



Facilitating Self-regulation with Mobile Devices to Improve Oral Interaction in

Elementary School Students

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Abstract

This study was conducted in seventh grade in a public elementary school in Guayaquil, Ecuador. It aimed at determining whether self-regulation facilitated by mobile devices helped to improve oral interaction. There were 24 students who received three hours of English per week. This innovation was applied because students were not able to express basic ideas, initiate conversations or respond to questions. This research used qualitative and quantitative methods to collect and analyze the data from pre and post-tests, a self-evaluation rubric, weekly learning logs, field notes, and a final interview. The effect size from quantitative data showed a large effect size, Cohen's $d=1.11$ indicating significant improvement in oral interaction due to the innovation. Qualitative data showed that students were more enthusiastic to participate in oral activities and that the self-regulation via self-assessment with the support of mobile devices helped to improve their oral production. Findings from this innovation have implications for EFL teachers who would like to improve student's oral production.

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

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Resumen

Este estudio se realizó en séptimo grado en una escuela primaria pública de Guayaquil, Ecuador. Su objetivo era determinar si la autorregulación facilitada por los dispositivos móviles ayudó a mejorar la interacción oral. Había 24 estudiantes matriculados en séptimo grado que recibieron tres horas de inglés por semana. Esta innovación se aplicó porque los estudiantes no pudieron expresar ideas básicas, iniciar conversaciones y responder preguntas. Esta investigación utilizó métodos cualitativos y cuantitativos para recopilar y analizar los datos de las pruebas previas y posteriores, una rúbrica de autoevaluación, registros de aprendizaje semanales, notas de campo y una entrevista final durante seis semanas. El tamaño del efecto de los datos cuantitativos mostró un gran tamaño del efecto, d de Cohen = 1,11 como resultado, lo que indica una mejora significativa en las habilidades orales debido a la innovación. Los datos cualitativos mostraron que los estudiantes estaban más entusiasmados por participar en actividades orales y que la autorregulación a través de la autoevaluación con el apoyo de dispositivos móviles les ayudó a mejorar su producción oral. Los resultados de esta innovación tienen implicaciones para los profesores de inglés como lengua extranjera que deseen mejorar la producción oral de los estudiantes.

Palabras clave: autorregulación, autoevaluación, producción oral, dispositivos móviles.

**Facilitating Self-regulation with Mobile Devices to Improve Oral Interaction in
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Nowadays, the importance of English cannot be denied or ignored since English is the greatest common language spoken universally (Nishanthi, 2018). This means that two people who come from different countries usually use the English language as a medium to communicate. Rao (2019) pointed out that the English language is essential to communicate in this current time because it is the only language used in almost all fields, such as science and technology, engineering, medicine, pharmacy, education, tourism, entertainment, information and technology, business, trade and commerce, the internet, employment, to name a few.

Students need to handle certain competences such as listening-speaking, reading-writing in order to communicate efficiently both orally and in writing (Qureshi, 2012). Speaking constitutes the most demanding skill that people need to use in everyday situations. Usó-Juan and Martínez-Flor (2008) stated that speaking is a key factor to develop learners' second language communicative ability since it is the basic skill for communication.

Abugohar et al. (2019) explained that, "Speaking in English for EFL learners is not an easy mission; it requires much effort to produce acceptable utterances and sentences" (p. 212). According to Liao (2000), English as a Foreign Language (EFL) teachers worldwide have been using different methods to teach English as a foreign language but not all of them help learners to reach the desired communicative goals; therefore, it is necessary to make the selection and implementation of the most effective methods. According to Richards and Rodgers (2001), EFL students faced several difficulties when communicative activities appear because they do not have linguistic competence, their spoken language does not sound natural, learners usually concentrate

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on grammar structures, have poor pronunciation, lack of vocabulary, or lack time to carefully assess oral activities.

Within the Ecuadorian educational context, the Ministry of Education in 2014 established that the English language is a required subject for all the levels from primary to high school. Also, the new National EFL Curriculum (2016) is based on international standards of the Common European Framework for language Reference (CEFR). Thus, Ecuadorian students in primary schools should be able to communicate and understand basic topics by using short formulaic expressions and relying on gestures to reinforce the information to reach the A1 level (Ministerio de Educación, 2014). The next challenge is to reach A2 level for Grade 10 and B1 for the secondary graduates (Ministerio de Educación, 2014).

The British Council (2015) found that the Ministry of Education offered opportunities for English teachers to study abroad with total funding to improve the quality of English education. Unfortunately, the teachers' level is still weak in the Ecuadorian context. According to the Education First (EF) (2020), more than the half of countries in Latin America have the lowest English proficiency in the world and in the case of Ecuador, it was ranked 93. Ecuador is the lowest country in Latin America at the very low level of English proficiency.

Additionally, students in Ecuador show more confidence at the time of reading and writing but they are not motivated to speak in English so they do not strive to practice and speak (British Council, 2015). Silva (2018) pointed out that Ecuadorian learners consider speaking harder than writing and reading and the only opportunity that they have to participate in oral activities is in the English classes. Also, lessons were found to be largely teacher-centered, without students' participation (Toro, et al., 2019).

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During my teaching experience in a public elementary school that is located in Guayaquil, Ecuador, it is notable that students are not generally accurate when oral activities appear. In fact, students in seventh grade do not strive to express basic ideas in the second language and they are not provided with enough chances to interact orally. Students from this grade do not seem to enjoy English classes as they state that this subject is complicated to understand, and not very meaningful for their lives. Those students struggle when they have to participate in short conversations on very familiar topics. A diagnostic test was applied and the result showed that most of them are still in pre-A1 level, meaning that they are in a starter level and do not reach the A1 level that the National Curriculum established for students in seventh grade. Besides, oral skills are harder to teach because of class size and time constraints which make it difficult to assess and provide feedback individually.

Thus, the teacher must encourage students to take an active part in their learning and take responsibility for improving English oral interaction. One way that might help solve this problem is to give them enough opportunities to be active agents in their education by using self-regulation supported with mobile devices. In fact, students who display more adaptive self-regulatory strategies demonstrate better learning and higher motivation. According to Mahjoob (2015), self-regulation builds an active constructive process whereby students set goals to improve and then attempt to monitor, regulate, control, and apply strategies. Students need to be trained how to self-regulate and they must know how and when to allocate the time for language learning in order to improve their performance (Tomak, 2017). He pointed out that self-regulation is an important factor in the process of effective learning of a second or foreign language and it is crucial to improve speaking performance.

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Schunk and Greene (2018) explained the need for incorporating self-regulation in the education field. Self-regulation is becoming necessary for helping students develop into autonomous and responsible learners. However, most teachers do not know how to teach students to self-regulate or how to apply it. For this reason, this research focuses on how to prepare students to self-regulate their learning and at the same time they increase their motivation, and achievement. Currently, there are some studies in Ecuador about the use of self-regulation strategies facilitated by the use of mobile devices to develop oral skills in primary education. Those studies contribute ideas as to how children become active agents in the improvement of oral activities, via self-regulation practices, self-assessment, an action plan and the use of technology. The researchers also indicate that there was an improvement in vocabulary, pronunciation, and communicative abilities (Armijos,2020; Vega,2019). That is why teachers must create a positive environment to encourage the learners' interaction. As Richards (2006) explained, interaction is the key to develop oral skills because through it learners have the chance to express their ideas, feelings and opinions.

