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# A Web-Based Self Regulated Learning Strategies Program to Improve EFL Preparatory Stage Pupils' Speaking Skills

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## **A Web-Based Self Regulated Learning Strategies Program to Improve EFL Preparatory Stage Pupils' Speaking Skills**

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### **Abstract**

The research aimed at investigating the effect of a web-based self regulated learning strategies program to improve EFL preparatory stage pupils' speaking skills. The participants of the research were sixty (60) second year preparatory pupils from Riyadh Elsalheen Private School, Mansoura, Al Dakahlia Governorate, Egypt. The study adopted the quasi-experimental research design. So, there were two groups: an experimental group (n= 30) taught through the suggested program and a control (n= 30) taught through the regular method. To collect data, the researcher used multiple instruments: an EFL speaking skills test, a speaking skills rubric and self-regulated learning strategies inventory. The results of the research revealed that the experimental group outperformed the control group in the speaking skills. The research recommends using web-based self-regulated learning strategies as a technique in teaching EFL skills and as a training approach in professional development programs of EFL teachers .

**Key Words :** Web self-regulated learning strategies, speaking.

### **Introduction**

English is considered the most important foreign language in the world .It is the language for communication in all fields worldwide. It is the "linguafranca" of the world. It is a complex language that has its own skills and sub skills. One of these skills is speaking. The speaking skill is a critical skill that underlies all verbal communication inside and outside a classroom and no one can deny the importance of speaking in EFL learning. Individuals use speaking all the time, in and out, at home, at work, for social, entertainment or for academic purposes. In everyday life, speaking is actually used more than any other language skill. Meanwhile, in the field of language learning the role played by speaking in developing the overall language proficiency cannot be denied or even ignored

One of the most important aspects of success in a foreign language class is the ability for that class to be both a learning environment and a pleasant atmosphere, as enjoyment increases learning and encourages

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students to freely talk and engage in the learning process. "You need a learning atmosphere where you don't feel threatened or intimidated in order to take risks. To speak, you must believe that you will be heard and that what you are saying is worthwhile. You must be motivated in order to continue learning a language. To succeed, you must create an environment where tension is low and comfort is high." (Shamman, 2005).

İşman, (2005) affirmed that speaking is more than free conversation because communication involves expression, negotiation and interpretation of meaning. It can entail role playing, simple question and answer, developing narration and problem solving. Although speaking is a very crucial skill, most teachers neglect practicing it as they talk, in classes, most of the time and don't give their students an adequate opportunity to express themselves and think.

According to Vilímec (2006), speaking has some roles that must be learned. These roles are the ability to demonstrate skills and knowledge, socially appropriate talk, and talk that is given for appropriate situations. In the past, learners only had a chance to practice the public communication or knowledge demonstration role. Teachers talk and students listen. However, students need a complete chance to practice in the full range of communication roles. The teacher should be more than the talker and the knowledge holder, but instead *"the consultant and coach."*

Speaking is one of the language skills that are most repeatedly used by individuals all over the world. The speaking skill is complex as it involves the immediate use of many abilities which developed at different proportions. Commonly, according to (Brown, 1997 & Rabbabah, 2003) there are five components of speaking skills, namely comprehension, grammar, vocabulary, pronunciation, and fluency

#### **1-Comprehension:**

For oral communication surely needs a subject to reply to conversations as well as initiating it.

#### **2-Grammar:**

Students need to organize a precise sentence during a conversation. This agrees with the description suggested by (Widiastuti, 2008) that student's ability to use structure and differentiate appropriate grammatical rules in a situation. The effectiveness of grammar is to learn the accurate way to advance proficiency in a language in oral and written form.

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### **3- Vocabulary:**

Students cannot communicate successfully or express their ideas orally or in written form if they do not have adequate vocabulary. So, vocabulary means the appropriate words and phrases that are used in communication.

### **4- Pronunciation:**

It is the ability of students to produce language when they speak. It deals with the phonological process that refers to the element of a structure pretended of the elements and principles that decide how sounds differ and arrangement in a language.

### **5- Fluency:**

It is defined as the talent to speak confidently and accurately. Fluency is the main goal of many language students. Fluency includes a rationally speed of speaking and a limited number of pauses. These symbols indicate that students have fluency of speaking and haven't too much time to choose the language items, vocabularies in order to express the message.

Teachers may have certain difficulties in persuading students to speak in the classroom. These include hesitation, a lack of current information, poor or uneven involvement, and the usage of the mother tongue. The first issue that students frequently face is inhibition. Students are frequently hindered when attempting to communicate in a foreign language in the classroom. They're afraid about making mistakes, and they don't want to be judged or lose face. They are afraid of attracting too much attention with their remarks. According to Littlewood (2007), a foreign language classroom can readily induce inhibitions and fear. Second, students frequently claim that they can't think of anything to say and aren't motivated to do so.

