learners can inform themselves about their own individual outcomes. Chen (2008) observed that students who are also associated with lifelong learning, incorporated into different subjects and areas achieving fullest autonomy through self-assessing. In other words, self- and peer-assessment can get pupils prepared for effectiveness and improvement in their daily lives.

### **Speaking**

Bashir et al. (2011) regarded that speaking is the most relevant skill students can acquire, and they can assess their advancement in terms of their goal achieved in spoken communication, as well as define speaking ability as the measure of knowing a target language. (Leong and Ahmadi, 2017) asserted that speaking English is not a simple skill because learners must know meaningful components like grammar, pronunciation, fluency, vocabulary, and comprehension. Human beings are born to speak before they learn how to read and write. In any situation, individuals spend more time interacting in oral form with language rather than using it in its written form. Speaking is the most crucial ability because it is one of the skills that are needed to develop a conversation or speech. Learners should have enough speaking skill to be able to communicate effortlessly and productively (Abrar et al., 2018). According to Rivers (1981), speaking in L1 outside the classroom is

used twice as much as other abilities like reading and writing. It is the intention of this innovation to encourage students to use L2 more frequently and feel confident when speaking; therefore, using the CEFR as a point of reference, the students in this study are at an A2 level and should be able to create short dialogues or role-play.

### **Rubric**

The rubric adapted from Cambridge English KET A2 level (see Appendix 1) provided learners the ability to improve their speaking skillfulness during the implementation process through self-assessment based on aspects such as vocabulary, grammar, pronunciation and interaction by doing role-play (Cambridge, 2019). Fostering speaking correctness can be a challenge in EFL learners (Dincer & Yeşilyurt, 2012). Folse (2004) stated that the acquisition of vocabulary is not as fundamental as learning grammar or the other components of language, when there is a reality that learning vocabulary has a very crucial function in English language learning (Chen & Chun, 2008; Shoebottom, 2007). This is because the more words students know, the more they comprehend what they hear and read.

By interacting with technological tools such as audiovisual material, speaking can be surpassed according to research conducted by Ebadi and Asakereh (2018). Learning pronunciation is also taken into account. Several studies regarding pronunciation cited that students show improvement in their speaking while interacting with ICT tools like recording, and by creating videos (Gonca & Sabahattin, 2016; Sze-Chu & PoYi, 2016).

### **Grammar.**

Türkmen and Aydin (2016) emphasized that grammar is a part of being capable of speaking, writing, reading or comprehending an L2 successfully. Without knowing basic grammar features in English, the students cannot use the L2 accurately. Nonetheless, as mentioned before, grammatical performance is the key factor in the language acquisition.

Consequently, using authentic materials is required for learning grammar, in other words, it is mandatory (Ozkan, 2011). Efrizal (2012); Nasiri and Gilakjani (2016) indicated that speaking is of high importance for the individuals' interaction. In addition, it is a way of communicating ideas and messages.

Grammatical competence can boost learners' ability to apply and understand the structure of English language properly that guides their fluency (Latha, 2012). Further, Şeker (2016) pointed out universal grammar and L1 are connected to each other. Based on this view, universal grammar is only fully feasible until L1 is fully acquired. Likewise, Haidara (2016) indicated that environmental human psychological factors such as cultural background and motivation are crucial for succeeding in most EFL learners in their English speaking development since most of the students have good levels of English grammar as well as vocabulary. The same author further suggested that in order to overcome the lack of confidence, hesitation, shyness and fear of making mistakes while speaking the L2 teachers must encourage students.

### **Vocabulary.**

Khan et al. (2018) confirmed that vocabulary is one of the great concerns of the L2 learner. Vocabulary acquisition requires the learner's skills in theory and practice. Additionally, Hao et al. (2019) stated that the improvement of hardware technology for mobile devices, tablets and computers has provided students the chance to learn at anytime and anywhere, strengthening their passion in learning and raising their desire to learn vocabulary.

### **Pronunciation.**

Yang (2017) remarked that pronunciation is a cognitive procedure influenced by internal factors like learning strategies, motivation, learning attitude and external factors such as peer performance, learning environment as well as the mother tongue. Carruthers

(1987) and Florez (1998, as cited in Moedjito, 2016) explained that the strategies of teaching and learning pronunciation are vast and rely on aspects such as distribution and the existence of different sounds in learner's L1 and age. Thornbury (2005) advocated that students should master some pronunciation features like intonation, stress, and pitch to help students speak the English language effortlessly and adequately.

### **Interactive Communication**

Subandi et al. (2018) maintained that the objective of an interactive communication strategy is to create a better communication to make sense of and provide each other feedback by guiding the goal of the communication. Furthermore, they stated that the online media is one of the faster improvements of data and communication technology these days. Moreover, Safhira and Hamuddin (2019) concluded that online interactive communication is real-time exchanging information such as during video conferencing, telephone conversation or internet chat session, in other words, ICT tools have advantages for learners to enhance their skill in communication.