Centeno et al. (2019) indicated that teachers have realized the potential of using mobile assisted language learning (MALL) to improve and assess oral skills by using the video-recording features. In Ecuador there are also studies that used mobile phones to record oral activities for later self-assessment aiming at improving oral interaction skills (Ontaneda, 2019; Saltos, 2019; Vega, 2019). Additionally, the outcomes revealed that the use of video camera had a positive influence on students' self-assessment of the speaking tasks because students can check their progress as many times as possible.

This action research can contribute to a better understanding of how to use self-regulation to improve oral interaction. This present study was conducted in seventh grade of (Educación General Básica) Basic General Education, from a public school

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that is located in Guayaquil. There were 24 participants who volunteered to be part of this research. The main goal of the present innovation was to describe to what extent self-regulation facilitated by technology could improve students' oral skills. The three specific research questions were: 1. - To what extent will self-regulation assisted by mobile devices improve the students' speaking skills? 2. - To what extent will the students' self-assessment skills improve? 3. - What will the students' perspectives on the innovation be at the end of the study?

Literature Review

Nowadays, Ecuadorian school students are required to meet a certain English proficiency level. In addition, teachers are expected to expose their students to different components of the learning process, namely autonomous, collaborative, teacher-guided active learning (Ministerio de Educación, 2014). Most have not been able to do so due to some barriers such as limited class practice used in the traditional methodology (teacher-centered model), large classes, or simply, national educational policies that put pressure on teachers to reach the established outcomes within a limited timeframe. All of these factors lower the opportunity to appropriately activate individual learning, practice, and oral production of English (speaking skills).

Then, it is necessary to implement self-regulation by using effective self-assessment practices including action plans with the support of mobile devices to improve speaking skills. This innovation applies some CLT principles-in the instructional design, as well as ideas from main studies about second language acquisition, self-regulation, assessment of speaking and also the use of mobile-assisted language learning (MALL).

Second Language Acquisition (SLA)

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Krashen (2013) stated that the ability to produce the language fluently and easily comes from what people have acquired. In other words, a person acquires the language when they understand what other people say and write. To be a little more precise, Freeman and Freeman (1999) pointed out that learners acquire the language when they receive comprehensible input and when they can link what they already learned with real-life experiences. Input should provide enough information to help students construct, consciously or unconsciously, the new knowledge (Lessard-Clouston, 2018). In fact, the key to acquire a language is input, but input must be meaningful, interesting and comprehensible.

According to Krashen (2013), comprehensible input is a prerequisite to language acquisition. It plays an important role to internalize the target language. The condition that Krashen attaches to his Input Hypothesis is that the input should be slightly more difficult than, students' level or be a little above the learner's present state of competence (i.e. Input + 1 or I + 1). Likewise, Ellis and Shintani (2014) claimed that much learning takes place through incidental input in which comprehension of the input is essential for acquisition to take place. Thus, the above issues about input play an important role to acquire a second language. However, input alone is not necessarily useful until it becomes to be incorporated into speaking or writing (Lessard-Clouston, 2018). In other words, Zhang (2009) claimed that when input is negotiated and learners produce output in interaction, they selectively "take in" portions of comprehensible input and choose correct linguistic form to express themselves.

Lessard-Clouston (2018) held that comprehensible output refers to the need for language learners to be pushed toward the delivery of a message also when students attempt to transmit a message but fail and they have to try again and again. Eventually, students arrive at the correct form of their utterance and they acquire the new form they

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have produced. They also stated that input acts as knowledge of language learners whereas output acts as the ability of language learners.

Schwartz (1993) claimed that during interaction learners try to generate comprehensible output, which becomes a source of input for the interlocutors. Ellis (2014) explained that interaction involves a process called 'negotiation of meaning', that implies to make some changes in the input in order to achieve an acceptable level of understanding. During interactions misunderstandings occur frequently; however, the feedback the learners get from their teachers and peers drives them to improve their oral performance and knowledge of the language system (Hedge, 2000). According to the Council of Europe (2018), young EFL learners are able to answer and respond to simple questions in quite a short time and initiate basic interaction spontaneously, but the teacher needs to provide opportunities to speak. In parallel to this process, simple activities for asking, repetition or clarification and strategies for paraphrasing can be taught, as well as simple ways to extend interaction (Ministerio de Educación, 2012).

According to Achmad and Yusuf (2014) pair-work is one of the interaction patterns used in the modern languages classroom, such as English as a second language. Pair-work interactions give the students the opportunity to talk each other with more complex interactions than with the teacher. Many researchers have proven that pair-work interactions let students feel more comfortable working, interacting and making mistakes with their partners, and corrective feedbacks from peers are found better than the correction by teachers. Working with a partner is much less intimidating, and it brings a realistic element into the classroom by simulating the natural conversational setting. Teachers as facilitators and monitors are anticipated to create such classroom atmosphere so that students are encouraged to learn the language intently (Richards, 2006).

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Self-assessment and Self-regulation

The English language has been taught using different methods through these years. At the beginning, language teaching was based on Grammar Translation Method and the Audio Lingual Method in which the teachers were the mere sources of the information and played the active role in teaching. Students were considered as “passive” agents or receivers of knowledge (Richards & Rogers, 2001). They explained that with the advent of the Communicative Language, students started to take over the responsibility for their own learning and they have been considered as “active” agents who are to be responsible for their own learning process.

Then, one way in which learners could be active agents in their own learning and skillful enough to monitor their learning process is through self-regulated learning. As defined by Oxford (2003), self-regulation is the process in which a set of specific plans or steps are established such as taking notes, seeking a conversation partner, or analyzing a word that L2 learners intentionally employ to improve reception, storage, retention, and retrieval of information.

Viruet (2018) argued that “self-regulation is a cyclical process through which students take command of their own learning, stemming from task identification, planning, monitoring, and evaluating” (12). Additionally, students have to identify strategies to manage their emotions in order to adjust to their corresponding behaviors, assess their performance, and face difficulties (Hasnani & Mubarak, 2019). Self-regulated learners can identify the causes of the results of their learning process. As a result of all this process learners are well aware of how to approach a learning task and how to self-monitor their performance during the performance, and they evaluate the process after using their learning strategies (Zimmerman, 2002). Nevertheless, how does the activity design ensure student’s reflection on learning?

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Cho et al. (2020) emphasized that in self-regulation students become the active agents of their own learning, and, regardless of their level of proficiency, they tend to use different strategies to learn. To promote Self-Regulated Learning (SRL) in oral skills, teachers must explain to their students the strategies to help them develop self-regulated speaking learning skills (Ardasheva et al., 2017). 201 The authors (Ardesheva, et al., 2017) described the importance of self-regulated strategies because they are associated with desirable language learning outcomes, and thus students could use them according to their needs.