Learners sometimes have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup, 2003). Another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a

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tendency of some learners to dominate while others speak very little or not at all.

Many previous studies were carried out on speaking skills, Kasap (2005) utilized task based instruction in developing students' speaking skills. Also, Murad (2009) used task-based language teaching to develop secondary students' speaking skills and their attitudes towards speaking English. The study of Abdelrahman (2013) evaluated the effectiveness of online oral diaries on speaking proficiency of EFL Saudi First year university students. Nouraliyan, et al. (2013) asserted that learning-based readiness can improve speaking ability of the Iranian Intermediate EFL learner's.

In spite of the fact that speaking skills are considered essential in teaching, EFL many studies indicated that students have difficulties speaking skills (Abdelrahman, 2013; Nouraliyan, Khodabandehlou, and Jahandar, 2013; Oradee, 2012& Rahimy and Asaei, 2012).

**Self-regulated learning** is an active, constructive process whereby learners set goals for their learning, and then monitor, regulate and control their cognition, motivation and behavior, guided and constrained by their goals and contextual features of the environment (Pintrich, 2000). Self-regulated learners systematically use metacognitive, motivational and behavioral strategies and proactively participate in their own learning process (Zimmerman, 2008). This concept not only looks into cognitive aspects of learning, but also considers the social-affective dimensions of language learning such as motivation and self-efficacy (Oxford, 2011).

Good language learners are viewed as self-regulated learners who are able to monitor their own learning, develop their learning strategies, overcome their learning anxiety, keep themselves motivated and engaged in the language learning process, and be responsible for their own learning (Sykes, 2015).

In addition to social cognitive theory, it partly relies on the volitional view of self-regulation as it was derived from volitional theory, which distinguishes self-regulation from metacognition via volitional control. Learners need to exercise will power (i.e., volition) to put metacognitive abilities into practice. Because will power underlies self-regulated learning, metacognitive knowledge alone cannot bring about successful learning (Corno, 2001; Zimmerman, 2001).

In spite of this technological revolution we experience nowadays and its countless tools and devices, EFL/ESL students are still unaware of

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themselves, their abilities, their potentialities and their own language learning strategies. They do not recognize these potentialities. In other words, students in this age of open cyberspaces need to be self-regulated learners. They need to know and recognize their self-regulated strategies and skills to be responsible for their own learning and to be autonomous learners.

Utilizing **self-regulated** learning strategies for the acquisition of foreign languages is well established in the literature (Nejabati, 2015). These strategies should be used to language learners because they increase their language proficiency and involved in the process of foreign language acquisition and are well documented in the literature as necessary to foreign language success (Mills, Pajares, & Herron, 2007; Tung-Hsien, Shan-Mao, Shu-Hui Eileen, & Wen Johnny, 2012; Wang, Spencer, & Xing, 2009; Yusri, Rahimi, Shah, & Wah, 2013).

Through the lenses of self-regulatory learning theory successful learners are seen as being proactive when they are responsible for their own learning and take active steps such as planning, setting up goals, regulating emotions, controlling boredom, resisting procrastination, and getting over test-taking anxiety (Andrade & Bunker, 2009; Artino, 2009; Schunk & Zimmerman, 2008).

In fact, self-regulated learning strategies such as; the ability to regulate thoughts, feelings and actions that lead to achieve learners' goals, goal-setting and planning, self-evaluation, information seeking, environmental structuring, and reviewing can increase students achievement help them increase language proficiency (Alhaqbani & Riazi, 2012).

Self-regulation is thus similar to metacognition or autonomy, but with more explicit volitional control techniques. In the self-regulation literature (Oxford & Lee, 2008), volitional control strategies are divided into two categories: (a) strategies for controlling all stages of learning, such as metacognitive control strategies, emotion control strategies, motivation control strategies, and environment control strategies, and (b) strategies for maintaining learning in the face of challenges such as temptations and distractions.

Previous research showed that self-regulated learning is crucial for students' academic achievement (Latifi, Tavakoli, & Dabaghi, 2014; Maftoon & Tasnimi, 2014; Zimmerman & Schunk, 2001). However, many studies investigated the effectiveness of integrating self-regulated learning strategies into different language skills among second semester learners of

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Chinese as a second language at college level and examined students' and instructors' perceptions (Li, 2017)

It is impossible to deny the effect that technology has had on our daily lives. The Internet, which has been with us for long, has invaded almost every aspect of modern society. It exceeds cultural, physical and spatial borders; it encompasses developed and developing worlds. Having an e-mail address or a website has become as common place as having a telephone and now ELT practitioners are experimenting with the use of different tools in their teaching contexts. On the Internet we play games to entertain ourselves, download music and videos, and do our banking.

