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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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Self-Assessment Strategies and Speaking Skills

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SUPERVISOR APPROVAL

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "Self-Assessment Strategies and Speaking Skills" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



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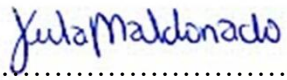
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DEDICATION

TO:

Myself, for having the strength to continue despite every challenge, fear and difficult moment throughout this journey. To my mom, Ana, who I owe everything I am. My sisters, Vivi and Marce, for their unconditional support and encouragement. My dad, for being part of this important stage of my life.
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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TITLE: Self-Assessment Strategies and Speaking Skills

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ABSTRACT

The objective of this research was to analyze learners' perspectives on self-assessment strategies that foster the development of speaking skills in English language learning. This study employed a descriptive research design with a mixed-methods approach. Data was collected through a survey administered to 60 A2-level students (36 female and 24 male) from the Centro de Idiomas at Universidad Técnica de Ambato. The research instrument consisted of a structured Likert-scale questionnaire organized into three sections: self-assessment strategies, speaking subskills, and speaking strategies. It was validated by five experts in the field, obtaining an Aiken's V coefficient of 0.996, which demonstrated high content validity. In addition, reliability was confirmed through Cronbach's Alpha coefficient of 0.901, indicating strong internal consistency. The results revealed checklists and questionnaires were the self-assessment strategies most frequently identified by learners since they provide clear criteria and guiding questions for reflection Regarding speaking subskills, accuracy and discourse management were the most effectively recognized. This is because students focus on producing correct and organized language during speaking performance. Furthermore, appealing for assistance and using conversation maintenance cues were the speaking strategies most frequently implemented since they help learners maintain communication and receive support when facing difficulties during interaction. Overall, this study concludes that self-assessment strategies support the development of speaking skills by guiding learners to reflect on their performance, recognize speaking subskills, and implement strategies that facilitate oral communication.

Keywords: Self-Assessment Strategies, Speaking Skills, Speaking Strategies, Speaking Subskills, EFL Learners

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RESUMEN

El siguiente estudio tuvo como objetivo analizar las percepciones de los estudiantes sobre las estrategias de autoevaluación que fomentan el desarrollo de las habilidades de expresión oral en el aprendizaje del idioma inglés. Este estudio empleó un diseño de investigación descriptivo con un enfoque mixto. Los datos fueron recolectados mediante una encuesta aplicada a 60 estudiantes de nivel A2 (36 mujeres y 24 hombres) del Centro de Idiomas de la Universidad Técnica de Ambato. El instrumento de investigación consistió en un cuestionario estructurado de escala Likert organizado en tres secciones: estrategias de autoevaluación, subhabilidades de la expresión oral y estrategias de expresión oral. Este fue validado por cinco expertos en el área, obteniendo un coeficiente Aiken's V de 0.996, lo que demostró una alta validez de contenido. Además, la confiabilidad fue confirmada mediante un coeficiente Alfa de Cronbach de 0.901, indicando una fuerte consistencia interna. Los resultados revelaron que las listas de cotejo y los cuestionarios fueron las estrategias de autoevaluación identificadas con mayor frecuencia por los estudiantes, ya que proporcionan criterios claros y preguntas orientadoras para la reflexión. En cuanto a las subhabilidades de la expresión oral, la precisión y el manejo del discurso fueron las más reconocidas, debido a que los estudiantes se enfocan en producir un lenguaje correcto y organizado durante su desempeño oral. Asimismo, solicitar ayuda y utilizar señales de mantenimiento de la conversación fueron las estrategias de expresión oral implementadas con mayor frecuencia, ya que ayudan a los estudiantes a mantener la comunicación y recibir apoyo cuando enfrentan dificultades durante la interacción. En general, este estudio concluye que las estrategias de autoevaluación favorecen el desarrollo de las habilidades de expresión oral al guiar a los estudiantes a reflexionar sobre su desempeño, reconocer las subhabilidades de la expresión oral e implementar estrategias que facilitan la comunicación oral.

Chapter I. Theoretical framework

1.1 Research background

In the past five years, meaningful research has been conducted concerning the impact of self-assessment strategies on the development of speaking skill. Several papers were found in databases such as Google Scholar, Science Direct, and ERIC. These investigations were conducted in Turkey, Ecuador, Indonesia, Saudi Arabia, Taiwan, Malaysia, and Iran.

To begin with, Karaman (2021) demonstrated that self-assessment interventions without external feedback have a stronger effect than self-assessment with external feedback. A quasi-experimental study was used in order to synthetize the effects of self-assessment interventions on students' academic performance, with the objective to determine how self-assessment improves learning and whether certain factors such as external feedback influence its effectiveness. The population involved 16 studies with 46 effect sizes with approximately 7,650 participants. The results suggested that other empirical studies are needed to reveal the moderating effects of self-assessment.

In a related study, the use of self-assessment was demonstrated to improve students' speaking ability and their confidence when speaking in English. A population 34 young male students from the Ecuadorian Navy in Ecuador was crucial for the development of the study. The research followed a mixed-method design and used a pretest-posttest design. Students were trained to self-assess their speaking with a checklist while the teacher also evaluated performance with a rubric. The results showed students' improvement in both speaking skills and self-confidence (Moncayo & Ramirez, 2022).

Calero-Vinueza et al. (2024) addressed that the use of self-assessment and has a favorable effect on students' speaking skills. This study aimed to determine the impact of self-assessment on speaking skills with A2 movers' students, incorporating reflection to be aware of their own learning and mistakes. The population involved 30 students, 18 girls and 12 boys from seventh grade at Basic General Education at a public institution in Quito.

At the end of this study, it was concluded that they could use self-assessment in a real-world context.

Moreover, students were able to improve their speaking performance through the implementation of self-assessment strategies obtained from WhatsApp. The population involved 28 A1 level students from a public institution in Manabí, Ecuador, where students could upload audios and self-assess their learning. Data was collected though pre and post-tests, rubrics, checklists, and interviews. The results showed a significant improvement in speaking skills, with a global effect size of 2.42 (Vera et al., 2023).

Masruria and Anam (2021) demonstrated that self-assessment allows students identify their mistakes and improve their communication skills. The study examined students' perceptions on the use of self-assessment strategies to reflect on their speaking skills. The data was collected through an interview and the use of a qualitative method applied at the state Islamic senior high school level in Sorong. The population included 12 students from the eleventh grade, of whom 6 had a high level of English.

Positive attitudes toward self-assessment and its beneficial impact on learners' self-regulated learning and critical thinking were identified among participants. The study was conducted with 27 EFL students in a higher education context in Saudi Arabia, aimed to explore learners' perceptions and experiences of self-assessment in speaking classrooms. The research used a pre- and post-test along with qualitative instruments such a self-assessment proforma, audio recordings and a semi-structured interview with a smaller group of participants (Alghanmi, 2023).

Liao (2023) proved that self- and peer-assessment improve learners' speaking performance and sense of autonomy, helping them become more confident English speakers. This study investigated the effects of self and peer-assessment on L2 students' speaking skills and autonomy. The study included 39 English-major students at a 4-year college in Taiwan, using both quantitative and qualitative data and integrated the online platform VoiceThread, where participants recorded speech videos and engaged in self- and per-assessment while receiving instructor feedback. The results showed that the use of these assessment strategies outperformed students in both speaking performance and learner autonomy.

Self-assessment was found to significantly improve EFL students' speaking performance. This study examined whether using self-assessment makes a difference in students' speaking skills. The research used a quantitative method with a posttest only to control group design and included 34 first-year EFL students from a university in Indonesia,

divided into an experimental group and a control group. The data was analyzed using a test showing a significant improvement in students' speaking performance (Alfianti, 2022).

The implementation of self-assessment was shown to improve students' speaking performance and foster learner autonomy. A quasi-experimental one-group pre-test-post-test design was applied, involving a population of 151 form 4 ESL students in Malaysia who participated in four sessions of Speaking Self-Assessment Instrument (SSAI) rubric training, and then took a post-test. The findings reported that self-assessment was especially effective for lower-intermediate students, who showed the greatest improvement while upper-intermediate students showed less progress due to their higher level (Ligadu & Shak, 2025).

Karizak et al. (2024) investigated that different components of the self-assessment instrument influence Iranian EFL learners' speaking skills and that classroom practices and teachers´ beliefs about assessment are the most influential factors. The study aimed to identify the most and least impactful elements of a speaking self-assessment instrument. The population involved 350 EFL learners and 20 language experts selected through interviews and questionnaires. The findings showed that some factors, such as classroom practices had a stronger influence while other like feedback and assessment criteria had less impact.

Overall, most of the reviewed studies employed quantitative or mixed-method approaches, usually using experimental or quasi-experimental designs with pre and post-tests. The majority were conducted in secondary schools or university contexts. The results consistently showed that self-assessment influences positively on speaking performance and autonomy. Even though the findings are positive, more studies are still needed to explore its use in other educational contexts and with different groups of learners, understanding how students actually use and perceive self-assessment strategies in order to gain a deeper understanding of how self-assessment is applied in real classroom contexts.

1.2 Theoretical foundation of the variables

1.2.1 Independent variable

Learning theories as foundation to cognitivism

Education has been highly influenced by different learning theories over time, one of which is Behaviorism. According to Watson (1925), this learning theory looks at actions that can be seen and measured, emphasizing what people do instead of focusing on thoughts or feelings. This theory focuses on observable behaviors and its environmental influences such as

rewards and punishments rather than on internal mental processes where students are often seen as passive recipients of information whose behavior can be formed by repetition and reinforcement (Giannoukos, 2024).

Cognitivism, on the other hand, emerged during the mid-twentieth century highlighting the importance of internal mental processes in learning. This learning theory changed the behaviorist perspective that learning only happens through stimulus and reinforcement, arguing that human behavior is influenced by cognitive processes such as thinking and understanding situations (Muhajirah, 2020). In this context, learning is not only a response to an external stimulus, but also a process that involves how students perceive, interpret and organize information in their minds (Manolescu, 2013).

Similarly, Schunk (2012) mentions that constructivism is another important theory which emphasizes how important is for learners to construct their knowledge through their experiences. Constructivism builds on the work of Piaget and Vygotsky, which highlights that individuals do not receive information passively, instead they create understanding as they connect information with prior knowledge and engage with others (Jones & Brader-Araje, 2000). In this sense, learning involves interpreting information and giving meaning to new experiences instead of only memorizing facts and it is situated in real-life contexts and instruction should allow opportunities for active involvement, goal setting, monitoring progress and reflection (Cobern, 1993).

