The Effect of Students' Self-Assessment of their Recording to Improve Fluency

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For non-native English speakers, it is a huge challenge to succeed in oral communication with fluency (Kamara, 2004), which according to McCarthy (2010), involves the ability to generate and maintain a natural interaction. Burns and Hill (2013) suggested that teachers should implement activities that allow learners to work on sound, stress, and intonation patterns; those aspects (Chambers, 1997) can allow students to communicate smoothly, rapidly, and effortlessly. Furthermore, they could improve their overall performance close to a native speaker based on the Communicative Language Teaching Approach (CLT; Chambers, 1977).

Studies have demonstrated that major speaking problems no matter the level students have acquired are the low opportunity of practicing in meaningful interaction (Mahmoud, 2016). Another aspect is that students tend to express a lack of confidence when speaking, which exposes them to errors and they would feel ashamed. Students also claim the lack of guidance and training from teachers as a barrier to surpass their difficulties. Therefore, the affective part has to be taken into consideration. McCarthy (1999) stated that learners should feel comfortable and involve in meaningful communication, connecting semantic and pragmatic features in a natural approach.

In this particular context, there is extensive research on applying the "Shadowing Technique" to improve speaking skills in Asia (Bali, 2020; Cahyaningsih, 2019; Dupak & Balla, 2020; Hamada, 2015; Hsieh et al., 2013; Januarty et al., 2018). Cahyaningsih (2019) showed statistically significant fluency advancement in Asian learners in several types of research. One of them implemented Shadowing to enhance listening comprehension as a meaningful input to approach speaking skills (Hamada, 2015). The majority of them have used the Shadowing Technique to upgrade speaking skills in high school and university

(Bali, 2020; Cahyaningsih, 2019; Hsieh et al., 2013; Januarty et al., 2018;). One of them implemented the technique to improve speaking as an extra activity with adults (Dupak & Balla, 2020). In all cases, students demonstrated significant advancement in their skills. None of the before-mentioned studies have used self-assessment to raise fluency.

All the problems stated here have been identified in a group of B2 under-Graduated-English-speakers from Ecuador who had to deal with the fear of mistaking at speaking in an EFL environment which made them hesitate in the process. They were eager to gain smoothness speaking, self-confidence, and natural interaction when they had to establish a business negotiation, attend foreign classes, or maintain a conversation with their relatives. For all those reasons, fluency improvement efforts are mandatory for them, besides the opportunity Shadowing Technique brings for them and the challenge to surpass the issue through self-monitoring the improvement. This action research aims to collect, assess, and analyze quantitative and qualitative data to confirm if the Shadowing Technique can improve fluency in the speaking learning process through self-assessment.

Literature Review

The following headland contains information that supports teaching English speaking skills. Furthermore, the speaking acquisition process, a CLT approach, relevant information related to fluency, and self-assessment are the main topics regarding this study. Likewise, at the end of this section, there is an explanation of the shadowing technique; which is the strategy used in this study research to improve fluency in students.

Speaking

As it was stated by Burns and Hill (2013), speaking is a mental process combining cognitive skills. This process includes self-monitoring action through conceptualization, formulation, and articulation. Conceptualization implies drawing on working memory

words and concepts for oral production. Meanwhile, the formulation consists in designing

content structures. Finally, articulation is the action of expressing ideas using the mouth,

teeth, and tongue.

On the other hand, speaking acquisition in EFL classrooms using syllabuses,

materials, and methods figure out three structural units from discourse analysis. Firstly, it

stated the transaction, which focuses on speaking in the target language. Secondly, the

exchange pursues to promote at least minimal peer interaction. Finally, the adjacency pair

emphasizes guiding students to achieve significant interaction among them (Widdowson,

1980, as cited in McCarthy, 1999).

In addition, related to the teaching process, teachers should become aware of the

students' pressures in speaking (Burns & Hill, 2013). Therefore, they should develop

strategies to minimize anxiety. The aim is to provoke spontaneous speaking avoiding

feelings of tension or apprehension.

