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Self-Assessment and EFL Literature Students' Oral Reproduction of Short Stories

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Abstract

The purpose of the current study is to investigate self-assessment as a helpful strategy for facilitating teaching and learning in language classrooms and to investigate the effects of this technique on EFL learners' oral performance. To achieve the purpose of the study and answer the research questions, a quasi-experimental study was conducted. The participants of the study were a group of five EFL learners who were called self-assessment. The self-assessment technique was incorporated to this group. There were a pretest and posttest sessions and four sessions of treatment between the pretest and posttest. The instruments used in this study were storyboards and checklists. The data was collected via a recording device and then it was transcribed for further analysis. Paired sample T-test was used to analyze the quantitative data and for the qualitative analysis, the data on the checklist and students' self-assessment reports were used. The data on the checklist also helped to find the extent to which learners have improved in fluency in their own ideas through self-assessment. The findings of the present study showed self-assessment was helpful in improving Error free clause ($p = 0.031$) meaning self-assessment group made significant improvement in this feature. Considering the three other features, the comparison of pre- and posttest scores also showed a significant difference which approved effectiveness of the related treatment. The qualitative analysis of the students' self-assessment report also revealed that students found it as a helpful technique to monitor themselves and reflect on their own work.

Keywords: self-assessment, oral production, autonomy.

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1. Introduction

1.1. The relevance of the problem

Nowadays there is a great emphasis on encouraging learners to judge their own language ability which has led to an increased interest in the use of the self-assessment technique in English as a Second Language (ESL) classrooms since the late 1970s (Oskarsson, 1978; Von Elek, 1985; Dickinson, 1987; Brindley, 1987). The main reason for this emphasis is that it is claimed that self-assessment can help learners get to know 'how to learn' (Nunan, 1988). In addition, the ability to reflect on teaching and self-reflection on one's own work is one of the main goals of teacher training (Procházka, 2015; Matulníková, 2018). As von Elek (1985) and Benson (2006) argue, while learners assess their own language proficiency and their progress, they become aware of their ability. By recognizing their weaknesses, they will then be able to seek help with the areas in which they need to improve. Finally, they will see how close or how distant their actual language proficiency is from the level they wish to achieve (cited in Lim, 2007: 170).

As Harris (1997) states teaching should not be simply targeted at introducing learners to a foreign language, but it should be targeted at leading learners to perform well without teachers' support in different situations, i.e. learners need to be autonomous, and the skill of "self-assessment" is one way to reach autonomy (cited in Jabr, 2011: 26). Bachman and Palmer (1989) refer to self-assessment as a "reliable and valid measure of communicative language ability" (cited in Patri, 2002: 109-110).

Self-assessment has several benefits: a) when they assess their own effort, they become encouraged to try "harder for next time"; b) it helps them to be aware of their own abilities, thus developing positive self-image and self-confidence; and c) it assists them in recognizing the distinction between competence and performance and this would lead to improvement in their knowledge about "where to direct their efforts in future" (Blue, 1994).

With regard to the significant role of self-assessment in promoting learner autonomy Hunt, Gow and Barnes (1989) argue that without learner self-assessment and evaluation "there cannot be real autonomy" (cited in Khodadady, Khodabakhshzade, 2012: 207).

In spite of the recognition of the significance and importance of self-assessment in language learning, little is known about its effect on oral production of EFL learners. Indeed, a few studies have been done to investigate the effect of self-assessment on oral production (Ariafar, Fatemipour, 2013).

This study is an attempt to investigate differences, if any, in students' improved aspects of oral performance in the used technique and the types and degree of the changes observed.

1.2. Background

Pierce (1999) defines assessment as a beneficial tool which shows students that they are making progress in foreign language development, and this would promote their motivation to identify their own strengths and weaknesses and increase their autonomy and independent learning skills. He asserts "learning activities upon which assessment is based have relevance and meaning for students and promote application of skills" (p. 128). Students who are involved in the process of assessment would achieve maturity and responsibility in making progress in language learning (Nedzinskaitė et al., 2006: 84-85).