### **Communicative Language Teaching**

Toro et al. (2019) emphasized that Communicative Language Teaching (CLT) is a communicative way in which assignments should be integrated into the class or lesson to allow learners to express their feelings and engage them in a dynamic learning environment that encourages students to do their activities productively. Alamri (2018) pointed out communicative language teaching (CLT) as a thriving approach which creates fluent language speakers and communicators. This strategy has led learners in secondary school to be capable of communicating and interacting in English. Jansem (2019) advocates CLT "which has been named as a conventional approach to language teaching, as seen through communicative language curricula, assessment, and other similar factors in education" (p.59). Richards, (2006 as cited in Jansem 2019) further identified essential parts of CLT

implementations like “meaningful interaction, opportunities for meaningful negotiation, content engagement, multi-skills, and errors as a product of creative language use, diverse learning rates, communicative strategies, and teachers as facilitators” (p.59).

### **Strategy Inventory for Language Learning**

One of the instruments used in this research was Oxford’s Strategy Inventory for Language Learning (SILL). Amerstorfer (2018) stated that SILL has accomplished meaningful popularity and became the most useful tool in language learning strategies (LLS) research. The SILL has been flexible to help specific groups of young learners as well as concrete research contexts. For instance, the language spoken in learning circumstances in a particular research aim like enquiring about different features of L2 learning, such as pronunciation or vocabulary fosters speaking improvement. Similarly, Oxford and Burry-Stock (2003, as cited in Saks & Leijen 2018) argued that SILL is a useful instrument and they confirmed the predictive validity in relation to the target language, and it could enhance language performance.

### **Feedback**

Paterson et al. (2019) indicated that feedback is an essential factor during the student’s learning process to close the gap between what learners know and do not know. Brookhart (2017) mentioned that feedback provides learners a better comprehension and improvement of the information acquired during their learning process. Gan et al. (2018) established that teacher classroom feedback has been evidenced as a key factor in the learner’s development as well as in the learning process. Also, feedback has been named as a main characteristic of successful instruction for teachers of all subjects and grade levels. Furthermore, Hattie and Timperley (2007) demonstrated when feedback is provided to learners accurately and focused on the correct level, the use of feedback outcomes can aid to reduce the gap between students and desired development. Tseng and Yeh (2019)

indicated that there is another form for feedback use and it is video feedback, which came out during the growth of learning technologies. Hung (as cited in Tseng & Yeh, 2019) searched the efficacy of video on EFL learners commitment and methodologies for giving peer feedback and found out while receiving and producing video feedback that learners became more engaged and more capable of enhancing their English speaking skills, areas like pronunciation, intonation, projection, posture and purpose.

### **Role-play**

Role play is a method that permits students learn during the simulation of several situations, working in groups for setting scene discussions, activities and quizzes to enhance learners' performances since a connecting act (Marin & De la Pava, 2017). The role-play is most frequently designed using lifelike criteria so that the students can participate in situations as close as possible to reality (Kusnierek, 2015). Huang (2008) established that role-play has been promoted as a successful tool for the necessities of today's students more than traditional teaching methods, this task has shown better learning outcomes in three major learning domains: affective, cognitive, and behavioral. Besides that, students take on the role of another individual, and they practice empathy and perspective-taking that will lead to more self-reflection and consciousness on the part of the student (Hidayati & Pardjono, 2018). Harmer (2007) stated that role-play will encourage students in a real world setting to communicate, and provide individuals a chance to communicate in diverse fields in social contexts as well as in different forms for self-assessment. Mayasyarah (2017) indicated that role-play makes the learner experience by using effective language. Role-play allows the students the opportunity to plan and rehearse what they are going to say.

### **Backward Design**

According to Wiggins and McTighe (2012) backward design is a framework for planning instruction beginning with the transfer goal. They suggested that teachers tag their activities to identify them as transfer, meaning making or acquisition. By planning for transfer, teachers support their students to make meaning and transfer the knowledge. Hosseini et al. (2019) presented arguments to emphasize “Backward design is a great way to bring in the real world knowledge and resources that will really engage your students to help educators to build interactive and relevant units which can really help language educators to create significant and engaging units” (p.36).

### **Information and Communication Technology (ICT) Tools.**

Nowadays, the use of ICT tools has broadened the learning process. Li et al. (2019) argued that quality education and the use of ICT are the current trends in education. They maintained that teachers play vital roles in providing educational development, such as setting new pedagogies by using ICT. Moreover, Gunuç and Babacan (2018) mentioned that integrating technology in an L2 education, pupils can learn by practicing and enjoying without memorization as well as they can improve their language abilities via different platforms or applications in and outside of the classroom.

### **Padlet.**

Using Padlet as an ICT tool in language learning classes has become advantageous in improving student curiosity and may boost learner encouragement, as mentioned in England (2017). Forcheri and Molfino (2000) explained ICT reinforces and motivates students to self-assess when they have to record the dialogue, they will produce significant language. In addition, Zou and Xie (2018) indicated that through the use of Padlet, learners can post videos, web links, recorded voices, pictures and music. They can also write and add comments freely. Beltrán-Martín (2019) sustained, Padlet supports learners’ reflections

about their own learning and raises the flexibility of the learning, since both teachers and students can contribute to the virtual wall anywhere and anytime.