Fluency

Fluency involves students' prior knowledge and the capacity to recall them to express

ideas smoothly (McCarthy, 2010; Newton & Nation, 2020). Newton and Nation (2020)

quoted that the criteria for fluency assessment are: speaking speed, hesitation, accuracy,

and complexity.   They added that the approaches to developing fluency are authentic and

real-life material, learners' courage to improve speed, meaningful interaction, and stress on

communication. Furthermore, it is recommended using authentic language materials such

as audios or videos designed for native language speakers as a source of meaningful input

learners need for acquisition (Richards & Renandya,2002).

The criteria to measure speaking fluency could be displayed over defining the descriptors'

smoothness, expression, content, and pace (Newton & Nation, 2020; De Jong, 2016).

Firstly, smoothness in fluency implies avoiding hesitation, repetitions, and self-corrections in the speaking process. Secondly, expression sets the conditions to pronounce a speech with stress, rhythm, and intonation correctness. Meanwhile, content in a speech expresses the capacity to be understood with clarity and cohesion, which leads to promoting interaction. Thus, pace measures the speech rate articulation and the flow in the spoken process.

Communicative Language Teaching (CLT)

Communicative language teaching sets principles to acquire a language. Also, it makes possible to implement class activities to facilitate learning. In addition, it expresses the teachers' and learner's roles (Richards, 2014). The students' objective is to reach communicative competence which allows them to know how to use language for different purposes when applying formal or informal speech. Through the practice learners would be able to produce different types of contents, and maintain successful and meaningful communication (Richards, 2014). Richards and Renandya (2002) proposed to focus attention on meaning, to offer students enough input that grants them to negotiate meaning in real-life environments, and to produce not predictable language. They recommended some techniques such as group and pair work, and discussion-based materials, among others.

Self-Assessment

Self-assessment in formative assessment as effective feedback is a valuable tool (McMillan & Hearn, 2008). It contributes to guide learning and develop reflection in self-monitoring improvement. Thus, it is based on standardized criteria leading to achieve a significant level of performance in learners.

As Brandsford et al. (2000) explained, acquiring new knowledge follows a "progressive formalization" process. Students start from their basic prior knowledge until they express meaningful explanations in a mixture of words and symbols. Besides, instructors have to use specialized standards to guide learners to achieve the goals. As a result, students exhibit self-confidence, significant performance, and metacognitive skills improvements. According to Burns (2010), the assessment could apply a questionnaire that can include statements that make learners aware of desired abilities. As well as promoting reflection through narrative experience texts leading learners to identify improvements necessities in specific areas.

Nonetheless, for some students it is difficult to evaluate themselves (Bourke et al., 1997, as cited in Burns, 2010). Besides, according to Burns (2010), another issue is to meet the self-assessment validity and reliability. Sometimes the learners' criteria to assess the performance is not consistent. All in all, students' self-assessment tools should lead to the goal through continuous tutor training and guidance.

According to the previous theoretical approach, this action research applies a recording checklist as a tool to monitor the participant's fluency improvement. The resource includes a questionnaire and a reflection part, which guide and encourage them to identify improvements issues. After each recording activity, learners reflect on their experience using the format to gain natural speaking. In addition, it is possible to enrich their common experience through meaningful class interaction to familiarize themselves with the tool.

The Shadowing Technique

"The shadowing technique" implies students hear a speech and simultaneously repeat it keeping the phonological information, recording their voice, and comparing the results

with the model over and over again (Baddeley, 2007). In this way, it would be possible to monitor and self-assess the improvement. In addition, Hamada (2019) also suggested using it for listening improvements for beginners and for upper-intermediate students to develop speaking skills. Shadowing contributes to constructing phonological representations and articulation rate, improves vocabulary and content understanding by self-monitoring improvement (Hamada, 2015). Furthermore, shadowing can grant to enhancing the acquisition of a second language (Krashen, 1982, as cited in Hamada, 2015); these inputs occur subconsciously for greater results, acting as a monitor in the speaking process.