Recently many studies have been done to show the effectiveness of self-assessment in language learning (Gardner, 2000; Blue, 1994; Chen, 2008; Harris, 1997; Valdez, 1999; Pierce, 1999; Ahangari, 2014; Ahangari et al., 2013; Butt-Bethlendy, 2013; Cunningham, 2011; Kiyomi, 2009; Polio, 1997). For example Harris (1997) in his paper "self-assessment of language learning in formal settings" defines self-assessment as a learning strategy through which students can monitor their progress and "relate learning to their individual needs". If students cannot see any progress in their learning, they will be demotivated. With regard to the value of self-assessment, he further continues that it helps students to be more active and focused and "better placed to assess their own progress in terms of communication" (p. 12).

O'Malley and Valdez (1996) state that self-assessment would encourage responsibility in the learners. They believe that self-assessment is a technique which promotes critical thinking and involves students directly in their process of learning. By applying self-assessment in language classrooms teacher is not the only one who is responsible for students' performance rather students participate actively in the process of assessment "to become critical and look for adequate solutions

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to the constraints encountered". They further add that self-assessment helps both the teacher and the learners to "become aware of students' attitudes, strengths and weaknesses" (cited in Ochoa 2007: 234-235).

Yukomoto (2012) conducts a study on 94 university students in Tokyo in an English discussion class to investigate the effect of self-assessment on their English discussion skills. Students were provided with a self-check sheet after each discussion class to self-assess how they used the discussion skills they had studied. By reflecting on their first self-check they chose the criteria they wished to focus on in the second discussion. The scores of the two discussions were compared and it was found that the scores of the chosen criteria improved significantly more than the criteria they had not chosen. Students had positive reaction to use self-assessment and in interview they reported that the self-check had helped them understand the lesson objectives better and remember the skills for discussion.

Ariafar and Fatemipour (2013) conducted a study on 60 pre-intermediate EFL learners to see whether self-assessment has any effect on their speaking skill or not. They concluded that self-assessment helps participants to improve their speaking ability. By administering a self-assessment questionnaire among learners to elicit their opinions and reactions to self-assessment, the researchers concluded that participants have positive attitude toward self-assessment.

Khodadady and Khodabakhshzade (2012) conducted a study on 59 TEFL students in a writing class who were divided into control and experimental group to find out the effect of self-assessment and portfolio assessment on writing ability and autonomy. For this purpose, they administered a writing IELTS task at the beginning of the project as pre-test and at the end of the project as post-test to determine the level of the students' writing ability. A questionnaire was used to determine the students' autonomy in writing. The results of their study have shown that while the two groups had no significant difference in their writing and self-regulation abilities at the beginning of the course, the experimental group scored significantly higher than the control group on the writing task at the end of the course and also gained higher self-regulation ability as a result of writing portfolios and self-assessment.

Bahmani (2014) conducts a study in which she seeks to investigate the effects of self-assessment on oral skill of Iranian EFL learners. The results of her study indicate that self-assessment has positive effects in improving learners' oral skill. Participants in the self-assessment group were given self-assessment rubrics specifically designed for the speaking assignment task. They rated themselves analytically by answering 5 questions in their self-assessment rubrics which related to their pronunciation, vocabulary, fluency task, and grammar of their speaking. The results of the study showed that there was a gradual improvement in participants' speaking skill during thirty sessions of treatment.

Nedzinskaitė et al. (2006) conduct a study to prove students can become more active to judge their performance in developing their skills in the process of language learning through their self-assessment essays. They conclude that students' self-assessment results are a useful tool for helping them to focus on their own performance. The analysis was concerned with students' opinions and ideas about reflection of their own learning. The results also show that students' self-confidence during speaking activities was developed and their pronunciation was improved significantly as a result of learning hard and preparing for discussion regularly. As a result they improve speaking ability by preparing and presenting reports.

Liang (2006) also concluded that self-assessment makes learners aware of their learning goals and needs, thus improves their motivation and goal orientation (cited in Birjandi, Tamjid, 2010: 212). Gardner (2000) also believes that self-assessment assists learners in monitoring their individualized progress. Monitoring process helps learners to know how they are doing in their learning. Self-assessment is also effective in increasing motivation. Doing a successful job leads to increased confidence. When self-assessment demonstrates success, learners' motivation will be enhanced. He further adds that self-assessment also provides learners with "personalized feedback" on the usefulness of their learning strategies, specific learning methods and materials. By these feedbacks learners can evaluate their approach to learning.

