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**The Effectiveness of Using a Hybrid Self-Regulatory
Program to Develop Preparatory Stage Pupils' EFL
speaking Skills**

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Abstract

The present research was conducted to determine the effectiveness of using a hybrid self-regulatory program on developing the EFL speaking skills for preparatory stage pupils. The participants of this quasi experimental research consisted of 40 pupils in the third year preparatory stage at El Boughdadi preparatory school. They were assigned to an experimental group and a control group. Two instruments were designed by the researcher and used in this research, namely; an EFL speaking skills test to measure the speaking performance level of both the experimental and control groups before and after the treatment, and a rubric to score students' oral performance on the pre and post speaking test. Results of the research revealed that the experimental group outperformed the control group on the post administration of the speaking test. Thus it was concluded that using the hybrid self-regulatory program had positive effects on developing the speaking skills of the target sample. A number of recommendations and suggestions for further research were presented.

Key words: *Hybrid Self-Regulatory Program, Speaking Skills, Egypt.*

Introduction

People express their emotions, sentiments, wishes, and desires most frequently through language. It is an ideal framework composed of sounds, a living thing with its own system that develops within its laws, a typical manner for people to communicate with one another, a network of covert agreements, and the most important national institution of the country. As far as languages go, English is the most important. English has four abilities for communication: speaking, listening, reading, and writing. These are the same as the skills of other languages. These four linguistic skills include speaking.

Speaking is the act of producing vocal sounds. It is the act of using spoken language to share one's ideas and feelings with another person. Speaking is a process that frequently involves data transmission. It could be anything from a lighthearted remark to a serious speech. The ability to speak is what makes it possible for us to communicate successfully. The speaker is able to convey his point with passion because to these skills.

Teaching speaking improves students' ability to influence others, interact with others in any setting, convey their feelings, and communicate their desires. Therefore, when teaching speaking skills, it's critical to have a solid understanding of communication. They have an urgent need to participate actively in the educational process and learn new things. The program for hybrid self-regulation can help achieve that. According to Asakereh and Dehghannezhad (2015), speaking skills scores were consistently higher for students who expressed high satisfaction with speaking classes than for those who expressed low satisfaction. Consequently, a welcoming classroom environment will motivate pupils to advance their speaking skills. As a result, it is advised to use the hybrid self-regulatory to improve the speaking classroom atmosphere.

Through the use of hybrid learning, students, teachers, and collaborating institutions or experts can all work together in a flexible manner to complete the learning process. The flexibility of hybrid learning allows it to be tailored to the needs of the student, the course, and other important factors like time, pace, and place. For those with limited time and space, hybrid learning may present a variety of options in contrast to traditional learning methods. Additionally, hybrid learning has been shown to be conceptually sound and usable in a variety of cross-disciplinary collaborative learning approaches, institutional bridging, and non-formal settings (AlNajdi, 2014).

According to Klimova and Kacetl (2015), choosing insufficient learning methodologies or not exposing students to the target language community on a frequent enough basis are only a few of the flaws in EFL contexts that hybrid learning unavoidably contributes to compensating for. As a result, hybrid learning may offer an answer to several issues. But one must constantly keep in mind the goal of applying this strategy as well as the needs of the student.

- According to Aristika and Juandi (2021), the goal of hybrid learning is to make use of the project-based learning model to give aspiring teachers the chance to enhance their creativity and representational skills in concept understanding. They further promised that hybrid learning highlights notable benefits by integrating e-learning into a more productive learning environment;
- With the aid of e-learning, students have increased motivation to study.
- Students are highly involved in activities.
- Offering a very large pool of possible information sources.

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- Using visuals to simplify complicated models for simpler comprehension.
 - Completing monotonous duties precisely and on time.
 - Showcasing more inventive, creative, and interactive learning designs.
 - Learning is not limited by time or location.

According to Wahono and Zahro (2021), one of the main reasons why students struggle with speaking is because there aren't enough oral activities in textbooks. To help students enjoy learning to speak, he suggested adding more conversational language and some oral activities like songs, rhymes, and short stories.

Young EFL learners encounter challenges when speaking, according to research by Al Hosni (2014). The most frequent speaking challenges encountered by fifth-grade pupils were found to be linguistic obstacles, mother tongue usage, and inhibition. A deficiency in vocabulary and grammar structures prevents students from communicating in English. They still utilize their original tongue since they are unable to construct sentences. Students typically find it frustrating when they make mistakes when speaking in front of an audience, so they try to avoid those situations by not speaking.

It is strongly emphasized that hybrid self-regulatory programs would positively affect students' speaking skills (Moya, 2015; Levis et al. , 2016 ; Cook et al. , 2020; Abdul Rahim et, al. , 2021; Alzamil, 2021). Pamungkas (2018) stated that speaking is the most-provoking skill. It's because of a lack of self-autonomy and poor results. Speaking anxiety is a common occurrence in English as a foreign language student. Since they lack the opportunity to practise speaking English in class, English learners are more apprehensive about speaking a foreign language.

To overcome these challenges, Almazloun (2018) recommended that educators provide safe spaces for their students to take chances, feel comfortable taking on new roles and experiences, make decisions, and get helpful criticism. Teaching strategies should be based more on meeting the requirements of EFL students than on adhering to a predetermined curriculum. Even while direct instruction and modeling have been shown to be useful in improving learning, conversation and facilitation may also help students learn more effectively. Self-regulated learning is an active, productive process in which students establish learning objectives and then make an effort to monitor, regulate, and control their behavior, self-

autonomy, and cognitive processes within the constraints and guidance of those objectives as well as the surrounding contextual factors.

