



**Facilitating Self-Regulation with Zoom to Improve Oral Production
in Primary School Students**

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Abstract

This mixed-method action research study determined the influence of self-regulation facilitated by Zoom in the improvement of oral production in twelve A1 level primary students in a public school in Loja, Ecuador. This action research was developed in two phases between February and June 2020, before and during the pandemic. The first phase was the self-assessment training phase before the pandemic and the second phase was the implementation of the innovation during five weeks of remote learning via Zoom during the pandemic with twelve volunteers out of the class of thirty.

A speaking rubric measured quantitatively oral interaction data collected in speaking pre and post-test videos. Qualitative data was collected through students' reflections and interviews to analyze their perspectives about the innovation. The results of this investigation showed an increase in students' oral interaction with a large effect size, Cohen's $d = 1,63$. The subskills studied were vocabulary, pronunciation and interactive communication.

Pronunciation showed the largest improvement. Self-regulation contributed to the results even though the students tended to over-rate themselves on pronunciation. Even though students faced challenges, their perceptions about the project were positive. This study contributes to the improvement of speaking skills that public schools need.

Keywords: self-regulation, self-assessment, oral production, mobile devices.

Resumen

Este estudio de investigación-acción de método mixto determinó la influencia de la autorregulación facilitada por Zoom en la mejora de la producción oral en doce estudiantes de primaria de nivel A1 en una escuela pública en Loja, Ecuador. Esta investigación de acción se desarrolló en dos fases entre febrero y junio de 2020, antes y durante la pandemia. La primera fase fue de entrenamiento en autoevaluación antes de la pandemia y la segunda fase fue la implementación de la innovación durante cinco semanas de aprendizaje remoto a través de Zoom durante la pandemia con doce voluntarios de la clase de treinta. Una rúbrica de expresión oral midió cuantitativamente los datos de interacción oral recopilados en videos de prueba oral previos y posteriores. Se recopilaron datos cualitativos a través de las reflexiones y entrevistas de los estudiantes para analizar sus perspectivas sobre la innovación. Los resultados de esta investigación mostraron un aumento en la interacción oral de los estudiantes con un tamaño de efecto grande, Cohen's $d = 1,63$. Las sub-habilidades estudiadas fueron vocabulario, pronunciación y comunicación interactiva.

La pronunciación fue la que mostro mayor mejora. La autorregulación contribuyó a los resultados a pesar de que los estudiantes tendían a sobrevalorarse en la pronunciación. Aunque los estudiantes enfrentaron desafíos, sus percepciones sobre el proyecto fueron positivas. Este estudio contribuye a la mejora de las habilidades de expresión oral que necesitan las escuelas públicas.

Palabras claves: auto-regulación, auto-evaluación, producción oral, herramientas móviles.

Facilitating Self-Regulation with Zoom to Improve Oral Interaction in Primary School Students

English is an international language that is commonly used around the world. It is used for applying for a job, for using internet and social media as well. A study made by the British Council (2015) indicated that in Ecuador this language has been taught in public schools for almost 30 years, however, the English proficiency level in Ecuadorian population has not improved. In fact, the same study surveyed a sample of 502 Ecuadorian English learners and the results showed that participants were least comfortable with their speaking skills, and almost half (46%) of the participants rated their skills as Poor/Basic.

In my personal experience, the low results can be attributed to the lack of application of new strategies during English lessons. In addition, in Ecuador large classes create challenges for English teachers. Lloyd-Strovas (2015) presented arguments to emphasize that in a big class there are some logistical concerns to take in account, among the most important: grading, and providing frequent and detailed feedback.

Urrutia and Vega (2010) mentioned that in EFL classrooms the classes exceed the ideal number to develop some activities, especially speaking practices. According to the evidence shown by British Council (2015) in the case of Ecuador, English language class size can be up to 50 or 60 students.

In that context, to improve the English proficiency level at public schools, English has been part of the academic curriculum in all levels of compulsory education (1st Grade – 3rd Baccalaureate) since the school year 2016-2017. In spite of the improvements that the Ministry of Education adopted to have better results, the goals are hard to reach (Ministerio de Educación, 2016). Although the class size problem cannot be solved by the teacher, there is an important contribution that the teacher can carry out. For example, the implementation of self-regulation is where students can self-assess their oral production, find their own mistakes,

take advantage of them and propose actions to correct them. The sum of self-assessment and the action plan of continuous improvement might result in improved oral interaction and help students become more autonomous by getting immediate feedback.

Given these facts, the current research aims to tackle the difficulty of giving feedback on students' oral production due to the large number of students per classroom or due to isolation during the pandemic. In order to reach this aim, Zoom was used to record the students' oral practices as well as mobile phones.

Pellerin (2012) indicated that mobile devices are bringing new possibilities to assist language learning, especially in activities to improve speaking production through recording apps. The same author explained how helpful the implementation of technology is not only because of the motivation that students feel when using their mobile phones but also because with those video recordings, teachers and students can evaluate and make reflections. For example, by engaging students in revisiting the content of their audio/video recordings, the teacher should model the process of reflection and self-assessment necessary for the students to become aware of their own language learning process and progress (Pellerin, 2012).

In addition, some students struggle with other factors while they are forced to speak in public. One of these factors is the anxiety which has been recognized and identified by authors as a factor that reduces the performance at the moment of speaking. Horwitz (2016) defined language learning anxiety as an amalgamation of various incapacitating psychological as well as behavioral factors that go with language learning situations influenced by the unique process which is inherent in language learning. Self-assessment with Zoom and mobile devices can help overcome anxiety resulting from speaking in front of the class.