Thus, the current study aimed at shedding further light on a group of learners' self-assessment activities to explore whether it could enhance their oral skills. This small group of participants were scrutinized and monitored closely through different self-assessment techniques

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to gain an insight into how encouraging autonomy and giving more responsibility to the learners may result in achievement.

2. Methodology

2.1. Participants

The participants of the current study were 5 female students, randomly selected from English literature majors in the University of Mazandaran taking their oral reproduction of short stories course. Only five learners were included to allow for a more in-depth analysis of their activities as well as their results over the course of a semester. The range of their age was about 20 to 24 years old. They received instruction about the technique of self-assessment and how to engage in it fully at the beginning of the study.

2.1.2. Materials

In order to achieve the objectives of the current study, some instruments were utilized by the re-searcher. The instruments are as follow:

Oral Presentation Evaluation Checklist

There was a checklist named as "Oral Presentation Evaluation Checklist" – provided by the teacher- to inform students of the criteria of a good oral presentation. It had five sections: delivery, content, organization, presentation aids and resources. The checklist provided students with some tips in different sections of a proper oral presentation, e.g. what kind of language and body language should be used to have the maximum amount of delivery, how to deliver the content properly, how to organize one's speech, what kind of presentation aids is needed and which resources to use.

Recording devices

Students were supposed to use recording devices to record their voice for the purpose of self-assessment. In order to do that, they use their cellphones to record their voices. They had to listen to the recordings for several times at home and reflect on themselves. Then they had to write a report of their performance as a self-assessment report. Having those reports, they could monitor themselves and see the area of strengths and weaknesses in themselves and try to compensate for those weaknesses. They could also see the progress or change in their performance if any.

The purpose of these reports was to see whether they could find their deficiencies and problems and try to eliminate them for the next presentation or not.

Storyboards

As the study was seeking the influence of self-assessment on learners' oral performance, there was a need to make the learners produce language orally at the beginning and the end of the semester to investigate the changes, if any. For this purpose, a storyboard was provided for the students to use as pretest and posttest instrument. In the pretest session, each learner in self-assessment group was given the selected picture series. They were given sufficient time to think about it, make a story and present the story for the researcher individually. While they were presenting, their voices were recorded and no aids or clues was provided for them. In the posttest session, the same procedures were done.

Procedure

The participants were provided with a checklist in which different elements of a good oral presentation were included and they marked the checklist and identified the strengths and weaknesses of their performance, after presenting the stories to the group. Every session one student in the group was supposed to choose a short story, read it and summarize it and prepare herself to present it to the group. Students were free in choosing the stories and the way of presenting it (Azizi et al., 2020; Pavlikova, 2020, Azizi et al., 2020). They also provided some pictures related to the story for warm up and better understanding. During the presentation, they recorded their voices in order to listen it at home and reflect on it. They were supposed to monitor themselves and write down their comments about themselves and give it to the teacher.

At the beginning of the project a pretest was conducted for the learners to measure their fundamental level of proficiency in oral production. For the purpose of conducting pretest, picture series were given to the participants in order to have a record of their production. There were given enough time to think about the storyboard and produce the story. After they got ready for presenting the story, they went to a room in which just the researcher was waiting for them. They

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were invited individually and presented the story from the pictures. And the researcher recorded their voices.

At the end of the project a posttest was conducted, the procedures of which were the same as the pretest's procedures.

After all the data was recorded the researcher began to transcribe the data for micro-analysis. The data was transcribed meticulously. After the transcription, the transcribed data was divided into clauses and these clauses were read several times by the researcher and a second rater to find the recurring errors in the participants' speech in each clause. Three kinds of errors were identified as the most recurring errors in all students' speech. Those recurring errors were subject-verb agreement (SVA) errors, tense inconsistencies (TI) and word choice (WC) problems. Chu (2010) in his work refers to accuracy, complexity and fluency as three important parts of oral speaking and continues "every teacher should keep balance of the three parts". So the linguistic accuracy (grammatical and syntactic accuracy) and fluency are examined in this study. For measuring linguistic accuracy, the three common errors in students' speech were taken into account (subject-verb agreement, tense consistency and word choice) and at the end the percentage of error-free clauses (EFC) were also calculated. The higher the percentage the more accurate the language is. So the total numbers of subjects and verbs, verb tenses and words happened in the speech were counted. After that the numbers of these features that happened correctly were counted and they were divided by the total to find out the accuracy percentage for each feature:

$$\frac{\text{The number of a feature that happened correctly in the speech}}{\text{The total number of the same feature that happened in the speech}} \times 100 = \text{accuracy percentage}$$