Furthermore, self-regulation via self-assessment can help students to take responsibility of their own speaking skills learning. In fact, oral self-assessment promotes learning, establishes a goal-oriented activity, alleviates the assessment burden on teachers, and finally continues as a long-lasting experience and is usually conducted with the intention of identifying levels of speaking performance (Brown & Harris, 2014). Lessard-Clouston (2018) said that L2 speaking calls for a self-assessment, as a formative assessment tool. It promotes learning and establishes a goal-oriented activity. In addition, speaking self-assessment also relies on the social dimension of learning in which self-learning and the students' collaboration are essential for learning (Bandura, 1991). Under the influence of the principles of self-regulation and learner autonomy, he argued that the teacher and learners have a dialogue around the assessment process and the criteria they apply to evaluate oral skills and understand the criteria for grading speaking

The learners' ability to accurately assess their oral skills has often been difficult because it requires that learners acquire a profound understanding of assessment criteria (Brown & Harris, 2014). Another study by Babaii et al. (2016) revealed that the assessment of speaking is difficult to test because it involves a number of factors

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such as accomplishment of task, sufficiency of response, comprehensibility, adequacy of grammar, range and precision of vocabulary, fluency, and cohesion. Brown and Harris (2014) found that “accurate self-monitoring contributes to the possibility of entering a growth-pathway in which students identify and respond to their weaknesses.” (p. 26).

Thus, Brown and Harris (2014) stated that students must avoid inappropriate negative bias in their speaking self-assessments. They pointed out that the teacher must train their students how to self-assess speaking skills to be honest and realistic in their own self-evaluation, regardless of the level of performance. Joo (2016) claimed that speaking requires, that learners must get a profound understanding of how to self-assess and use the rubric facilitated by “...the provision of clear task-related criteria, sufficient training, considerations of the learners’ traits and their perception as well as the strong integration with the curriculum.” (p. 80) because without them students could fail when they assess their progress.

Alonso-Tapiaa and Panadero (2010) explained that rubrics are the most common medium to support the process of oral self-assessment because it measures the levels of performance quality based on the criteria. Thus, speaking requires that students use rubrics in order to compare their work against the criteria or standards in the rubric, and then self-grade their work accordingly (Alonso-Tapia & Panadero, 2010). They claimed that rubrics afford the students an opportunity to reflect on the quality of their performance and to identify their weaknesses and strengths. This reflection is a major component of self-assessment, and without it, there is no improvement in one’s self-regulation.

To be sure that students judged their own speaking performance appropriately also teachers must provide quality feedback. Hattie and Timperley (2007) indicated that

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the goal of the feedback is to provide realistic information regarding aspects of students' performance. They explained that it is essential to give students good feedback that must be supported as much as possible with the learning objectives. Harris and Brown (2013) stated, "Students are only in a position to benefit fully from feedback processes when they are self-monitoring their own work at increasingly higher levels" (p. 398).

Meanwhile, feedback from self-assessment can increase student morale in their oral performance. Shute (2007) indicated that feedback is effective when the teacher provides information about students' progress toward a set of goals rather than giving individual responses. Students should receive regular, purposeful and constructive feedback that must be matched to the criteria for assessment within the current learning period it is more powerful than feedback received after learning (Boud & Molloy, 2013).

Even though the implementation of self-regulation may lead to satisfaction among the teachers who are willing to apply in their lessons, some learners might not like to do it. As Weimer (2002) claimed, some students do not like self-regulation because they think that it will require taking over more responsibilities of their learning. In addition, students tend to inflate their grades so before starting to self-assess learners should understand the advantages of an honest and objective opinion. Nonetheless, other studies showed that students liked to apply self-regulated learning. Nggawu et al. (2018) stated that learners who practiced self-regulation progressed in their English writing ability and had good control in achieving their academic goals. Vega (2019) concluded that students improved their oral skills by applying some learning strategies for example internet learning, and learning English outside.

Mobile Assisted Language Learning (MALL)

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To overcome the limited exposure to English, teachers should encourage their students to use mobile devices inside and outside of the classrooms because those devices can give learners more English exposure. With the advent of those devices the term MALL (Mobile Assisted Language Learning) appeared and it refers to mobile technology use for learning language (Kacetyl & Klímová 2019). They pointed out that mobile learning as an educational activity makes sense only when it enables students to have a mobile learning process which can be accessed anytime and anywhere. Pagel et al. (2018) indicated that mobile technologies have numerous advantages in the development of English skills, for example, digital books, language learning apps, podcasts, and videos that are easily accessible and free or reasonably priced to enhance English learning. Besides, they claimed some properties of mobile devices which can produce educational benefits such as 1) students can take phones everywhere; 2) collaborative learning between learners and teachers is possible through MALL; 3) those devices can be connected to other devices even a shared network; 4) activities for self-learning are available.

Kruk (2017) said that there has always been a connection between mobile devices and speaking skills to the extent that they have helped independent practice. For example, by setting voice recording students can practice and record many times, which may help them overcome their speaking mistakes, enable them to develop their own learning process and strategies. A study by Hedge (2000).found that the speech aspect of mobile learning promotes speaking practice, since voice recording can encourage to prepare, practice, record, listen, check, and re-record until students are comfortable with the final product. This characteristic of mobile devices allows learners to listen back to themselves and self-assess their progress. Then, they can compare their voice with an ideal pronunciation and make an improvement in this skill.

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Almekhlafy and Alzubi (2016) found that students developed a sense of independence when they chose a topic to interact through WhatsApp in the Saudi EFL context. Similarly, Leis et al. (2015) found that learners showed a tendency toward being autonomous when they were encouraged to use their smartphones during class because in their free time they tried to improve their own study habits and English proficiency. In the case of speaking skills, mobile devices such as iPods, tablets, phones and other handheld devices contribute to the development of oral skills by providing authentic tasks (Miangah & Nezarat, 2012). For example, having those facilities students can make their audio-video recordings. It is usually motivating to record speaking activities in the mobile phone. Students can record the conversation and replay it. This is intended to help them reflect on their speaking and develop a 'critical ear', so they can evaluate their performance more effectively.

Also, the use of mobile devices both facilitated self-assessment and motivated the students to do it with a high degree of commitment and accuracy. The participants used mobile devices to video record spoken interaction among them and it helped them to later self-assess their oral skills (Vega, 2019). The use of mobile devices facilitated self-assessment and motivated the students to do it with a high degree of commitment and accuracy (Saltos, 2019)

However, other studies showed that the use of phones in the classroom is harmful to learning because students will not be using the phones in ways that relate to the work being done in class, but rather will be texting friends and checking Facebook (O'Bannon & Thomas, 2014).

Innovation

This innovation consisted of using self-regulation accompanied by mobile devices, a Padlet platform, and a rubric to self-assess speaking abilities. The rubric was

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based on Cambridge Speaking Assessment, and included action plans to regulate students' learning process and improve the speaking skills that are part of the rubric itself. There were 24 students enrolled in seventh grade for three hours of English per week. This study took place in a public school in Guayaquil, Ecuador. With the application of this innovation, students should produce basic utterances using appropriate words and phrases to express basic ideas, initiate conversations and respond to questions, including some chunks of language and short sentences about professions (Ministerio de Educación, 2012).

