



**Facilitating Self-regulation with Mobile Devices to Improve Oral Interaction in a
Public School in Ecuador**

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Abstract

This action research aimed to determine EFL learners' speaking difficulties from their prior knowledge, training, and perspective. This action research included quantitative and qualitative data collected through a pre-test and a post-test to see learners' progress. In this study participated thirty-four students, 19 females and 15 males from 15 to 18 years old, from a public high school with a rural background. In the beginning, most of them had low English knowledge, and a few of them had an intermediate level and two or three with a higher proficiency level. Students worked with self-regulation strategy. In Padlet, they uploaded five speaking videos and self-assessed their work against a rubric. The facilitator provided feedback for each assignment. The instruments were a rubric and an interview, and the global oral interaction improvement showed a positive effect size (ES) of 0.89. In the final part of the study, results showed a significant improvement in teacher and students average scores contrasting their first videos against their fifth ones. Since the implementation of self-regulation has been beneficial, EFL teachers may find this study helpful for subsequent research and implementation in classrooms.

Keywords: Speaking skills, self-regulation, self-assessment, oral interaction, EFL.

Resumen

Esta investigación tuvo como objetivo determinar las dificultades del habla de los estudiantes de inglés como lengua extranjera a partir de su conocimiento, formación y perspectiva previa. Esta investigación incluyó datos cuantitativos y cualitativos recopilados a través de una prueba previa y una prueba posterior para ver el progreso de los alumnos. En este estudio participaron treinta y cuatro estudiantes, 19 mujeres y 15 hombres de 15 a 18 años, de una escuela secundaria pública de origen rural. Al principio, la mayoría tenía un conocimiento bajo del inglés, algunos tenían un nivel intermedio y dos o tres tenían un nivel de competencia más alto. Los estudiantes trabajaron con la estrategia de autorregulación. En Padlet, subieron cinco videos de charlas y autoevaluaron su trabajo comparándolo con una rúbrica. El facilitador proporcionó comentarios para cada tarea. Los instrumentos fueron una rúbrica y una entrevista, y la mejora de la interacción oral global mostró un tamaño del efecto positivo (ES) de 0,89. En la parte final del estudio, los resultados mostraron una mejora significativa en los puntajes promedio de maestros y estudiantes comparando sus primeros videos con los finales. Dado que la implementación de la autorregulación ha sido beneficiosa, los profesores de inglés como lengua extranjera pueden encontrar este estudio útil para la investigación e implementación posteriores en las aulas.

Palabras clave: Estrategias para hablar, autorregulación, auto evaluación, interacción oral, inglés como lengua extranjera.

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

The English language has become the lingua franca worldwide. It is helpful that every person could reach the linguistic performance in all the competencies of English. Nowadays, the majority of the information comes written in English, also it is necessary to develop an effective communicative competence to interact with people around (Richards, 2006). English is necessary for interacting with people from other cultures whose mother tongue could be different from English. For this reason, Ecuador is prioritizing English language learning in public schools, making it mandatory from second grade until the last level of secondary education (Ministerio de Educación, 2016).

However, Education First (2020) shows that Ecuador has decreased its English proficiency last year, placing it in position # 93 of 100 countries. It is the lowest level of English in Latin America. Although the reality is discouraging, the same study shows that Quito, Cuenca, and Guayaquil own the highest levels of English proficiency, but it is still insufficient to have a better position in the ranking. This information leads investigators to wonder why English proficiency has decreased when the education policy says that more opportunities to learn English are being applied.

Castillo (2013) pointed out that several factors affect Ecuadorian classrooms' English language proficiency. On one side, teachers' issues such as outdated practices centered only on the facilitator, and on the other side, students' bad behavior or lack of interest in the subject. However, most students' problems are related to the speaking skills due to the limited vocabulary, the lack of confidence for speaking because students were not adapted to talk in class. It increased the difficulty of expressing words or sentences. These problems cause most

students feel afraid of making errors. This is why it is urgent to verify how teachers are conducting their classes.

It is necessary to innovate English teaching with actual procedures of communication. Brown (2000) indicated that Communicative Language Teaching (CLT) is the most recommendable approach because it looks for facilitating lifelong language learning among the learners, not just with the immediate classroom task, but with constant training. Nevertheless, the evidence confirms that the teaching practices need to be enhanced to help students reach the level B1 according to CEFR at the end of their secondary studies as the Ecuadorian Curriculum of English demands (Ministerio de Educación, 2019).

It is essential that teachers work with CLT principles, such as learner-centered and task-based instruction, cooperative and interactive learning, and communicative competence. In his research to improve fluency and spoken interaction, Ko (2015) proposed Mobile-Assisted Language Learning (MALL) to conduct communicative classes by connecting the learners with mobile devices to overcome the limitations of large class sizes and provide students with more opportunities for interaction practices according to their progress and needs. His study involved two groups, the experimental and the control one, and it had positive results.

Ko (2015) mentioned that his study involved two groups, the experimental and the control one and it had virtuous results. Students improved their learning competencies into their two groups. The self-regulation of their own learning was essential to improve their own student learning. Learners were able to listen to other's speaking practices and peer-assess their performance, the participants reinforced their reflection and analysis skills allowing them to make their practice more meaningful and being motivated to participate. This learning was facilitated by different devices that students can implement everywhere,

Implementing this study in the Ecuadorian context could lessen some teachers' and students' issues previously mentioned.