However, while constructivism emphasizes the construction of knowledge through experience and interaction, it is cognitivism that focuses on the internal mental processes such as thinking, reasoning and reflection, identifying learners as active processors of information (Muhajirah, 2020). This cognitive perspective embraces the idea that learning is an active process where students reflect on their own learning, which has strongly influenced modern educational practices prioritizing learners as the heart of the process in order to promote their active participation and responsibility during their learning process (Yilmaz, 2011).

This focus shows that learners can take control of their own learning and that teachers can structure their classrooms in ways that support student-centered environments, which represent a significant change in the traditional dynamics of the classroom (Liu et al., 2006). In traditional teaching models, teachers typically control almost every aspect of the learning process such as the selection of the content, the pace of instruction and the methods to evaluate and assess students (Weimer, 2002).

According to Ghafar (2023), students in these traditional models have a more passive role, only receiving information without real opportunities to make decisions about their own learning. In contrast, student-centered teaching encourages students to take responsibility for their learning and reflect on their progress, actively participating in classroom activities and developing autonomy for their learning outcomes (Che Mat & Jamaludin, 2024).

According to Senadeera (2020), in student-centered classrooms the teacher is not only the person who gives the information, they also act as a facilitator instead of being the center of the class. Their role is to create meaningful activities and real-life tasks that encourage students' participation and critical thinking. This helps students to make decisions and solve problems, creating the environment for students to take responsibility of their learning which not only focuses on grades but on continuous feedback (Keiler, 2018).

Similarly, Jones (2007) states that teachers' roles during a student-centered classroom change during the lesson. The teacher can be sometimes leading the class and let students take control of it. In this way, students become more independent while the teacher supports them. Additionally, Scheurs and Dumbraveanu (2014) mention that the role of the teacher in student-centered classrooms is essential in a student-centered classroom, by creating a context where students feel motivated to learn and organizing activities to promote students' critical thinking and real word meaningful practices. This reflects broader changes in educational perspectives that recognize learning as a process, not just a final result, but something that involves active engagement instead of passive reception (Lachman, 1997).

Learning strategies

According to Weinstein and Mayer (1983), learning strategies refer to specific actions learners take to improve their understanding, learning and performance. They are designed to make learning faster and more effective as they support the learning process and allow students to become an active participant in the learning process. McKeachie et al. (1985) mention that learning strategies are used to overcome challenges found during learning, some of them are observable such as taking notes, repeating words aloud or highlighting important content while others are mental processes like creating connection with ideas or analyzing patterns. These strategies help learners practice, remember and apply information successfully since the main focus is how to learn and not only what to learn, encouraging them to set goals for their learning and integration of new knowledge (Nisbet & Shucksmith, 2017).

However, Montaño-González (2017) states that learning strategies are not only tools for improving learning but also is an important matter where teachers also have an important role in guiding students to use learning strategies effectively. Traditionally, teachers were viewed as sources of knowledge, but nowadays they are recognized as facilitators, guides and helpers who demonstrate how these strategies can be applied in practice. Their role is also to support learners when they face difficulties by showing them how to use these strategies in order to improve their progress, ensuring that learners can apply these strategies correctly and efficiently by guiding students in these different ways (Martinez, 1996).

According to Oxford (1990), students also play an active role in the use of learning strategies since they are responsible for selecting and applying them according to their learning needs and goals. These strategies are described as specific actions carried out by learners, which indicates that students are actively involved in making decisions about how to work on their learning. In addition, Thomas and Rohwer (1986) highlight that students use these strategies in different ways depending on their preferences and how they learn better, allowing them to choose and use strategies in their own way. It also means that strategies are effective when learners are willing to take responsibility for their own learning, showing that just knowing about strategies is not enough if they do not make a good use of them. In this way, learning strategies are classified into *direct* and *indirect* strategies, which work together to support learning where each category contains specific types of strategies that covers different aspects of the learning process (O'Malley & Chamot, 1990).

Direct strategies

Direct strategies involve working directly with the learning content, helping learners understand and use it more effectively. These include *memory strategies,* which are used to store and retrieve information effectively, including creating connections between new and known words or using. Similarly, *cognitive strategies* allow learners to process the language though activities such as practicing, analyzing structures and organizing information. In addition, *compensation strategies* help learners overcome limitations in knowledge by using alternative ways to communicate such as switching to the first language when needed and expressing ideas differently. These strategies allow learners to practice, reinforce and apply knowledge forming the core of direct interaction with the language (Oxford, 1990).

Indirect strategies

Indirect strategies provide general support for learning, complementing direct strategies and helping learners manage their learning process more effectively. These strategies include *metacognitive strategies,* which involve planning, monitoring and evaluating learning, allowing learners to focus their attention and check their progress over time. In addition, *affective strategies* help learners manage their emotions and motivation by encouraging positive attitudes and self-support. Similarly, *social strategies* allow learners to interact with others for support by asking questions and cooperating with peers. These indirect strategies work together with direct strategies to support the learning process and contribute to more effective language learning (Oxford, 1990).

Abdalmaujod (2013) highlights that learning strategies play a crucial role in empowering learners to actively manage their own learning process, allowing students to choose appropriate actions and techniques to understand, retain and apply new information effectively. Applying these strategies effectively learners can develop their tasks more in a better way and structure their learning in order to focus on both *what* to learn and *how* to learn.

Metacognitive strategies

According to Flavell (1979), metacognition refers to the human ability to be aware and control their own cognitive processes, commonly defined as *thinking about thinking*. It is considered a process that allows learners to control and direct their own learning. Flavell emphasizes that monitoring happens through the interaction of four components: metacognitive knowledge, metacognitive experiences, goals and actions. *Metacognitive knowledge* refers to what learners know about themselves as learners, the task they perform and the strategies that help them achieve goals. Similarly, *metacognitive experiences* are the conscious feelings or thoughts that occur during learning such as realizing that something is confusing. In addition, *goals* indicate what learners aim to achieve and *actions* represent the strategies or steps that they take to reach those goals guiding learning effectively.

In addition, Rahimi and Katal (2012) describe metacognition as a seventh sense since it allows learners to control and direct their own learning, emphasizing that learners who use metacognitive strategies are considered good language learners. These learners are able to plan, monitor and evaluate their tasks efficiently and to track their learning with direction and purpose, obtaining a clearer understanding of their own progress and noticing when adjustments are needed, helping them take more responsibility for their learning and continuing

improving over time (Mahdavi, 2014). Metacognition acts as a tool for the mind, helping students recognize whether they actually understand what they are learning, how to solve problems and how to judge if an idea is logical and makes sense, which can become automatic through practice and free up mental space for more complex learning (Martinez, 2006).

Furthermore, Ku and Ho (2010) highlight that developing metacognition is a vital skill that helps people become better at critical thinking since the brain acts as boss that supervises thoughts and actions. It is about controlling how people think to make sure to get the best results instead of learning facts only. Vos and de Graaff (2004) also mention that students should focus on learning how to manage their own thinking, tackling real-world problems where they have to find their own answers and decide for themselves how to learn. This helps students become independent thinkers who can have responsibility and total control for their own educational process (Cubukcu, 2009).

In the context of language learning, metacognition allows learners to plan tasks, monitor their performance and evaluate their learning outcomes. Learners who are metacognitive aware can make decisions about which strategies to use and how to adapt their learning in order to achieve better results (Cubukcu, 2009). According to O'Malley and Chamot (1990), metacognitive strategies are tools learners actively use to regulate and enhance their learning. *Planning*, involves setting objectives, organizing content and rehearsing necessary components prior to a task. On the other hand, *monitor* occurs during the activity, enabling learners to notice difficulties, adjust strategies and maintain comprehension in real time. Finally, *evaluating* takes place after the task by helping learners reflect on their performance and determine which strategies were effective or need improvement. For instance, using these strategies learners can become more independent, make informed decisions and improve their language performance continuously (Palincsar, 1986).

Moreover, Avargil et al. (2018) explain that metacognitive strategies are about both knowing and controlling your learning. In other words, learners need to understand what they are doing, how they are doing it and why certain strategies work while at the same time guiding their own learning process. For example, during a speaking activity planning can involve preparing what to say before performing the activity, monitoring can include noticing mistakes while speaking and making corrections in real time, and evaluating can include reflection after the activity on what worked well and what could be improved (Tanner, 2012). Additionally, metacognitive strategies must be adapted to the type of task where learners can decide which

tools to use such as checklists, notes or mind maps to help them apply these strategies effectively, allowing them to stay organized and achieve their learning goals more efficiently (Stanton et al., 2021).

According to Zimmerman (2002), students benefit from reflecting on their own performance as they notice their strengths and recognize areas that need improvement. This process allows students to review the strategies they have used and determine how to adjust them in future tasks, making more informed decisions about their learning. Self-assessment strategies build directly on these reflective processes by giving learners the opportunity to take responsibility for observing, judging and guiding their own learning, which supports greater independence and control over their learning progress (Andrade & Valtcheva, 2009).

Self-assessment strategies

According to Broadfoot and Black (2004), assessment plays a fundamental role in education since it provides valuable information about students' learning and the effectiveness of teaching practices. It uses data such as grades and reports to show the quality of someone's work as well as their progress over time.

Brown (2017) introduces the *conceptions of assessment*, which refers to the beliefs that teachers and students have about the purpose of assessment in education. In this sense, four main conceptions of assessment are identified: *improvement, school accountability, student accountability and irrelevance*. *Assessment for improvement* focuses on using assessment information to support learning and guide teaching decisions. Similarly, *school accountability* refers to the use of assessment results to evaluate the effectiveness of schools and educational systems. On the other hand, *student accountability* views assessment as a way to judge or rank students according to their performance. Finally, the conception of assessment as *irrelevant* appears when teachers or students perceive assessment as having little value for learning.

According to Black and Wiliam (1998), assessment supports learning when it is used as part of the instructional process rather than only as a final measurement of performance, emphasizing that effective assessment should be closely connected to classroom learning and provide information that helps both teachers and students understand how learning is progressing. Assessment becomes meaningful when it generates feedback that can be used to improve performance and guide future learning, where students are able to recognize their strengths and difficulties better and take appropriate steps to improve their performance (Gibbs, 2010).

Stiggins (2002) argues that many educational systems face an assessment crisis due to traditional assessment practices that focus on grades rather than on improving learning. In many classrooms, assessment is frequently used to classify or compare students, which can limit its potential to support meaningful learning. Elwood and Klenowski (2002) explain that when assessment is used only to produce scores or rankings, students may become more concerned about their results than about understanding the learning process itself. For this reason, effective assessment should provide clear information about what students are doing well and what they need to improve.