In order to measure and analyze the fluency in participants' oral presentation, two criteria were considered for fluency: organization and fluency. For measuring fluency, a speaking rubric evaluation checklist was provided in which different levels of fluency and organization were classified, and for each level a specific score was considered. The range of scores was from zero (below proficient) to five (exceeds expectations). The researcher listened to the collected data and scored the two features according to the predetermined checklist. Then a colleague, as a second rater, does the same task and scored the fluency of participants' oral production. The means of the two sets of scores were calculated for each participant and then the descriptive statistics and paired sample t-test were used for further analyzing the data and find the results.

Furthermore for analyzing the data qualitatively the data on the checklist and students' self-assessment reports were used. The data on the checklist also helped the researcher to find how much learners have improved in fluency in their own ideas by receiving self-assessment technique.

In order to achieve the purpose of the study and find the results, the data was analyzed both qualitatively and quantitatively.

3. Results

Regarding the quantitative analysis first the normality of data were confirmed and then the homogeneity of data were checked.

By employing Kolmogorov-Smirnov test, the normality of all data was checked. In order to do the test of normality One-sample Kolmogorov-Smirnov Test is used. Tables 1-3 shows that the variables of the study both in pretest and posttest are normal because in all of the items the P-value is greater than 0.05.

To investigate the impact of self-assessment on oral performance based on the collected data, first the descriptive statistics of the data in both pretest and posttest were obtained.

Table 1. Test of normality of the data, One-Sample Kolmogorov-Smirnov Test

		In mode general		Self-assessment	
		K-S	p-value	K-S	p-value
Pre test	EFC	.945	.333	.677	.749
	SVA	.533	.939	.548	.925

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	TC	.481	.975	.479	.976
	WC	.465	.982	.550	.922
	Fluency	1.015	.255	.610	.851
	Organization	.905	.386	.515	.953
Post test	EFC	.822	.508	.723	.673
	SVA	.704	.705	.579	.891
	TC	.689	.729	.533	.939
	WC	.720	.678	.565	.907
	Fluency	.956	.320	.671	.759
	Organization	.734	.655	.543	.930

Table 2. Statistics of the self-assessment group in terms of accuracy in pretest

	Mean	Std.	Min	Max
EFC	55.54	16.21	43.38	83.33
SVA	84.35	8.75	75.23	95.00
TC	62.91	19.08	43.94	90.00
WC	97.20	.52	96.66	97.95

Table 3 Statistics of the self-assessment group in terms of accuracy in posttest

	Mean	Std.	Min	Max
EFC	87.78	6.57	76.66	93.33
SVA	90.62	8.54	80.00	100.00
TC	94.14	5.93	86.95	100.00
WC	99.12	.71	98.07	100.00

Comparing the statistics of pre and posttest, it can be seen that all linguistic features showed increase from pre- to posttest. Table 4 displays the result of paired samples t-test on all linguistic features.

Table 4. Paired samples t-test comparing the accuracy of linguistic features from pre to posttest of the self-assessment group

	T	df	p-value
EFC	3.276	4	.031

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SVA	9.145	4	.001
TC	5.051	4	.007
WC	5.416	4	.006

As can be seen in Table 4 in the first feature, Error free clause, a significant difference (p = 0.031) was observed between the two testing sessions. This means that self-assessment group made significant improvement in Error free clause.

Considering the three other features, the comparison of pre- and posttest scores of self-assessment group in these features also showed a significant difference which indicates the effectiveness of the related treatment.

In general, the researcher and the second rater considered two items to evaluate the students' oral fluency (fluency and organization). The following Tables 5, 6 show the descriptive statistics of the fluency features of the self-assessment group in pretest and posttest respectively.

Table 5. Statistics of the fluency features of the self-assessment group in pretest

	Mean	Std.	Min	Max
Fluency	3.30	.67	2.50	4.00
Organization	2.80	.84	2.00	4.00

Table 6. Statistics of the fluency features of the self-assessment group in posttest

	Mean	Std.	Min	Max
Fluency	4.50	.35	4.00	5.00
Organization	3.90	.89	3.00	5.00

Comparing the statistics of pre and posttest, it can be observed that the mean of Fluency is shifted from 3.30 to 4.50 in the self-assessment group. The minimum and maximum scores of Fluency shifted from 2.5 and 4.00 to 4.00 and 5.00 respectively.