This research took place in a public primary school, located in Loja city, Province of Loja, Ecuador. The participants at the beginning were thirty students of seventh grade, but later this sample had to change because on-site classes were changed to on-line because of the

COVID-19 pandemic. Therefore, twelve students from the total group were selected taking into account the availability of technological tools that these students had at home. The placement test showed the students' proficiency English levels ranged from A1.1 to A2 according to Council of Europe (2018) in the document the Common European Framework Reference (CEFR) or also called *Movers* according to the Cambridge Institution.

Students from this public school had difficulties in their oral communication, especially when speaking. They needed to self-direct their learning to regulate the speaking skill. This problem occurs because timely individual feedback from the teacher is difficult to give during class.

This investigation answers the following research questions in order to describe the result of using self-regulation facilitated by Zoom to help students improve their oral interaction: 1) Did L2 learners' oral communication improve? (2) Did the students improve their self-assessment skills? (3) What were the English learner's perspectives about innovation?

Literature Review

This study addresses specifically the low levels of oral production in students through the application of self-regulation which includes self-assessment and an action plan to generate better and more autonomous L2 learning. This innovation is based on the Communicative-Language Teaching (CLT) approach, Mobile Assisted Language Learning (MALL), Self-regulated learning (SRL) and finally Understanding by Design which focuses the lesson planning on desired results.

Self-regulated Learning (SRL)

Self-regulation is considered a proactive process used by students in order to acquire academic skills, such as setting goals, selecting and deploying strategies, and self-monitoring one's effectiveness (Zimmerman, 2000). SRL is the empowering of students' abilities so they

can learn on their own and reach the objectives by applying some useful strategies and reflections shared by the teacher (University of Nebraska-Lincoln, n.d.).

Self-regulation refers to self-directive and self-generated metacognitive, motivational, and behavioral processes through which individuals transform personal abilities into control of outcomes in a variety of contexts (Zimmerman, 2000). Self-directed learning refers to the psychological processes of learners that purposively direct themselves to gain knowledge and understand how to solve problems (Geng et al., 2019). In addition, Hattie and Timperley's (2007) findings indicated that through self-assessment the students can evaluate their levels of understanding, their effort, their strategies used in tasks, their attributions and opinions of others, their improvement and expectations.

In Ecuador, public school teachers have difficulties to provide individual feedback to the entire class due to the excessive number of students. This may affect teachers and students because the students cannot improve their skills, they would not know how to identify their mistakes or what action to take in terms to correct them. However, those difficulties can be tackled through self-regulation where the students are able to set their own objectives based on the result of their self-assessment. Self-regulated learning refers to the self-directive processes and self-beliefs in order to transform mental abilities into an academic performance skill (Zimmerman, 2000).

It is important to point out that realistic and feasible goals must be considered when the educator facilitates activities where students have to self-regulate their learning process. According to Schunk (1990), ways of teaching students to set realistic goals and evaluate progress include establishing upper and lower goal limits and employing games, contracts, and conferences.

Regarding self-assessment, Spiller (2012) emphasized that applying self-assessment during the learning process will produce a natural tendency of checking out tasks in L2

learners in order to improve their learning. Self-assessment also motivates students to be more independent, critical and responsible with their own learning. Moreover, Allen et al. 2020 stated that self-regulated involves three sub-processes: set goals and plan, use diverse strategies to help themselves learn and stay on task and reflect on their performance and evaluate the learning process.

Although, the introduction of self-assessment practices seems to be easy, the concept and opportunities should be introduced very early. Among some good practices of self-assessment there are: to involve students in establishing criteria, to provide guidelines for each stage of the process, to involve students in expressing understanding and judgement in qualitative ways, to justify specific judgements and strengthen the self- assessment skills through self-assessment practices (Boud, 1995).

Rolheiser and Ross (2001) proposed a four-stage model to teach students to self-regulate. In Stage 1, the students define the criteria to be used to judge their own performance. In the next stage, the students learn how to apply the criteria to their own work through examples that the teacher models. In Stage 3, it is necessary for students to receive feedback on their self-evaluations because the students' initial practices are likely to be imperfect. Therefore, teachers need to help students recalibrate their understanding by arranging for students to receive feedback (from the teacher, peers, and themselves) on their attempts to implement the criteria. Finally, in Stage 4, the students must develop productive goals and action plans. This is the most difficult part of self-regulation, however if teachers support their students, they will develop viable action plans.

Communicative Language Teaching (CLT)

Today, after decades of traditional teaching, researchers and teachers agree that CLT or the Communicative Language Teaching is the ideal approach to reach the goal of communicative competence. Additionally, Brown (2000) held the position that the application

of this approach lets the students focus on their own learning process. Therefore, CLT arises as a current approach to teach L2.

Brown (2007) indicated that CLT focuses on all the components of communicative competence, both fluency and accuracy, and classroom tasks that prepare the students to communicate in contexts outside the classroom and on developing autonomous learners. The teacher's role is as a facilitator and guide, not a knowledge giver. The students' role is as active participants in the classroom where cooperative and collaborative learning is emphasized. In addition, this approach uses learned-centered strategies, collaborative learning, interactive learning. To summarize, CLT is an approach where the main goal of the students is to communicate effectively having interaction, collaboration, and independent, meaningful learning.