Concerning web-based learning, it is seen as a better tool to the extent that it provides a lot of instructional strategies (e.g., text, audio, graphics, synchronous and asynchronous communication) that can be structured to address students' needs. It is also pointed out that some clusters of web-based learning features may prompt to greater instructional impact including media assortment, facilitation of Web exploration, learner simplicity, and flexibility of utilization (Arbaugh, 2005).

Through web-based learning, content is conveyed using web portals such as learning administration frameworks or sites. Utilizing such portals, teachers can associate with students and vice versa. In any case, because of the rise of web 2.0 advances, web-based courses can now be designed to give learners more possibilities to devour, as well as to create content that can be shared by means of the World Wide Web, that route moving from web-based learning islands to web-based learning situations (Ehlers, 2009).

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Through reviewing the literature and related studies, it is observed that many researchers carried out various studies to improve speaking skills. Kang (2016) evaluated the effectiveness of incorporating self-regulated and awareness strategies with podcast activities in integrated speaking English as a second language (ESL) class.

### **Studies related to EFL speaking skills**

There are a number of studies which are related to the present research in terms of studying speaking skills. These studies are listed below.

The impact of using online oral diaries on EFL Saudi first-year university students' speaking abilities was investigated by Abdelrahman (2013). A total of four classrooms were used in this research, with one male and one female in the experimental group and one male and one female in the control group. The researcher created a speaking proficiency test and utilized it as a pre-test to ensure that the control and experimental groups were equivalent, as well as a post-test to determine the differences between the two groups. The findings of the post-administration of the speaking proficiency test revealed a substantial difference between the experimental group's mean scores and the control group's mean scores, indicating that the experimental group outperformed the control group.

The influence of learning-based readiness on the speaking ability of Iranian Intermediate EFL learners was investigated by Nouraliyan, Khodabandehlou, and Jahandar (2013). A random sample of sixty students from Tehran's Shokouh Language Institute was chosen by the researcher. The sample was split into two equal groups, one for control and the other for experimentation. The experimental group was taught speaking instead of the targeted learning-based readiness, whereas the control group was taught using typical teaching approaches. To collect data, the researcher designed a pre-post oral test. The two groups were statistically significant, according to the study's findings.

Oradee, (2012) compared students' speaking skills using three different strategies namely, communicative strategies of Grade 11 students and their attitude towards teaching English speaking skills. The sample of the study consisted of forty nine students at a secondary school in UdonThani, Thailand. The researcher collected the data using speaking test and attitude scale towards teaching English speaking. The results showed that the means of the two groups were significantly different and the speaking abilities and the pupil's attitudes were improved as a result of implementing the three communicative strategies.



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Razmjoo, ardekani (2012) developed a model to describe speaking strategies necessary for EFL learners by taking into consideration the gender and the proficiency of the implication of strategies. The researcher developed a twenty-one items speaking questionnaire and was given to 210 EFL learners. The findings showed that EFL learners' gender and rank of ability do not influence their speaking strategy use.

Rahimy and Asaei (2012) examined the impact of using audio texts as a classroom activity for enhancing EFL speaking skill in Iran. This study tried to answer the question of the researcher's question if using audio texts might enhance Iranian speaking proficiency level and if there was a different in the means of the two groups of the study, the experimental and the control groups. The sample consisted of sixty undergraduate translator trainees chosen randomly. The researcher adopted the quasi- experimental design and used t-test to analyze data statistically. The outcomes proved that the EFL Iranian learners of the experimental group over performed the control group.

Aljumah (2011) examined the challenges with EFL Saudi students' speaking skills and their unwillingness to talk in class. The current study attempted to address this issue by combining all four communication skills, as well as the sociolinguistic element. This research was carried out at Qassim University's English Department in Saudi Arabia. The data revealed that the integrative strategy had a favourable impact on students' oral skills growth. It was also discovered that the integrative approach has a promising outcome in terms of overcoming participants' shyness in communicating, participating in conversations, and interacting with people.

Jondeya, (2011) examined the effectiveness of using information gap strategy on increasing eighth grade students' speaking skills in Gaza. The present study adopted the quasi experimental design. The participants of the study consisted of seventy students and divided into two groups' thirty-five pupils as a control group and thirty-five pupils as an experimental. The researcher designed speaking activities based on information gap strategies and administered them on the experimental group, while the control group continues learning using the traditional method. The researcher developed an oral speaking test and it was used as a pre/post test. The fallouts of the study confirmed that was a statistical significant difference in mean scores of the pre and post administration of the speaking test in favor of the post administration of the experimental group.

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Murad, (2009) explored the effectiveness of a using task-based language teaching to develop Palestinian secondary students' speaking skills of and their attitudes towards speaking English. The sample of consisted of ninety-one students chosen from Bueina- Nujidat and Tamra High Schools. Ht e researcher designed a pre and post test to measure the effect of the task-based program in improving the speaking skills of the experimental group. In addition, the researcher designed an instructional program based on task-based language teaching and a rubric for assessing students' performance in speaking skills before and after the experimentation.