As it is clear from the above table in both items there is a significant difference before and after the treatment because the P-value in both of them is smaller than 0.05 (in Fluency 0.016 and in Organization 0.000) which Table 7 shows that there was progress in these items from the pretest to the posttest. Therefore, based on the above results, it can be concluded that self-assessment has a positive effect on the fluency of students' oral production.

Table 7. Paired samples t-test comparing the fluency features from pre to posttest of the self-assessment group (self-assessment)

	T	df	p-value
Fluency	4.000	4	.016
Organization	11.000	4	.000

3.1. Qualitative Analysis of the results

In addition, the qualitative analysis of the students' self-assessment report also reveals that it was a helpful technique for them to monitor themselves and reflect on their own work.

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For example S3 in her self-assessment report mentioned her weak and strong points by writing down: *"I seem to think that the manner of speaking were not effective and did not convey feelings enough. I had a few pauses that make the audience to be disturbed. The sentence structures were almost correct but there were a few inconsistencies of using present tense or past tense. These were because of not practicing enough. About voice and pacing, the speed was a little fast, so it could not be easily followed by the audience. The volume and modulation was not very well. By improving the modulation and making the volume higher, the presentation will be more effective and it causes the audience to be involved with the presentation. But totally, it was understandable and simple".*

From this note it can be understood the checklist made the student aware of the different aspects of oral skill and it also helped her to monitor herself consciously. They have written some notes and comments about their performance in the presentation according to the oral presentation evaluation checklist given to them. An analysis of their self-assessment through the checklist showed some interesting results. Some of those notes are as follows:

S1: *"I tried my best at using meaningful gestures I think.*
I may have some grammatical error.
I tried my best at maintaining a good eye-contact.
I used simple words not just for audience but for my own sake.
It (the presentation) didn't have any new information".
S2: *"at first it (voice) was monotone but I tried to have ups and downs.*
I didn't use any transitions between main points.
My presentation was very informative.
My story didn't have hard words.
I prepared three questions and I think audience could get what's going on.
I saw one or two words (on note) to remember".
S3: *"I don't look at my notes so much.*
My rate of speech was a little fast.
I distract a little during telling the story.
I didn't support the main points.
My vocabulary was simple".
S4: *"sometimes I looked at my notes to not loos (lose) the line.*
I had some mistakes in using standard grammar.
I really was well informed on my topic.
I organized ideas somehow in a meaningful way I think".
S5:*"I used filter words (uh, ah, like,..) two times.*
I think my pronunciation was clear and easy to understand.
I didn't use any attention-getting device.
I didn't use any supportive details".

As it is evident in the above extracts, learners in self-assessment group monitor themselves and reflect on their work. In their comments as it is seen, they pointed to both their weakness and strength points. It means self-assessment led them to pay attention more carefully to their works and may be it could help them to compensate for the weakness points in further oral presentations.

4. Discussion

The analysis of data obtained from the self-assessment group of this study suggested that self-assessment had an effective role on the accuracy of the learners' production in particular subject verb agreement, word choice, tense choice and error-free clauses and in terms of fluency and organization, this technique was shown to be beneficial. These findings are in accordance with the study conducted by Ariafar and Fatemipour (2013) since they also examined the impact of self-assessment on oral performance and they concluded that self-assessment helps participants to improve their speaking ability. Therefore similar to the current study, they reported the positive effect of this technique on oral production of the students.

As the focus of the current study was on the efficacy of self-assessment on EFL learners' oral production skill, two features were considered for oral performance, accuracy and fluency. It is founded from the results that there was a significant difference between the pretest and posttest

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results. It meant this treatment had positive effects on students' oral production and through this treatment learners improved their oral skill. These results also, are in line with the results of another study conducted by Yokomoto (2012), the purpose was to investigate the effect of self-assessment on their English discussion skills. The results of the study showed that the scores of the chosen criteria improved significantly from the first discussion to the second one. The self-check sheets also showed that students had positive reaction to use self-assessment and in interview they reported that the self-check had helped them understand the lesson objectives better and remember the skills for discussion.