Considering that students show difficulties in maintaining fluent communication in English and the benefits that this strategy has demonstrated in a variety of studies; hence, this research study proposes the answer to these research questions:

Research Questions

1. To what extent can students improve their spoken fluency by providing self-assessment to their recordings?

2. What are the learner's impressions of self-assessment to improve fluency applying the Shadowing Technique?

Innovation

This action research applied the shadowing technique using self-assessment procedures (Appendix 1) to self-monitor participants' fluency improvements. It took place as extraordinary classes to volunteers who expressed the desire to succeed in fluency issues. Backward design theory (Wiggins & McTighe, 2011) was used to develop the innovation plan.

The lesson plan (Appendix 2) included six classes displayed in three weeks; that is to say, twice encounters per week. The total hours invested in this innovation were eighteen,

divided into six synchronous and twelve asynchronous hours. The general topic included culture industry aspects, as a way of empowering learners in oral production and gaining natural speaking. In addition, the research set speaking standards for the C1 level according to the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2018).

The first class introduced participants to the instruments and techniques used to develop the innovation. As well, prepare learners to take advantage of the YouTube App facilities. In the same way, the lesson introduced essential questions to support and guide the instruction toward the goal acquisition.

From second to fifth lessons, learners were encouraged to participate in meaningful interaction, shadowing practice, and formative assessment. The purpose of the effort pursued gaining the ability to self-reflect on their performance. Through this process, the participants practiced the shadowing technique in synchronous and asynchronous hours using the tools provided. Once completed, learners had to return to their instructor their recordings and general comments in the self-assessment checklist and receive feedback and formative assessment from the teacher. Throughout the process, the activities assigned to the trainees increased in complexity; topics and presentations became more specialized, attending a variety of speakers. The instructor's guidance promoted students gradually acquiring natural speech as independent learners.

Finally, in the last class, students as presenters exposed a TV program section. This activity would evidence the results of the innovation. The audience were their partners and the instructor. The class also wrapped up the experience of applying innovation. Participants also had the opportunity to express their impressions.

Research Methodology

For the development of this action research, this section describes the instruments and procedures used to collect, analyze, and interpret quantitative and qualitative data. Those aim to evidence to what extent learners could improve fluency by self-assessing the shadowing technique. The qualitative instrument consists of a semi-structured interview at which participants expressed their impressions of self-assessing their recordings along with this action research. Furthermore, pre and post-tests as statistical instruments contributed consistency to this research. In addition, a rubric helped to collect numeric results in this innovation.

Participants

The research was conducted with a sample of four undergraduate volunteer participants aged between 21 to 39 years old with an average age of 30 years (SD= 7.39); two of them were females (Age: M=35, SD=5.66) and two males (Age: M=25, SD=5.66). Their highest level of education was two Psychologists, an Engineer, and a Social Worker. Participants live in the Ecuadorian coast region. Usually, they must interact with international suppliers for work purposes. Also, they attend courses and seminars in English; as well, they have family and friends abroad whom they visit frequently. Before applying the pre-test, they completed a version of KITE (Kaplan International Languages, 2021), a language test tool to approach students' English proficiency. One was at the B1, and three were at the B2 level English proficiency according to the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2018).

Instruments

To design this research accurately, participants were asked to complete a version of KITE (Kaplan International Languages, 2021). Furthermore, demographic questions (appendix 3) were required to set specific participants' personal information.

Pre and posttest.

Pre and post-recording test were graded through a rubric (appendix 4) to monitor fluency improvement. Those approaches allowed to measure and answer the first quantitative research question (RQ). They consisted of a maximum of one minute's video presentations exposing meaningful personal experiences and assessed by a rubric (appendix 5), following the Newton and Nation (2020) principles. The criteria to measure fluency performance was: Smoothness, expression, content, and pace.

For self-monitoring fluency improvement, a self-assessment checklist was available. Through this tool, participants were able to evaluate their progress. Also, they could distinguish their performance progression areas. In addition, it allowed determining strategies to overcome them.