This platform allowed students to learn something from other classmates as a tool for keeping discussions. Another benefit of this interactive tool is that through this, it encourages collaborative learning among students that allows learners to express their thoughts on a common topic easily (Sangeetha 2016). In addition, according to Ellis (2015), Padlet reinforces and motivates students to self-assess when they record the dialogue, producing significant language, providing an advantage for posting videos by individual students to be shared in real-time with the whole class. The access is via a standard web-browser, making the tool relatively easy to use without any prior preparation, such as downloading an App. It is a collaborative tool where students can use it easily to upload videos and also check the other group's videos in different situations.

### **Research Questions**

- ☐ 1. To what extent did speaking improve? (quantitative)
- ☐ 2. To what extent did self-assessment improve following role-play on video?  
(quantitative)
- ☐ 3. To what extent did students' perspectives change with implementation of the innovation? (qualitative)

### **Innovation**

Given the situation with COVID-19, the innovation was implemented completely online. To communicate with the students, the teacher created a Padlet including eleven documents uploaded so that students could see, use and download different information and materials for the innovation (see Appendix 2).

In addition, students participated in daily Zoom lessons. The teacher shared PowerPoint presentations during zoom meetings (see Appendix 3). At the end of the day,



the teacher emailed the slide for the day to every student to make sure that they had a record of expectations for the next day. The teacher provided feedback on student's role-play through Whatsapp. Students learned to video themselves from a scripted dialogue initially provided by the teacher. Before, students learned to self-assess, they had training on how to self-assess as they learned to speak for real tasks such as a job interview in role-play situations.

First, the researcher taught students to assess themselves against a rubric by using Cambridge videos. Then, students recorded five videos by creating conversations, and then students self-reflected and evaluated their performance in a second language using a rubric. According to their background and the content of the class, they worked on a project where they created five role-plays with the vocabulary and expressions provided by the teacher on Padlet and YouTube videos. Each dialogue was named using the situational location of the Island because students only had twenty four class hours to finish the project. The teacher monitored the communicative competence giving students the opportunity and confidence to use the L2.

In addition to the course textbook, the teacher uploaded to Padlet different flashcards with locations like airports, an interpretation center, and a recycling plant. Students were instructed to work in pairs. They wrote their dialogues, got feedback from the teacher, and then recorded their conversations, using their cellphones and uploaded them to Padlet. Then, they self-assessed using the rubric and reflected on their work and planned for the next video recording.

Moreover, an advantage of the video in Padlet was that classmates commented and informally reviewed each other's work in or out of class in an interactive format. In the end, students took a useful language or conversational language to communicate among themselves in various real situations. The teacher gave feedback checking grammar,

vocabulary, pronunciation, and interactive communication, and then assessed different skills that integrated through the process of teaching and learning that helped to boost students' confidence in their speaking skill. At the midpoint, students recorded their role-play videos with just notes or cards. For the final role-play video, students used what they knew without reading from a scripted dialogue.

The instructional design was meant for a face-to-face environment but was not altered, just adapted for the virtual model. Students were able to receive instructor feedback on their progress to strengthen speaking skills. Each student created a Padlet account to post their videos and reflections. During the five weeks the innovation lasted, students uploaded five videos to Padlet based on the units of the books. For each video they self-assessed speaking skills, set goals, and made an action plan.

Students used SILL (see Appendix 5) to choose a strategy to improve their speaking. The SILL self-report questionnaire consisted of 50 items divided into six categories, developed by Rebecca Oxford (2003), and started with a brief introduction, explaining its aims and how to complete Part A and part B. The students responded to all items on a Likert scale from 1 (Never or almost never true of me) to 5 (Always or almost always true of me). A Spanish version was used because of the students' L2 level.

### **Methodology**

This study is an action research. Ravid (2015) described it as a programmed sequence that begins by identifying problems that need to be improved, searching for research-based practices, implementing them, and reporting the outcomes. This action research included qualitative and quantitative data. Creswell explained that method components are designed to occur when qualitative and quantitative methods thrive in the study (2012, as cited in Yurtseven & Altun, 2015). The dependent variable is speaking, and the independent variable is self-assessment.

**Participants**

The study involved a group of 20 students from senior year (10 males and 10 females) in a public high school located in San Cristóbal Island- Galápagos. With an A2 English level proficiency based on the online test they took. The participants were students assigned to the researcher and chosen from all senior year courses considering the number and the availability of the students who had five class hours of 40 minutes of English per week. Their age range was between 16-17 years old. The participants had been studying English as a foreign language for several years and chose to volunteer for the project. However, from prior experience, most of the students showed a lack of confidence and motivation when asked to speak in the target language.

**Instruments**

The following instruments were intended to help the researcher to obtain demographic (see Appendix 4), quantitative and qualitative information about the investigation. The researcher conducted an online placement test (see Appendix 6) before applying the innovation. Interviews were conducted by the researcher (see Appendix 7). Students had a choice to be interviewed in L1 or L2. Their recorded interviews were translated and corrected where necessary.