The results of the study also are in accordance with Bahmani (2014) who in her study investigated the effects of self-assessment on oral skills. She investigated the effects of self-assessment on participants' pronunciation, vocabulary, fluency task, and grammar of their speaking. She concluded that self-assessment has positive effects on improving oral skill of EFL learners.

As it is evident from the self-assessment comments which students wrote, learners became aware of their weaknesses and strengths. So, it could be said that through this technique, learners could monitor their own performance and comment on their own production, i.e. they became aware of their own performance. By noticing their own comments, they could find that in which areas they were proficient enough and which areas needed more work. This finding is in line with Harris (1997) who in his paper defines self-assessment as a learning strategy through which students can monitor their progress and "relate learning to their individual needs". He further adds that the progress which students see during self-assessment would motivate them in learning. He argues that self-assessment helps students to be more active and focused and "better placed to assess their own progress in terms of communication" (p. 12).

Liang (2006) also concluded that self-assessment makes learners aware of their learning goals and needs, thus improves their motivation and goal orientation. This conclusion is in line with the results of the qualitative analysis of this study which showed that the checklist made the student aware of the different aspects of oral skill and it also helped them to monitor themselves consciously. This monitoring made the learners aware of their performance and their needs. So, by knowing their needs, they would know in which areas they need more practice. So, it could be said that by self-assessment learners could set the goals for further presentations i.e. they would focus the areas that needs more attention and dedicate more time to the weaknesses.

5. Conclusion

In this study, the effectiveness of self-assessment on the accuracy and fluency of L2 oral performance of EFL students was investigated. It was shown that the technique made students' progress in their accuracy of L2 oral production from the pretest to the posttest. Therefore, it seems to be important and useful technique in EFL contexts, and teachers can incorporate it in their classrooms. Also, to gain better results, it is recommended that teachers train students in this technique so that they could use it effectively. It is hoped that this paper could have clarified the concepts of self-assessment as a practical and effective approach for teachers to employ it in their teaching pro-grams.

5.1. Implication

The current study adds to the existing body of research on the role of self-assessment in EFL con-texts, especially on oral production. In this way, this study has some important implications for both teachers and learners. The findings of this study suggest that the self-assessment technique is valuable and effective asset that teachers can employ in English classes. Due to the lack of time, teachers cannot provide feedback to all students' oral performance. Therefore, giving students time and opportunity to critically listen to themselves and then provide them with feedbacks can also make them more critical of their own performance during their self-assessment procedures, and also can lead them to be more responsible presenters. Although Iranian foreign language learners may prefer teacher-fronted activities, teachers are required to create more opportunities for the students to take the responsibility of giving feedback to themselves.

Authorities and policy makers of the Education Department should be encouraged to incorporate self-assessment in their general policies, teaching principles, and strategies of their organizations.

Teacher trainers should take the results of this research and other similar studies on self-assessment to their teacher training classes; familiarize teacher students with the principles of self-

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assessment on oral performance. Moreover, the ability of self-assessment belongs to key competences of any teacher professional profile (Stranovská et al., 2018; Gadušová, Hašková, 2016; Hašková, Lukáčová, 2017; Hašková et al., 2019; Polok et al., 2020; Pavlikova, Mahrik, 2020; Pavlikova, Ambrozy, 2019; Pavlikova, Žalec, 2019; Pushkarev, Pushkareva, 2019; Martin et al., 2019; Kobylarek, 2020, Stranovská, Gadušová, 2020, Gadušová et al., 2020a, Gadušová et al., 2020b, Hodáková, Welnitzová, 2013; Pupikova et al., 2020; Birova, Kralova, 2018; Weda et al., 2020). As stated by Švec (2002), self-evaluation and self-reflection are important factors influencing the formation and development of student educational skills. Teaching, according to Procházka (2013), also depends on the ability to carry out a continuous reflection of the acquired experience.

Self-assessment can also provide the opportunity for students to capture and analyze their own speech, which under normal circumstances is hard to recall. They can also get the chance to review their spoken output and to self-correct before getting feedback in the form of peer- or tutor-correction. Interested teachers may also use self-assessment as a tool to encourage students to take greater responsibility for their own learning that finally leads to deeper learning.

Finally, the results of the present study are not definitive and may not be generalizable to all situations due to certain limitations. There were only five participants whose classroom activities and self-reports were meticulously analyzed. Even though it was tried to make the study strong by using all the sessions of the semester, still having more participants may yield more reliable results.

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