To answer RQ 2, data were collected using a pre and post-semi-structured interview (Chilisa, 2012) before and after the technique intervention. The aim was to measure the impression learners had related to developing speaking skills. Its length was 20-25 minutes in confidential interview audio and video recorded. The participants could have been asked to clarify any item the researcher considered should be extended in the interview process (appendix 5).

Data Analysis

To respond to RQ#1, pre-test and post-test were scored following the rubric criteria. The instructor and a colleague of the master's degree graded the evaluation to grant validity to the research. The grades were registered using a number assigned to each participant's name. Quantitative results were processed in an excel sheet and analyzed on SPSS program. Descriptive and inferential statistics were obtained to determine a correlation between variables.

For qualitative data analysis to answer the RQ#2, the interview was transcribed and analyzed by the researcher who conducted the study. Ten themes were identified, during the open coding step (Chilisa, 2012); (Spontaneous conversation, successful career, healthy mind, L2 Proximity, Scripts and Lyrics, Inner-speech, Time & effort investment, L1 influence, Lack of Practicing, Lack of Self-confidence) to understand the interviewee inner impression about the speaking process development. Next, the axial coding step (Chilisa, 2012) was conducted to analyze the relationship between the topics. The objective was to describe how the learner faces the spoken issues to succeed in meaningful communication in each theme context (Vollstedt & Rezat, 2016). Those themes were all organized into three categories: (Expectations / Opportunities, Coping Methods, and Challenges) during the selective coding step to consistently reorganize them to facilitate the research interpretation (Appendix 6).

Finally, this action research collected the participants' impressions regarding their achievements applying the shadowing technique. It summarized the difficulties they had to face in the process. The specified impressions refer to aspects such as the applied technique, the recordings, and the checklist as resources in autonomous learning.

Ethical Considerations

Participants were adults. They were informed about the innovation process requirements. All the participants were volunteers; they expressed their interest in improving fluency for their career achievement. No names were published. To develop the research a number was assigned to each learner to keep their participation anonymous. Finally, all the participants' information and grading were confidential.

Results

Research Question #1: To what extent can students improve their spoken fluency by providing self-assessment to their recordings?

Quantitative results are shown in Tables 1 and 2. A paired sample t-test expressed a significant difference between pre-implementation (M=8.50, SD=1.291) and post-implementation (M=9.75, SD=0.50) scores when analyzing the sample; t (3) =-2.61, p = 0.040. The implementation showed a moderate impact on the speech fluency improvement (see Table 1). There is a difference of 1.25 between the pre-test and post-test mean.

Table 1

Results from Pre and Post Speaking Fluency Test

	M	N	SD	Minimum	Maximum
Pre-Test	8.50	4	1.291	7	10
Post-Test	9.75	4	.500	9	10

Note. M=Mean   N=Sample   SD=Standard Deviation

In general, the results proved a favorable impact on fluency due to the innovation. In Figure 1, the data reflect symmetry in the distribution of pre-implementation results. Meanwhile, the post-intervention scores are slightly skewed to the left (Figure 2).