**Strategy Inventory for Language Learning (SILL).**

The SILL tool gathered information about self-assessment strategies that students employed as second language learners to improve a foreign language. This instrument was adapted from Rebecca Oxford's Strategy Inventory for Language Learners (Oxford, 2003) for students' reality (see Appendix 5). The sample group was at an A2 as determined based on the placement test from Cambridge. The SILL instrument was translated to Spanish for better understanding. Additionally, the researcher realized that students went beyond to use similar strategies to improve their speaking during the implementation.

**Pre and Post Test.**

The first video was considered as the pretest. This video was recorded by the students with the first topic about environmental issues in the Island located on the beach. Then learners uploaded to their Padlet accounts during the first week. The last video recording was the posttest with the same topic but at a different location, namely at the restaurant where they felt enthusiastic for their outcomes while speaking.

**Self- assessment rubric.**

The adapted Cambridge Key (KET) A2 level (Cambridge, 2019) was implemented as a rubric to assess students' speaking skills through the use of role-play with recorded videos. This rubric was divided in three components: Grammar and vocabulary, pronunciation and interactive communication, each one was evaluated on five points by measuring the students' speaking development. In other words, the presentation of the adapted rubric was provided by the teacher. Students used the rubric to self-assess their speaking abilities and mapped out how to improve their subsequent videos.

**Field Notes.**

Field notes are crucial components of precise qualitative research for documenting needed contextual data. (Phillippi & Lauderdale, 2018). Field notes were essential for the researcher because in this way the teacher could register the things that happened during the implementation with major details. The field notes format (see Appendix 8) had three sections related to the lesson plan: the first section was the objective. This part of the field notes allowed the researcher to establish the objective of each lesson daily. Moreover, the second section was the observations during the classes in which the researcher wrote down specific details to determine what needed modification in the lesson plan. Finally, the last part of the field notes was the decision for what the researcher had to do for next classes as improvement within the classroom activities.

**Interview.**

Szombatová (2016) indicated that interview is one of the most used techniques, especially when it belongs to methods of gathering data used in qualitative research, and interviews are done face to face with direct contact between the interviewee and the researcher, by telephone or in online way. To gather the qualitative data of this innovation, the researcher obtained information from student's perspectives on self-assessment and their created role-plays by using an interview process where nine students were selected randomly (see Appendix 7) to answer the four questions set in the interview. Some students answered the interview in English and some of them in Spanish that were recorded on Zoom individually. Through this interview, students demonstrated their accomplishment by using and learning different strategies linked with technological tools for education.

The instruments for this innovation attempted to answer the following questions:

**Q.1. To what extent did speaking improve?**

Students took an online placement test from Cambridge Assessment English to determine their English level. The version of the placement test was KET designed to determine their English level (see Appendix 6). A pre and a posttest for speaking was applied to determine improvement in oral production by comparing students' recorded dialogues at the beginning to the last one recorded to measure their improvement.

The pretest was the first video in pairs. It took place on week one. It was assessed with a rubric (see Appendix 1) the teacher gave them. They reflected and scored themselves. The students developed a topic from environmental issues they were working during the lesson, and the video lasted about three minutes.

Video number five was used as a posttest. It took place on week five. In this final video, the students talked about the topic the teacher assigned. They worked in pairs without reading the conversations. They used SILL (see Appendix 5) and chose any

strategy according to their improvement plan. This final video also lasted three minutes like the previous ones. The teacher compared the results to determine improvement of oral skills.

To evaluate the videos, the learners first uploaded them to Padlet platform, and then they used the Cambridge English: A2 Key Speaking test rubric of (CEFR), (see Appendix 6) which had three sub-skills, each with descriptors of accomplishment level, and a quantitative grade from one to five, with three a passing grade and five the top one. The first sub-skill is Grammar and Vocabulary, which assesses the control, range, and appropriateness of simple grammar structures and the necessary vocabulary to complete the task. The second one is Pronunciation and it graded the intelligibility of speech in terms of stress and individual sounds. The last sub-skill is Interactive Communication, which referred to responding, and maintaining interaction. They graded from one the lowest to five the highest.

### **Q.2.To what extent did self-assessment improve following role play on video?**

Students graded themselves by using the provided rubric (see Appendix 1). The researcher assessed students with the same rubric and compared results. The rubric facilitated student's speaking improvement in L2.

### **Q.3. To what extent did students' perspectives change with implementation of the innovation?**

Interview enabled learners to explain more on the issues and went beyond the answers of the questionnaires. Nine students chosen randomly were interviewed using the interview protocol in English and Spanish where there were four questions. The students talked about their experience through self-assessing themselves and how confident they felt (see Appendix 2). Teacher's field notes (see Appendix 8) and students' daily self-assessments (see Appendix 9) along with student reflections were based on the day's

learning objectives. Field notes helped the researcher identify potential problems and make necessary adaptations (see Appendix 10) to the lesson plan. Students wrote a little reflection each day using the day's objectives by selecting any of the following prompts: Today I learned, I have questions about, I do not understand, and I need help with (see Appendix 9) The researcher used this information to make adjustments in the delivery for the next day.

The questions asked to students were the following:

1. What steps did you follow to self-assess?
2. What strategies did you apply to improve your speaking? Why?
3. How did using the strategies help you improve as a learner?
4. How did the steps you followed to produce the video help you self-assess?