Kashou (2016) talked about his study where 604 participants applied a self-regulation questionnaire before implementing to self-assess their learning facilitated by technological devices in the classroom. Some correlations were found across some variables. The study applied self-regulation and self-efficacy for obtaining a better-regulated learning and metacognitive awareness. The researcher demonstrated in the first place that students improved their competencies in English applying the self-assessment strategy facilitated by different kind of technology (95% used laptops and 63% used smartphones). The meaningfulness of the study was the academic learning and leisure time improvement by applying self-regulation facilitated by technological devices.

Students in some cases over use technological devices thinking if they use them more, it will be more effective for their learning, but it does not real. This happens when teachers do not have the specific knowledge to use the self-regulation strategy, their lack of explicit wisdom avoids to help students take ownership of their learning and control the use of their technological devices as a channel to improve their learning and engagement for achieving their own goals (Darling-Hammond et al., 2020). Given these points, teachers should help their students to increase their levels of self-regulation with the aim that they achieve their success. Still, it is also essential to implement new tendencies in terms of self-assessment to push up students in the learning and the usage of the English language not only in class but also in future experiences.

In the local context, some investigators focused their research on oral interaction improvement. Bonifaz (2020), Dávila (2020), Mendoza (2020), and Rivera (2020) mentioned the considerable oral skill improvement in the interaction, production, fluency, and better

understanding in their learners when communicating with each other. They implemented practical self-regulation training as a principal strategy to make learners reflect on their knowledge supported with effective self-evaluation and feedback. Since learners could see their improvement, their participation and dialogue exchanges in the second language were more evident. Students understood the importance of the interaction with partners in the classroom (Lessard-Clouston, 2018).

For that reason, the current research pretended to fill the existing gap as to the application of the self-regulation strategy such as the use of self-assessment, to improve students' oral production facilitated by technological devices. The English Ecuadorian Curriculum for secondary level proposes using interactive language teaching to help students improve and reach communicative competence; and using Information and Communication Technologies (Ministerio de Educación, 2016). It is another reason that supports the implementation of the current study, even more, because the researcher intended to implement this work in a public high school in Guayaquil city.

Learners of the high school were benefited from this implementation. The sample improved their oral performance. However, students' English proficiency was not visible immediately.

Literature Review

Beyond the historical method to teach grammar, and vocabulary, nowadays, teachers should guide their students to select appropriate techniques that help them communicate in real-life situations, not just conversations proposed as in-classroom tasks. The idea is to exploit the full potential of students to produce and receive the language through cooperative

interactions with peers, teachers or, outsider helpers. Therefore, it is suggested the application of Communicative Language Teaching (Brown, 2000).

Indeed, it is necessary to spread the benefits of this approach in students' oral production; that is why topics related to speaking, its components and, assessment are developed (Escudero et al., 2020). Additionally, the authors mentioned that this approach is supported by the development of self-regulation and self-assessment competence. When students reach communicative goals, they must work on language use in authentic situations and contexts in the real world and fluency, not just accuracy.

Speaking Skills

Input and output play an essential role when it is talked about second language acquisition also, the interaction is necessary for this topic (Lessard-Clouston, 2018). Lessard-Clouston noted that input could be found in oral and written form, so students must be exposed to English by listening or reading. The output is the language produced either in written or oral ways. Moreover, Brown (2000) declared that a learner would have successfully reached language acquisition when he or she has held an interactive discourse with other language learners. Therefore, the output is in close connection with the input when interacting or communicating with others.

Defining *Speaking* is sometimes difficult due to the interrelations that it has with daily interactions among people. Nevertheless, Erdiana et al. (2019) concluded that "Speaking is the way an individual expresses opinion, thoughts, and feelings to other individuals orally. It is an interactive process between a speaker and a listener" (p. 133). Another critical points about Speaking are its three areas of knowledge: the first one is the mechanical elements of language, such as grammar, vocabulary, pronunciation; the second area is the speaking

functions, which indicates the speaker when it is necessary to explain the message by using other words and when not, and the last area is the socio-cultural norms, for instance, turn-taking for talking as well as for listening, whom a speaker is talking to, and what the purpose of speaking is (Nazara, 2011).

Speaking skill is an essential skill to acquire foreign or second language learning. Speaking is deemed necessary to learn a foreign or second language among the four critical language skills. Brown and Yuke (1983, as cited in Rao, 2019) mentioned that Speaking is the skill that learners will be assessed upon most in real-life experiences. Regardless of its importance, teaching speaking skills have been undervalued. Most EFL/ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills.

Assessment

Assessment represents a significant role in establishing the quality of education. Assessment is a necessary tool for developing in classes, so when students are appropriately assessed using various appropriate evaluation methods, results are noticed effectively (Sewagegn, 2019). Assessment consists of different meanings within the context of varying levels of education. It is the systematic collection and analysis of information to improve student learning, and it can facilitate improvement through a variety of resources (Stassen, 2001).

Assessment of learners' ability to produce the language is a broad field. There are two types of it, formative and summative. According to Brown and Abeywickrama (2010), the summative assessment helps verify the fulfillment of the learning objectives at the end of a

course, session, or instruction. However, after it, the students do not receive any suggestions for improvement.