Speaking and Oral interaction

Boonkit (2010) assured that speaking is one of the four macro-English skills that needs to be developed the most. In agreement with that, Asdar (2017) stated that speaking is the first skill that we should master in order to communicate with others because basically this skill helps us find the way in which we make people understand what we want to say.

Indeed, speaking is one of the most complex skills that students face during the long learning process (Al Hosni, 2014). This fact is corroborated by British Council (2015) with the results of the survey carried out to Ecuadorian participants in which speaking was the least comfortable skill.

In that context, the updated English Curriculum (Ministerio de Educación, 2016) focuses on communicative competence to encourage students to improve their effective communication, as well as, the development of all four skills which are listening, speaking, reading and writing. There are various elements of the language that students keep storing in their brains, therefore, it is important that teachers offer their students the opportunity to

activate that storage, the more opportunities the students have to use that storage, the more fluent the students will become (Asdar, 2017). Instead of making students repeat and memorize pieces of speech or conversations in the traditional way, the application of self-regulation, the use of technology to improve oral production, can have a positive effect on the teaching-learning process. Then, teachers have to understand that students cannot become a better speaker of a language unless they speak (Nagel, 2017).

Brown (2004) mentioned five levels of speaking performance. The first level is called imitative, here the learner tries to imitate the phonetic. During the second level, learners demonstrate an increase in the speaking competence by having some grammatical, lexical or phonological relationship, this is called intensive. Then, interaction and comprehension appear but in very short conversations, this third level is called responsive. The fourth level is interactive, this includes multiple exchanges and a complex interaction. Finally, the fifth level is extensive where the students can do high performance in oral communication such as speeches, oral presentations and monologs.

Therefore, we cannot talk about language acquisition without mentioning oral interaction. In fact, daily needs of speaking involve interaction (Asdar, 2017), although, it is complex for English learners, especially for students who are in the first or second level of speaking performance: imitative and intensive. Lessard-Clouston (2018) added that oral interaction is not only the speaking ability but also the verbal communication where listening and speaking are involved. That is because during an oral interaction, students negotiate for meaning and reach mutual comprehension. In conclusion, interaction is beneficial for L2 development, and that interaction can occur only in classroom with a teacher that encourages the students to participate in communicate tasks.

Mobile Assisted Language Learning (MALL)

The use of technology in order to teach a language has great potential, not only in the classroom but also in activities outside the classroom. In terms of improving speaking skills, mobile devices are highly functional to help students do autonomous work.

According to Miangah, and Nezarat (2012), mobile learning is characterized by its potential for learning to be spontaneous, informal, personalized and ubiquitous. In addition, Pellerin (2012) concluded that iPods, tablets, and phones have a great potential for promoting the development of oral communication. Therefore, the use of mobile devices enhances learning.

With this in mind, to record videos or audios by using mobile devices gives an excellent alternative for students and teachers, particularly in public schools where there is a lack of technology. Additionally, most of the students have access to a mobile phone to record their performance for later assessment in or out of school or to be connected to on-line classes from home. Among the facilities that mobile devices offer to students are to learn in a non-classroom environment, for example when travelling by the bus, in our break of our jobs, while we are waiting for someone at home and anywhere (Miangah, & Nezarat, 2012).

Today, mobile devices are part of learning materials for teaching a language. For example, MALL could be applied in collaborative activities where students have to make a video to practice or evaluate the interaction of the participants. Miangah and Nezarat, (2012) present arguments to emphasize that collaborative learning helps the learners to be independent, to learn from their peers and also support, motivate and evaluate each other.

Zoom Technology

Nowadays, due to the pandemic for COVID-19, the education field was forced to teach through virtual classes. This new format requires technological tools and resources to

connect teachers and students in on-line classes. In this way, being at home more and more time it is relevant to talk about a specific tool for e-meeting called Zoom.

In my personal experience, Zoom Meetings Platform is useful because the school community has easy access to use it, also this platform is supported by mobile devices, tablets or computers.

Zoom offers the services of Meetings and Webinars in cloud, in addition, it is possible to share content, annotate on shared screen, record the meeting, and develop video conferences. Apart from these helpful features, Zoom has become a platform for English teachers because it gives them the opportunity of practice the four skills through rich interactions (Guzacheva, 2020). A good example of that is my personal experience, since Zoom gives me the opportunity to set collaborative activities while I as the teacher monitor; chat with participants and share information like documents, videos or links. For primary school teachers, Zoom also allows to turn off microphones of distracting participants, to promote virtual games such as bingo or jeopardy and to record the class in case students will need later to self- evaluate or reinforcement.

Understanding by Design UbD)

As educators, setting goals to obtain clear results is the main purpose of using Understanding by Design (UbD). Yurtseven and Altun (2015) concluded that “UbD can bring a breath of fresh air to EFL teaching” (p.52). Like designers, teachers must imagine and portray the result they want to obtain. Therefore, it is necessary to check the curriculum standards to follow in this planning. These standards help us to identify teaching and learning priorities. Wiggins and McTighe (2011), who are the authors of the UbD framework suggested three stages. These three stages are: (1) Identify desired results, (2) Determine acceptable evidence, (3.) Plan learning experiences and instructions.