Kasap (2005) studied the effect of utilizing task based instruction in developing students' speaking skills and teachers' perceptions of task based instruction. Interviews and oral tests were used to gather a lot about control and experimental group. The participants of the study were forty-five students. They were exposed to a pre and post oral tests. The researcher used questionnaires to the experimental group after each of eleven tasks and interviews to measure teachers' perceptions of task based instruction. The data gathered from the oral tests and questionnaires were examined quantitatively but the data gathered from the data from interviews were examined qualitatively. The findings of this study may instigate EFL teachers to adapt some of the task based instruction activities in teaching speaking skills the usual course book according to a more task-based approach, as it help them to participate in practicing the language and assist them to improve their speaking skills.

The previous studies reviewed developing speaking skills and its relation to different aspects of teaching language and its effects on language learning. Some studies such as (Abdelrahman,2013) dealt with using online oral diaries with speaking proficiency. Learning-based readiness on speaking ability (Nouraliyan, Khodabandehlou, Jahandar,2013). Communicative strategies with speaking (Oradee,2012; Aljumah 2011). Using audio texts with speaking (Rahimy, Asaei,2012). Using information gap strategy with speaking skills (Jondeya,2011). Task-based language teaching program on developing the speaking skills (Murad, 2009)

### **Self-Regulated Learning**

SRL is one of the main concepts in ESL and EFL nowadays. It was defined variably by many psychologists, experts and educational researchers. Pintrich (2000) explains self-regulated learning as “an active and constructive process whereby students set goals for their learning, and then try to monitor, regulate, and control their cognition, motivation, and

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behavior guided and constrained by their goals, and the contextual features in the environment” (p. 453).

Zimmerman (2000) states that self-regulation refers to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals” (p.14). It is an active process during which learners have their goals for learning and start monitoring, regulating, and controlling their cognition, motivation, and behavior which are guided by their goals and the features in the environment.

Paris and Paris (2001) pointed out self-regulated learning” emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise and self-improvement” (p. 89).

From the definitions above, they have agreed upon certain aspects of SR such as, setting goals, planning, monitoring and evaluation. The researcher defined self-regulated learning as an active learning process in which pupils plan, set up certain goals for themselves in their learning tasks, monitor their learning improvement and self-evaluate their learning performance during learning online to become more independent learners

#### **Web-Based learning**

”Web-Based learning is learning that uses the World Wide Web or the Internet as a means and a method for delivery of learning and instruction” (Alessi and Trollip, 2001).

Acar and Toy (2013) defined web-based learning as ”an interactive environment providing interaction of students with tutorials on the web and other elements (drills, simulations, educational games, tests, etc.)” (p.446).

In the current research ,, the researcher defined web-based learning as an online learning which includes online course content, discussion forums via email, videoconferencing, and live lectures. Pupils can use all these resources to enrich their learning.

#### **Studies Related to Self-Regulated Learning**

There are a number of studies which are related to the present study in terms of studying the same variables, speaking skills and self-regulation. These studies are listed below.

#### **Studies Related to Using CALL, Web-Based Learning and Self-Regulated Learning to Improve Speaking Skills:**

There are a number of studies which are related to the present study in terms of studying the same variables, CALL, web-based learning, self-regulation and speaking skills. These studies are listed below.

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Elshanawany (2020) investigated the effectiveness of an animation and graphics -based program on developing EFL listening and speaking skills as a second language of second grade primary school pupils. Instruments of the study were an EFL listening test, a checklist of the listening skill, an EFL speaking test with a rubric, a checklist of the speaking skill, the proposed program, and the teacher's guide. The results of this study revealed that using animation and graphics based program facilitated using the educational material and helped to create a positive learning experience. It also gave the students their opportunities to speak and express their thoughts orally. It created good climate that encourage pupils to learn easily, to be active, enthusiastic and enhance their self-awareness and self-confidence.

Ahmed (2017) investigated the effectiveness of using cognitive self-regulated strategies based program to develop EFL oral communicative competence skills for student teachers. Participants of the study were sixty student teachers from Benha university faculty of Education. Results showed no statistically significant differences between the two groups. The researcher administrated the proposed CSRS-based program on the experimental group. Finally, post-oral communication test was administered on both groups. Results showed that experimental group performed better in the post- oral communicative competence test after the treatment.

Khalaf (2017) measured the effectiveness of a suggested program based on multiple intelligences theory and WebQuests in developing Al-Azhar first year secondary school students' listening and speaking skills. The study adopted the quasi-experimental pretest-posttest experimental group/control group design. Participants in the study were 60 of first year Azhar secondary school male students. The experimental group was taught using a suggested program based on multiple intelligences theory and WebQuests. Students in the control group received traditional instruction. The results of the study indicated that there were statistically significant differences favouring the experimental group.