The innovation was carried out during the last six weeks of the 2019-2020 school year for a total of 18 hours. Students performed five self-assessments, goal settings, and action plans. During that time, program content was used to write their dialogues. Then, a WhatsApp group was created with the whole class for students to share their videos with the teacher-researcher. Next, the teacher-researcher uploaded their videos to her YouTube channel, then posted the corresponding links in the WhatsApp group in order to facilitate the process and save time. Furthermore, the students had to upload their YouTube links in Padlet walls by using mobile devices. Padlet was used because this tool was an easy way to create an online bulletin board where students could post their YouTube links, self-assess, and self-reflect. In addition, all students were able to access their own Padlet for free, no matter what mobile device they had.

For this innovation, students worked in pairs. They wrote short dialogs based on units from their English text about professions. Then they recorded themselves using mobile devices, and uploaded their videos to Padlet. After that, each student watched the video, looked for errors and self-assessed their performance using a rubric. They wrote their action plans and received the teacher's feedback through the individual

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Padlet. Most of the students in this grade had previous knowledge about using internet and mobile devices for looking up for information, checking social media, and watching videos. In order to sign in to Padlet, the teacher trained students first to generate a Gmail account only for the students who did not have an account. The teacher performs the role of a child's legal representative to set up Gmail account for minors. Finally, the researcher explained how to register and use Padlet app.

The innovation consisted of the following three stages:

1. Introduction: Students took a pre-test and learned about the self-regulation process, the elaboration of the students' own improvement (self-strategies) plan, and the students' training to self-assess.

a. Pre-testing: At the beginning of this study students took a proficiency test adapted from the Cambridge starter level. This determined that most of the students were in pre-A1.1 level even though they were in seventh grade.

b. Introducing self-regulation: The participants with the teacher's guidance, set goals, strategies, and made a little action plan to reach the desired results.

At the beginning, the researcher shared with the students the rubric and reviewed item-by-item the descriptors each student should take into account at the moment of assessing oral performance in each lesson. The descriptors were vocabulary range, pronunciation, communication abilities, and understanding.

After the students became more familiar with the first part of the rubric, students participated in designing the action plan part with the assistance of the teacher. First, they brainstormed ideas about the self-regulation strategies from the Strategy-Inventory Language Learning (SILL) developed by Rebecca Oxford; then the preferred strategies for the students were listed and

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included as options for the action plan at the end of the rubric; next students thought of the amount of time they were able to devote in using these strategies. By involving students in the creation of the rubric, students felt more empowered and their learning became more focused and self-directed because they had a better understanding of the standards, gradations, and expectations about their oral activities.

c. Training: At the beginning, students did not know how to self-regulate so the teacher showed a video interview related to the Cambridge YLE level test and learners became aware of expectations for their level. When they finished watching the video, in pairs the students with the teacher's guidance, assessed the interview using the descriptors vocabulary range, pronunciation, communication abilities, and understanding. Later individually, the students used the rubric to assess the sample video and finally they were shown the official Cambridge score to compare their results. This training was essential for learners to become skillful in assessing oral performance.

2. Implementation: In this stage learners used their mobile devices to record videos using the content of the unit learned. In addition, students individually self-assessed their oral performance and applied self-regulation strategies to set goals, monitor, and reflect on their own learning process.

a. Content learning: The transfer goal focused on talking about parents' professions, expressing what they want to be regarding professions, talking about activities that some professionals do in their jobs, describing a famous professional and doing a job interview. At the end of each week students, in pairs, were asked to plan their dialogues, such as informal conversations, interviews, or picture descriptions. To do those dialogues, students were

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provided with a task description, prompts and examples to create them. Those activities were very similar to the ones given as performance tasks in the text in which vocabulary range; pronunciation, communication abilities, and understanding were used as deliberate practice.

b. Self-assessment: By the time the students produced the first video, they had already been trained about how to use the adapted A1 oral rubric. In addition, the self-assessment rubric included two questions to help make the action plan. They were “What do I want to improve?” and “What will I do to improve”. In the first question, the students decided on an improvement goal and in the second question, students chose a learning strategy from the list to improve their oral performance.

c. Reflection: After each video students wrote short personal experiences about how they felt at the moment they talked in English. Nevertheless, when video 3 and video 5 were recorded learners had to provide more details about what happened in those videos based on the results of their self-assessment. Those reflections were the key to improve oral skills because students noticed what parameter needed to be improved and if the strategy used was successful or not giving them the opportunity to change in order to get better results.

3. Closure: In this last stage, students produced two more videos. Including the final assessments and reflections. Then, the teacher assessed this video as well in order to determine the students’ improvement in speaking skills and self-assessment. Finally, in groups the students discussed their results and talked about the process and the strategies used.

Methodology

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Efron and Ravid (2019) claimed action research is the process of studying a classroom situation to understand and improve the quality of actions or instruction that is preplanned, organized, and can be shared with others. In fact, the present study is an action research that used the qualitative and quantitative methods to collect and analyze the data.

This study was conducted in seventh grade in a public elementary school in Guayaquil, Ecuador. It aimed at determining whether self-regulation facilitated by mobile devices helped to improve speaking skills. This action research established self-regulation as the independent variable, and the dependent variable was oral interaction. This study answered the following specific questions:

1. To what extent did self-regulation accompanied by mobile devices enhance oral interaction? (Quantitative)
2. To what extent did students' self-assessment improve? (Quantitative)
3. What was the students' perspective of the innovation? (Qualitative)

Participants

In this research, the study group included twenty-four students in a class of seventh grade of Basic General Education (Educación General Básica), of a public school in Guayaquil, Ecuador. They belong to the low and middle socioeconomic level. From previous years' background information, they did not receive English classes continuously or in other cases the English classes were given with the help of a Spanish teacher.

The total number of participants involved were seven boys, representing 29.17% of the sample and 17 were girls representing the 70.83% for a total of 24 students. The students involved in this study ranged from 11 to 12 years old, which places them in primary education in the Ecuadorian educational system. According to placement test

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administer by the researcher 95% of the students were placed at pre-A1 level and only 5% had reached A1-level which is required by the end of seventh grade. The test was adapted from the Cambridge Assessment English starter level.

At the beginning of the study the Strategy Inventory for Language Learning (SILL), developed by Rebecca Oxford (Oxford, 2003), was used to collect demographic information. The SILL data does not answer a research question, but it is helpful to describe the students. The SILL is the most widely used data collection instrument in second/foreign language learning investigations in several countries. The fact that the SILL covers a large number of Language Learning Strategies, its comprehensive classification system made the foundation for strategy inventory for language learning (Oxford, 2003). Add to that, SILL is considered as a descriptive inventory because it provides evidence in the form of statements for learners to show what learning strategy they were using and which learning strategy should be used (Bessai, 2018).