Figure 1   **Figure 2**

Pre-test Results   *Post-test Results*
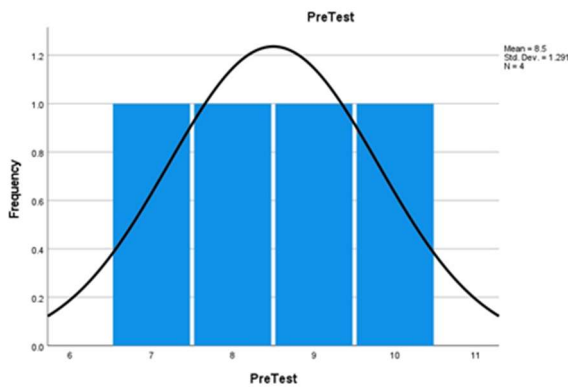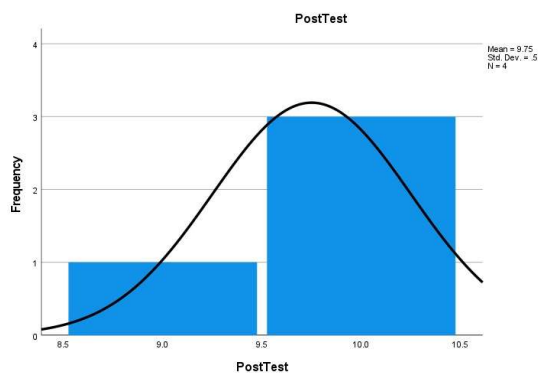
Furthermore, analyzing the results according to the rubric components (Table 2), the implementation showed that for smoothness descriptor, the paired sample t-test demonstrated a significant difference between pre-implementation (M=2.00, SD=.8165) and post-implementation (M=2.75, SD=0.50) scores when analyzing the sample; t (3) =-3.000, p = 0.029. The difference between the pre-test and post-test smoothness mean was 0.75.

In particular, the content descriptor paired sample t-test expressed a no significant difference between pre-implementation (M=2.50, SD=5.7735) and post-implementation (M=3, SD=0.00) scores when analyzing the sample; t (3) =-1.732, p = 0.091

In contrast, expression and pace descriptors cannot compute any correlation and t analysis because the difference between pre and post-implementation was 0.

The analysis showed that participants achieved a significant improvement in smoothness descriptor. Meanwhile, there is evidence of a slight improvement in content descriptor. Nonetheless, expression and pace descriptors do not express improvement changes through the implementation.

Table 2

Results from Speaking Fluency Components

Descriptors	Pre Test		Post Test		
	M	SD	M	SD	P value < 0.05
Smoothness	2.00	0.8165	2.75	0.500	0.029
Expression	2.00	0.00	2.00	0.00	a
Content	2.50	5.7735	3.00	0.00	0.091
Pace	2.00	0.00	2.00	0.00	a

Note. M=Mean   SD=Standard Deviation

a. The correlation and t cannot be computed because the standard error of the difference is

0

Research Question #2: What are the learner's impressions of self-assessment to improve fluency applying the Shadowing Technique?

To understand the learners' impression about the purpose of developing spoken skills by recording themselves to compare the results with an L2 model; a semi-structured pre-interview was conducted on students to clarify the expectations and post-interview to collect their impressions about their experiences.

The qualitative results showed that the interviewees were highly interested in acquiring spontaneous communication in an L2 to pursue a successful career, meaningful exchange in communication, and the consequents benefit from it. For coping methods, the participants were asked what strategies have been applied to face the issue of acquiring fluent English. In that situation, they remarked on the importance of had been close to the target language, spoken by a native speaker, and practicing as much as possible. That links with the value of investing and organizing the time with discipline to make the most of the opportunity to improve English fluency. In addition, they emphasized that lyrics and scripts can help following a dialogue by repeating it close to the pattern. Also, one participant stated that having a personal conversation in a mirror is a way to develop inner speech.

The third category, challenges, participants expressed the main difficulties they had to face in developing speaking abilities; such as; the mother tongue influence on the English language learning, at thinking or structuring sentences in Spanish while speaking in English. Also, they mentioned the lack of practice opportunities, due to the unavailability of English speakers among the community.   Finally, the fear of being wrong and the lack

of vocabulary can derivate on hesitation; and contribute to losing the meaning in a conversation.

Participants' general impressions about the shadowing technique remarked that it is helpful to improve listening, pronunciation, and enhance vocabulary. A participant suggested that "It should be implemented in regular classes because it is practical and understandable. Moreover, students could see quick results." Another aspect the same learner quoted was that applying the technique "learners become their judge, noticing how far they can go."

Related to the recording experience, participants coincided in all cases they needed more practice so they had to repeat the recording several times till they noticed their improvement in front of the original soundtrack. Additionally, the practice helped them to attend to specific aspects, such as rhythm, tone, and stress. On the contrary, contrasting this participant's statement with quantitative results on this item led us to inquire about further research.