Salem (2017) evaluated the effect of a WebQuest-Based Program (WQBP) on the development of EFL listening and speaking skills, as well as self-regulation, in general secondary school students (SR). Forty (40) second-year general secondary school students from TemayAlAmdid Secondary School in Dakahliya, Egypt took part in the study. The research was conducted using a quasi-experimental research design. So there were two groups: a control group (n= 20) and an experimental group (n= 20). The

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researcher used a variety of instruments to collect data. The results of the study revealed that there were statistically significant differences between the mean scores of the experimental group and the control group in the listening and speaking skills in addition to self-regulation in favor of the experimental group.

Abdel-Wahab (2015) investigated the effectiveness utilizing a computer mediated program on developing speaking skills and motivation among primary school pupils. Four instruments were created to achieve the study's goal: a questionnaire to establish the speaking sub-skills required at this stage, a pre-post speaking exam, a rubric, and a speaking EFL motivation scale to determine pupils' motivation. The study used a quasi-experimental design. The study's sample included 60 students selected randomly from Dr. Said Metwaly primary school in Dekernes, with 30 students representing the experimental group and 30 representing the control group. The results of the post-administration of the study instruments demonstrated that the computer-mediated program improved students' speaking skills and increased their motivation to talk in English.

In brief, researchers generally agree that there is a positive relationship between computer assisted language learning (CALL) and academic achievement in EFL/ESL context, especially the improvement of speaking skills.

### **Statement of the problem**

Through reviewing the literature, it became apparent that the results of a number of studies dealt with speaking skills in their studies such as (Doddington, 2001; Kasap, 2005; Zulpahmi, 2014, Abd El-Wahab, 2015) found out that students level in speaking skills needed improvement in this skills, specially pupils' low level in (Elshanawany, 2020; Khalaf, 2017& Salem, 2017) in speaking.

Therefore, the present research uses web-based self-regulated learning as the theoretical framework to demonstrate effective learning strategies in speaking skills among the learners of preparatory stage.

### **Questions:**

In order to tackle the problem, the present research attempted to answer the following questions:

- 1- What are the features of a web-based self-regulated learning strategies program to improve EFL speaking skills of preparatory stage pupils?

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- 2- To what extent does a web-based self-regulated learning strategies program improve EFL speaking skills of preparatory stage pupils?

**Hypotheses:**

1. There is a statistically significant difference at the  $\leq 0.05$  level between the mean score of the experimental and the control groups in the post-administration of the speaking skills test in favor of the experimental group.
2. There is a statistically significant difference at the  $\leq 0.05$  level between the mean score of the experimental group in the pre and post-administration of the EFL speaking skills test in favor of the post-test.

**Purpose:**

The main purpose of this research is to investigate how far a web-based self-regulated learning strategies program would improve EFL speaking skills of preparatory stage pupils.

**Design**

This research utilizes a quasi-experimental design that aimed to investigate the effectiveness of using web-based self-regulated learning strategies in developing EFL second year preparatory stage pupils' speaking skills. Table (1) below highlighted the experimental design of the research.

*Table (1) The experimental design of the research*

Group	Main Procedures			Test/scale
	Pre-test Pre-application	Treatment	Post-test Post-application	
Experimental	✓	✓	✓	Speaking Test
Control	✓	-----	✓	

**Instruments**

For achieving the purpose of the research, the following instruments are used:

1. An EFL Speaking Skills Test (pre-post) to evaluate the pupils' speaking skills.
2. A Speaking Skills Rubric to score the pupils' speaking skills during the pre-posttest.

3. Self-Regulated Learning Strategies Inventory to determine the most important strategies.

**Delimitations:**

This research is delimited to:

1. A sample of sixty second year preparatory pupils from Riyadh Elsalheen Private School, Mansoura, Al Dakahlia Governorate.
2. Speaking skills necessary for second year preparatory pupils: (comprehension, vocabulary, grammar, fluency and pronunciation).
4. Self-regulated learning strategies SRLS that are expected to help second year prep stage pupils to learn speaking skills (goal setting, elaboration, rehearsal, organization, self-monitoring).

**Testing the first hypothesis**

The first hypothesis stated that *"There is a statistically significant difference at the 0.05 level between the mean score of the experimental and the control groups in the post-administration of the speaking skills test in favor of the experimental group"*.

In order to validate this hypothesis and answer the second question of the research the researcher used *t*-test for dependent samples. Table (2) illustrates the findings.