### **Data Analysis**

The pre-test, as well as the posttest were classified and quantified in a spreadsheet in excel and later exported to SPSS (statistical package for social sciences). In this program, the variable went through a process of analysis. The main features that this statistical software displays are the mean scores and standard deviation. Also, the effect size (Cohen's  $d$ ) between the variables was obtained. The qualitative results were analyzed by re-reading the transcripts from the interviews to find out patterns and by choosing quotes from both the self-assessment as well as the reflection students wrote.

### **Ethical Standards**

The researcher of this study formally requested permission from the Principal of the high school to implement the innovation as well as obtained the authorization from parents. For that reason, a consent letter was sent to the parents to approve the participation of their children in the innovation. Later on, the researcher explained to the students how the strategy was going to be used and why it was chosen. They were notified that the research

study was voluntary, and they all agreed to be part of it. All the data collected in this research study was treated with absolute anonymity and confidentiality.

### **Results of the Study**

This investigation was based on three diverse sources. The first one was the Padlet platform that has a sequential students' execution with five videos recorded by each learner during the five weeks of the implementation. The second source was the student's self-assessment rubric (see Appendix 6) for obtaining quantitative data as a vital instrument to assess their improvement of each video. Also, the teacher's assessment to grade the effectiveness of self-assessment itself was a vital part of the data. Besides, applying role-play and self-assessment innovation, students were willing to push themselves and not just rely on the teacher's opinion. But, the most important thing is that they felt eager to perform and strengthen speaking abilities by participating with confidence.

The third source was an interview that yielded qualitative data. Nine students were chosen randomly to be part of the meetings. To conclude, the results answered the three research questions: Q.1. To what extent did speaking improve? Q.2. To what extent did self-assessment improve following role plays on video? Q.3. To what extent did students' perspectives change with implementation? It is ordered according to the research questions. Tables were used for descriptive statistics and quotes for qualitative data

**Q.1. To what extent did speaking improve?** Table 1 displays the teacher's mean for the pre-test and post-test, standard deviation and the effect size. As it is shown below the effect size value ( $d=0.26$ ) which is considered as a small effect. Data from pre-test displays a mean of 9.5 ( $SD=1.4$ ). Contrary, data collected from post-test displays a mean of 13.1 ( $SD=1.34$ ). Moreover, the difference between the means is 3.6.

Table 1

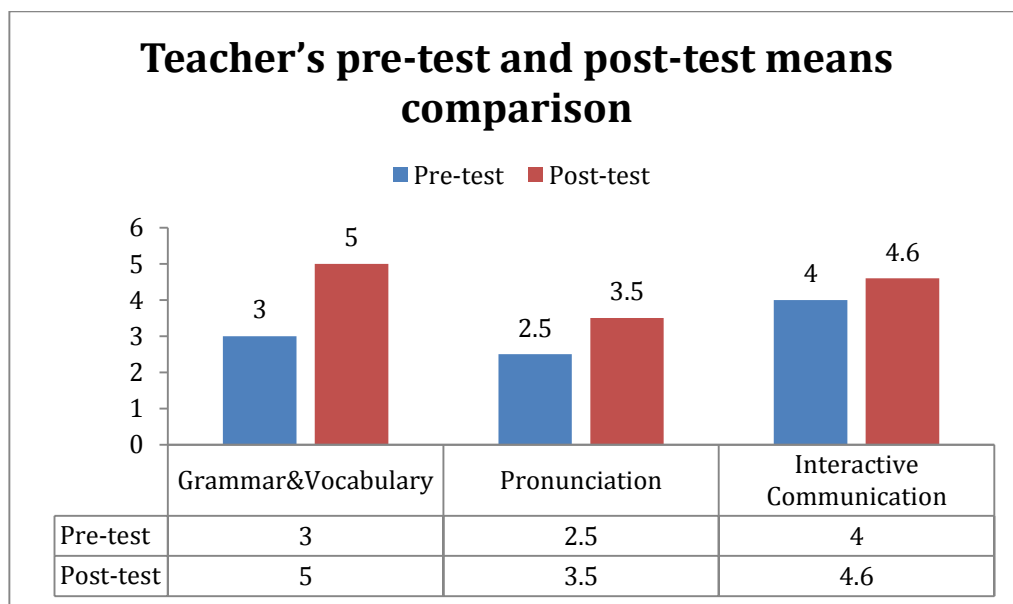
*Pre and post-test descriptive statistics*



Pre and post-test descriptive statistics				
	N	Mean	Std. Deviation	Effect size
Pre-test	20	9.5	1.4	0.26
Post-test	20	13.1	1.34	

In addition, figure 1 shows the teacher's average results compared with the pre and post-test of all components that were part of the innovation development divided in sub-skill categories such as grammar and vocabulary, pronunciation and interactive communication. Each of the sub skills were rated from one to five points based on the rubric. All three aforementioned sub-skills displayed an improvement of 2 for grammar and vocabulary, 1 for pronunciation and 0.6 for interactive communication, and grammar and vocabulary the sub-skill which obtained the highest improvement.