On the other hand, Brown and Abeywickrama (2010) mentioned that formative assessment is used to score final results and, based on those results, to provide timely feedback. However, Joo (2016) advocated that nowadays, it should be assessed for learning since it is beneficial for both characters involved in teaching-learning. The information gotten can make changes in instruction and knowledge. The author compared this new terminology with the older one, assessment of learning, which provides information only for summative purposes.

Feedback

Feedback is a process of providing helpful information for students to examine skills related to their appearance and monitor their learning progress (Indahyanti & Mursidin, 2017). According to Suhadi (2008, as cited in Indahyanti & Mursidin, 2017), feedback includes a significant part of learning because it will affect to the motivation and interest in learning students or students in a significant form. Sisquiarco et al. (2018) remarked that feedback has the purposes of obtaining information about students' performance to provide suggestions about it and thus help them improve and achieve their learning goals.

In the same document, Hattie and Timperley (2007, as cited in Sisquiarco et al., 2018) proposed a feedback model that contains four levels: task level, process level, self-regulation level, and self-level. Regarding the first level task, it is corrective since it distinguishes between correct and incorrect answers; the second level processes one, which suggestion learning strategies provided by the teacher to be followed by the students to facilitate the second language acquisition. Besides this, the last two levels encompass the self; students

monitor their actions to achieve learning goals at the self-regulation level. In self-level, students make personal evaluations, that is to say, self-assess their effort and engagement. Finally, it is beneficial that teacher could provide some feedback to his/her students after each task (William, 2016). The author mentioned that the main purpose of feedback is improving the student's ability to perform tasks he/she has not yet achieved.

Self-assessment

Nowadays, teachers look for engaging students in their learning and their assessment process criteria and judgments. With this in mind, Spiller (2012) suggested two ways of assessment related to constructivism. One of those ways is the Self-assessment which is considered a formative assessment, and it is the process where students realize their quality of performance. Krashen (2013) declared that the students could monitor or edit their knowledge. They also have the opportunity to self-correct their production just before they express their ideas because they look for quickly inside their brains the ability already learned.

Additionally, some other reasons to engage students in self-assessment are: students can identify their strengths and weaknesses, as well as their progress, students become more independent, and students can be prepared for unknown problem situations in the future. Another way is the peer assessment; in this process, one student provides a grade or feedback to his/her peer's performance. Among the reasons to apply this type of assessment are: promoting collaborative learning, helping each other recognize their gaps in education, and assisting students in improving their comments in the feedback given to their peers (Krashen, 2013).

Self-regulation

Self-regulation in terms of academic achievement involves student's thoughts, plans, feelings, and actions that guide them to either approach a desirable goal or maintain it in the correct way to achieve it (Kashou, 2016). Some authors define self-regulation as self-regulated learning, which has a similar concept when people talk about learning. However, the last one proposes monitoring, regulating, and controlling learners' cognition, motivation, capabilities, and behavior to achieve their goals, whatever the context in which they are involved (Brown, 2014; Kashou, 2016).

Zimmerman (2000) mentioned that self-regulation is helpful to establish how learners set goals and decide on strategies to improve their learning. The author expressed that students choose the time spent on the specific time task and its subcomponents. During foresight, learners also motivate themselves to work on the task. Schunk and DiBenedetto (2021) expressed that unfortunately, in some cases, students may not devote sufficient time to set their goals and strategies carefully for the lack of understanding, and they may accomplish their tasks with low self-efficacy for performing well.

Learners may not attend carefully to the job during the performance or monitor their performance to determine goal progress, as it was stated by Schunk and DiBenedetto, (2021). The authors also mentioned that learners also may not adequately evaluate their performance during self-reflection and make attributions that do not motivate. For example, if they had difficulty completing the task, they may attribute it to low ability rather than insufficient effort. As it was seen, self-regulation is a process that requires good training through different practices.

For that reason, Allal (2010) presented arguments to emphasize that formative assessment plays a more influential role in the regulation of learning when it is integrated from the beginning in each teaching and learning task. Likewise, Brown (2014) confirmed

that self-assessment is a necessary competence that generates self-regulation skills because self-assessment help students become more independent and responsible for their progress and performance. Indeed, Allal (2010) suggested that any self-assessment tools on student self-regulation tend to be more significant when teachers allow the students to analyze if the assessment criteria are appropriate for them and if those tools are correctly used.

In the same way, it is essential to determine the classroom practices to enhance self-assessment. Brown proposed to start with concrete and straightforward techniques to check if their answers in a spelling exercise were correct or not, then in the next stage, students can compare their older performance with the new ones and self-correct their works. Finally, the students must make a profound and holistic analysis of their performance at the advanced stage. They use sophisticated responses, rubrics, checklists, or rating scales made by themselves with the supervision of teachers.

It is necessary that students have the clear idea about being self-regulated. Learners need to be aware of their thought processes and be motivated to actively participate in their learning stages (Zimmerman, 1990). For this reason, the self-assessment is helpful for providing students with an opportunity to self-evaluate, or make judgments about their learning process and products of learning, based on criteria that they have agreed on with their instructor (Andrade, 2019).