Types of assessment

Assessment can be implemented in different ways depending on its purpose and the stage of the learning process in which it is applied. For this reason, researchers often classify assessment into different types that allow teachers to obtain information about students' knowledge, progress and achievements at different moments of instruction (Boraie, 2018). Assessment types can be categorized based on their timing and purpose, which help educators understand how assessment supports teaching and learning. In this sense, different types of assessment allow teachers to identify students' prior knowledge, monitor learning during instruction and evaluate the outcomes of the learning process (Nitko & Brookhart, 2014).

Diagnostic assessment

Diagnostic Assessment is typically conducted before instruction begins in order to determine students' prior knowledge and identify possible learning difficulties. Nitko and Brookhart (2014) explain that this type of assessment focuses on identifying which learning aspects students have not mastered yet and exploring the potential causes of these difficulties. The information obtained through diagnostic assessment allows teachers to adapt instruction to students' need, plan appropriate learning activities and provide additional support when necessary, serving as an important starting point for effective teaching because it helps teachers understand students' initial level of knowledge (Bejar, 1984).

Formative assessment

Formative assessment occurs during the learning process and focuses on monitoring students' progress in order to support improvement. Nitko and Brookhart (2014) describe formative assessment as the process of judging students' progress while they are still learning in a way that teachers can guide their next learning steps. In this process, both teachers and

students focus on learning goals, evaluate current performance and take actions to get closer to their desired outcomes. Taras (2005) also mentions that formative assessment involves making judgments about students' work while providing feedback that helps learners reduce the gap between their current performance and expected learning goals.

Summative assessment

Summative Assessment is generally conducted after the instructional process has been completed in order to evaluate the overall quality of students learning. Nitko and Brookhart (2014) explain that this type of assessment focuses on judging the level of achievement students have reached at a specific moment, often for the purpose of assigning grades or determining whether learning outcomes have been met. Similarly, Taras (2005) defines summative assessment as a judgment that summarizes the evidence of student performance collected throughout the learning process. Therefore, summative assessment provides a general evaluation of students' academic achievement and the end of a learning period.

Performance assessment

This type of assessment requires students to demonstrate their knowledge and skills through the completion of complex tasks or the creation of meaningful products. According to Nitko and Brookhart (2014), this type of assessment may involve activities such as oral presentations, research projects or problem-solving tasks that allow students to apply their knowledge in authentic situations. Unlike traditional tests that often focus on selecting correct answers, performance assessment emphasizes the demonstration of understanding through real tasks that reflect meaningful learning experiences (Khattri et al., 2012).

Portfolio assessment

According to Nitko and Brookhart (2014), portfolio assessment involves the collection of students' work over time in order to demonstrate their progress and achievements. Davis and Ponnamperuma (2005) mention that this type of assessment includes selected examples of students' work that illustrate their learning development, skills and accomplishments, allowing teachers and students to observe learning growth across a period of time rather than using only a single test or evaluation.

Peer-assessment

According to Topping (2009), peer assessment is a process where students review and judge the work of their classmates. It encourages learners to provide feedback on what is done well and what could be improved. Edwards (2013) emphasizes that peer-assessment in an essential assessment tool which allows students to create their own assessment criteria, interact and develop higher order thinking skills when they review and reflect on their peers' work in order to improve it.

Hetero-assessment

Casanova (1998) defines hetero-evaluation as the process where a person with a higher knowledge evaluates another person's knowledge, work or performance. This type of assessment is also known as teacher assessment which objective is to give an external vision and from an expert about the learning process, using established criteria to certify achievements and ensure that academic standards are met.

Assessment approaches

According to Berry (2008), assessment can also be understood through different approaches that reflect how it is used in the teaching and learning process. There are three main approaches which are widely recognized in education: *assessment of learning*, *assessment for learning* and *assessment as learning*.

Assessment of learning refers to the use of assessment to evaluate students' achievement at the end of a learning period. This approach is mainly summative and is used to determine whether students have met specific learning goals. Similarly, *assessment for learning* involves collecting information about students' progress in order to provide feedback and adjust learning strategies. It is a formative approach that focuses on supporting students' during the instructional process (Berry, 2008).

In addition, *assessment as learning* places students at the center of the assessment process and emphasizes their active role in monitoring and regulating their own learning. This approach focuses on metacognition as students are encouraged to reflect on their thinking, evaluate their progress and make decisions about how to improve their performance. In this sense, learners act as their own assessors, which allows them to develop a deeper understanding of their strengths and areas of improvement (Berry, 2008). Assessment as learning is closely related to the development of metacognition since it requires students to think about how they

learn. Through continuous reflection and self-monitoring, learners are able to evaluate their progress and make decisions about their learning strategies. In this context, self-assessment becomes a key strategy within assessment as learning, as it allows to actively evaluate their own progress and take responsibility and control of their learning process (Schellekens et al., 2021).

Self-assessment

Self-assessment refers to as a fundamental component of the learning process since it involves learners actively reflecting and judging the quality of their own work. Boud (1995) mentions that the main purpose of self-assessment is to foster learner autonomy by helping students take responsibility for monitoring and improving their own learning over time. In other words, students are not only completing tasks but also thinking about how well they are doing and what they can do better. Self-assessment challenges traditional assessment practices that rely primarily on external judgment that can sometimes discourage students. It shifts the focus toward students allowing them to understand what is expected and reflect on their own performance (Sullivan & Hall, 1997).

Harris and Brown (2018) explain that although students naturally form opinions about their own abilities, many assess their work based on effort or personal feelings rather than clear academic standards which can lead to misunderstandings about their true performance. Therefore, self-assessment is essential for developing self-regulated learning since it helps students identify their learning goals, reflect on their progress and make informed decisions to improve (Sullivan & Hall, 1997).

According to Andrade and Valtcheva (2009), self-assessment is a crucial performance which primary purpose is to enhance learning and achievement by helping students identify their strengths and areas in which they need some improvement while fostering self-regulation, goal setting and progress monitoring. Yan and Carless (2022) mention that self-assessment shifts the focus from simply getting grades and instead encourages students to concentrate on improving their work by reflecting on their performance and comparing it with clear criteria. This practice helps learners become more independent since they take their own learning responsibility, make decisions about what to change or do in a different way, fostering motivation and helping learners pay more attention to the learning process itself. Self-assessment gives the tools to continuously observe, evaluate and improve their learning, helping them to grow as active learners (Oscarson, 2013).

Self-assessment strategies

Oscarson (1989) emphasized that self-assessment strategies provide learners with concrete ways to evaluate their own learning, reflect on their progress and take responsibility for improving their skills. There are several specific strategies such as *checklists, rating scales, questionnaires, diaries and log books, video and audio recordings* that can help students monitor their performance effectively.

Checklists

Oscarson (1989) explains that checklists are tools that provide students with a list of specific items related to a task such as using a certain number of words, including a specific grammar structure or using particular language elements. It is used by learners after completing an activity, they go through each item and indicate whether they did it or not. Each item represents a part of the task that was completed. When students finish reviewing each item individually, they can identify which aspects of the task were completed and which were omitted. This process provides a clear and organized overview of task completion.

Similarly, Scriven (2000) defines checklists as simple tools that lists different things needed to think about or do to finish a task. They act as a reminder and a tool to judge complex situations fairly, which helps avoid making mistakes, forgetting important steps and verifying to complete all things needed.

Rating scales

Rating scales are tools that allow students judge their own level of performance by selecting a value that represents how well they think they have done an activity, usually from 1 to 5. These values help learners position their ability at a certain level. They are used after completing an activity to indicate the degree of quality in different aspects of performance. The purpose of rating scales is to help students distinguish between different levels of achievement rather than making a simple yes or no judgment (Oscarson, 1989).

Questionnaires

According to Oscarson (1989), questionnaires are a strategy in which students answer to a set of structured questions such as *Which part of the activity was most challenging? What could I improve in my next activity? How confident did I feel while performing the task?* that guide them to think about their performance. Instead of checking answers or giving a score,

students focus on answering questions that help them reflect on how they did the task, what happened during the process, and which parts were more challenging or easier for them. This strategy helps students to provide information about their actions during the task and analyze their performance.

Log books

Log books are a self-assessment strategy in which students write entries about their learning after completing a class. This strategy helps students describe their experiences using the language, which allows them to reflect on their own performance in a more personal and continuous way. Log books allow students to express their ideas freely and record learning over time. In this way, students become more aware of their learning process and recognize patterns in their performance (Oscarson, 1989).

Video and audio recordings

Video and audio recordings are strategies in which students record their performance while carrying out a task and examine it afterward. This process allows students to check their performance and focus on specific aspects of what they produced such as what they did well and some mistakes they made in order to improve them. This strategy makes performance visible and permanent. Its purpose is to support more detailed and objective checking of performance over time by allowing learners detect particular features and compare their performance across different tasks (Oscarson, 1989).

1.2.2 Dependent variable

Language learning

According to Ortega (2014), language learning is the human capacity to learn more languages once the native language has been established. This means that language learning is not simply memorizing rules or vocabulary; it is a process that reflects humans' unique ability to create and interpret meaning. Breen (2014) states that this process allows individuals to develop ways of communicating that helps students expressing thoughts, intentions and emotions different contexts. In addition, it helps learners engage with others and participate in social and cultural activities, adapting their language use according to the situation. It also helps learners to see things from other perspectives since using another language requires recognizing how other express and understand ideas (Dunkel, 1948).

Vareckova and Pavelkova (2018) indicate that learning foreign languages plays a key role in professional and academic development, providing learners with opportunities to access knowledge and resources not only in their native languages. Furthermore, being able to communicate in another language allows individuals to collaborate with others, and see things from a perspective that otherwise would be inaccessible. It also encourages a deeper understanding of language, helping learners notice differences in structure, expression and meaning. In addition, language learning can open doors do academic and professional opportunities that may require interaction across languages or access to foreign materials. Consequently, acquiring additional languages is not only a practical skill but also a valuable tool that improves learning, communication and engagement (Nikolov & Rixon, 2025).

Additionally, Svalberg (2007) argues that language learning is not limited to knowledge acquisition but also involves developing awareness about the use and function of the language. This concept, known as language awareness, emphasizes the idea that students' language learning improves when they are able to take the language characteristics consciously, allowing them to reflect and think about the language itself. Furthermore, this concept considers that learning a new language implies building and expressing students' identity, transforming the classroom into a space where language is not only learned but also where the student develops personally through it.