*Figure 1.* Teacher's pre-test and post-test means comparison

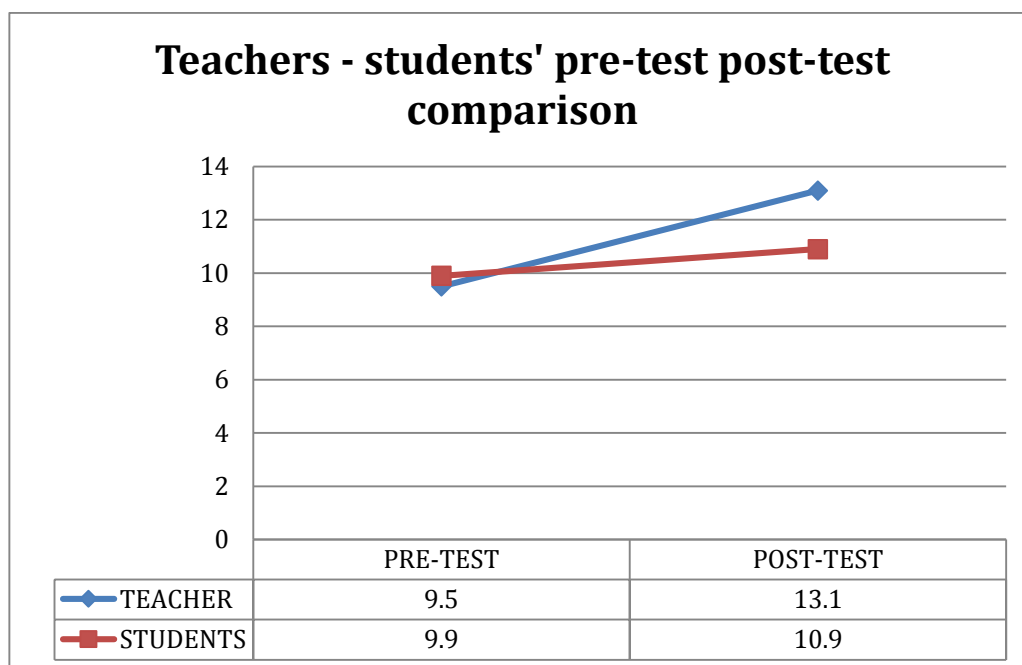


## **Q.2.To what extent did self-assessment improve following role plays on video?**

To respond to this question the teacher's grades and student's self-assessment were taken into account (see Appendix 5). The data collected from 20 participant's pre and post tests are displayed in figure 2. It shows average values from teacher and students from the first and last grade assignment. The students' average values showed an almost imperceptible

enhancement from the first and the last video, from (M=9.9) in the pretest to (M=10.9) in the post-test, a minimal point overcame since the beginning of the innovation. On the other hand, they were not very similar, which goes from (M=9.5) in the pretest to (M=13.1) in the post-test. At the end, the difference between students and teacher's pre-test was 0.4, the final video average mean was 2.2. The process was similar to the teacher's assessment, using the same rubric. At the end of the innovation, students were harder on themselves than they should have been. The teacher saw growth.

*Figure 2. Teachers - students' pre-test post-test comparison*



**Q.3. To what extent did students' perspectives change with implementation? In**

this section of the innovation, three instruments gathered data to answer this question. The final part of the results shows an examination of a student's daily self-assessment towards this innovation; all the following answers were taken from the final interview (see Appendix 7). There are also some field notes that supported the teacher's view of the gradual implementation of the innovation. Using student reflections as a basis and despite the Pandemic and the restrictions, the students were quite satisfied with the innovation and would have liked more time.

**1. What steps did you follow to self-assess?** They indicated that by using the rubric little by little they improved their speaking development and they did their best in the participation and they also looked for good role models. Students also indicated the advantages of self-assessment guidance.

*“Well, first I checked the qualifications of the rubric’s requirements and tried to do all of them and after recording the video I always checked my pronunciation and also I always tried to do my best while interacting with my partner.” (S1)*

*“So first, what I used to compare my dialogues with some students was listening to different people speaking English. For example, I watched videos on YouTube that are in English done by English speakers to see how my performance was. I see that I am improving little by little.” (S2)*

*“The steps that I followed that I can remember were watching TV shows with my family at night. Now, I like to listen to some songs in English. That’s why I am here trying to speak in English and when I don’t understand the meaning of some words, I search the meaning on Google. I recently read some articles in English about coronavirus, the topic of the day.” (S3)*

*“Well, the first thing I did was to succeed in my goals for myself, analyze my strengths and weaknesses, considering my mistakes as learning opportunities, overcoming them every day and feel afraid of what has been achieved.” (S4)*

**2. What strategies did you apply to improve your speaking? Why? (Learning strategies)** According to the quotes, students mentioned the strategies they used. Some of them are listed in SILL, other strategies students liked were technology applications. Moreover, the mentioned strategies helped them to improve their pronunciation.