Assessment of Speaking

Joo (2016) considered that self or peer assessment of oral performance is a good option; although, challenging for learners because they without the experience and knowledge of a professional can find multiple issues, for instance, “1) limited proficiency in the language 2) lack of anonymity 3) rating activities inseparable from classroom practices”

(p. 69). However, after analyzing and comparing some related studies, the author concluded that self and peer-assessment are beneficial for two reasons. First, it is a valid method of rating oral performances. The students are provided with task-related criteria, assessment training, tester traits', and strong integration with the curriculum. Additionally, self and peer assessment practices help learners improve their speaking skills.

Mobile-Assisted Language Learning

Mobile-Assisted Language Learning with the acronym MALL refers to mobile technology in the language learning process (Miangah & Nezarat, 2012). Technology has become essential in language learning, and for students, the easier to carry it, the better for them. Therefore, mobile phones currently offer a lot of services and features that benefit the users, among those features: portability and connection all the time. Results beneficial for learners because they can carry their learning activities with them to any place, any time; another feature is the social-interaction which lets the students share data and encourages collaboration, and finally, the most important, a mobile phone is cheaper than a computer, laptop or tablet.

Although on the other hand, mobile phones have their cons, for instance, a small screen that makes the reading difficult, the storage capacity is also insufficient. However, Miangah and Nezarat (2012) confirmed that mobile phones outside the classroom are an excellent tool for language learning. The authors mentioned that it helps exploit students' free time since a considerable quantity of material has been created for this purpose, such as versions of books for phones, voice and video recorders, web surfing, among other tools. As the evidence shows, self-regulation is reached by practicing self-assessment of the students' output, such as oral and written skills. In the current study, students and the facilitator worked with Padlet to store the students' videos information.

Padlet

Deni and Zainal (2018) mentioned that Padlet is a 'free' 2.0 wall tool platform where virtual walls can be created. A virtual wall functions like a notice or a whiteboard where one can 'pin' multiple and different types of files like word documents, images, audio files, and videos as well. The creator of a wall has control over the content, design, layout, and privacy of the walls. When designing a wall, the creator can choose from the different 'wallpapers' given to design the background of a wall, and when there are multiple postings on a wall, he or she can 'arrange' them in a different layout; for instance, stream, freeform or grid.

General Objective

What is the effect on oral interaction of using self-regulation facilitated by mobile devices in an A1 level class of 34 high school students of a public institution in Guayaquil city? Together with this, the present study proposes the following research questions:

1. To what extent did students' oral skills improve?
2. To what extent did students' self-assessment improve?
3. What were students' perspectives of the innovation?

Innovation

This study aimed to know in which way self-regulation and self-assessment competencies improve students' oral production facilitated by the use of mobile devices. For that reason, the study started with selecting the appropriate target group, the students of the Second Year of Baccalaureate, which was integrated by thirty-four participants of a public high school. Then, the plan for teaching during six sessions, each session took one week of 5 class hours established in a chronogram (Appendix A) for preparing the innovation. A Unit

Backward Design (UBD) model (Appendix B) was designed and used to plan classes. This model “plans with the end in mind” (Wiggins & McTighe, 2012, p.7).

Given that the learning outcomes were stated first, it was necessary to document and validate that a student had achieved the desired goal through cautious assessment methods. Finally, the resources, tools, and teaching and learning activities were proposed as the means to fulfill the desired purpose (Wiggins & McTighe, 2012). With this in mind, the desired goal of this plan was that students could get by in short and simple conversations based on social and personal backgrounds related to tourism. Hence, the methods to assess this achievement were the self-regulation activities by recording videos where learners interacted with little dialogues. After that, every learner could give him/herself an appropriate self-assessment and the teacher could also provide a positive feedback after each uploaded video.

The teaching-learning activities were prepared in an ascending level of difficulty, considering their linguistic needs and the students’ learning preferences. It meant that at the beginning of the intervention, the students worked on more accessible topics related to their last vacations by using new words and some grammar rules. Still, as the weeks went by, the activities became authentic and contextualized. For instance, students had to arrange a trip, book a flight, and promote a trip; real situations helped students prepare for the future as the CLT approach demands it.

Students were required to work in pairs throughout the sessions to apply the knowledge received in classes by recording a video of 1 minute, except on the first week where two tests were used for each participant. A proficiency test was taken to know students’ English level according to CEFR (Appendix C), and then the SILL questionnaire (Appendix D) to understand their learning preferences. Both results showed the teacher the starting point to develop the innovation.

In effect, SILL was convenient for both, on one side for students, because they could demonstrate if the techniques and strategies they implemented were the most suitable for their language learning objectives. Based on results obtained about the interaction with English native speakers, a 44% of learners mentioned that they grade themselves with a lousy score compared with the 56%, which tries to improve every time. Students' results demonstrated that English is very important for them with a 97% acceptance of it, contrasted with the 3% of the group who think English is unimportant. On the other side, it was convenient for facilitators to plan and present instructions for teaching the use of strategies (Oxford, 1986). Regarding the teacher's role, she acted as a facilitator of the language. Before the first class during the first week, the teacher supplied information related to Self-regulation and Self-assessment to help students to improve their academic achievements.

Also, the teacher implemented a pilot plant with a few students of the sample group; within this plan, the students watched some pictures and YouTube videos which encourage them to describe, answer and ask questions, in sum, to practice by interacting. At the end of this pilot plan, students had undergone an YLE for Movers proficiency test, which meant for students who got A1 level according to CEFR at the beginning of the innovation.