Andreou et al. (2005) highlight that language learning is influenced by a variety of factors that play an important role in the learning process. These factors include individual differences, such as motivation and attitudes, as well as external factors related to the learning environment and language exposure. Motivation is a key element in learning and can manifest in different ways.

Ryan and Deci (2000) distinguish between intrinsic motivation, which refers to do a certain activity simply by interest or satisfaction the activity itself provides, while extrinsic motivation implies to perform an action to reach an expected outcome. These types of motivation directly influence in the way students engage with learning, their persistence and their ability to face challenges during the classroom. These elements influence the way students understand, process and retain information which directly affects their progress. As a result, learning does occur the same way in all students since each of them present different conditions and characteristics that affect their learning development (Reiss, 2012).

According to Ellis (2007), language learning can occur in different contexts, including natural and educational environments. In educational contexts, learning takes place in formal institutions such as schools or universities, where the process is guided by the teacher and organized through a curriculum. Unlike natural contexts, where language is learned through its daily use in real life, in educational contexts the classroom becomes the main space where students have contact with the language. Consequently, learning development strongly depends on elements such as teachers' role, teaching quality and the opportunities students have to interact with the language.

However, educational contexts also present several challenges to language learning. Ellis (2007) states that one of the main problems is the lack of language exposure outside the classroom, which limits opportunities to practice it in real situations. Additionally, factors such as anxiety, lack of motivation or insecurity can negatively affect students' learning, as well as limited materials or interaction, which reduce meaningful ways to use the language meaningfully. In this sense, it is important to consider all these challenges in order to understand better how learning takes place in these types of contexts.

English as a foreign language

According to Crystal (2003), English has become one of the most important languages in the world, spoken by about 1.5 billion people, which is about a quarter of the global population. This widespread use makes English not only a tool for communication but also a key factor in connecting societies and fostering international understanding. It is widely used for international communication, including areas such as science, media, travel and business, allowing people from different countries to understand each other and communicate effectively. Its role as a global language helps learners access knowledge through books, research and online resources, also providing opportunities to work and interact with people from different parts of the world socially and professionally (Broughton et al., 2002).

Additionally, Ilyosovna (2020) mentions that English works as a universal mediator that allows communication across cultures and people from all over the world, even when they do not share the same language. English also gives access to a global cultural network since literature, film and music in English is produced in numerous countries to reach international audiences. Its relevance is also reflected in digital environments where it is the main language on the internet, allowing the access to the majority of knowledge and global discussions.

McKay (2001) defines English as a foreign language EFL as the study of the language in contexts where English is not the official language and the contact with the language outside the classroom is limited. In these contexts, the teacher is usually the main source of linguistic stimulation with students who share the same native language. EFL students face various challenges such as reluctance to speak due to cultural reasons and limited exposure to English outside the classroom, which difficult the development of meaningful communicative skills. Furthermore, recognizing the characteristics and challenges of EFL allows to plan better strategies that ensures more effective and meaningful of English as a foreign language.

According to Doganay et al. (2013), integrating culture in English learning and teaching is also fundamental since language and contexts are highly interconnected. Students cannot fully develop English until they understand the cultural contexts in which they are used; learning a language goes beyond that grammar and vocabulary in an isolated way, incorporating cultural activities improve significantly students' linguistic and communicative competences. Additionally cultural knowledge facilitates communication with English native speakers, allowing students to transmit meaning correctly and behave in an appropriate way in real situations within the desired culture.

Doganay et al. (2013) also highlight that learning English through culture increases students' motivation and reduces their anxiety, since through activities such as discussions and culture-themed games they can enjoy the learning process while practicing the language in meaningful ways. Additionally, studying the culture promotes tolerance and social awareness, helping learners understand cultural differences and avoid intercultural misunderstandings while fostering respect toward native speakers and their traditions. Integrating cultural elements also helps students understand the social rules, norms and communication styles of English-speaking communities. Moreover, by connecting language directly with the culture where it originates, learners develop a deeper appreciation for the aspects of meaning, making the learning process more authentic and meaningful.

According to Graddol (1997), English is still an important language worldwide and many people learn it as a second language, and in some places, there are more speakers of English as s second language than native speakers. This leads to the emergence of new forms of English in different countries, often called new englishes. While English is widely used, other languages such as Spanish, Chinese and Hindi also have an important role in different regions. Technology and translation tools allow communication in different languages, making

the use of English a practical way to interact with people all over the world. For this reason, learning English is still important even more for students in countries where it is not spoken on a daily basis. Additionally, mastering English implies developing different skills that allows its effective use in different situations.

English skills

Burns and Siegel (2018) define English skill as the main areas of communication that structure how the language is taught, learned and evaluated. These skills reflect different ways in which learners process and use language within social and cognitive contexts. In this sense, understanding English involves these core skills to interact meaningfully with others and to interpret and convey ideas effectively. These skills can be categorized into two groups: *receptive* and *productive* skills.

Receptive skills involve receiving and understanding language, including reading and listening. These skills require learners to actively process information they hear or read. Receptive skills are important since they provide the language input that learners need before they can use English themselves. By listening or reading, learners can notice new words, grammar and natural expressions which later help them in speaking and writing (Burns & Siegel, 2018).

Similarly, productive skills are skills used to create and share language. This includes both speaking and writing, where learners have to organize their thoughts, choose the right words and use the correct grammar to express themselves clearly. Developing productive skills also helps learners gain confidence in using English as they practice forming sentences, asking questions and explaining ideas. Additionally, productive skills require attention to social and cultural norms by using register and tone, which helps learners communicate effectively in different situations and with different audiences (Burns & Siegel, 2018).

Reading

McKay (2001) highlights that reading is a fundamental skill that allows learners to understand and interpret written texts. It involves recognizing words, sentences and structures, as well as extracting meaning from context. This skill helps learners develop vocabulary, grammar and comprehension. Moreover, learning presents learners various types of texts that can expand their knowledge and develop critical thinking by analyzing ideas and arguments presented in written materials.

Listening

According to McKay (2001), listening is a key skill in English since it allows learners to understand spoken language though a variety of contexts, including conversations, lectures and instructions. It allows learners to recognize different accents, intonation patterns and speech rhythms, which are essential for effective communication. Moreover, listening plays an important role in providing learners with models of language that they can later reproduce in their own speaking and writing. In addition, regular listening practice helps learners improve concentration, memory and comprehension.

Writing

McKay (2001) defines writing as a skill that involves expressing ideas, thoughts ad information through written language. It enables learners to organize and structure their ideas clearly while using appropriate vocabulary, grammar and syntax. Writing tasks such as summaries, essays and paragraphs help learners develop coherence, cohesion and accuracy in language production. Furthermore, writing encourages students to reflect on language use and support their arguments with evidence. This skill is especially important for academic professional and personal communication in English.

Speaking

Speaking is a skill that allows learners to communicate orally in meaningful and socially appropriate ways. It involves using pronunciation, grammar, vocabulary and discourse strategies to convey ideas effectively. Speaking helps learners develop fluency, confidence and the ability to adapt language according to context, audience and purpose. Additionally, speaking encourages learners to negotiate meaning, clarify understanding and respond to other dynamically, making it a central skill in language learning (McKay, 2001).

Brown (2004) points out that all language cannot be completely separated, as authentic communication typically involves multiple abilities at once. In particular, speaking and listening are closely linked since effective oral expression relies on the comprehension of incoming language. Listening allows to process and understand input while speaking reinforces comprehension by requiring learners to organize and produce language in real time. This highlights that speaking and listening mutually support each other in the process of communication.

Speaking skills

According to Guebba (2021), speaking refers to the process of transforming thoughts and ideas in one's mind into sounds that other can hear and understand. Speaking allows individuals to express their private mental plans through their voice in order to share meaning with others. This skill goes beyond than just practicing words or grammar structures, it also involves real communication in which information is transmitted and received. People usually speak for two main reasons: to share information, to reporting facts and to interact socially and maintain relationships. Speaking can be either planed or spontaneous in every day conversation. Therefore, speaking is not simply making sounds; it is a tool to expressing oneself and connecting with others (Bailey, 2003).

Ishrat and Qureshi (2007) state that speaking skills are essential for learners of English because they allow students to move from simply knowing the language to actually using it in real communication. Developing speaking skills becomes necessary for effective participation in both academic contexts since language is widely used in important fields such as education and technology. However, even though many learners may have strong knowledge of grammar they can still face difficulties when communicating in real-life situations. This shows that knowing the rules of a language is not enough; learners must also develop communicative competence which includes the ability to use language appropriately and fluently in different contexts.

Additionally, Rao (2019) highlights that speaking is considered one of the most important skills for any person who is learning a second language. It allows learners to actively produce language rather than just receive it. Speaking requires individuals to construct sentences and convey ideas using their knowledge of grammar and vocabulary to communicate effectively. Furthermore, speaking is crucial for expressing thoughts, is not only a component of language learning but also a vital tool for exchanging meaningful information.

Speaking subskills

According to Abdullaev and Zokirova (2021), speaking is a complex skill that is composed of several subskills that work together to achieve effective communication. These subskills allow learners no only to produce language, but also to use it appropriately in different contexts. In addition, each subskill focuses on a specific aspect of speaking such as *accuracy*, *fluency*, appropriacy, *discourse* and *interaction management*. For this reason, understanding these components is important to develop speaking in a more complete and effective way.

Accuracy

According to Lyman (1918), accuracy is an essential speaking subskill that focuses on the correct use of language forms rather than only communicating ideas. It includes the learner ability to control grammar, vocabulary and pronunciation. First, grammatical control refers to using correct sentence structures so that ideas are clear and well organized. In addition, vocabulary precision is important since learners need to choose the right words to express their message effectively. Furthermore, sound production involves pronouncing vowel and consonant sounds correctly, as well as using appropriate word stress. For this reason, accuracy helps learners produce clearer speech and reduced misunderstandings during communication.

Ugli (2018) states that accuracy is essential to successful communication since it ensures that the speaker can be clearly understood by others. When learners have poor control of grammar, vocabulary or pronunciation their speech may become difficult to follow, which can limit or even prevent effective communication. For this reason, accuracy plays a central role in the development of speaking skills, as it helps learners produce meaningful and understandable messages. In the past, many language teaching methods focused mainly on accuracy by emphasizing the memorization of rules and the repetition of grammatical structures. However, this approach often limited students' ability to communicate in real situations. Therefore, as accuracy continues to be an important component of language learning, it needs to be balanced with fluency so that learners can both speak correctly and express their ideas naturally.