To carry out this investigation the strategy inventory for language learning SILL was applied to know the students' demographic information. It also included attitude toward learning English, years studying English and strategies used before the innovation started. The results from the survey gathered valuable information about the strategies participants used before to apply the innovation. The strategies included the use of English songs, repetition of the unknown words and looking up the meaning of a word in dictionaries. What is more, this instrument also gave some information about previous learning experiences for example that they had limited exposure to English language and most students were not interested in learning the language; also, they did not like oral activities because they were afraid of making mistakes in front of others. In addition, they showed a negative attitude toward English because the participants explained that this subject is difficult, and not very meaningful for their lives. This

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survey was in Spanish given that most of the participants' had a low proficiency level of Pre-A1 level and they were still not ready to answer in English.

Instruments

Teacher's Speaking Rubric.

The rubric was adapted from Cambridge to answer question one to determine improvement in oral skills. This rubric was similar to the one used by the students. The teacher's rubric only differed from students' rubric in the action plan part (Appendix A). It had three descriptors following the Cambridge criteria format which were about the use of vocabulary; pronunciation; interaction and communication abilities. It was created by the teacher-researcher using clear and easy language. The teacher used the rubric to assess students' oral activities and monitor their progress; then, the teacher gave feedback on each student's Padlet wall. To answer research question one, to what extent self-regulation accompanied by mobile devices enhanced oral interaction, the teacher's mean pre-test and post-test values were compared as well as the sub-skills to see if the class mean improved. Also, the standard deviation was determined in order to know the Cohen's effect size to measure the impact of the innovation.

Speaking self-regulation worksheet

To determine the research question two, to what extent students' self-assessment improved, a self-assessment rubric was created. Students used the self-regulation worksheet in Spanish and the teacher used it to know the quality of self-assessment (Appendix B). The oral interaction rubric was adapted from the Cambridge A1 Starters Rubric to analyze the students' speaking performance. The rubric had three descriptors Vocabulary range (right use of the vocabulary learned in class), Pronunciation (speaking clearly), Communication abilities (ask questions related to the topic), and Understanding (answer questions related to the topic). Students had to assign a

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quantitative grade in order to measure improvement in speaking skills' from one to three, being one a low grade and three the high grade. At the end of that sheet, there was the action plan part where students had to answer two questions that guided goal setting and strategies for reaching the goals.

The students' oral assessment format and, the action plan was answered in Spanish because those participants were basic users of the language. The rubric changed each week according to the vocabulary and content of the unit. Students self-assessed and self-reflected using this sheet. For the validity of the rubric, it was an internationally accepted rubric made by Cambridge and based on the CEFR descriptors, and the National Curriculum descriptors. For the reliability it was previously given to a group of colleagues from the same research project in order to verify its reliability with regard to vocabulary, range, pronunciation, communication abilities, and understanding. Then, the rubric as an instrument of self-assessment and teacher's assessment was clarified and adapted according to the recommendations made by the research group and students' A1 level. Furthermore, the teacher-researcher practiced with the members of the same research group using Cambridge rubric to become a more reliable rater by watching some oral presentations. Finally, those results were analyzed, assessed, and compared with the members of the research group. To answer question number two related to improvement in self-assessment, it was necessary to compare the teacher's and participants' pre and post-tests results from the oral assessment rubric in order to know whether, at the end, the teacher (expert) and students were interpreting the rubric in the same way. If the results gathered showed that both teacher and students' means were closer compared to the beginning, that is means there was an improvement.

Interview Protocol.

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Finally, qualitative methods were used to answer question number three about the students' perspectives towards this innovation. Students wrote on their Padlet walls after each video their reflections about what were their experiences and what they learned. As they were basic users of the language, their reflections were in Spanish. Besides that, the teacher gathered information using field notes during six weeks. At the end of the process, semi-structured interviews were made to gather data about students' perceptions' towards this innovation. The sample group to be interviewed was eight students. This sample was chosen according their scores from the highest to the lowest scores in order to have a diversity of perspectives. Transcripts were made for further analysis using the categories of learning, learning strategies, positive aspects and challenges. Thus, students answered the final interview about the following aspects: what students learned during this innovation, the strategies applied, how they learned, positive aspects and challenges (Appendix C). The questions were the following:

1. What did you learn during the innovation?
2. What did you do to learn? (strategies)
3. What did you like about the innovation? (positive aspects)
4. What were the challenges? (difficult aspects)
5. Do you think you improved your speaking skills?

Ethical Issues

In this research, it was important to address ethical issues to create a relationship of trust between the researcher and the participants. The privacy of all the participants was respected during the whole process although participants decided to provide their thoughts and feelings, they did not agree to unlimited access of the Padlet accounts to their classmates, but they collaborated. Then, student's privacy was respected for all students and their information personal information was protected. This research was

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done protecting the anonymity of the participants even when they created their Padlet account they used a nickname. It involved using a fictional or no name at all rather than the participant's real name. The anonymity was one aspect of ensuring confidentiality. To develop this research, it was necessary to obtain a written consent from parents because the participants involved in this research were minors. Additionally, the director of the school authorized to carry out this project in the school.

Results

This section analyzes the quantitative and qualitative results obtained to answer the three research questions. The results are organized in order to answer the three specific research questions: (1) To what extent did students' oral skills improve? (2) To what extent did students' self-assessment improve? (3) What was the students' perspective of the innovation?

1. To what extent did students' oral skills improve? To answer this question, the researcher graded the pre and posttest using a rubric to see if the class mean improved. The data for the twenty-four students were tabulated using Microsoft Excel. The data gathered from the 24 students' pretest ,and posttest are presented in Table 1 which shows the teacher's mean pre-test and post-test values, the standard deviation and the effect size. On the one hand, the data from a pre-test showed a mean of 7.00 (SD= 1.11). On the other hand, the measures from the teacher's post-test showed a mean of 8.77 (SD= 1.96). Also, the table shows that the Cohen's for the overall oral interaction was 1.11 which is considered as a large effect.

Table 1

Oral Interaction Improvement: Overall Results

Pre and post test descriptive statistics				
	N	Mean	Std. Deviation	Effect size
PRE-TEST	24	7	1.11	1.11

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POST-TEST	24	8.77	1.96	
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Table 2