Then, when the students knew their goals, the teacher started implementing the project with weekly classes related to grammar, vocabulary, pronunciation, trends in technology, and their usage for educational purposes. Coupled with the training, the teacher always concerned about students' improvement, using a free platform called Schoology to reinforce the topics studied in classes. All the students who needed support or further explanations used to this platform to contact the teacher.

Along with the five sessions, students should find the best place to record the assigned videos using accurate descriptions. Then, they had to upload it to a platform called Padlet

(Appendix E), which allowed creating either collaborative or personal murals. Teachers and students could work in the same task simultaneously. Once the students watched their videos, they were ready to start their self-assessment using the speaking rubric (Appendix F). This rubric was composed of two parts; the first one, adapted from Cambridge Assessment, A1 Movers, grades three speaking subskills (grammar and vocabulary, pronunciation, and interactive communication). The second part, which contributes to grade self-regulation competence, is called Action Plan, and it grades Why, What, and how the students wanted to improve for the next session.

A further analysis that added to the self-assessment was the students' reflection called Learning log (Appendix G); after each session, students had to answer three main questions: What did I do during this class? How did I work along with this class? and What did I learn after this class? Finally, students finished the intensive work with an interview (Appendix H) that was conveniently proposed for eight students chosen randomly. The teacher prepared five questions to know their perspectives about the innovation.

Methodology

The current study is considered a mixed-method research since both qualitative and quantitative data were collected and then analyzed to find specific results about learners' possible speaking improvement. The researcher decided to use this type of method due to the various benefits that it gives; for instance, one of them is that Shorten and Smith (2017) indicated: "to gain a better understanding of connections or contradictions between qualitative and quantitative data" (p.74). In addition, this method allows exploring the data so that the evidence found can answer the research questions more deeply.

Additionally, the study is considered action research because the teacher and her students looked to improve their classroom practices and learning experiences (Efron & Ravid, 2019). This study collected quantitative data from a pre and post-test. Besides this, qualitative data came from the learning log, action plans, and interview, all to conclude if the teaching practice of self-regulation, and self-assessment caused improvements in students' oral production.

Participants

The facilitator chose the sample from the list of the groups assigned to her during that school year 2019 - 2020. Hence, the target group was integrated by 34 participants, 15 males, and 19 females from the Second Year of the Baccalaureate, between 15 and 18 years old. This group belongs to a public high school located in the southern of Guayaquil city, Guayas province. Due to their location, they are considered as vulnerable

The students themselves are defined as the working class level. It means low incomes level; the socioeconomic status in which the students and their families develop. For this reason, most of them have to deal with an inequity in access to technology devices and services like the internet resources. However, as a smartphone implies less investment, most of the students have been able to access these electronic devices, even though the internet resource can become their weakness when connecting time.

It is essential to mention that previous to the implementation of the project. The students submitted the YLE for Movers proficiency test, obtained throughout the ESL printable (2009), and whose results in the majority showed learners with A1 level according to CEFR. Additionally, there were a few students that obtained an intermediate level, and two or three of the learners with a high English proficiency. This result was not expected

considering the students' level of education, since the Ministry of Education of Ecuador (Ministerio de Educación, 2014) pointed out that in the educational system, the students who are in the Second Year of technical Baccalaureate must be independent users that means level B1.1.

Instruments

Apart from providing quantitative and qualitative data to determine the influence of this new teaching practice, some instruments were applied to help elucidate the students' backgrounds, allowing the teacher to have a base that defined where to start. The instruments were:

Strategy Inventory for Language Learning (SILL).

According to Oxford (1986), SILL is useful for teachers to plan according to students' learning preferences. Due to the importance of getting information as reliable as possible, the teacher decided to use the Spanish version to facilitate the comprehension of this instrument's different questions and stages. SILL was used for two main reasons: the first one, since it asks demographic information of each student, it worked to establish the features of participants. Likewise, it gave the framework for self-regulation questions that were cited in the action plan of the rubric because it is composed of the types of strategies that learners currently use; these strategies are:

1. Remembering more effectively.
2. Using all mental processes.
3. Compensating for forgotten knowledge.
4. Organizing and evaluating the learning.
5. Controlling emotions.

6. Learning with others.

YLE Proficiency Test.

This test scores the speaking skills in learners who have level A1 according to CEFR. The idea was to be sure of student's level, especially about their speaking skills, as the main objective of this innovation is to improve these mentioned skills. Regarding the evaluation process, the test was downloaded from the official page, adapted to the reality of the students, and video recorded for later analysis.

Rubric for self-assessment.

Firstly, every student had a rubric to apply the self-assessment of each video. Every student fulfilled the rubric and completed the information to improve the weakest parts observed from the video. This instrument has been adapted from Cambridge Assessment, A1 Movers and Rubric: ELF 1 (A1), and it encompassed three sub-skills scored out 3 points each: grammar and vocabulary, pronunciation, and for the interactive communication, plus the presentation of the plan, 1 point; with a total of 10 points. It was used as the instrument of evaluation used by both teachers and students and all the innovation applications. Also, the teacher's rubric gave the results to compare and determine the progress between the initial grades and the final ones.