Fluency

Fluency refers to the ability to speak smoothly, naturally and with confidence. It involves producing speech at a reasonable speed without too many pauses. At the same time, fluency includes the use of strategies that help learners continue speaking when they have difficulties, such as explaining a word they do not know, simplify their ideas or use alternative expressions. In addition, confidence plays an important role because it allows learners to participate more actively in conversations (Ugli, 2018).

Similarly, Ugli (2018) mentions that fluency refers to the ability to use a language naturally and effectively in real communication. While accuracy focuses on the correct use of words, fluency emphasizes the flow of speech and the ability to express ideas in a continuous and meaningful way. In this sense, fluency is developed through practice and interaction since learners improve when they actively use the language in real-life situations. In addition, making

small mistakes in grammar or pronunciation is considered acceptable since the main goal is to maintain communication. However, although fluency is essential, is should not be developed in isolation. It needs to be balanced with accuracy since speaking without correct language use can also lead to misunderstandings.

Additionally, Nunan (1989) highlights that fluency has gained higher importance compared to traditional grammatical accuracy since the emergence of communicative approaches such as *communicative language teaching* (CLT), which main goal is to develop communicative competence by using the language in social contexts. Similarly, *task-based language teaching* (TBLT) plays a crucial role by allowing students to participate in tasks where they can interact mainly focusing on meaning instead of form. Additionally, *project-based learning* (PBL), which emphasizes that students learn by doing significantly projects related to real-life challenges.

Appropriacy

According to Abdullaev and Zokirova (2021), appropriacy refers to the ability to use language that is suitable for different social and cultural situations. This means that learners must consider who they are speaking to and the context of the conversation. For instance, they need to choose appropriate words depending on whether the situation is formal or informal. Moreover, this subskill requires flexibility to adapt language to different contexts and audiences. As a result, appropriacy helps learners avoid inappropriate expressions and communicate more effectively in real-life situation.

Discourse management

Abdullaev and Zokirova (2021) describe that discourse management is the ability to organize ideas clearly and logically for the listener to understand the message. It includes the use of cohesive devices such as pronouns to connect ideas and avoid repetition. In addition, discourse markers like so, well and actually, help guide the listener though the conversation. Learners also need to organize their ideas in a logical order, especially when they speak for a long time such as when telling a story or giving an explanation. For this reason, discourse management improves clarity and makes communication more effective.

Interaction management

Interaction management is the ability to participate in conversations with others. It includes knowing how to start and finish a conversation appropriately. In addition, learners

need to manage turn-taking and respond to others in a natural way. Another important aspect is negotiating meaning, which involves asking for clarification or confirming understanding. Furthermore, this subskill helps learners maintain positive interactions and avoid misunderstandings (Abdullaev & Zokirova, 2021).

Speaking strategies

Yaman et al. (2013) define speaking strategies as techniques that learners use to maintain communication and overcome difficulties during interaction. These strategies are especially useful when learners do not fully know how to express an idea or understand a message. In addition, they allow learners to continue speaking without interrupting the flow of communication. For this reason, the use of speaking strategies helps improve fluency, interaction and communicative competence.

Asking for clarification

This speaking strategy is useful to make sure students truly understand what the other person is saying before actually answering during a conversation. Instead of guessing or staying confused, students can pause the conversation and ask the speaker to say the exact same message again. This can avoid misunderstandings since it ensures both speakers are thinking about the same situation. This strategy can be used by saying *What do you mean? Can you explain?* (Brown, 2001).

Asking for repetition

Similarly, asking for repetition strategy is useful to make sure students actually receive the specific words the other person said. It can be used when a room is too noisy, the other person speaks too fast or the student simply missed a part of the conversation. Students can pause the conversation and ask the speaker to say the message again so they can now understand what they previously missed. Students can ask for repetition by saying *Can you repeat? Huh? Excuse me?* (Melendez et al., 2014).

Using fillers

Brown (2001) states that an important strategy is the use of fillers when having a conversation. This is useful to keep the conversation flow while students think what to say next. Students can follow the flow of a conversation by saying *Well…, Um…, You know…, I*

mean... Instead of staying silent or using long pauses that alters the flow of the conversation, students can use fillers to show they are still participating in the conversation.

Using conversation maintenance cues

This speaking strategy is useful during a conversation to show students are actively listening and interested in the topic while only one person is speaking and the other is waiting their turn. Students can use conversation maintenance cues such as *Uh-huh, Yeah, Okay or Hm.* They are very important for the social side of talking since they make the speaker feel comfortable and encouraged to keep going (Brown, 2001).

Getting someone's attention

Getting someone's attention strategy is useful when students join into an existing conversation that other people have. Students can indicate they are joining a conversation by saying words like *Hey, So or Listen* to indicate they are about to speak and get their attention. This strategy is useful because it prepares the listeners to focus on what the new person wants to say (Melendez et al., 2014).

Using paraphrases for unknown structures

This speaking strategy is used when students do not know the specific vocabulary or grammatical structure needed to express an idea effectively. Instead of stopping the conversation, students describe the concept using simpler words they already know. This strategy can be implemented by students by saying *I don't know the exact word but…, or It is a person who…* This strategy is essential for maintaining the flow of communication since it allows students to convey their meaning successfully (Brown, 2001).

Appealing for assistance

Melendez et al. (2014) points out appealing from assistance as another important speaking strategy. It is used when students have difficulties to remember a word or a complex structure. The student directly asks the person they are talking to for help to finish their sentence. Students can appeal for assistance by asking *How do you say…? What is the word for…?* This strategy is essential to keep the conversation going since it turns speaking into a team effort.

Using formulaic expressions

This strategy involves using phrases that students usually memorize as a single unit, which is very common at the beginner stage of learning. Instead of building each sentence word by word, students use these expressions to speak more naturally and with less effort. Students can use formulaic expressions such as *How much does…? or Nice to meet you.* This is essential for improving fluency since it allows students to produce long sentences quickly without worrying about grammar mistakes (Brown, 2001).

Using mime and nonverbal expressions

Mime and nonverbal expressions are used when students cannot remember a specific word or phrase. Students use hand gestures, facial expressions or body movements to convey the meaning of what they want to say. This strategy is essential for successful communication since it helps the listener to understand the message even when spoken language is missing. Students can apply this strategy by pointing at an object, miming an action like drinking or running, or using facial expressions to show an emotion (Melendez et al., 2014).

Speaking activities

Bailey (2003) states that speaking activities are essential for providing learners with opportunities to practice language in meaningful and interactive contexts. These activities encourage students to use the target language to express ideas, share information and interact with others.

According to Bailey (2003), information gap activities involve situations where one learner has information that another does not. In order to complete the task, students must use the target language to share that information. One student may give directions while the other listens and follows them. Therefore, this activity promotes meaningful communication and encourages learners to use language with a clear purpose.

Similarly, Bailey (2003) defines jigsaw activities as a type of information gap in which each learner has different pieces of information that must be combined. Students work together by sharing what they know in order to complete a task. For instance, one learner may have a map while another has a schedule and both must communicate to plan something together. As a result, this activity develops collaboration and interactive speaking skills.

According to Bailey (2003), role-play is a speaking activity in which learners take on specific roles and act out real-life situations. One student may play a tourist while another acts as a police officer. This allows learners to practice language in a safe and controlled environment before using it in real situations. As a result, role-plays help develop confidence and communicate ability.

Bailey (2003) states that simulations are more complex speaking activities that create realistic situations for language use. In these activities, teachers may use objects or materials to represent real-life contexts, such a store or a restaurant. Learners interact using the target language as if they were in an actual situation. Therefore, simulations provide meaningful practice and help learners develop practical communication skills.

1.3 Objectives

1.3.1 General objective

To analyze learners' perspectives on self-assessment strategies that foster speaking skills.

1.3.2 Specific objectives

- To identify the self-assessment strategies most frequently utilized in English language learning.
- To determine the speaking subskills EFL learners have most effectively identified.
- To recognize the speaking strategies commonly implemented during oral communication.

1.4 Objectives fulfillment

The objectives of this study were successfully achieved through the use of a survey as the main instrument of data collection, which allowed addressing the research questions aligned with the specific objectives of the study. On the one hand, the first objective was to identify the self-assessment strategies most frequently utilized by EFL learners, where students often use simple ways to check their own progress and see how much they are learning such as using a checklist or rating scale. On the other hand, the second objective was to determine the speaking subskills EFL learners have most effectively identified, showing that they are aware of specific aspects of their speaking such as how they sound and how they organize their ideas. Finally, the third objective was to analyze the speaking strategies implemented by EFL learners, which revealed that they rely on certain strategies such as asking for clarification and using mime and nonverbal expressions to express their ideas clearly and feel more confident when talking to others.

Chapter II. Methodology

2.1 Materials

To conduct this research, both human and technological resources were required. First, human resources such as the students from Universidad Técnica de Ambato who participated in the survey, the researcher who conducted the study and the professor who supervised the process. Second, technological resources such as computers, tablets or cell phones including the use of internet connection that contributed to the application of the survey. Additionally, academic resources such as books, articles and journals which highly collaborated with the development of the study.

2.2 Methods

2.2.1 Research approach

This study was carried out through a quantitative approach since it involved the collection and analysis of numerical data related to learners' perspectives on self-assessment strategies, speaking subskills, and speaking strategies. According to Ghanad (2023), quantitative research focuses on numbers and measurement. It seeks to analyze data and answer questions like how much or how many and verify hypothesis through objective and measurable results. Furthermore, this approach provides measurable information that facilitates the description and interpretation of participants' responses.

2.2.2 Modality

The modality of this study involved field research. It was a field study since data was collected directly from participants in their natural context, allowing the observation of behaviors and interactions relevant to the research problem (Yin et al., 2018). This modality facilitated direct access to the target population and ensured that the information gathered reflected participants' actual experiences and perspectives, which was essential for obtaining data that was relevant to the objectives of the study.

2.2.3 Type of research

This study followed a descriptive research design since it aimed to analyze and identify students´ perceptions on the use of self-assessment strategies and the development of their speaking skills. Deckert and Wilson (2023) define descriptive research as an approach that

aims to describe accurately the characteristics of a population or phenomenon without manipulating any variables, commonly applied through structured surveys. Similarly, Loeb et al. (2017) claimed that the purpose of this type of research is to use data to boost the understanding of an important phenomena.