**Table 2: comparing the speaking performance of the two groups on the speaking skills test.**

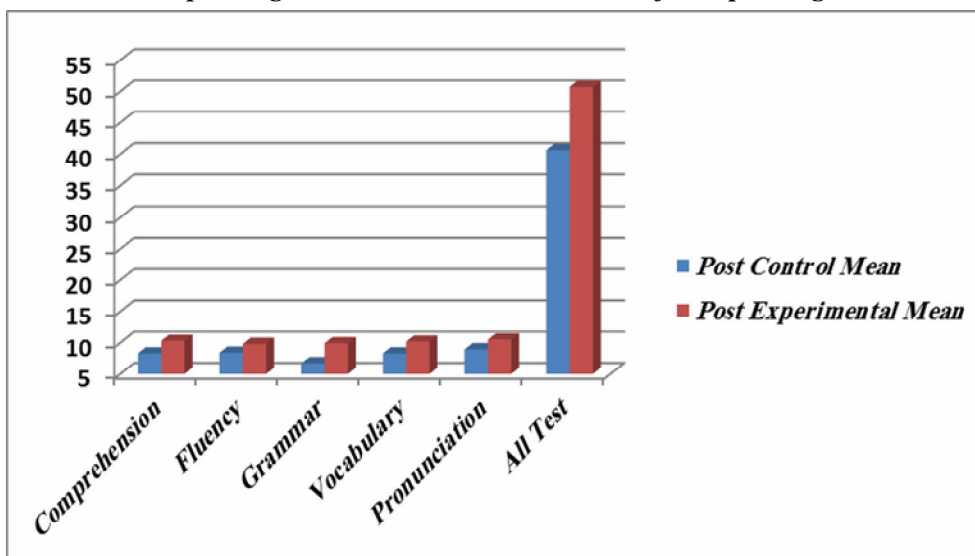
Skills	The group	N.of cases	Means	S.D	df	t.value
<i>Comprehension</i>	Control	30	8.30	2.693	58	-2.876**
	Experimental	30	10.30	2.693		
<i>Fluency</i>	Control	30	8.40	2.283	58	-2.656**
	Experimental	30	9.83	1.877		
<i>Grammar</i>	Control	30	6.70	2.575	58	-4.656**
	Experimental	30	9.90	2.746		
<i>Vocabulary</i>	Control	30	8.30	2.184	58	-3.495**
	Experimental	30	10.20	2.024		
<i>Pronunciation</i>	Control	30	8.93	1.964	58	-3.025**
	Experimental	30	10.50	2.047		
<i>Total score</i>	Control	30	40.63	8.923	58	-4.348**
	Experimental	30	50.73	9.070		

\* significant at 0.05 level

\*\* significant at 0.01 level

Results in table (14) prove that there are significant statistical differences between the mean scores of the experimental and control groups in all skills of the speaking test and the total score of the speaking skills test in the post application in favor of the experimental group (the highest mean), where all (*t*) values were statistically significant at the level of significance (0.01) and the degree of freedom = .58. These results are in favor of the experimental group. Table (8) shows that the mean scores of the experimental group in the five sub-skills namely (was in= 10.30; 9.83; 9.90; 10.20; 10.50; and 50.73 respectively). The following figure can express these results as following:

**Figure 1: The mean score of the control and the experimental groups in all individual speaking sub-skills and the total score of the speaking skills test**



These results indicate that the various speaking skills were improved. This improvement can be attributed to using web-based self-regulated learning strategies which gave the participants the opportunity to express themselves freely. It also provided the participants with a variety of sources which enabled them to acquire more knowledge.

Web-based self-regulated learning strategies allowed the participants to demonstrate full comprehension by answering all the questions orally with explanation and elaboration (m=10.30), with regard to having more chance to speak fluently with no or little hesitation (m=9.83). The program helped the participants to make few errors when forming sentences with subject-verb agreement also to run conversations using question-answer



agreement (m=9.90). Concerning incorporating a variety of old and new vocabulary (m=10.20). It provided them more chances to speak clearly and imitate pronunciation (m=10.50).

The improvement in the various speaking skills; indicates that the treatment was effective and successful since pupils had to grasp the elements of the speaking sub-skills and put them into action.

In other words, using web-based self-regulated learning strategies represented a positive shift for the participants. They were eager to change the traditional ways of learning. These strategies provided a challenging experience for most learners to actively and enthusiastically participate in speaking tasks and activities.

### Testing the second hypothesis

The second hypothesis states that *“There is a statistically significant difference at the 0.05 level between the mean score of the experimental group in the pre and post-administration of the speaking skills test in favor of the post-test”*. In order to verify this hypothesis, the researcher used *t* test to compare the mean score of the experimental group in the pre and post administration in all individual speaking sub-skills and total score of the speaking skills test. This can be presented in the following table (3).