In the first stage, the teacher states the objectives taking into account the established national standards and the curriculum. In the second stage, the assessment plays an important role because it validates that the desired learning has been achieved. Finally, the third stage set the activities that students will do along the unit, also, this stage indicates the sources and the materials to be used. To summarize, UbD as backward design is the practice of being focused on the outcomes in order to design a lesson plans, as well as assessments and the activities that students have to do in the unit lesson.

General Research Question

What is the effect on oral interaction of using self-regulation facilitated by Zoom in 7th year primary students in the city of Loja?

Specific Research Questions

- Did students' oral interaction improve? (Quantitative)
- Did students' self-assessment skills improve? (Quantitative)
- What were the learner's perspectives about the innovation? (Qualitative)

Innovation

The general objective of this innovation was to determine the effect on oral production of using self-regulation facilitated by mobile devices in students of a public primary school located in city of Loja, Province of Loja, Ecuador. The school year runs from September through June.

The innovation took place in two phases: Phase I. Pre-Pandemic synchronous classes (February 2020) with the whole group of thirty students and Phase II. During-Pandemic synchronous and asynchronous classes (May-June 2020) with a group of twelve students that had internet connection and mobile devices that were able to work with the Zoom meeting app by using mobile devices. Because of the pandemic, classes were suspended during March and April but resumed in May. Phase II took place during May-June 2020 and was divided

into two parts: training and implementation. The innovation group had five weeks of synchronous Zoom classes divided into two two-hour sessions.

Phase I took place in the classroom with all of the students before public schools adopted the pandemic mode of learning. First, all thirty students completed a test called Strategy Inventory of Language Learning (SILL) which allowed the teacher to collect demographic data and to know the students' learning strategies at the beginning of the innovation. The list of strategies also helped students make their action plans and the teacher used the strategies to plan the teaching and learning activities, using the Understanding by Design (UbD) template that was focused on curriculum standards, and transfer goals (Appendix A).

After that, an English placement test from St. George International Language Institute was adapted to Plickers in order to know the proficiency level of the participants. Plickers is an assessment tool that lets the teacher to test students and obtain the grades easily. With this information, the researcher could adapt the appropriate rubric to assess students' oral performance. In this case, the Cambridge A1 Movers Speaking rubric was adapted to the students' level and learning context (Appendix B).

During the second phase, all thirty students started virtual asynchronous classes because of pandemic. This part of Phase II consisted of the selection and training of the students for the innovation. The teacher chose twelve students that had electronic devices, internet connection, and access to Zoom Meetings to work the innovation. The group was selected to minimize the adaptation to the many changes taking place. In general, they were good students, with stable access to technology and liked English.

Next the teacher trained the twelve students in self-regulation. Self-regulation consists of self-assessment and an action plan to improve. The rubric had a section for self-assessment and another section for the action plan. Students used an adapted self-assessment rubric that

contained the sub-skills of grammar and vocabulary, pronunciation and interaction. The rubric was the Cambridge A1 Movers Speaking Rubric translated into Spanish because of the level A1 of students. During the Pre-pandemic phase, the rubric had already been introduced and pairs of students had made short videos to practice self-assessment. During the Pandemic phase the twelve students were adapted to the Zoom context and they also practiced self-assessment during the Zoom classes with the Cambridge speaking test videos provided by the teacher.

During the next part of Phase II Implementation, the researcher had to adapt the Ministry of Education asynchronous program to implement lesson plans. The course material created by the Ministerio was sent through WhatsApp messages to all the group of thirty students that worked with the asynchronous program. However, the twelve innovation students had to work with both the synchronous and asynchronous programs. The synchronous classes were two two-hour classes per week on Tuesdays and Thursdays via Zoom and asynchronous classes were separate planning based on local educational authorities' program topics. During the Tuesday class, the teacher introduced content and on Thursdays the students practiced pronunciation, interacted and the videos were recorded. The innovation consisted of five videos with Videos 1 and 5 being the pre and posttests. Each video consisted of an interaction between the teacher and a student that was recorded on Zoom and uploaded by the teacher to a private YouTube channel. Students would then self-assess their individual segments from the class video and make an action plan. Video 4 was an interaction with a native English speaker invited to give the students an opportunity to adapt their responses to a new person. Video 5 (posttest) was prepared individually at home for the purpose of introducing their families and answering questions from the teacher during the Zoom class.

After self-assessment, the second part of the rubric guided students to set goals regarding what to improve for the next class. Then, they selected appropriate strategies to improve speaking in their next videos. This part of the rubric allowed the students enhance their self-regulation skills. Furthermore, the students had to complete learning logs after each session, guided by three questions: (1) What did I do? (2) How did I work? and (3) What did I learn?

In summary, this innovation aimed to know the improvements of students with the oral communication skills and to present self-regulation as a useful tool for student learning. Initially, the innovation was planned to be applied at school but due to Covid-19 needed changes and adaptations to be applied virtually. It was implemented only with students who had access to the internet. This innovation was a challenge to the researcher as well as the students because all had to adapt to the changes due to pandemic, to take advantage of new technological tools for synchronous and asynchronous classes, and to promote the importance of keeping learning during quarantine.

Methodology

The purpose of this action research was to help students improve oral interaction by becoming more independent and critical during the learning process. Students learned to self-regulate their actions to improve pronunciation and interaction. The use of technology to self-assess their performance also benefited the oral interaction skills because they recorded oral interaction and reflected on it later using a rubric. The current study used the mixed method action research design because quantitative and qualitative data were collected. Mckim (2015) indicated that the researchers who conduct mixed methods need to collect both quantitative and qualitative data and analyze them for answering the research questions.