Research questions

- What are the self-assessment strategies most frequently utilized in English language learning?
- What are the speaking subskills EFL learners have most effectively identified?
- What are the speaking strategies commonly implemented during oral communication?

2.2.4 Techniques and tools

This study used a survey as the main instrument to collect data from participants (survey available in Annex 3). According to De Vaus (2013), surveys are useful tools that allow researchers collect and organize data in a structured way, making it easier to compare information. The survey consisted of 19 questions, which were divided into three sections, each of them focused on specific components of both independent and dependent variable. The first section focused on self-assessment strategies such as checklists, rating scales, questionnaires, log books, and video and audio recordings. The second section involved speaking subskills such as accuracy, fluency, appropriacy, discourse and interaction management. Similarly, speaking strategies which are part of the third section, such as asking for clarification and repetition, using fillers, using mime and nonverbal expressions, among others.

The survey was developed using Google Forms and was designed based on a Likert scale. This scale is a technique used to measure attitudes through a series of clear statements, where participants indicate their level of agreement (1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always) allowing the analysis of participants' perceptions in a structured way (Likert, 1932). Additionally, the survey was validated by five experts from the major through the use of Aiken's V, and its reliability was determined using Cronbach's alpha.

2.2.5 Population

The population of this study involved students from the A2 level at Centro de Idiomas from Universidad Técnica de Ambato. It was composed of 60 students, of whom 36 were female and 24 were male. Regarding their age, most participants reported being from 21 to 25 years old, twenty-five students reported being between 18 to 20 years old and only one student reported being more than 30 years old. Additionally, most students identified as mestizo, seven identified as indigenous, 2 as white and only one participant selected other. This sample was

selected through non-probabilistic sampling since participants were chosen based on the characteristics required for the study. According to Stratton (2023), non-probability sampling involves selecting participants through non-random procedures based on their availability or relevance to the research. In this case, A2-level students were included because their English proficiency level provided relevant conditions for examining learners' perceptions of self-assessment strategies for the development of speaking skills.

Table 1

Population

Genre	Number	Percentage
Female	36	60%
Male	24	40%
Total	60	100%

2.2.6 Ethical considerations

This research was conducted by following basic ethical principles to protect participants and ensure the research's reliability. Students were informed that their responses to the questionnaire were completely voluntary before answering it. The privacy of the 60 participants was a priority, all their answers were kept anonymous and used exclusively for this research project. According to Hasan et al. (2021), ethics is the most important part of research since it provides the necessary rules to ensure that the results are honest, professional and actually solve problems.

2.2.7 Procedure

To carry out this study, a set of clear steps was followed to ensure the results were accurate and professional. The process began with an extensive search for academic information regarding Self-Assessment Strategies and Speaking Skills. Reliable sources like books and research databases such as Google Scholar, Science Direct and ERIC were used to build a strong foundation for the project.

Once the research foundation was complete, a survey was designed in order to answer the three research questions. The survey process involved turning the research questions into 19 items using a Likert scale. To make sure the survey items were clear and useful, it went to

several revisions including the validation of 5 experts from the major and then analyzed though Aiken's V. Additionally, a pilot test was conducted with a raw population of 10 students to confirm the instrument's reliability. These results were analyzed through the use of the Statistical Package for the Social Sciences (SPSS) program, where Cronbach's alpha score of 0.901 proved the survey was highly reliable.

For the main data collection, the survey was shared through both a link and a QR code with 60 A2 level students from Centro de Idiomas at Universidad Técnica de Ambato. Students received a brief explanation of the research topic before completing the survey. It was divided into four sections covering general information, self-assessment strategies, speaking subskills and speaking strategies. To ensure everyone understood the questions, the instrument was provided in both English and Spanish. Finally, the responses were collected via Google Forms and processed using statistical tools to meet the study's goals.

Chapter III. Results and Discussion

3.1 Analysis and discussion of the results

This section shows the results gathered from the survey involving 60 A2 students from Centro de Idiomas to answer the study's research questions. To keep the findings organized and accurate, the responses were processed using Statistical Package for the Social Sciences (SPSS) software to calculate the mean scores and organize the findings into tables.

Research questions

- What are the self-assessment strategies most frequently utilized in English language learning?
- What are the speaking subskills EFL learners have most effectively identified?
- What are the speaking strategies commonly implemented during oral communication?

Table 2

Self-Assessment Strategies

Item	Mean
I use a list to check that I used the grammar or words correctly after a speaking activity. [Checklists]	**3.02**
After a speaking practice, I give myself a score from 1 to 5 to check my progress. [Rating scales]	2.52
When I speak, I answer questions to identify positive and negative parts of my work. [Questionnaires]	**2.73**
After my English classes, I write about my experiences with the language. [Log books]	2.00
I record myself to check my progress and detect mistakes in English. [Video and audio recordings]	**1.88**

Note: The following rating scales were employed to determine the measurements: 1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always

Analysis and Interpretation

Research question: What are the self-assessment strategies most frequently utilized in English language learning?

The results showed that self-assessment strategies most frequently used by EFL learners are checklists (m=3.02) and questionnaires (m=2.73). Checklists allow students to indicate that they used a list to check whether they used grammar or vocabulary correctly after an activity, while questionnaires helped learners identify positive and negative aspects of their oral performance through structured questions such as *Which part of the activity was most challenging? What could I improve in my next activity?* In contrast, audio and video recordings (m=1.88) were the least implemented self-assessment strategy among learners, since they reported limited use of recordings to observe their speaking performance and detect mistakes in English.

Based on the results, checklists and questionnaires appeared to be the most utilized strategies because they provide learners with a more direct and guided way to evaluate their performance. In addition, these strategies may be easier and faster for students to apply during or after an activity because learners only need to focus on specific aspects of their performance instead of analyzing their performance in detail. On the other hand, audio and video recordings requires learners to observe and analyze their own performance more carefully over time. Furthermore, students may experience more difficulties since this strategy is more difficult to apply and requires more time and effort, which may explain the limited use of this strategy.

Table 3

Speaking subskills

Item	Mean
I try to use correct grammar, vocabulary, and pronunciation in my English class. [Accuracy]	**3.82**
I try to continue speaking without many stops in my English class. [Fluency]	3.48
I use different words depending on the situation and the person I am talking to. [Appropriacy]	3.25
I try to organize and connect my ideas, so people can understand me. [Discourse management]	**3.83**
I participate in conversations, respond to others and ask questions. [Interaction management]	**3.20**

Note: The following rating scales were employed to determine the measurements: 1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always

Analysis and Interpretation

Research question: What are the speaking subskills EFL learners have most effectively identified?

After analyzing the results of the speaking subskills identified by students, it was found that discourse management (m=3.83) and accuracy (m=3.82) were the most developed subskills, while interaction management (m=3.20) obtained the lowest result. Discourse management refers to the ability to organize and connect ideas clearly so listeners can understand the message, whereas accuracy focuses on the correct use of grammar, vocabulary and pronunciation during speaking activities. In contrast, interaction management involves participating actively in conversations, responding to others and asking questions during communication.

Based on the results, discourse management and accuracy appeared to be the most developed subskills because they allow learners to focus more directly on the organization and correctness of their oral production. In addition, students may feel more comfortable when they can prepare and control their ideas carefully during speaking activities. On the other hand, interaction management requires learners to participate more spontaneously in conversations and react immediately to other speakers during communication. Furthermore, this subskill involves greater confidence and active participation, which may explain why it obtained the lowest result among learners.

Table 4

Speaking strategies

Item	Mean
I use these expressions: *Can you explain? What do you mean?* to ask my teacher when I do not understand something. [Asking for clarification]	3.25
I use these expressions: *Can you repeat? Excuse me?* to ask my classmates when I do not hear them clearly. [Asking for repetition]	3.42
I use these expressions: *Well... Um...* to keep talking while I think. [Using fillers]	3.18
I use these expressions: *okay, yeah, uh-huh* to show I am interested in a conversation. [Using conversation maintenance cues]	**3.43**
I use these expressions: *hey, listen* to get people's attention. [Getting someone´s attention]	**2.38**
When I do not know something in English, I describe or give the concept of the words. [Using paraphrases for unknown structures]	3.07
When I do not understand something, I ask my classmate for help. [Appealing for assistance]	**3.57**
I memorize phrases like: *Nice to meet you, How much does…?* to speak naturally. [Using formulaic expressions]	3.17
When I do not know a word, I use my hands, face or body to show the meaning. [Using mime and nonverbal expressions]	3.07

Note: The following rating scales were employed to determine the measurements: 1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always

Analysis and interpretation

Research question: What are the speaking strategies commonly implemented during oral communication?

After analyzing the results of the speaking strategies implemented by EFL learners, it was found that appealing for assistance (m=3.57) and using conversation maintenance cues such *as okay, yeah or uh-huh* (m=3.43) were the most frequently implemented speaking strategies, while getting someone's attention with the use of expressions such as *hey or listen* (m=2.38) obtained the lowest result. Appealing for assistance refers to asking classmates or other people for help when learners do not understand something in English, whereas conversation maintenance cues involve the use of expressions to show attention and interest during interaction. In contrast, getting someone's attention refers to the use of expressions to initiate or join a conversation.

Based on the results, appealing for assistance and conversation maintenance cues appeared to be the most implemented strategies because they are commonly used to support communication during classroom interaction. In addition, learners may find these strategies easier to apply since they do not require producing long or complex responses in English. Instead, students can maintain participation in conversations through short expressions or by asking others for support when communication difficulties appear. On the other hand, getting someone's attention requires learners to take a more active role when initiating interaction. Furthermore, students may avoid using this strategy because it involves greater spontaneity and confidence during communication, which may explain its lower use among learners.

Discussion

The following section presents thee research questions designed to analyze students' perceptions on self-assessment strategies that foster speaking skills.

Question 1: What are the self-assessment strategies most frequently utilized in English language learning?

The findings revealed that checklists and questionnaires were the most frequently utilized self-assessment strategies among EFL learners. These results suggest that students prefer self-assessment tools that provide structure when evaluating their learning performance.

Based on these findings, learners appear to value strategies that help them identify strengths, weaknesses, and areas for improvement through clear criteria and reflective questions.