**Table 3: Comparing the speaking performance of the experimental group in the pre and post administration in all individual speaking sub-skills and total score of the speaking skills test**

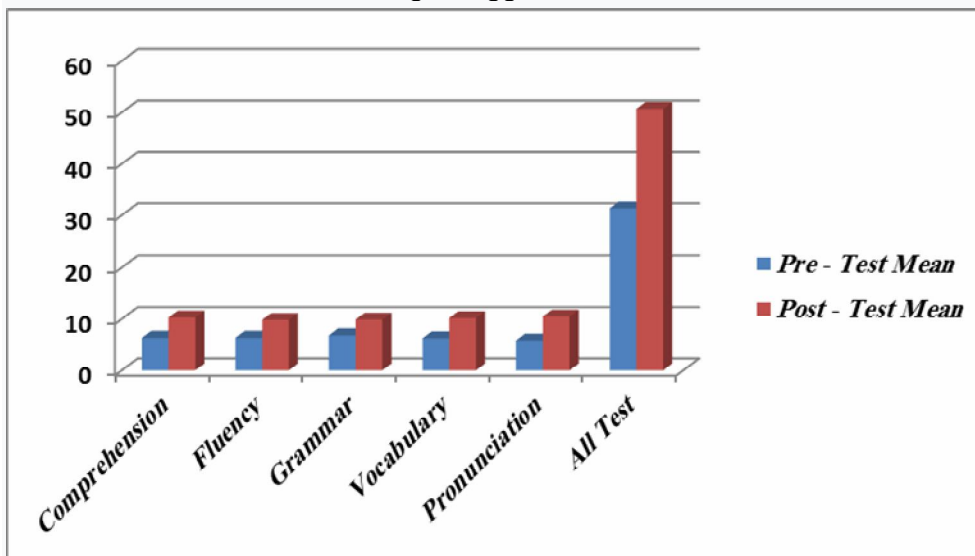
Skills	Application	N.of cases	Means	S.D	df	<i>t</i> -value
<i>Comprehension</i>	pre – test	30	6.30	1.643	29	-6.679
	post – test	30	10.30	2.693		
<i>Fluency</i>	pre – test	30	6.30	2.535	29	-5.924
	post – test	30	9.83	1.877		
<i>Grammar</i>	pre – test	30	6.80	2.483	29	-4.447
	post – test	30	9.90	2.746		
<i>Vocabulary</i>	pre – test	30	6.20	2.605	29	-6.325
	post – test	30	10.20	2.024		
<i>Pronunciation</i>	pre – test	30	5.80	2.355	29	-7.560
	post – test	30	10.50	2.047		
<i>Total score</i>	pre – test	30	31.40	7.079	29	-8.730
	post – test	30	50.73	9.070		

\* significant at 0.05 level

\*\* significant at 0.01 level

It is clear from the results of the table (16) that there are statistically significant differences between the mean score of the experimental group pupils in the pre and post applications in all speaking test skills and the total score in favor of the post application (the highest mean), where all ( $t$ ) values are statistically significant at the level of Significance (0.01) and degree of freedom (29). These results verified the third hypothesis and confirmed its validity. The researcher attributes these differences to the use of web-based self-regulated learning strategies program. This can be illustrated by the following figure:

**Figure (2) The mean score of the experimental group in all individual speaking sub-skills and the total score of the speaking skills test in the pre and post applications**



Results in the above table and figure illustrate that the estimated  $t$ -value is significant at 0.05 level. This reflects that there is statistically significant difference between the mean score of the pre-post-administration of the speaking skills test in the different five sub-skills and in the total score. This significant difference is in favor of the post-test.

According to the figure above, the pupils in the experimental group improved their levels of different speaking skills in their performance on the post-test. Low, medium, and high levels of improvement were seen. The sub-skills of pronunciation and comprehension had the highest improvement.

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**The effect size of the web-based self regulated learning strategies program**

In order to calculate the effect size of the web-based self regulated learning strategies program in terms of the difference between the experimental group pre and post administration of the speaking skills test, the researcher calculated the effect size value ( $\eta^2$ \*) as shown in Table (3). Fouad Abu Hatab and AmalSadiq (1991: 442) reported the following rules:

- A- The effect that explains about 1% of the total variance indicates a small effect.
- B- The effect that explains about 6% of the total variance indicates a medium effect.
- C - The effect that explains about 15% of the total variance indicates a significant effect.