Oral Interaction Improvement: Sub-skills improvement

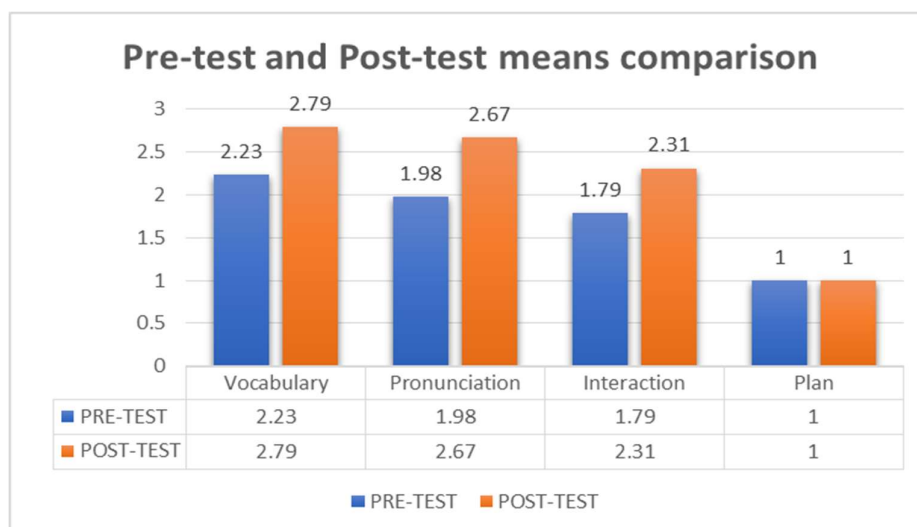
Sub-skills	Pre-test			Post-test			P Value	d
	N	M	SD	M	SD	MD	< 0.0005	
Vocabulary	24	2.23	0.32	2.79	0.41	0.56	0.000	1.53
Pronunciation	24	1.98	0.27	2.67	0.40	0.69	0.000	2.03
Interaction/ communication	24	1.79	0.50	2.31	0.54	0.52	0.000	1.00
Overall average grade		2.00		2.59	0.45			
Effect size of overall average grade: Cohen's d = (2.59 - 2.00) / 0.45 = 1.319 KEY: N = Sample M = Mean SD = Standard Deviation MD = Mean Difference d = Effect Size								

Table 2 and Figure 1 show the average of each sub-skill. There was an improvement in all the components. For example, the vocabulary increased by 0.56, pronunciation shows an improvement of 0.69 and interaction improves in 0.52. But, the pronunciation had the higher impact showing a mean of 2.67, and a large effect size of (d=2.03).

Figure 1

Oral Interaction Improvement: Sub-skill results

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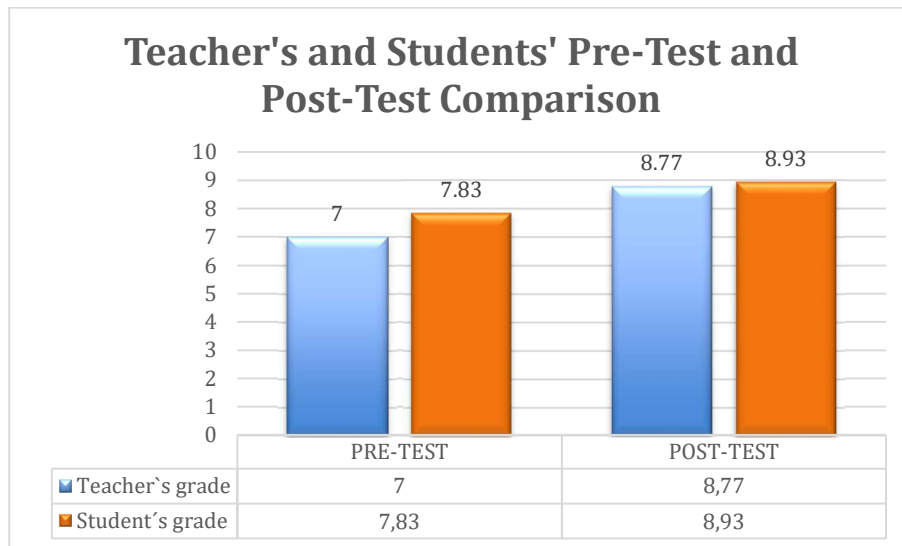


2. To what extent did students' self-assessment improve? To answer this Question, it was necessary to compare pre-test and post-test means from the teacher's grades and students' self-assessment. Figure 2, shows the mean from the teacher's self-evaluation ($M=7.00$) for the pretest and the mean for the teacher's posttest was ($M=8.77$). However, the value from students' self-assessment pretest was ($M=7.83$) and posttest ($M=8.93$). The scores of students' and teacher's post-test were compared, the difference of those results were closer with a 0.16. This data gathered from the teacher's scores and students' scores get closer which showed an improvement in self-assessment.

Figure 2.

Improvement in Self-Assessment

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3. What was the students' perspective towards this innovation? The interview transcripts were analyzed in order to know the students' perceptions (Appendix C). Also, the teacher's reflections from field notes were analyzed to triangulate the results.

Q1. What did you learn during the innovation? The answers were similar because most of the students stated that they learned new vocabulary, pronunciation, self-assessment, and how to use Padlet.

"I was surprised because I could express simple ideas in English through dialogues about professions. I loved activity four because it was easy to describe my favorite famous professional using some prompts so my ideas flowed easily." (S7)

"I learned many new words that were used when I wrote my dialogue with my friend; then I had to practice and repeat many times that dialogue in order to improve my oral performance." (S3)

"I had never self-assessed until we started this project. The teacher gave me a rubric in which I had to evaluate my dialogue it was helpful because my friend and I had to watch our video many times that let us recognize how was our

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pronunciation, the use of vocabulary and how we interact in that way we tried to grade our performance in each worksheet. (S6)”

Q2. What did you do to learn? (Learning strategies) In this question, students expressed that they chose the strategies the most they liked which were proposed by them and included in the self-assessment sheet. At the beginning, they started to understand and learn the content to write their dialogues. Then, those dialogues were reviewed by the teacher after that they had the opportunity to record many times until they felt confident with the final product. That process let them recognize some mispronounced words and each pair was able to identify and correct some of them. Also, they referred to the learning strategies used such as listening to music or watching movies. The most used strategy was listening to song lyrics because the more their English vocabulary increased at the same time their pronunciation was improved. They also looked up in their dictionaries some difficult words to pronounce.

“Well, the words that I could not pronounce I looked up in the dictionary.

Before recording the final dialogue, I recorded those difficult words, and then, I listened to them so this strategy helped me.” (S8)

“Well, my friend and I always practiced together during the lunchtime we read, recorded, and listened to our script. This part helped us to recognize what we are doing wrong.” (S1)

“Also, I usually listened to music because it helped me to increase my vocabulary and know how people use the language.” (S4)

“I requested the teacher’s help for pronunciation.” (S3)

Q3. What did you like about the innovation? (Positive aspects) the most outstanding aspects were the use of mobile devices, the use of technology, and the pair work. Those-devices facilitated the process of video recording. The cellphones and

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technology helped learners to build up confidence, and increased their motivation to participate in oral activities. The majority of learners viewed the digital video recording as a positive language learning experience. Moreover, by having an individual Padlet gave a great sense of achievement and a sense of ownership of their own learning. Having the opportunity to speak to each other in English maximized their oral skills.

“This experience was amazing because I loved using cellphones in the classroom. It was a profound change. I had teachers who have tried banning the use of cellphones in class. I thought that cellphones are part of us. Through this project I used my cellphone for learning purposes. In this English class I used to record my speaking activities at the same time. I checked my video many times to notice my errors.” (S8)

“Definitely, I was glad to use my cellphone to record our dialogue. When my friend and I recorded the first video it was so difficult, but some time later I was confident and enjoyed the process of interaction.” (S2)

“I thought that Padlet was interesting because I compiled my videos in the Padlet wall and I was creative to place those videos attractively. Also, I liked to create the dialogue in pairs because we supported each other I felt more comfortable and her help was essential to overcome my nerves.” (S6)

Q4. What were the challenges? (Difficult aspects) Concerning the challenges, the students said that the lack of vocabulary, their poor background related to the English Language, the self-assessment process, and their pronunciations were the main factors that learners struggled with during this process. However, students managed in a good way those obstacles by applying some self-regulation learning strategies.