Checklists emerged as one of the most frequently utilized self-assessment strategies. Checklists provide learners with a set of criteria that can be reviewed during or after a task. They serve as a guide for evaluation by helping students focus on concrete elements of their performance, such as grammar accuracy, vocabulary use. Thus, Oscarson (1989) mentions that checklists allow learners to verify whether particular aspects of a task have been successfully completed. In this sense, checklists help learners monitor their progress and become more aware of their learning outcomes. Similarly, O'Malley and Chamot (1990) explain that monitoring one's learning process is an important metacognitive strategy that helps learners regulate and evaluate their performance. Therefore, the use of checklists may indicate that learners monitor their learning through structured criteria.

Questionnaires were also identified as one of the most frequently utilized self-assessment strategies. Unlike checklists, questionnaires encourage learners to examine and reflect on their learning experiences through a series of guiding questions. These tools help students think about their progress, difficulties, and achievements, promoting a more reflective approach to evaluation. In this sense, Oscarson (1989) mentions that questionnaires encourage learners to identify positive and negative aspects of their performance and evaluate areas that require improvement. Through guided questions, students can analyze their learning experiences and recognize challenges encountered during language learning. Likewise, Andrade and Valtcheva (2009) state that self-assessment involves reflecting on one's work and evaluating its quality in order to improve learning. Consequently, the frequent use of questionnaires suggests that learners recognize the importance of reflection as part of their learning process.

Overall, the results indicate that checklists and questionnaires are relevant self-assessment strategies in English language learning. Their frequent use suggests that learners benefit from structured opportunities to monitor and reflect on their performance. As a result, these strategies may contribute to greater learner awareness and encourage a more active role in the assessment process.

Question 2: What are the speaking subskills EFL learners have most effectively identified?

The results indicated that accuracy and discourse management were the speaking subskills most strongly identified by EFL learners. These results suggest that students are more aware of aspects of speaking related to language correctness and the organization of ideas.

Accuracy is one of the speaking subskills most strongly identified by learners. This subskill is related to the correct production of language during oral communication. It involves paying attention to linguistic aspects such as grammar, vocabulary, and pronunciation to ensure that messages are expressed appropriately. In this sense, Lyman (1918) points out that accuracy refers to the correct use of language, enabling learners to communicate their ideas in a clear and understandable manner. The strong identification of this subskill may suggest that learners pay considerable attention to avoiding mistakes and producing correct language when speaking. As a result, students may be more concerned with sounding accurate and meeting language norms than with communicating spontaneously during oral interactions.

Discourse management was also identified as one of the speaking subskills most strongly recognized by learners. This subskill refers to the ability to organize ideas and connect them coherently while speaking. It helps speakers structure their messages in a way that listeners can easily follow and understand. In this sense, Abdullaev and Zokirova (2021) explain that discourse management allows speakers to organize their ideas clearly and logically. This subskill helps learners structure their messages in a coherent way and maintain the flow of communication. The strong identification of discourse management may indicate that students place importance on organizing their ideas before and during speaking tasks.

The prominence of accuracy and discourse management may be related to learners' preference for aspects of speaking that can be consciously managed. Ugli (2018) states that although accuracy is essential for understandable communication, an excessive focus on correctness may limit students' ability to communicate naturally in real situations. Similarly, Nunan (1989) highlighted that communicative approaches such as Communicative Language Teaching, Task-Based Language Teaching and Project-Based Learning emphasize interaction and meaningful communication through the active use of language. However, students may still experience difficulties participating naturally in conversations and answering spontaneously to others during interaction.

Overall, the results indicate that accuracy and discourse management are highly valued speaking subskills among EFL learners. Their strong identification suggests that students are

particularly aware of the importance of producing correct and well-organized speech. Consequently, these findings highlight learners' tendency to focus on language control and organization as key elements of effective oral communication.

Question 3: What are the speaking strategies commonly implemented during oral communication?

The results showed that appealing for assistance and conversation maintenance cues were the speaking strategies most frequently implemented during oral communication. This suggests that students tend to rely on strategies that help them continue communicating and remain engaged in conversations when difficulties arise.

One of the strategies most commonly used by learners was appealing for assistance. This strategy involves seeking support from others when communication difficulties arise. It allows learners to continue expressing their ideas by relying on external help when they cannot recall a word, phrase, or expression. Thus, Melendez et al. (2014) highlights that this strategy allows learners to request help when they experience difficulties remembering a word or expressing an idea during communication, by asking *How do you say...? or What is the word for...?* The frequent use of this strategy may indicate that learners prefer to seek assistance rather than interrupt communication when linguistic difficulties occur. As a result, students can maintain participation in conversations while overcoming challenges that may affect their oral performance.

Conversation maintenance cues were also among the most frequently implemented speaking strategies. These cues are used to demonstrate attention and involvement during an interaction, helping speakers maintain the flow of communication. Through simple verbal responses, learners can show that they are listening and encourage the continuation of the conversation. In this regard, Brown (2001) explains that these cues include expressions such as *Uh-huh, Yeah,* which allow speakers to demonstrate attention and interest during a conversation. The preference for this strategy may suggest that students recognize the importance of remaining actively involved in interactions. By using conversation maintenance cues, learners can encourage the continuation of the conversation while showing engagement with both the speaker and the topic being discussed.

The frequent use of these strategies may be associated with the role that speaking strategies play in oral communication. According to Yaman et al. (2013), speaking strategies help learners maintain communication and overcome difficulties during interaction. Likewise,

Guebba (2021) states that speaking enables learners to interact and share meaning with others. Therefore, the preference for these strategies may indicate that learners value ways of sustaining communication and remaining involved in conversations.

Overall, the results suggest that learners tend to favor speaking strategies that help them maintain communication during oral interactions. The frequent implementation of appealing for assistance and conversation maintenance cues highlights the importance of participation and interaction in the speaking process.

Chapter IV.

Conclusions and Recommendations

4.1 Conclusions

After analyzing and interpreting the data obtained from the questionnaire, it can be concluded that:

Based on the results, the self-assessment strategies most frequently utilized by EFL learners were checklists and questionnaires, characterized by providing a more direct and guided way to evaluate students' learning process during or after classroom activities. Through these strategies, learners demonstrated preference for focusing on specific aspects of their performance in a practical and structured way. In contrast, audio and video recordings obtained lower results since they required students to observe and analyze their own performance more carefully over time. Therefore, learners appeared to rely more on guided self-assessment strategies than on reflective practices that required greater autonomy and independent analysis.

The results concerning speaking subskills demonstrated that accuracy and discourse management were the subskills most effectively identified by students. This reflected learners' ability to organize ideas clearly and produce understandable messages through the correct use of grammar, vocabulary and pronunciation. Furthermore, participants showed greater confidence in speaking subskills that allowed them to focus on language correctness and idea organization. However, interaction management obtained lower results, which suggested that spontaneous participation and active interaction during conversations still represented difficulties for learners in communicative situations.

The analysis of speaking strategies indicated that appealing for assistance and using conversation maintenance cues were the most frequently implemented strategies among EFL learners. These strategies allowed students to maintain communication and receive support during interaction when communication difficulties appeared. Likewise, learners demonstrated greater preference for strategies that facilitated participation in conversations without requiring a highly active role in initiating communication. On the other hand, getting someone's attention obtained the lowest result, indicating that students still experienced difficulties when initiating interaction independently during conversations. This demonstrated that learners still require

greater development of strategies related to spontaneous participation and active communicative interaction.

4.2 Recommendations

Considering the limited use of reflective self-assessment strategies, it is recommended to incorporate classroom activities that gradually promote greater learner autonomy and reflection during the learning process. Teachers may implement audio and video recordings, guided and autonomous self-reflection activities that encourage students to analyze their own performance more carefully. Likewise, providing continuous support and feedback may help learners become more confident when applying reflective self-assessment strategies independently.

Additionally, to strengthen interaction management during speaking activities, it is recommended to include communicative tasks that encourage spontaneous participation and active interaction among students. Activities such as discussions, role plays, collaborative tasks and pair work may help learners develop greater confidence when responding, asking questions and participating naturally during conversations. In the same way, creating supportive classroom environments may reduce students' fear of making mistakes and promote more active participation during communication.

Finally, in order to improve the implementation of speaking strategies related to communication, it is suggested that teachers implement and model speaking strategies that support interaction during conversations. Furthermore, teachers may model useful expressions and provide communicative practice that helps learners incorporate these speaking strategies into their oral production with greater confidence and spontaneity.

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Annexes

Annex 1: Approved letter of commitment

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 5 de marzo de 2026

Doctora
Marina Zenaida Castro Solórzano, Mtr.
Presidenta de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación
Presente

Yo, Silva Chavez Judith Alexandra, en mi calidad de Directora del Centro de Idiomas de la Universidad Técnica de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Self-Assessment Strategies and Speaking Skills" propuesto por la estudiante Maldonado Tipán Keila Abigail, portadora de la Cédula de Ciudadanía, 1725122269 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Dra. Silva Chavez Judith Alexandra, Mg.
Directora del Centro de Idiomas
ja.silva@uta.edu.ec

Annex 2: Cronbach's Alpha validation

Estadísticas de fiabilidad

Alfa de Cronbach	N de elementos
,901	19

Note: Reliability statistics with Cronbach's Alpha of 19 items with Likert scale.

Annex 3: Survey

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Pedagogía de los Idiomas Nacionales y Extranjeros

Survey: Self-Assessment Strategies and Speaking Skills

Dear Students:

The survey will utilize the information provided for a study titled "Self-Assessment Strategies and Speaking Skills" The data collected through this survey will be handled with strict confidentiality (La encuesta utilizará la información proporcionada para un estudio titulado "Estrategias de autoevaluación y la habilidad del habla". Los datos recolectados a través de esta encuesta serán tratados con estricta confidencialidad.)

Thank you for willingly and freely participating in this study. (Gracias por participar voluntaria y libremente en este estudio.)

I have read the preceding paragraph and am ready to voluntarily take part in the survey. (He leído el párrafo anterior y estoy dispuesto a participar voluntariamente en la encuesta.)

Yes ( ) No ( )

SECTION 1: Personal Information

(SECCIÓN 1: Información Personal)

Gender (Género)

( ) Male (Masculino)

( ) Female (Femenino)

( ) Prefer not to say (Prefiero no decirlo)

Nationality (Nacionalidad)

( ) Ecuadorian

( ) Other

Age (Edad)

( ) 18 - 20

( ) 21 - 25

( ) 30+

Native language (Idioma nativo)

( ) Spanish (Español)

( ) English (Inglés)

( ) Quichua (Quichua)

( ) Other (Otro)

Ethnicity (Etnia)

( ) Mestizo (Mestizo)

( ) White (Blanco)

( ) Afro-Ecuadorian (Afroecuatoriano)

( ) Indigenous (Indígena)

( ) Other (Otro)

For the following statements, select one of the options:

1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always.