Together with the speaking part, the rubric has another portion. It is the action plan, which contains the activities, the design, and all the information about students' self-regulation competence. Here in the action plan is asked to answer three questions (What did I want to improve? How did I improve?, and What did I do?) and if students did it so; then will get the final one point. The final score will be 10 points. As can be seen, the numerical results

of this instrument facilitated the quantitative analysis, but at the same time, this last part provided information for the qualitative research.

Student's reflections and interview.

Students prepared a learning strategy to improve for the subsequent videos. Then, there were two learning logs (Reflections) that were developed to obtain learners perspectives. The first reflection was developed after the third video, the reflection talked about the videos one, two, and three, answering the questions in the learning log one. The second reflection came after the video five. It reflected about the videos four and five.

All the participants who worked in the innovation were asked to write a reflection, also called a Learning log, after each session. The reflection was based on three questions: What did I do? How did I work?, and What did I learn? Their answers helped as additional information to support students' ideas expressed in the interview. It is important to remember that the discussion and the learning log aimed to find four main things: Learning, Strategies, Positive aspects, and Challenges that conform to the perspectives of the innovation.

This time, all the information collected with these mentioned instruments contributed to the qualitative analysis. The final interview was answered from eight participants randomly chosen to answer the questions regarding learning strategies, positive aspects, challenges, and the most significant aspects of the innovation. The interview was also prepared in Spanish for an effective understanding of the questions.

Data Analysis

In order to answer the three research questions proposed, the quantitative data were tabulated by using Microsoft Excel and then they were analyzed and validated throughout SPSS. The first research question looked to determine the improvement in speaking skills

through the training and the effort applied in every session of class. For that reason, it was established a comparison between teacher's scores and students' scores of both pre and post-tests (Rubric of Video 5 and Video 5) to determine if students' grades were similar to the teacher's that meant they learned to self-assess.

The second research question was in charge of determining the improvement in self-assessment. In this case, the scores of pre-test (Rubric of Video 1) and post-test (Rubric of Video 5) given by the teacher were compared with the results of the students in order to calculate the mean, the descriptive and the inferential characteristics of the research.

Finally, to obtain the results of the third research question which was related to the students' perspectives about the innovation, the facilitator organized the results through the application of some instruments that were implemented in different stages of the innovation.

Ethical Considerations

As first step, the institution where the innovation took place was informed about the intention to implement the research (Appendix I). The authorization from the high school principal was received very soon to carry out the innovation. Besides this, as the participants were underage teens, it was necessary to set a meeting with their parents or legal representatives. The teacher explained the intervention details and asked for their consent to publish videos (Appendix J) where the students talk about their vacation experiences through Padlet platform. Fortunately, these two consents were immediately given because of benefits for students' academic achievement. During the tests, all the students' demonstrated academic honesty and interest in the study, which helped the teacher fulfill the objectives of the project.

Results

To answer the first research question: To what extent did students’ oral skills improve? The results of pre-test and post-tests were compared and analyzed. Table number one shows that the effect size for the global oral production and interaction improvement was 0.89, a significant and positive effect size (ES). Moreover, the *p-value* resulted in a 5% alpha that was less than 0.005; which demonstrated that the improvement was due to the innovation. This information is detailed in table number one that follows.

Table 1

Descriptive statistic of oral interaction pre-test and post-test

	N Sample	M Mean	SD Std. Dvt.	<i>p</i> value < 0. 005	Effect Size <i>d</i>
Pre-test	34	6.27	1.17	0. 00	
Post-test	34	7.35	1.25		0.89

It is important to mention that results also showed that every sub-skill had a positive improvement after the innovation. The Grammar and vocabulary part was the sub-skill that had the greatest improvement contrasting with the other ones. The Pronunciation and the Interaction also had positive results but lower than the first one, as it demonstrated in Table 2.

Table 2

Results of pre and post-test in every sub-skills.

	Grammar and Vocabulary	Pronunciation	Interaction	Plan	Total

Pre-test Mean	2.00	1.65	1.62	1.00	6.27
Post-test Mean	2.65	1.90	1.80	1.00	7.35
Improvement	0.65	0.25	0.18	1.00	

For answering the second research question: To what extent did students' self-assessment improve? The facilitator assessed the learners' assessment in the speaking one activity, and the speaking five, using the rubric analyzing every single stage. The self-assessment results and improvements from the study's beginning and end are shown in Table number 3.

Table 3 is a meaningful comparison of the scores obtained by the students and teacher grades at the beginning and final part of the innovation. In Table 3 is noticeable a clear improvement in video number five. The thirty-four participants graded their video recorded, and the difference among learners' mean score and the grade provided by the teacher in the last video was 0.13. It demonstrated a significant improvement in the self-assessment.

Table 3

Comparison between the Mean of students and teacher's grades.

Items	Mean Video 1	Mean Video 5
Students' Mean	6.75	7.48
Teacher's Mean	6.27	7.35
Difference	0.48	0.13

To answer the research question number three: *What were the students' perspectives of the innovation?* Based on the students learning logs, the observations, and teacher's rubrics

and notes, it was created the student interview protocol where eight randomly chosen participants answered the questions designed to fulfill the interview. The document was prepared in English and also in Spanish to have a total understanding of the questions. After that, answers were translated to English.

Interview.