The independent variable was self-regulation since the students' autonomy increased through self-regulation practices to enhance their learning. The dependent variable was oral

interaction skills explained in the Ecuadorian National English Curriculum Guidelines to engage and increase the communications skills by practicing listening and speaking skills, in a real-world context.

To answer the first research question about whether oral interaction had improved, quantitative data was collected through a pretest and posttest and analyzed by the teacher using an adapted Cambridge rubric. And to answer the second research question the teacher's pre-post scores were compared to the students' pre-post scores to see if the student assessment was more expert at the end. To answer the third research question about the learners' perspectives regarding the innovation, qualitative data obtained from students' reflections during the innovation, action plans and the interviews were collected.

Participants

The convenience sample was 12 students who were in 7th grade of a primary school, located in the city of Loja. The reason to use a convenience sample is explained by Etikan, et al. (2016) who hold the position that researchers can select the sample of their investigation based on the easy accessibility and availability of research subjects. The school year in Loja runs from September through June. The Ministerio de Educación moved classes from classrooms to remote learning in March 2020 because of the COVID-19 pandemic. The innovation started with thirty students but finished with only twelve students who were selected from the original group according to their grades, access to technology and authorization from their parents at the moment classes switched to online learning. In addition, students were comfortable and excited to work with Zoom Meetings App and mobile devices.

Students from this selection demonstrated good English proficiency levels according to the placement test from St. George International Language Institute: 25% of participants obtained A1.1, almost the half of the group (58%) obtained A1.2 and 17% A.2 according to

Common European Framework classification of English levels. Therefore, the average level of the group was A1.2.

Participants' ages were between 11 and 12 years old, the predominant gender of the sample was female with eleven girls and only one boy. The number of males is extremely reduced because few years ago the school was girls' school.

Table 1 shows the results of the SILL Survey version 7.0 created by Rebecca Oxford. The Strategy Inventory Language Learning (SILL) is used to identify specific strategies used by second language learners (Oxford, 1989). Results indicate that the learning strategy *usually used* is organizing and evaluating the learning according to the Likert scale (3.5 – 4.4). This means that students find many ways of practicing English language, realize English mistakes by themselves and use that information to improve it, pay attention when people speak English, and set a schedule to have enough time to study. The rest of the learning strategies are *sometimes used*.

Table 1:

SILL Results: Preferred strategies before innovation

PROFILE STRATEGIES RESULTS						
	Recall better	Use mental processes	Compensate for lack of knowledge	Organize and evaluate the learning	Improve emotions	Learn with others
MEAN	3.1	3.2	2.8	3.6	3.1	3.3

Instruments

The following instruments were used to collect data to answer the three research questions.

1. Did students' oral interaction improve?

To answer the first question to know the improvement of oral interaction, quantitative data were collected through the Oral Interaction rubric that teacher used to evaluate the

student's performance from the first and the last video. After that, the teacher compared the results from pre and posttest to know if the students improved oral interaction.

Oral Interaction Rubric (Appendix B). The researcher used the Cambridge Movers Speaking Rubric adapted to the student's language level and it was translated to Spanish. This adapted rubric had two parts, part A graded students' performance in three different subskills of speaking: the control and range of Grammar/ Vocabulary, the stress and intonation in Pronunciation and Interactive Communication that. Each parameter was scored over three points.

Part B of the Cambridge Speaking Rubric provided the students with a set of goals, actions and activities to make an Action Plan to improve. Learners had to check whether they wanted to work on vocabulary/grammar, pronunciation or interaction for the next session. When the students completed this part, they got one point., that is to say the total score of the rubric is 10 points. The data collected from Part B of the self-assessment rubric showed to the researcher if the students learned to self-regulate and be more independent.

To analyze the data, the teacher's results of Videos 1 and 5 were tabulated first in a spreadsheet of Excel, then in SPSS statistics software where the data analysis helped to obtain the descriptive statistics: mean, minimum, maximum. The *p-value* with a significance of 5% which was interpreted $p < \alpha$. Besides, the effect size was calculated and the results were interpreted according to Cohen's criteria where 0.2 to 0.3 is considered a small effect, 0.5 moderate effect and 0.8 to ∞ large effect (Cohen, 1988).

2. Did students' self-assessment skills improve?

For the second question, the quantitative data was analyzed by comparing the teacher's results with the students' results previously collected for Videos 1 and 5 and analyzed with the Oral Interaction Rubric. With this information the researcher could notice if the students learned to self-regulate during the learning process. If the students' self-

assessment grade was closer to the teachers' assessment at the end, the students had improved, meaning they had become reliable raters.

3. What were the learner's perspectives about the innovation?

Research question three wanted to know the learner's perspectives about the innovation and used qualitative data collected by learning logs after each video and a semi-structured interview at the end of the innovation. Students were interviewed through a WhatsApp video call. There were three sources of qualitative data: learning logs, action plans and interviews.

Learning Logs. This instrument helped the researcher to collect information regarding students' perceptions about learning as well as challenges and what was easy. To get this information, the researcher asked the students to answer three questions in Spanish on Google forms. The researcher provided a link where each participant had to reflect about the lesson. Learning logs (Appendix B) after self-evaluations 1, 3 and 5 were used to know the perspective of students regarding the innovation. The following questions guided the student reflections.