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“At the beginning of this process, I was worried because I did not have enough English words in my mind, my pronunciation was terrible but the teacher supported and guided me in every step that I gave.” (S4)

“I remembered that when I started grading my oral performance I got 10, however my teacher talked with me about my performance so I understood that I needed to watch, again and again, to understand how my oral participation was and being honest is fundamental in this process” (S1)

“In my case, I had to record my video many times because we had many difficulties such as the sound interference or my pronunciation was not good” (S7)

Q.5 Do you feel you have improved your speaking skills? The students interviewed answered YES.

“Yes, I improved my pronunciation because I felt that I interacted with my friend and pronounced the words better.” (S3)

“I noticed that my pronunciation was gradually changing. Also I could recognize immediately when I mispronounced any word - even my friends' mistakes.” (S4)

When the innovation started students manifested that they were afraid with this innovation. Students expressed that “My pronunciation was terrible and my vocabulary was limited” (S7). “It was difficult to record only one video we need to do it again many times until it was understandable” (S5). “Self-assessing was challenge. I had never assessed my performance” (S7)

After finishing this project, the participants expressed that they improved in their oral skills. Participants said “I think that from the first video to the last video my pronunciation changed a lot” (S2). “I loved working in pairs because it increased my

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confidence to express my ideas without fear” (S8). The participants also expressed that “I noticed that learning strategies helped me to improve my oral skills” (S1). Learners manifested that videos were an interesting tool because they could analyze and repeat if it was necessary” (S3).

Discussion

The aforementioned results about students’ oral skills, due to the use of self-regulation, via mobile devices, and technology showed the following findings. Concerning research Question One to what extent did students’ oral skills improve, the teacher’s pre and post-test results showed an improvement by getting a large effect size 1.11. It is important to highlight that pronunciation was the skill that improved the most with a range of 0.69 over the other sub skills. This improvement may be due to the creation of a positive environment that encouraged learners to express basic ideas in English without feeling afraid of talking in English or afraid of making mistakes as a consequence of working in pairs. Richards (2006) claimed that when students are provided with enough opportunities to negotiate meaning with each other, they expand their language resources. Pair work increased students’ fluency and the ability to manage conversations more effectively in a second language because pair simulates ‘natural’ communication in conversational interaction (Richards, 2006). Meaningful interaction requires natural communication in which speakers are concentrated in the communicative act (Krashen, 2013). When students talked by using some gist or prompts they did not record as many times as the other videos. Those prompts give learners the opportunity to take notes on useful vocabulary, sentences and phrases so it could facilitate that their dialogues flowed easily during their oral activities.

Likewise, the feedback received from the teacher helped learners to identify their problems and set up new learning objectives that let them strengthen their

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confidence and decrease their speaking anxiety. The teacher provided feedback using the oral rubric, written comments about students' performance, and comparisons of their own ratings with students' scores. Feedback was not applied face to face to every student because there was not enough time. But, the main tool to provide feedback was Padlet. Thus, the improvement in oral skills could be caused thanks to the teacher's feedback after each session that let learners lead to the practice of self-regulation learning strategies leading them to the development of stronger learning skills and improve performance. Hattie and Timperley (2007) explained that feedback is one of the most effective teaching strategies it increases student knowledge, skills, and understanding. Shute (2007) said that students are only in a position to benefit fully from feedback when it provides realistic information based in the learning objectives that provide direction for the future learning.

In addition, students could improve their oral skills by using self-assessment as formative. The effectiveness of applying formative self-assessment in oral skills helped to the participants become progressively more objective and responsible to regulate their own actions to reach learning goals (Brown & Harris, 2014). Since self-assessment was used to help learners though about the learning process as it was taking place, and how to improve their learning. It has been argued that self-assessment makes learners more involved in the learning process giving the opportunity to learners to start thinking about their own learning and identifying study strategies that can help them learn more. (Lessard-Clouston, 2018). According to an assumption by Brown (2014), if a learner is a self-regulated learner, they tend to choose specific strategies, in the process of learning, start making their own decisions, and be less dependant on their teachers.

Regarding question two of this research, to what extent student self-assessment improved, the analyzed data showed improvement in self-assessment. At the beginning,

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students' grades were higher than the teacher's grades. At first, when students had the opportunity to grade themselves most of them took advantage of the situation by marking themselves higher. Weimer (2002) said that self-assessment can be tricky because learners may not be sincere and may even over-evaluate their own performance consequently student self-assessments can be inaccurate. There were some participants of this study tended to overestimate their language abilities but more proficient students underestimated their abilities. Student self-assessment became more realistic with practice. This suggests that teachers need to give more assistance during instruction and during the self-assessment process so learners will be able to internalize the concepts involved (Joo, 2006).

On the other hand, at the end of the process, high levels of interrater agreement were possible between students' scores and teacher's scores in the oral activities. The quantitative data showed a moderate correlation between the means from the teacher' post-test ($M=8.77$) and the students' post-test ($M=8.93$) with a difference of 0.16. Those similar scores could be due to the fact they were trained to grade accurately and had a good understanding of the rubric. Joo (2016) claimed that students' accuracy in self-assessing is closely connected to the instruction, and previous practice about the self-assessment procedures.

Considering the third research, question about the students' perspective on this innovation, learners found self-assessment valuable for raising their awareness of the learning process. Self-assessment helped them to take a critical position about their oral performances, thus opening up the possibility to question themselves about what they knew, how much progress they made, and what they could or could not do with the previous knowledge they acquired. In sum, self-assessment requires that learners become aware of their abilities so they start thinking about strengths and weaknesses in

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order to identify study strategies to learn and improve their actual performance (Ardasheva et al., 2017)..

Furthermore, the teacher and student assessment during the innovation was purely used for formative purposes. This made students more realistic when they graded. In the process of this type of assessment, students summarized their progress and reflected on existing problems after they fulfilled each oral task so as to correct and improve their own pronunciation. This type of formative assessment would help students to monitor and regulate their own learning by making self-assessment and accepting feedback from their group members and teacher (Richards, 2006). Teacher assessment was an indispensable tool of students' formative assessment because it aimed to guide students' oral activities by identifying some problems during oral production and giving timely feedback. The teacher's assessment helps to identify problems encountered by students and helps learners to grasp certain learning strategies and achieve progress (Ardasheva et al., 2017).