Question # 1. *What did you learn during the innovation?* Students mentioned they changed their English knowledge perspective concerning their first days of the innovation until the last part. Three of the students mentioned they learned to Self-assess their tasks. Students also learned common phrases helpful to improve fluency and interaction. One student expressed that “I learned that English is possible to understand. It made me believe in myself, so I will continue learning.” [*Aprendí que el inglés es posible de entender. Esto me hizo creer en mí mismo, de tal manera que continuaré aprendiendo*].

Question # 2. *What did you do to learn?* All eight students mentioned that cellphone use was significant for their learning. Additionally, some students said that the implementation and creation of some dialogues increased their fluency and interaction. Two students mentioned that looking for some new words in the dictionary was very interesting to know more vocabulary for their speaking. Students also mentioned that repeating some dialogues and songs was useful for their learning. “I listened to short speeches and also songs to increase my learning.” [*Yo escuchaba pequeños diálogos y también canciones para incrementar mi aprendizaje*].

Question # 3. *What did you like about the innovation?* Students were witnesses of their learning and improvement. Some learners mentioned they liked when they saw their videos acting out spontaneously without big pauses or silence. One student mentioned that his

learning was a demonstration of his training and effort. Three students said that *“I liked the most when I had the opportunity to self-assess my work.” [Lo que más me gusto fue cuando tuve la oportunidad de auto evaluar mi tarea]*. Another student mentioned that *“I loved when I realized that I could understand more English than before the innovation.” [Me encantó cuando me di cuenta que podía entender más inglés que antes de la innovación]*. Finally, the whole group referred about the importance of receiving feedback from the teacher. One student said: *“I loved when the teacher helped me with his feedback.” [Me encantó cuando la profesora me ayudó con su retro alimentación]*.

Question # 4. *What were the challenges faced during the innovation?* Students agreed that technological issues were the most complicated challenges during the innovation. The impossibility of uploading the videos on time was the most complex situation to overcome. The challenging economic situation lived in some families made difficult the accomplishment of some videos. According to one of the students, her mother could not face her internet expenses, so the student only uploaded the videos at the school.

Question # 5. *Do you think to use Self-Regulation for learning English in subsequent projects?* All the participants expressed their excitement about the use of Self-regulation to self-assess their learning. Students discovered a new form to help themselves work and analyze their results reflecting on them to improve their knowledge. One student mentioned that *“the implementation of this strategy was essential for me to get a more significant English learning.” [La implementación de esta estrategia fue esencial para mí para obtener un aprendizaje del inglés más significativo]*.

Discussion

The findings obtained in the action research demonstrated that the implementation of self-regulation facilitated by mobile devices improved the oral interaction in a group of learners of a high school in Guayaquil city. Allal (2010) emphasized the role of regulation in learning when integrated from the beginning in each teaching and learning task. Besides this, outcomes also demonstrated that students were immersed in a learning and responsibility process that gradually increased through effective task monitoring, motivation, and good organization to achieve their goals. Brown (2014) and Kashou (2016) mentioned that monitoring, regulating, and controlling learners' cognition, motivation, capabilities, and behavior to achieve their goals, whatever the context in which they are involved.

To answer research question number one: *To what extent did students' oral skills improve?* The findings demonstrated that the self-regulation improved oral interaction with a significant overall effect size of 0.89. Additionally, results were positive in all sub-skills. The differences between the pre-tests and post-tests showed definite improvement, especially in Grammar and Vocabulary. In Pronunciation and Interaction, the improvement was positive but least contrasted with the first sub-skill after the self-regulation process.

At the beginning, the process was complex for learners and also for the facilitator. Students were not adapted to speak and neither to express their feelings. The global issue is higher every time. As it was mentioned before by Education First (2020), Ecuador has decreased its English proficiency last year, placing it in position # 93 of 100 countries. It made the innovation necessary. Additionally, students in many cases required some extra time to complete their tasks. They learned to manage their time, and the SILL questionnaire was very helpful because it showed how they were adapted to learn, and how designing a specific self-regulation plan was necessary to re adapt their learning habits.

Self-regulation in terms of academic achievement involves students' thoughts, plans, feelings, and actions that guide them to either approach a desirable goal or maintain it correctly to achieve it (Kashou, 2016). Learners who participated in the innovation worked with self-regulation components like self-assessment, goal setting and then designed an action plan. As it was seen, self-regulation is a process that requires good training through different practices.

To answer research question number two: *To what extent did students' self-assessment improve?* Results demonstrated a slight variation in students' and teacher's means from the beginning of data collection until the end. The facilitator concluded that the innovation training was practical. Spiller (2012) suggested that Self-assessment is the process where students realize their quality of performance. Students learned quickly to self-assess their tasks, reflect on the results, and do new works applying the self-assessment and self-regulation strategies. Results indicated that students who knew to self-assess could monitor or edit their knowledge (Krashen, 2013).

Results also mentioned that students acquired more confidence in themselves. In this way, learning was easier to understand and more adaptable to use. Brown (2014) confirmed that self-assessment is a necessary competence that generates self-regulation skills because self-assessment helped learners to be more responsible for their progress and performance. Indeed, Allal (2010) suggested that any self-assessment tools on student self-regulation tend to be more significant when teachers allow the students to analyze if the assessment criteria are appropriate for them and if those tools are correctly used.