1. What did I do?
2. How did I work?
3. What did I learn?

Interviews. The researcher selected randomly eight students from the population of twelve participants to ask four questions in order to gather information about the students' perspective about the positive and negative aspects of the innovation, as well as the benefits gotten to improve their speaking skills. The interviews (Appendix C) were done through WhatsApp video calls. In this case the teacher was taking notes of the answers and comments that students did as well as noticing the reaction and gestures while students answered the following questions:

1. What did you learn during the innovation? (learning)
2. What did you do to learn? (strategies)
3. What did you like about the innovation? (positive aspects)
4. What were the challenges of the innovation? (challenges)

The qualitative data from the learning logs, action plans and interviews was analyzed using codes to identify the different students. Categories were taken from the interview questions: learning, strategies, challenges, and positive aspects of the innovation.

Ethical Considerations

Since the research project was implemented with children, the researcher asked permission from the principal of the school to implement the innovation in the institution. Also, a meeting with parents, DECE (Departamento de Consejería Estudiantil) and the legal representative of the school was set to explain them the project and ask the participation of the kids in it. This process was carried out because students must not be recorded or photographed without the parents' permission. Fortunately, parents accepted and as evidence of this permission they signed a consent letter. A written permission letter from the principal was given to the researcher as part of the formal evidence that the innovation could be implemented in the school.

Results

This research collected information to answer the general research question: What is the effect on oral interaction of using self-regulation facilitated by Zoom in 7th year primary students in the city of Loja? First, the uploaded videos on the teacher's YouTube account was the source used to obtain all the information for this question, this source contained a chronological register of the students' performance with five videos recorded on Zoom. Then, an individual self-assessment rubric that was the students' tool to grade their performance of each video, and the teacher's tool to evaluate the impact of instructing self-regulation skills

was used to assess the videos on YouTube. After that, the researcher obtained quantitative data to know if the student's self-regulation skills improve. Finally, a semi-structured interview to get qualitative data was used to interview eight students from the sample were chosen randomly. The results answered the three research questions:

1. Did students' oral interaction improve?

To answer this research question, the researcher collected data from the speaking pre and post-test videos and analyzed the data using the adapted Cambridge rubric. The data was analyzed through the statistical paired sample *t-test*. Table 2 shows the effect size value 1.63. According to Cohen (1998), this value indicates a large effect size.

Table 2

Oral Interaction Improvement: Overall

SPEAKING PRE-TEST AND POST-TEST				
	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Effect size</i>
Pre-test	12	6.04	0.86	1.63
Post-test	12	7.67	1.11	

Table 3 shows that the largest effect size is 1,70; in fact, self-regulation had a greater impact on pronunciation than the other subskills evaluated.

Table 3

Oral Interaction Improvement: Sub-skills

SUB-SKILLS				
<i>Grammar/Vocabulary</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Effect size</i>
Pre-test	12	1.54	0.33	1.59
Post-test	12	2.08	0.36	
<i>Pronunciation</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Effect size</i>
Pre-test	12	1.71	0.45	1.70
Post-test	12	2.52	0.51	
<i>Interaction</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Effect size</i>
Pre-test	12	1.80	0.33	1.02

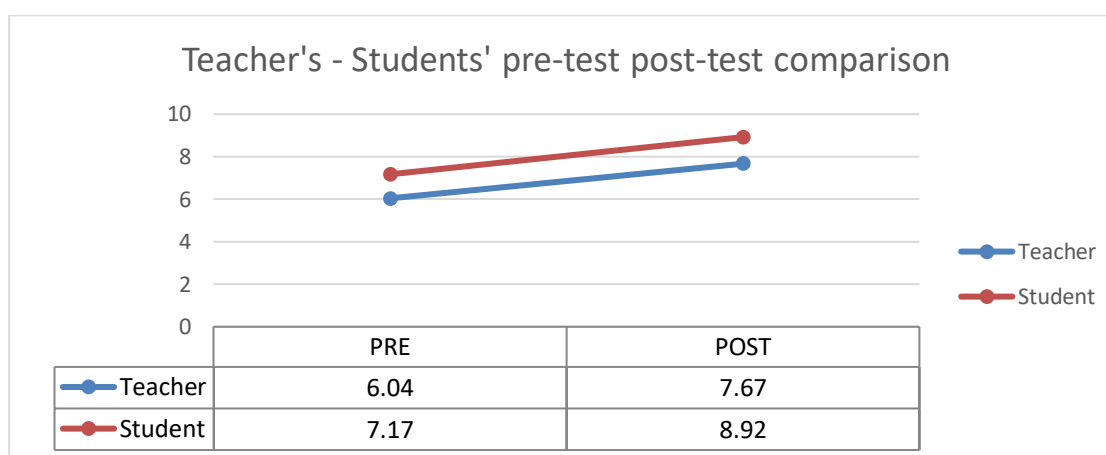
Post-test	12	2.17	0.39	
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2. Did students' self-assessment skills improve?

To answer question two, the teacher's and students' results were compared. In Figure 1, the average of the teacher and the students in the pre-test and post-test are plotted in parallel, so it can be concluded that students continued to overrate themselves when compared to the teacher results.

Figure 1

Self-assessment improvement



3. What were the learner's perspectives about the innovation?

Finally, qualitative data were collected in order to answer the third research question. These data came from the reflections after the videos one, three and five; and interviews done randomly after the innovation.