*"I practiced the sound of English speakers so this way my pronunciation is going to improve when speaking. I also watch English TV shows or go to movies with subtitles so that I understand new expressions and I added to my vocabulary."*(S1)

*"So, apart from using SILL strategies that you sent us in your Padlet account I also usually listen to English music and watch videos on YouTube, as I told you in the English Channel. I try to practice with songs and pronounce some words by listening, practicing and improving my dialect a little."*(S2)

*"First, the main strategy that I applied was to watch TV shows because their English is more fluent and I can improve my pronunciation. I listen to the right pronunciation because it is not the same as listening to English in Ecuador."*(S3)

*"The strategies I used were listening to music, watching movies and series with subtitles of language in English because this helped me a lot to practice pronunciation, learn new words and the correct way to write."*(S4)

**3. How did using the strategies help you improve as a learner? (Positive aspects)** In a positive way of learning, the students stated that using the SILL strategies they gained more effective input of speaking because strategies guided them in different ways to develop their role-play by practicing. Another important fact is that students mentioned that they liked to use technology when studying.

*"I think these strategies are very useful because they worked for me. For example, when I watched a movie in English, I distinguished the accents and the different ways to refer to something including these abbreviations or slang."*(S1)

*"Trying to practice little by little, I could use what I was doing. For example, I used it to do my dialogue or practice the conversations."*(S2)

*"The strategies helped me because I had an idea of how I can improve or what kind of words I can use. For example, all of my classmates and I were working on the*

*environment of Galapagos that was the topic so I learned new words about the environment from the word bank that you gave us and this is one example.”(S3)*

*“It helped me to improve my writing, dialect and all about my development when speaking.”(S4)*

**4. How did the steps you followed to produce the video help you self-assess?** For final videos that students created where they felt comfortable and relaxed. Throughout, students recognized that making a set of various videos with rich topics helped them to create and customize them creatively. The main part of recording videos is that students could practice pronunciation, check grammar, and enrich their vocabulary by interacting among them.

*“Well, basically I always checked my pronunciation and if it goes wrong I have to repeat the video. Sometimes, it was not possible because here the internet is too bad but also I check my own use of vocabulary and according to that I self-assess and try to improve and correct the mistakes.”(S1)*

*“Well, what I followed to produce the videos was worth it to me because I had to check the videos in order to see how the conversations were. For example, when I put a background sound, I heard background noise as I produced the video. I took the background noise out to hear the voice clearly. ” (S2)*

*“Basically, the steps helped me to improve how I record my videos. For example, I didn’t know what to do first. I knew I had to write a dialogue but with steps, I had a better idea of how to record my video and with the help of the new words I applied to the dialogue and then I recorded the video I think that I did my best.” (S3)*

*“This helped me to do a better job, carry on the structures and dialogues I learned new computer tools for making the videos.” (S4)*

## **Discussion**

Some findings emerged from the results. The objective of this study was to improve students' speaking skills through the use of self-assessment strategy by doing role-play. According to the first question, to what extent did speaking improve, the researcher found that interactive communication using online resources improved. These results showed substantial growth considering that the innovation lasted five weeks and students were distracted by the pandemic situation around them. It was a different way to teach. Subandi et al. (2018) claimed interactive communication's aim is to build up a better communication and create sense of it, and the online media is one of the breakthroughs for communicating these days. The teacher's pre and post-test started with a mean of 9.5 and went up to reach 13.1. At the end, the difference between the mean displayed and enhancement of 3.6. Nevertheless, by reviewing the students' reflections and the researcher's field notes, it was evident that students valued their experience even if it was not fully reflected in the data. This significant development could be that grammar knowledge is a crucial part to be able to speak, write, read or comprehend a second language profitably, and without knowing grammar features in English, the students cannot use the L2 in a proper way as stated by Türkmen and Aydin (2016).

The second question was to what extent did self-assessment improve following role-play on video. Quantitative data obtained with the student's grades the same as teacher's grades with only a short difference during the application of the innovation. Aeginitou et al. (2010) pointed out that self-assessment enhances the development of understanding, because it helps learners to build up connections between what they already know and new exposure.

As the innovation began, students were confident after receiving training in the use of the rubric and having lots of practice self-assessing. At the end of the innovation, students pushed themselves more than the teacher when scoring their final video. Iraj et al.

(2016) stated that student autonomy and self-assessment are getting strength and playing a more vital role in language teaching. The final mean average mean was 2.2. This can only be pointed to the acquisition of self-assessment skills, and an accurate understanding of the self-assessment rubric. Furthermore, the qualitative data displayed that students maintained that they got a certain determination and control during the entire innovation, starting with setting a schedule from video one to video five and self-assessment of their work. During this moment of understanding, students improved their self-assessment skills. Chen (2008) observed that through self-assessing students also joined with lifelong learning, incorporated into diverse subjects and areas accomplishing fullest autonomy.

The third question was to what extent did students' perspectives change with implementation? Initially, the sample group was concerned about not being familiar with the use of self-assessing in an L2 and even in the use of Padlet. Students claimed not to have previous training with the use of self-assessment and ICT tools like Padlet in the educational area. Forcheri and Molfino (2000) explained that ICT boosts and encourages students to self-assess when they have to record their dialogue and they will produce meaningful language. Additionally, they looked for deeper information on the Internet or activities related to second language learning.