As one participant quoted, "The checklist self-assessment tool acted as a mirror to see my level of improvement." It made them reflect on their experience and assess their progress. It accompanied them from the beginning, which was easy at first, and through the process, it became more complex. An important aspect was that the tool promoted improvement strategies to achieve the objectives.

The recording self-assessment checklist tool guided participants' self-reflection towards the desired goals. The first part of the scheme registered evidence of achievements in medium ranges, in which the practitioner generally accepted a favorable course of the process in all the descriptors that guided the analysis. A strong acceptance of achievement was rarely observed, this occurred when the topic was familiar to the student or when the

degree of task difficulty was low. On the contrary, when the degree of task difficulty increased, the participants showed dissatisfaction with the achievement, which occurred on a few occasions.

In the second part of the self-assessment checklist, all participants expressed that the most arduous activity was synchronizing the original audio speech with their own. This was especially the case when it contained a large amount of new vocabulary. In addition, they repeatedly mentioned that it was hard for them to listen to their recording not sounding as naturally as the original audio, which meant investing considerable time in the effort to achieve the goal.

 Regarding the facile activity inquire, all said that they enjoyed the practice; it turned out to be an enjoyable way to improve not only their pronunciation, but the method allowed them to improve their listening comprehension and add new vocabulary to their lexicon. They were even able to make an effort to understand the audio content without following the transcript available for the task.

In all of the cases, they stated that their favorite activity was watching the videos, trying to imitate the accents of the interviewed people, listening to the sentences changing the hard words to synonyms to apply them to future conversations.

At the end of the process, they felt proud of their achievement; they did not give up before the difficulties and increased their self-confidence at speaking among peers applying the shadowing technique.

Finally, they recognize that they still need to improve their speaking abilities. Maybe they should get out of their comfort zone with the American accent and fulfill desired goals with British, Caribbean, or Australian accents. Another participant mentioned that he needed to work on the tone, stress, and pronunciation of words ending in ts, ing, and ed.

Discussion

The shadowing technique has been shown over time by previous Asian studies to have a significant impact on improving oral skills (Bali, 2020; Cahyaningsih, 2019; Dupak & Balla, 2020; Hamada, 2015; Hsieh et al., 2013; Januarty et al., 2018). Regardless of the English level or the age group in which it has been implemented, the results always proved to be an effective technique to promote communicative competence in students.

Many of the results could be attributed to recording oneself imitating a speaker and evaluating the performance by comparing the speech with the original soundtrack. The practice was in self-assessment asynchronous time, this condition permitted learners to guide their learning through reflection toward metacognition in the way they decide the desired level in progress to reach (Brandsford et al., 2000)

The participants were eager to improve their speaking abilities. They were committed to investing and organizing a time to achieve the objective. Hence, it was worth preparing a schedule and planning carefully the contents to contribute effectively to the learning process. All those aspects were settled in the lesson plan considering the Backward Design Theory (Wiggins & McTighe, 2011) and based on the Communicative Language Teaching Approach (Richards, 2014).

In addition, they recognized the importance of being close to native language speakers, gaining much vocabulary, and becoming spontaneous in a conversation, which coincides with what is stated in this study about the importance of using authentic language materials in the second language acquisition process (Richards & Renandya,2002). Thence, the researcher provided meaningful recorded material according to the level of the students. The engaging topics selected encouraged them to listen to it several times. After that, they recorded their voice and compared the results with the speaker they were imitating. Some

of their comments said that they felt frustrated when listening to themselves for the first time. The practice of listening to their recordings made them repeat the task several times until they could feel that the efforts were paying off. Participants stated that listening to themselves had a significant impact in noticing their mistakes in front of the original soundtrack. The strategy made them reflect on the opportunities to overcome the issues while gaining a natural speech in communication. Applying the self-assessing process, they could monitor their improvement with tutor guidance (Richards & Renandya, 2002).