The reflections after videos 1, 3 and 5 helped students and the researcher monitor if the students were applying the strategies that they chose in the action plan, to know the challenges during the innovation and things they liked. On the other hand, the interviews were taken at the end of the innovation. Four questions were answered in Spanish during interviews because of the students' English level.

Q1. What did you learn during the innovation? Most of the students said that they increased their pronunciation. For example:

“I learned to speak English with a better pronunciation, to start short dialogues and to self-assess my speaking.” (S10)

“I was able to have conversations, ask and answer questions and do my self-introduction.” (S2)

It is important to notice that these answers are also connected with the reflections that students did after the first, third and fifth video. For instance, in the question What did I learn? students pointed out that they learned to speak better.

Q2. What did you do to learn? Most of the students remarked that part B of the rubric, also called Action Plan provided the students guidance to improve their learning strategies. Among the most used options were making sure of listening well to know how to speak, focusing on words that give problems, practicing with music and movies and also recording voice messages and exchanging them with a partner through WhatsApp.

“I selected some strategies that the teacher provided on the rubric I listened the words well and compared with my pronunciation. I practiced with my family and my friend.”
(S7)

This answer also matched with the reflections that students did. For instance, the students focused on their speaking mistakes in order to improve those errors; in addition, students practiced pronunciation with others, especially with their families.

Participants mentioned that the self-assessment rubric was useful to improve their speaking skill as it helped to notice the mistakes in every single participation and to self-direct their learning of English.

“I learned to notice my mistakes and focus on them to do the best for the next class.”
(S4)

“The self-assessment rubric was useful for me, class after class I pronounced and interacted better thanks to it.” (S9)

The self-regulation rubric in its Part B provides the students an action plan which guided and encouraged the students to establish their plans of improvement. Table 4 provides information about the strategies from their action plans to improve oral interaction. The preferred strategies were: "focusing on words that cause me problems" and "making sure to listen very well how to speak", however, there are also some other preferred strategies such as “reading aloud and recording yourself”, “practicing with music and movies” and “practicing sounds in English, especially those that are difficult”.

Table 4

Action plan: Self-regulation Strategies

Self-regulation Strategies	Frequency
Focus on words that are difficult	83%
Make sure to listen carefully to know how to speak	75%
Practice with music and films	58%
Read aloud and record myself	50%
Practice English sounds, especially those that are difficult for me	50%
Pay attention to the words and sentences stress	42%
Get the English accent	25%
Establish differences between my pronunciation and the someone else's	8%
Search the pronunciation of words in e-dictionaries	8%
Practice with my classmates of the project	0%

Q3. What did you like about the innovation? In this question, students had different perspectives about this project. First of all, the application of technologies to improve English speaking was the most common answer. The second common answer was comparing the performance and losing nervousness at the moment of speaking. Finally, some students liked the strategy of self-assessing the speaking production after each video.

“I liked learning to use technologies. Having interaction on Zoom meetings was excellent”. (S10)

“I liked to take risks, lose the nervous and compare my performance with others” (S8)

“I liked to self-assess my participations because it helped me to realize my mistakes.”
(S3)

All of the participants agreed to recommend this innovation. They also were enthusiastic of having these kinds of projects every school year. They considered that this is an interesting strategy to teach English, especially speaking skills which are one of the most difficult skills. Moreover, this innovation will encourage students to produce the language regardless of the mistakes they may make.

“Yes, because students need to practice pronunciation, this is very important at the moment of communicating.” (S7)

“Yes, because a lot of students will take the risk of speaking in English no matter if they have a poor level of English.” (S9)

Q4. What were the challenges of the innovation? Even though the majority of the participants had positive opinions about the innovation, there are a few students that did not know enough vocabulary to communicate effectively, for that reason, the understanding and interaction of the students were blocked. Students also had to get over the fear of speaking in front of the screen (Zoom Meeting App) and making mistakes.

“During the first videos, it was hard to understand and pronounce some words, the interaction with others also was hard because of the new words and expressions.”
(S7)

“For me, the difficulty was that I felt afraid of making mistakes.” (S2)

In addition, a couple of students said that the problem they faced was the poor quality of internet connection in their houses. As it was expected, the most common answer to this

singular question from the interview was: nerves, shame, fear. However, those feelings were disappearing while the innovation took its course.

“I was very nervous. I neither wanted to make mistakes by pronouncing the words nor forget my lines.” (S10)

In general, students demonstrated positive results in this innovation. Despite they had to adapt to virtual classes in the middle of the pandemic, they were able to improve oral interaction significantly. The results also demonstrated that students did not obtain an improvement in self-regulation, however the skill they improved the most was pronunciation. Regarding the qualitative results such as students' perceptions, strategies they used, things they liked or challenges during the innovation, most of the students had positive comments. They also demonstrated responsibility and commitment since the beginning.

Discussion

In regard to the first research question *Did students' oral interaction improve?* results showed that the self-regulation instruction helped students to increase their oral interaction and thereby to enhance their academic achievement; evidence of that is the overall large effect size of 1.63. This outcome was because the action plan from the Part B of the speaking self-regulation rubric provided a list of strategies to foster an upward cycle of better learning. In fact, Rolheiser and Ross (2001) stated that self-assessment encourages students to set higher goals and commit more to achieve them. Indeed, pronunciation improved the most with an effect size of 1.70 because the students focused on words that were difficult, they got used to listening carefully to know how to speak, then they practiced all the English sounds especially those that were difficult by reading aloud and recording themselves. In addition, they continued practicing in their free time while listening to music and watching films.