Results of research question number three indicated that students who were interviewed demonstrated a very positive perspective. Their work made them more confident and motivated to learn. They give innovation crucial importance. Students understood the

importance of the interaction with partners in the classroom (Lessard-Clouston, 2018). Something interesting to mention is that students were able to initiate conversations with native speakers in different places of the city. Students were motivated to communicate with each other. The innovation results are also measurable in the positive attitude that learners developed during the implementation and reaffirmed in the real practice.

In their interview, students mentioned the importance of the received feedback from the teacher. Learners improved their work after applying comments to correct previous mistakes. Sisquiarco et al. (2018) remarked that teacher's feedback aims to provide suggestions about students' performance and help them improve and achieve their learning goals and developing their speaking interaction. This is why it is remarkable the importance that being exposed to the second language has. Learners are exposed to the L2 when they practice with their peers, when they create and develop their task, and finally when they watch and listen to videos and receive teacher's feedback. Input is the knowledge and output is what students present. These roles are essential when learners practice their second language and also interact with their peers creating dialogues and recording their materials (Lessard-Clouston, 2018).

Students' perspectives demonstrated that their learning was improved through the effort and training implementing the self-assessment after each activity. Students wrote a reflection and applied the self-regulation of their own learning. It was supported and facilitated by technology, Mobile devices were essential to store their videos in Padlet platform. Additionally, students practice their dialogues in and outside classes when their devices allowed. Technology has become necessary for students, and easier to carry their materials everywhere. (Miangah & Nezarat, 2012).

Conclusions.

The investigation was a master's degree project aimed to improve oral interaction in students applying self-regulation. When the action research ended, the investigator compared and contrasted the results with similar studies concluding that the participants positively enhanced their competencies, such as grammar, vocabulary, pronunciation, and oral interaction, due to self-regulation training an effort.

Students improved their oral interaction. They learned to self-assess their work by watching videos. As it is normal when somebody faces new situations, students were nervous at the first part of the innovation. During the learning and training process, they managed their work, creating some dialogues, practicing them, and recording meanwhile, the oral interaction, production, and fluency were gradually improved in every lesson. Students applied the speaking rubric and reflected on every descriptor, self-assessing their work involving the teacher's feedback and learning logs.

Self-assessment was the strategy chosen to promote self-regulation, and outcomes demonstrated a meaningful improvement in every stage-trained. Additionally, the use of the SILL results allowed the researcher to understand how students previously learned. Furthermore, the use of Padlet was crucial in the video storage and feedback repository. Learners were engaged in their activities by following every step guided by the instruments applied during the innovation. During the innovation, students faced some troubles that delayed the complementation of the uploading of the videos. Students felt motivated to do better work despite their complications and difficulties.

It is necessary to mention that applying self-assessment facilitated by technology was more attractive for learners who felt engaged to acquire the self-regulation process effectively. In conclusion, it has been demonstrated that implementing self-regulation strategy was positively crucial in the participants' oral interaction and self-assessment

improvement even though the short-timed innovation helped to develop students' progression and practical learning.

Limitations.

When students began to be adapted to work with the innovation, it finished. The shorter time applied for this action research engaged students in a learning process that, step by step, has its results. Additionally, there was an extreme limitation found during the study: the lack of technological resources and the internet connection. In the complex socio-economical background that some students live, it was challenging to have a stable connection with the participants. The lack of mobile phones, the internet connection, or the lack of an appropriate classroom to record their materials and subsequent self-assessment increased the difficulties to make their work faster. It generated some problems with the classes' organization and meetings attendance with other sessions.

At the beginning of the innovation, some students did not understand what to do and how to do it. The traditional teaching centered in the facilitators was a crucial aspect to be changed for improving students' new learning and implementation of the second language. It was a limitation that went beyond the current research. Finally, some students felt overwhelmed and did not upload their videos on time due to their regular tasks, but it was gotten with conscious monitoring and extra time.

Recommendations.

The researcher considers giving some recommendations related to this action research. First, if action research will be part of some subsequent studies, it is recommended that it last longer with a control group to strengthen conclusions. Second, it would be good to share the results with students and let them know how the competencies have improved after

the innovation. Third, it is recommendable to share these types of research with colleagues and co-workers to implement a new methodology that could promote oral interaction and self-regulation, not only in English but in different learning areas. Fourth, this recommendation is for schools to facilitate technology implementation, giving students more opportunities to engage them in the learning process. Finally, it is necessary to apologize for the long time spent with this study. My concerns and anxiety crises made this thesis longer on time. It is recommendable for teachers to look for some help to be helped, it is necessary, and in many cases, we do not consider it essential, but it is.

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Appendix A

Chronogram

Available upon request.

Appendix B

Unit Backward Design Lesson Planning

Available upon request.

Appendix C

English Placement Test

Students' name: _____ **CEFR Level Test**



Available upon request.

Appendix D

Strategy Inventory for Language Learning (SILL)

Available upon request.

Appendix E

Padlet

Available upon request.

Appendix F

Speaking Rubric

Available upon request.

Appendix G

Learning Log.

Available upon request.

Appendix H

Students Interview

Available upon request.

Appendix I

Letter Sent to the Institution

Available upon request.

Appendix J

Letter Sent to Parents

Available upon request.