Learners' perceived improvement in vocabulary, pronunciation and interaction suggested that each oral activity was successful since self-regulation directed learners' attention to problematic aspects that affect their oral skills by using self-assessment. Viruet (2018) pointed out that self-assessment increases autonomous learning, enabling students reflect on the learning process and thereby reduces their language gaps. The more learners are able to exercise agency, the more they become autonomous and self-regulated learners (Brown & Harris, 2014)

Furthermore, students said when they contributed to the creation of the action plan they included the strategies they liked the most. Those strategies were used to regulate and improve their oral performance. As they were conscious about how they managed each oral activity, they tried to spend more time, and learners were rigorous, in

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undertaking their own self-regulation. A study by Mahjoob (2015) demonstrated that students can participate in defining and describing the qualities their work should have.

Students said that the feedback given by the teacher at the end of the session helped them keep on talking in their own pairs. They tried to correct errors as much as possible in the expressions, vocabulary, pronunciation and communicative abilities. Oral feedback could not be applied in the way stipulated in the theory but, with the assistance of technology, learners could easily connect to the Padlet app to receive timely written feedback and was better since they could review their performance and watch the teacher's feedback as many times as they wanted. Hence, Hattie and Timperley (2007) explained that teachers form a crucial source of external feedback and play a central role in developing self-regulation among students.

Kruk (2017) investigated the development and integration of mobile phones to support students' oral skills. The interview showed that students had problems when they tried to talk in English. Before starting this innovation, students did not have enough chances to express orally and they felt uncomfortable. However, with video recording they had fun. Thus, they said that they felt more comfortable because nobody judged or laughed when they made mistakes. Also, they corrected their own mistakes at any time through the use of video recording. It was very effective and useful because they watched videos more than twice meaning that they self-corrected and practiced more. By using video recording in speaking activities, students will have opportunities to play and replay the recording many times so that they could learn from their mistakes (Hedge, 2000). Furthermore, they will learn from their self-evaluation and also from their friends' comments and teacher's feedback (Hedge, 2000).

In summary, students explained that self-assessment let them reflect and monitor their own learning. Specifically, students found that self-assessment was crucial to take

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responsibility about their learning and contribute to the learning process. In fact, they stated that they put extra attention on the areas that need improvement to get better marks. Thus, they fostered self-assessment practices to reach learning goals, start thinking about their own learning and applying learning strategies that helped them improve their oral skills.

Conclusion

This study was aimed to improve oral interaction via self-regulation strategies and the use of mobile devices. The present findings indicate that self-assessment was the key to foster self-regulation. Moreover, the results of pre and posttests asserted that there was an improvement in vocabulary range, pronunciation, and interaction. At the end of this process, the students' reflections, field notes and semi-structured interviews provided useful information about this innovation.

Pair work gave learners a lot of interaction. It let students practice their dialogues. Working in pairs gave learners more confidence and more motivation than when talking in front of their classmates and the teacher. Additionally, students had more chances to self-correct their oral performance. Besides that, the interaction between pairs facilitates the acquisition of the English language.

The quantitative data showed that learning to self-assess improves students' oral skills. The participants perceived that this type of assessment was authentic and found their learning to be useful. Furthermore, the researcher noticed that rubrics helped students to understand in a clear way the oral performance they should reach. Self-assessment helped learners to reflect on their performance against the assessment criteria; also, they noticed their mistakes without relying only on the teacher. In fact, according to the results both teacher and students' post-test means got closer indicating improved rater reliability or ability to self-assess. In addition, by involving students in

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the creation of the rubric, students felt more empowered and had a better understanding of what level was expected. The differences were only 0.16 which means that students improved the quality of self-assessing and self-regulation through practice.

Moreover, the researcher noticed that each sub skill was improved through teacher's feedback on oral activities at the end of each session. The feedback from teacher helped learners to make a better decision, prepared for activities and made better performance when applying learning strategies.

Finally, the qualitative data gathered from the students' points of view at the end of the study confirmed that self-assessing helped them to be well aware of what they knew, believed, and felt about the task. Also, they expressed that their motivation and confidence increased when they were allowed to use mobile devices and Padlet app. Those modern devices offered them a variety of data and multimedia features such as video photography and audio. The students stated during the interviews that those hand-held devices gave them the chance to extend the oral practice and identify the weaknesses in their speeches before they uploaded the final video to Padlet. In addition, students loved using Padlet where they could review and receive teacher's feedback and compare their results with the teacher to know which performance aspects to improve and how this can be accomplished to reach their goals. Effective self-assessment practices and feedback helped students take more responsibility for their own learning and eventually support self-regulated learning.

According to the outcomes gathered in the field notes, the researcher observed the participants enjoyed the process despite it was a hard process. It is necessary to highlight the efforts of the students to improve their oral skills in each video, from the first videos until the final videos. Those videos required that students to repeat for many times until they felt confident with the final product and it became understandable. The

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teacher-researcher able to notice the correct pronunciation.. The teacher-researcher noticed that pronunciation, vocabulary, communicative abilities, self-regulation, and self-assessment were used by the participants in a better way and all those aspects were improved. To sum up, the participants of this research showed a positive attitude toward oral activities, self-assessment, and self-regulation.

Limitations

It is essential to mention certain practical limitations during the research. The most prominent limitation was the lack of internet connection. Therefore, some students had to share their videos using the teacher's internet connection. The others had to upload their videos at their own homes. Another difficulty was controlling the students' use of cell phones in the classroom. Learners prefer to use the smartphone for social media rather than for recording their oral activities. Furthermore, since there was no control group and the sample size was too small, results cannot be generalized to other contexts. One of the limitations of the current study was the limited amount of time available for applying this project. Finally, the use of a control group would have allowed comparing the results from the experimental group with the results of the control group and thus have strengthened the conclusions based on the innovation.

Recommendations

Considering the results and conclusions the researcher makes the following recommendations.

It is essential to talk to the authorities to have a connection to the internet and made consistent progress in expanding internet access in each classroom. The author recommends that future researchers plan ahead strategies to manage in a better way the use of smartphones during class to maximize the use of time. Before starting with this innovation, it is suggested to work and prepare the students to be able to express basic

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ideas, initiate conversations and respond to basic questions. Moreover, a control group is an essential part of many research designs, allowing researchers to minimize the effect of all variables except the independent variable. Teacher training is essential to promote autonomous learning since teachers do not have experience teaching students to be autonomous learners. Teachers should give learners the opportunity to provide feedback collaboratively through qualitative comments. In addition, before teachers develop and implement self-assessment practices in a group of students, it is important to analyze the current perceptions and experiences that students have regarding self-assessment. For example, students' perceptions of what grades really mean to them and their current experience with grading themselves. Besides that, the researcher recommends to apply this investigation over a longer time period to promote autonomous learning and to optimize students expanding their knowledge of both self-assessment criteria and procedures. It is recommended to compare the results from an experimental group with the results of the control group to compare and assess the effect of the intervention on learning. In this study, the students' oral assessment was limited to a particular task type, that was, transcript dialogues. Future research could explore the same research questions, employing varied speaking task types.

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Appendix A

Speaking rubric (teacher)

Available upon request.

Appendix B

**Speaking Self-regulation rubric
(Student)**

Available upon request.

Appendix C

Interview Protocol

Available upon request.

Appendix D

Unit Plan

Available upon request.

Appendix E

Placement Test

Available upon request.