All in all, participants noticed through independent learning, how gradually they became communicative competent, negotiating meaning while participating in meaningful peer interaction (Richards, 2006), and expressing their ideas with intonation, rhythm, phonetic, and word stress close to an English native speaker.

Conclusions

In general, the speaking process involves executing cognitive efforts (Burns & Hill, 2013). To formulate significant sentences, speakers must remind meanings and vocabulary. In addition, when expressing ideas in natural speech, it is needed to focus on stress, rhythm, and tone. Plus, all these requirements, the main objective is to have the capacity to be understood to develop significant interaction.

In this context, the shadowing technique has been demonstrated to facilitate fluent speaking acquisition, by using authentic materials through native speakers' videos from all over the world and providing a wide range of topics to engage students in the target language to improve listening skills and vocabulary. Being able to understand what people were saying and acquiring a broad lexicon, speakers were able to generate fluid interaction and add content to the discourse. It has been proven by the application of this innovation extensively.

Asynchronous study time would have been incorporated as a variable and measured the correlation between it and the improvement. Participants related that the time invested in the process used to be extended because they recognized there were issues to overcome. This valuable input could help teachers incorporate the findings into their lesson plans.

However, after implementation, it is shown that participants could not acquire expression and pace, which seem to remain as a research and analysis task. Participants did not demonstrate the ability to add rhythm, tone, stress, and pace to their conversational speech.

Participants' impressions related to the technique were favorable. It was valuable to incorporate into their daily life autonomous learning. They stated that the provided instruments were sufficient to acquire the practice and gradually monitor their fluency improvement. Indeed, they expressed the compromise to continue practicing to gain the desired fluency in their speaking where they still need improvement.

Limitations

There were several limitations detected along the research process. This study did not count with a control group that allowed compare final results and would provide validity to the study. Besides, it would have granted feasibility.

Another constraint identified was the sample size; a concise sample makes the results precise and for this study there were only four volunteer participants. Although the sample of this research provides a reference to the indicators obtained, a considerable and more representative one would consolidate the study.

The length of the study seems to be too short to enhance speaking skills. It is pretty known that in the practice of acquiring a new language time is a valuable factor. Thence,

time is necessary to build knowledge and develop skills and perhaps it would have allowed measure improvement in expression and pace in this study.

Finally, the covid-19 pandemic situation has to be mentioned. It has forced people to use virtual environments to develop the learning process. In the same way, the lack of face-to-face classes restraint meaningful interactive activities between classmates promoting distraction in students' attention.

Recommendations

For future studies applying the shadowing technique in class environments, it is advised to introduce a control group in the sample. It would be significant; to develop the implementation in regular school classes. In the fact that there are several groups divided in parallels into the same level. All the groups would be attending the same content with and without shadowing.

At the same time, in regular school classes, the parallels in private and public schools in Ecuadorian institutes have from 25 to 40 students as well as in universities, the number could be the same or more. This condition grants a representative sample to the study and would consolidate more reliable and concise study results.

Furthermore, developing the study in the environments proposed here would determine to use the regular learning curriculum, which would imply respecting the lengths of study in the class lessons. This condition would extend the time of the innovation to achieve the desired results.

According to what has been demonstrated in the study, it is highly recommended to include a tool to register asynchronous hours which students spend on the innovation practice. This variable could be compared with final achievements to measure improvement correlation with time invested.

In particular, the camaraderie and the relationship of belonging that are generated in face-to-face classes would provide a positive study climate. That promotes students' active participation. Therefore, it would be ideal for this research to be carried out in post-pandemic conditions.

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Appendix 1

Recording Self-Assessment Checklist

Available upon request.

Appendix 2

Lesson Plan

Available upon request.

Appendix 3

Demographic Survey

Available upon request.

Appendix 4

Speaking Rubric for Students' Pre and Post Test

Available upon request.

Appendix 5

Semi-structured Interview (Pre and Post-Intervention)

Available upon request.

Appendix 6

Qualitative Responses Regarding the effect of students' self-assessment of their recording to improve fluency

Available upon request.

Appendix 7

Cesia Arellano e-Portfolio