Para las siguientes afirmaciones, seleccione una de las opciones:

(1. Nunca, 2. Rara vez, 3. Ocasionalmente, 4. Frecuentemente, 5. Siempre.)

SECTION 2: Self-Assessment Strategies

(Sección 2: Estrategias de autoevaluación)

1. I use a list to check that I used the grammar or words correctly after a speaking activity. [Checklist]

   Uso una lista para revisar si use toda la gramática o palabras correctamente después de una actividad oral.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

2. After a speaking practice, I give myself a score from 1 to 5 to check my progress. [Rating scales]

   Despúes de una actividad oral, me doy una puntuación del 1 al 5 para comprobar mi pogreso.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

3. When I speak, I answer questions to identify positive and negative parts of my work. [Questionnaires]

   Cuando hablo, respondo preguntas para identificar los aspectos positivos y negativos de mi trabajo.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

4. After my English classes, I write about my experiences with the language. [Log books]

   Después de mis clases de inglés, escribo sobre mis experiencias con el idioma.
   1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )
5. I record myself to check my progress and detect mistakes in English. [Video and audio recordings]

   Me grabo para comprobar mi progreso y detectar errores en inglés.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

SECTION 3: Speaking subskills

(Sección 3: subhabilidades del habla)

6. I try to use correct grammar, vocabulary, and pronunciation in my English class. [Accuracy]

   Intento usar la gramática, el vocabulario y la pronunciación correctos en mi clase de inglés.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

7. I try to continue speaking without many stops in my English class. [Fluency]

   Intento seguir hablando sin muchas pausas durante mis clases de inglés.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

8. I use different words depending on the situation and the person I am talking to. [Appropriacy]

   Uso diferentes palabras dependiendo de la situación y de la persona con la que estoy hablando.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

9. I try to organize and connect my ideas, so people can understand me. [Discourse management]

   Intento organizar y conectar mis ideas para que las personas puedan entenderme.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

10. I participate in conversations, respond to others and ask questions. [Interaction management]

    Participo en conversaciones, respondo a los demás y hago preguntas.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

SECTION 4: Speaking strategies

(Sección 4: estrategias del habla)

11. I use these expressions: ***Can you explain? What do you mean?*** to ask my teacher when I do not understand something. [Asking for clarification]

    Uso las expresiones: ***¿Puede repetirlo? ¿Qué quiere decir?*** para preguntar a mi profesor cuando no entiendo algo.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

12. I use these expressions: ***Can you repeat? Excuse me?*** to ask my classmates when I do not hear them clearly. [Asking for repetition]

    Uso las expresiones: ***¿Puedes repetir? ¿Disculpa?*** para preguntar a mis compañeros cuando no los escucho claramente.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

13. I use these expressions: ***Well... Um...*** to keep talking while I think. [Using fillers]

    Uso las expresiones ***Bueno... Um...*** para seguir hablando mientras pienso.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

14. I use these expressions: ***okay, yeah, uh-huh*** to show I am interested in a conversation. [Using conversation maintenance cues]

Uso las expresiones: ***okay, si, uh-huh*** para mostrar que estoy interesado en una conversación.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

15. I use these expressions: ***hey, listen*** to get people's attention. [Getting someone´s attention]

Uso las expresiones: ***hey, escucha*** para llamar la atención de las personas.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

16. When I do not know something in English, I describe or give the concept of the words. [Using paraphrases for unknown structures]

Cuando no sé algo en inglés, describo o doy el concepto de las palabras.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

17. When I do not understand something, I ask my classmate for help. [Appealing for assistance]

Cuando no entiendo algo, le pido ayuda a mi compañero de clase.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

18. I memorize phrases like: ***Nice to meet you, How much does..?*** to speak naturally. [Using formulaic expressions]

Memorizo frases como: ***Gusto en conocerte, Cuanto cuesta...?*** para hablar con naturalidad.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

19. When I do not know a word, I use my hands, face or body to show the meaning. [Using mime and nonverbal expressions]

Cuando no conozco una palabra, uso mis manos, mi cara o mi cuerpo para mostrar su significado.

1( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

Annex 4: Specialist's validation

Validated by: Mg. Diego Cumbe	ID: 1803649369	Date: April 16th, 2026
Signature:	Email: dm.cumbe@uta.edu.ec	
Place of work:	Academic degree: Master in TEFL	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Elsa Fernández	ID: 1802616027	Date: 20/04/2026
Signature:	Email: eda.hernandez@uta.edu.ec	
Place of work: UTA	Academic degree: PhD.	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Mg. Xavier Salca	ID: 1802447548	Date: 16-04-2026
Signature:	Email: manuelxsalcag@uta.edu.ec.	
Place of work: UTA	Academic degree: Maestr.	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Lic. Ximena Galero Sánchez, Msc	ID: 1802384062	Date: April 20th 2026
Signature:	Email: xcalero@uta.edu.ec	
Place of work: Universidad Técnica de Ambato	Academic degree: Master in English Applied Linguistics	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

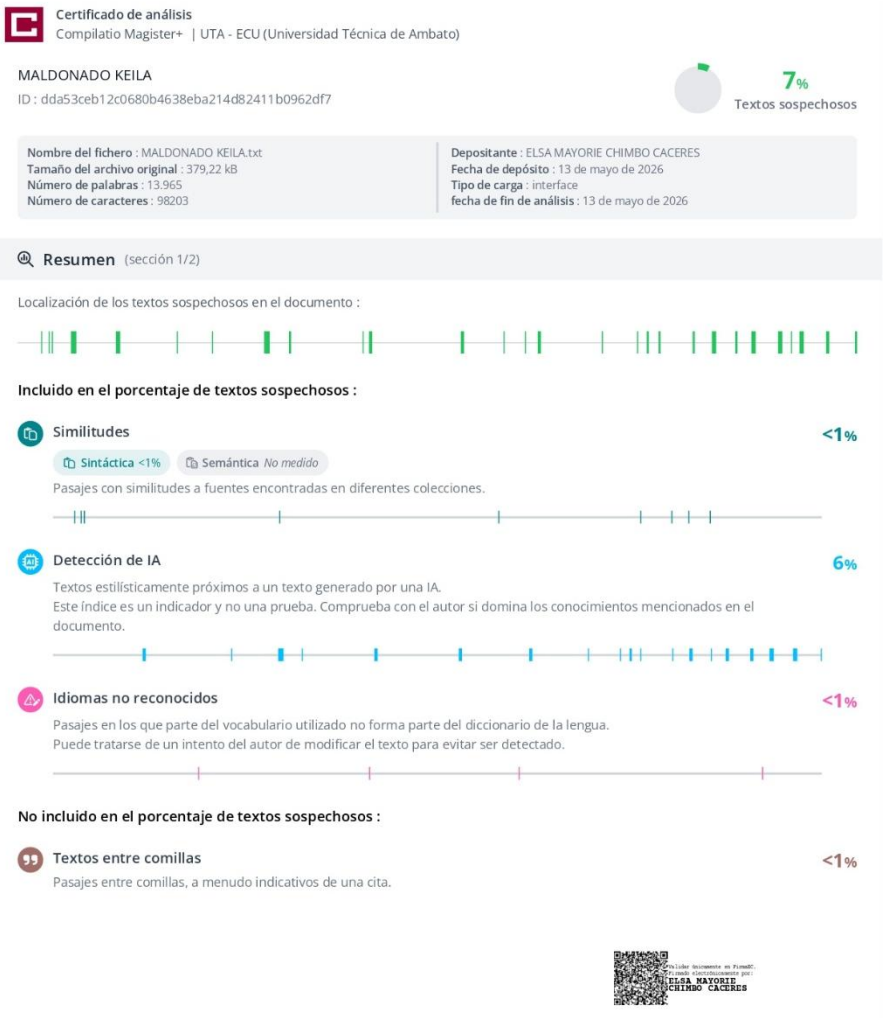
Validated by: Lic. Mg. Santiago Ubidegui	ID: 1729228351	Date: April 16th, 2026
Signature:	Email: sdubidegui@uta.edu.ec	
Place of work: Universidad Técnica de Ambato	Academic degree: Máster Universitario en Enseñanza de Inglés	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Annex 5: Aiken

		J1	*J2*	*J3*	*J4*	*J5*	*Media*	*DE*	*V Aiken*	*vg*
ITEM 1	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 2	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 3	*Relevance*	4	4	4	4	3	3,8	0,4	0,93	Valido
	Pertinence	4	4	4	4	3	3,8	0,4	0,93	Valido
	Coherence	4	4	4	4	3	3,8	0,4	0,93	Valido
ITEM 4	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 5	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 6	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 7	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 8	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 9	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 10	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 11	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 12	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 13	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 14	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido

	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 15	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 16	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 17	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 18	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
ITEM 19	*Relevance*	4	4	4	4	4	4	0	1	Valido
	Pertinence	4	4	4	4	4	4	0	1	Valido
	Coherence	4	4	4	4	4	4	0	1	Valido
								TOTAL	0.996	Valido

Annex 6: Compliation Report



Certificado de análisis
Compilatio Magister+ | UTA - ECU (Universidad Técnica de Ambato)

MALDONADO KEILA
ID : dda53ceb12c0680b4638eba214d82411b0962df7

7%
Textos sospechosos

Nombre del fichero : MALDONADO KEILA.txt
Tamaño del archivo original : 379,22 kB
Número de palabras : 13.965
Número de caracteres : 98203

Depositante : ELSA MAYORIE CHIMBO CACERES
Fecha de depósito : 13 de mayo de 2026
Tipo de carga : interface
fecha de fin de análisis : 13 de mayo de 2026

Resumen (sección 1/2)

Localización de los textos sospechosos en el documento :

Incluido en el porcentaje de textos sospechosos :

Similitudes <1%
Sintáctica <1% Semántica *No medido*
Pasajes con similitudes a fuentes encontradas en diferentes colecciones.

Detección de IA 6%
Textos estilísticamente próximos a un texto generado por una IA.
Este índice es un indicador y no una prueba. Comprueba con el autor si domina los conocimientos mencionados en el documento.

Idiomas no reconocidos <1%
Pasajes en los que parte del vocabulario utilizado no forma parte del diccionario de la lengua.
Puede tratarse de un intento del autor de modificar el texto para evitar ser detectado.

No incluido en el porcentaje de textos sospechosos :

Textos entre comillas <1%
Pasajes entre comillas, a menudo indicativos de una cita.