Students' perspectives towards feedback changed in a positive way. Firstly, students were unwilling to ask for teacher feedback. In the end, students were capable of asking for help or generating questions without hesitating. Some students claimed to be more fundamental about their development. Hattie and Timperley (2007) indicated when feedback is given to learners properly and focused to the correct level; the use of feedback results can help to join the gap between students and desired improvement. Students also stated that working paired up was an incredible experience. They claimed that having the

option to work this way, they could divide their assignment when writing their scripts becoming easier and gaining time to do the activities.

Finally, students valued the whole work of applying the innovation as positive results as well as how motivated they felt while doing the creative innovation. Most of the students showed high commitment and responsibility with the deadlines and the way they were motivated with the innovation learning in a new and interactive manner. Moreover, Safhira and Hamuddin (2019) emphasized that online interactive communication is real-time exchanging information such as during video conferencing, telephone conversation or internet chat session, and also ICT tools have advantages for students to strengthen their skillfulness in communication. Because of the breakthrough in technology, students were motivated to use the technology to learn L2 to record their speaking.

### **Conclusions**

The analysis guides to the following conclusions: speaking was improved by promoting self-assessment through role-play, by recording videos with relevant topics based on the students' reality that was environmental issues in the Galápagos Islands. The innovation was conducted in a short period during quarantine COVID 19, especially where the Internet signal was not strong. Both, pre and post-test results were obtained with moderate improvement in the student's speaking. SILL strategies proved to be valuable strategies to follow during the self-assessment improvement of the sample. After finishing the innovation, field notes, students' daily self-assessment and interviews illustrated a clear perspective of self-assessment guidance and a significant enhancement in student's determination.

Quantitative data was collected from Cambridge adapted rubric (see Appendix 1). It assessed grammar, vocabulary, pronunciation and interactive communication. Grammar and vocabulary components showed the highest improvement followed by the interactive



communication, with pronunciation showing the lowest progress of all the components evaluated during the five weeks. The influence of making videos during the innovation was a positive way to generate students' growth and to identify their strengths and weaknesses.

Field notes showed a vital reinforcement that the researcher could appreciate in terms of the main components of the rubric: grammar, vocabulary, pronunciation, and interactive communication during planning and recording videos, and also the self-assessment. Furthermore, the researcher monitored progress behind planning and all the accomplishments implementing each video, from the video practice and final video five. The action plans from the students were essential to accomplish their expectations. It is crucial to pursue vast language experiences with a great variety of demanding situations like dialogues and role-playing tasks. This development would help them to accomplish goals and have higher possibilities about their future. Based on the data, the innovation produced positive results.

### **Limitations**

At the beginning, the implementation of the innovation was laborious for the researcher and students. This was the first year online instruction for the teacher and for the students. After that, they adapted to this different way of teaching and learning. Another limitation was the English level of some students for interpreting the different instructions while doing the innovation. Additionally, one of the biggest problems in the Galápagos Islands was the Internet connection to have virtual classes on Zoom and upload the videos on the platform Padlet presenting some difficulties with the connectivity.

Moreover, the lesson plan was adapted because of the difficult time of the Pandemic and it lasted longer in order to explain the different assignments online. Furthermore, there was a reduced sample of participants in the research. Without a larger sample size, the results of this study cannot be generalized. However, working with small groups could be

fruitful for individual teaching and feedback. The data collection from the students was tedious due to the way of learning virtually. Finally, the lack of a control group limited the opportunity to raise reliability of the results.

### **Recommendations**

The author of this study highly recommends to future researchers that relevancy of self-assessment and the use of rubrics be explained to all learners to be able to adapt this innovation to different situations they may face. Many colleagues do not use self-assessment, rubrics or feedback for instructional delivery. Therefore, their students and new teachers are not familiar with these practices. It is advisable to use these strategies to support student learning.

Another recommendation is working together with the ICT school department to strengthen the abilities in using technology or allowing learners to use their own resources like mobile phones to expand and improve the range of options for working in technology. Padlet platform can be a tool for teaching a variety of English language skills. Future researchers should explore its use for the development, as well as to enhance self-assessment. Furthermore, the author also suggests involving parents at the beginning of the research to explain to them the benefits of self-assessment to increase student accomplishment. Finally, future researchers can implement a control group to obtain stronger outcomes.

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**Appendix 1**

**Speaking Rubric**

Available upon request.

**Appendix 2**

**Teacher's Padlet**

Available upon request.

**Appendix 3**

**Teacher's PowerPoint**

Available upon request.

**Appendix 4**

Available upon request.

**Appendix 5**

**SILL**

Available upon request.

**Appendix 6**

**PLACEMENT TEST**

Available upon request.



## **Appendix 7**

**Interview to evaluate students' attitudes towards speaking English in class.**

Available upon request.

**Appendix 8****Teacher's field notes****Date:****Self-assessment, role-plays, speaking.**

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**Objective:**

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**Observations:**

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**Decisions:**

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**Appendix 9**

Available upon request.

**Appendix 10**

**Lesson plan**

Available upon request.