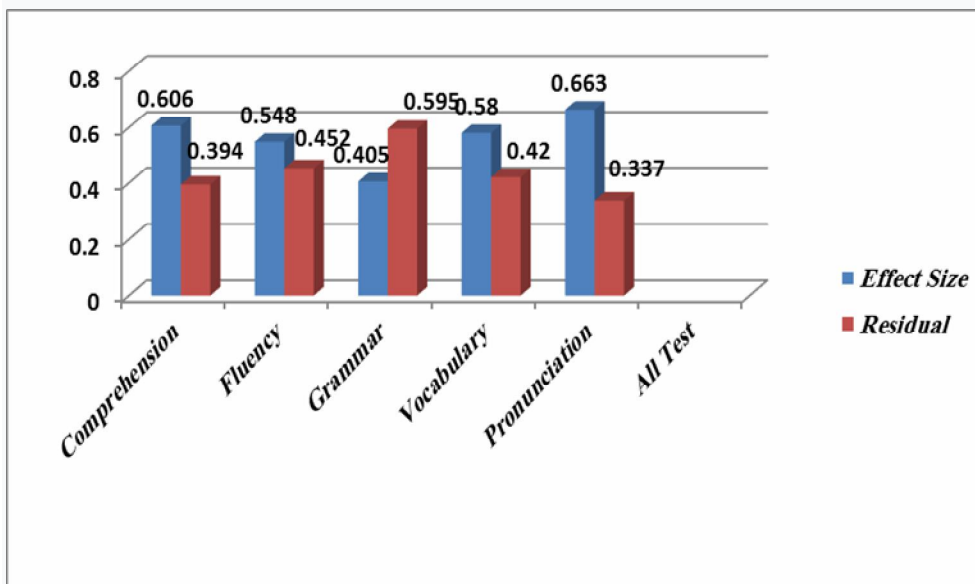
**Table 4: The effect size of the web-based SRLSs program on improving speaking skills**

Skill	$\eta^2$	Effect size
<i>Comprehension</i>	60.6 %	High
<i>Fluency</i>	54.8 %	High
<i>Grammar</i>	40.5 %	High
<i>Vocabulary</i>	58 %	High
<i>Pronunciation</i>	66.3 %	High
<b>Total Test</b>	72.4 %	<b>High</b>

\* In the case of parametric tests.

It is clear from the table (4) the strength of the effect of web-based self regulated learning strategies program on the total score of the speaking test and its sub-skills, where the values of ( $\eta^2$ ) in each skill and in the total test score ranged between (0.405, 0.724). This means that the effect size of the suggested program on improving the individual speaking sub-sills ranged between 40% and 66% and was responsible for 72% of the improvement of the total test score. The impact of web-based self regulated learning strategies program on the speaking test can be illustrated through the following figure (3) as follows:

**Figure (3) The effect size of web-based self regulated learning strategies program on the speaking skills test (skills and the total score)**



Furthermore, the size of these variances contributes to the web-based self regulated learning strategies program positive impact on pupils' speaking.

**Results**

The present research reached the following findings:

The research revealed that the experimental group outperformed the control group in speaking skills. Moreover, the experimental group pupils were also better than the control group counterparts in their ability to self-regulate their own learning. All these positive differences between the web based self-regulated strategies program and the targeted dependent variable, i.e. speaking, the statistically significant differences and estimating the effect size of the proposed treatment between the research participants in the two groups were due to the efficiency of the web based self-regulated strategies program.

Hence the web based SRLSs program was found to be effective in developing the EFL preparatory stage pupils' speaking skills.

**Recommendations**

Based on the findings and conclusions of the present research, the following recommendations can be made:

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**A- For Teachers**

- 1- Ministry of Education should train EFL teachers in using self-regulated strategies.
- 2- The web based self-regulated strategies program should be utilized to improve language skills in general, and speaking skills in particular.
- 3- Teachers should teach students how to employ a variety of self-regulated strategies in the classroom to help them improve their language skills.
- 4- Teachers should make use of self-regulated strategies to increase pupils' speaking skills.
- 5- The web based self-regulated strategies program can be used to engage students in the learning process and make them responsible for their own learning.
- 6- Teachers at all stages should be given workshops on how to incorporate self-regulated strategies within the activities they undertake in their classrooms.

**B- For Supervisors**

- 7- Supervisors should encourage teachers to make a use of various self-regulated strategies in their lessons when possible.

**C- For Curriculum Designers**

- 8- EFL curriculum designers should give space for self-regulated strategies to be implemented properly inside the classrooms.
- 9- Self-regulated strategies should be adjusted and used online to help learners learn in better ways.

**Suggestions for further research**

Based on the results of the present research, it can be suggested to carry out more research in the following areas:

- 1- Investigating the effectiveness of using a web based self-regulated strategies program in enhancing other language skills such as listening and writing.
- 2- Developing courses to teach students how to use different self-regulated strategies and integrate them in learning.
- 3- Evaluating the effectiveness of using self-regulated strategies to promote higher thinking skills and creativity.
- 4- New strategies and techniques for improving the speaking skills can be explored by other research projects.

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- 5- Investigating the effectiveness of web based self-regulated strategies program in improving speaking skills of other EFL learners at different stages.
  - 6- Investigating EFL teachers' attitudes towards using web based SRLSs in teaching.
  - 7- Investigating the relationship between web-based self-regulated learning strategies and academic achievement in EFL classrooms.

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