To discuss the second research question *Did students' self-assessment skills improve?* the innovation did not have the expected results in self-assessment skills. The comparison

between the teacher's and students' averages remains one point above the teacher's rating. This fact is attributed to three main factors based on teacher's perspective: inexperience with self-assessment, interruption for two months between training and implementation due to the pandemic and lack of feedback on their self-assessment.

On one side, the children are young and this was the first time they experienced self-assessment. Spiller (2012) held the position that it is recommendable to introduce the concept and begin providing practice opportunities very early in the course. Besides, Rolheiser and Ross (2001) presented arguments to emphasize that the implementation of self-assessment is challenging because "students need time to understand what self-evaluation is and how it relates to their learning, in addition to learning how to do it" (p. 17)

On the other hand, Rolheiser and Ross (2001) and Spiller (2012) agreed that students must monitor their progress in the attainment of practical skills according to agreed and well understood criteria. The evidence shows that students improved their pronunciation skill more than the other skills involved in oral interaction (grammar/vocabulary, interaction), however, the progress in that specific skill could be due to misinterpretations of the rubric making that the students overrated their performance. Additionally, according to Hattie and Timperley (2007), feedback should be goal oriented and students did not receive feedback on their self-assessments. Therefore, the lack of feedback on students' self-assessment drove them to mark themselves with higher scores than the teacher.

In the third research question *What were the learner's perspectives about the innovation?* results show an important improvement in students' oral production, that is triangulated by the qualitative results. Students noticed better oral development due to the self-assessment that motivated them to be more independent and responsible with their own learning (Spiller, 2012); and the fact that they also were able to identify their weaknesses and tackled them by setting new goals.

At the beginning, they felt fear and shame of interacting with their peers, however, session after session they learned new words and they made them part of their daily use, which enriches their vocabulary giving the capacity to understand what somebody asks and what to answer. Spiller (2012) indicated that if a student can identify his/her learning progress, this may motivate further learning.

Because of the effective results after the innovation, the students also recommended the use of self-regulation facilitated through Zoom to improve teaching practices along the school year during pandemic. In addition, students pointed out that some activities of the action plan rubric guided them to develop a viable action plan for improving their own learning process. Just like Allen et al. 2020 mentioned that at the beginning learners set goals and plan, then during learning students use diverse strategies to help themselves learn and stay on task. Finally, learners reflect on their performance and evaluate the learning process and outcome (p.322).

On the whole, the students improved their oral production, particularly the pronunciation skill. This was possible thanks to the self-assessment practices that let the students identify their weaknesses to improve their performances through the application of certain strategies. Even though students' self-assessments didn't match the teacher's, they were on the right track. They improved oral interaction and gained the benefits of self-regulated learning which include becoming more autonomous.

Conclusion

Theory highlights that self-regulated learning helps students to be academically successful; hence the research questions aimed to know what is the effect on oral interaction of using self-regulation facilitated by Zoom in 7th year primary students. To conclude, the researcher states that self-regulated learning positively affected the oral production of the students, especially the pronunciation subskill. This occurred because the students were able

to self-assess their performance based on a rubric that allowed them to identify their mistakes and select strategies established in an action plan to be better in future interactions. Among the strategies that the students used to learn and stay on track of improving oral interaction were to practice difficult words before posting their next oral presentations by listening carefully the correct pronunciation from the teacher, songs and films. Those activities gave them enough self-confidence to speak and interact with teacher, peers and special guests.

Self-assessment is a strategy that demands a lot of time in training and practice, especially if the group considered for the study is younger K-12, even more if the group experiences the technique for the first time. Additionally, it was noted that feedback on the students' self-assessments is indispensable to ensure that the students are judging within the established criteria or they need some help to find the track as some students tend to overrate their progress.

Foreign language teachers should innovate and create new ways of teaching, and bring technology into the classroom because those practices can help students-improve their oral interaction, and get feedback on their own. The use of Zoom generates motivation and innovation during hard events in which on-site classes are not possible, for example nowadays in time of pandemic. At the beginning of this event, students and teachers were forced to use technology to access education, however Zoom platform despite the fact that it is not an educational platform attracted the students and made possible the oral interaction and the recordings. In addition, self-regulated learning proved to be an effective tool to improve oral interaction whether it is in face-to face environments or on-line.

It is known that in the most of L2 learners speaking production is poor, especially in primary schools, where the lack of practice and feedback makes the students feel frustrated when they have to talk in public. However, English learners have to know that English as a *lingua franca* is required for communication globally as well as in Ecuador. They have to

practice even when they feel nervous. Fortunately, this research can give a solution to all those inconveniences.

Recommendations

Teachers must invest time in training students how to self-assess to have better results in terms of assessment. Once the students have acquired this competency, the teacher can add this strategy to his or her repertoire with the intention of creating independent students who have good metacognitive skills. Feedback must be given after students' performance, since this guarantees that students are assessing under the established criteria in order to achieve the proposed goals.

Further research should be done in self-regulated learning with pupils or students who are 6-10 years old in order to determine if the age of participants also influences the results in terms of learning achievement and self-assessment competency.

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ANEXOS

Appendix A

Unit Background Design – Lesson Plan

Available upon request.

Appendix B

Self-assessment Rubric

Available upon request.

Appendix C

Interviews

Available upon request.