Based on the above discussion, to improve their students' speaking, teachers in preparatory schools should incorporate hybrid self-regulatory programs into their daily lessons. The learner will be able to learn new ideas and experiences that could otherwise be challenging to understand if this is included into their linguistic environment. Put differently, hybrid self-regulation is a useful tool for teaching English as a foreign language in a variety of educational contexts. The current study developed the speaking abilities of students in the EFL preparatory stage using a hybrid self-regulation approach.

Background of the problem

Speaking is a difficult task (Al Hosni , 2014; Daif-Allah and Khan, 2016; Pamungkas , 2018; El Sakka, 2019; Islam and Stapa , 2021) . Having taught English for sixteen years, the researcher saw that speaking is a challenge for students, with some even refusing to participate in speaking exercises. Since there isn't an oral exam for students, this problem has gotten harder.

There is a growing need these days for digital technology to be used in education. Due to the global need for new educational advancements, digital gadgets have emerged as one of the most potent instruments for teaching and learning. It is suggested that hybrid learning be used to help students become more proficient speakers (Almazloun, 2018; Demir and Tavil, 2021; Wahono and Zahro, 2021).

A review of the literature revealed that students' speaking abilities need to be improved, in addition to the researcher's observations and the pilot study's outcomes (Afrin, 2018; El Sakka, 2019; Wahono and Zahro, 2021). Thus, the current study examined how well a hybrid self-regulation program can help students in the preparation stage of their studies improve their EFL speaking abilities.

Review of Literature

The review of research on the dependent variable is presented below.

In addition to examining the effects of utilizing Open Discussion Sessions as extracurricular speaking activities on the growth of students' oral communicative abilities, Daif-Allah and Khan (2016) conducted study to ascertain the speaking demands of English language majors. There were eleven English language professors and thirty-five pupils that took part. As oral communicative skills continued to develop and the requirements and

desires of the Saudi EFL students were clearly identified with more inventive approaches to addressing those demands, the research's findings indicated a perceived need to improve the students' English speaking abilities.

The study conducted by Carrero et al. (2017) involved college students from a university in Colombia that provides an online program for English as a Foreign Language. Finding out more about the viewpoints of the pupils was the goal of the research. Pupils thought that the activities encouraged in online learning environments assisted them in growing their vocabulary. Their grammar and reading comprehension have greatly improved. Conversely, students felt that more time should be spent with their teachers so that they might have more opportunities to ask questions and develop their writing and speaking abilities.

Dincer (2017) employed metaphor analysis to examine the presumptions made by EFL students regarding their ability to speak and understand English. Sixty EFL students responded to a questionnaire that comprised two prompts centered on the characteristics of a proficient English speaker in addition to demographic questions using a phenomenological approach. The findings showed that students thought speaking was a difficult yet rewarding skill. Someone who speaks English well is someone who is universal, calm, bright, lucky, and diligent.

In order to determine the significance of student participation in the development of language proficiency in a real-world context, Afrin (2018) carried out a case study. It focuses on how teachers' effective utilization of classroom interaction improves students' speaking abilities. Teachers have always engaged in classroom engagement, but this is changing as a result of a lack of adherence to an appropriate framework that prevents speaking skills from being interrupted. Teachers and students are aware of one another in the classroom, but because they take up most of the discussion time and pupils are occupied with supervised activities, there is less genuine classroom interaction. Based on the case study, educators should monitor how their students connect with one another and provide them additional opportunities to discuss in order to help them become better communicators.

El Sakka (2019) examined the effects of explicit emotional strategy training on the speaking abilities of first-year English majors at the Faculty of Education, Suez University, in Egypt. The tool, a pre/post speaking performance test, was created by the researcher. Two classes were randomly allocated to eighty freshmen English majors. The speaking abilities of the

participants significantly improved as a result of receiving instruction in explicit emotive strategies, according to the results.

Speaking is the most valuable skill, based on earlier study. Our pupils need to be confident speakers of English in order to communicate with one another. Good models of English language usage should be regularly presented to and emulated by students, as the goal of speaking instruction in the preparation stage is to enable students to express themselves fearlessly. To express their own opinions and interact with the teacher and other students in the classroom, they should also be provided lots of chances to speak the language freely. Applying suitable communication exercises in the multimedia rooms can help achieve that.

The review of research on the independent variable is presented below.

Several studies have shown how effective SRL strategies are for students' performance. For example, In a self-regulated learning approach-based flipped English language course, Ozturk and Cakiroglu (2021) investigated the language proficiency growth of the students. The design was quasi-experimental. The control group did not employ self-regulated learning mechanisms in the flipped classroom model, but the experimental group completed the course using this model. In the flipped classroom paradigm, the results showed that the development of foreign language skills was positively impacted by self-regulated learning practices. The group using the platform and self-regulated learning techniques performed significantly better than the speaking group.

The connection between self-regulated learning practices and anxiety in foreign language classes was investigated in another EFL study. According to Wang and Zhan (2020) , there is a negative correlation between students' usage of SRL methods and their anxiety in foreign language classes. There was a correlation between students' usage of SRL methods and their academic achievement, according to Mathur and Gupta (2016) study involving 96 students in a mixed learning context. They employed project-based learning, where students uploaded their project files to the system in order to organize their strategies. In order to help with feedback-seeking, they also employed discussion forum components. To evaluate their own performance, students had access to self-assessment tools.

The impact of self-regulation on the reading comprehension of EFL learners was examined by Maftoon and Tasnimi (2014). From a total of 200 students, 149 Iranian EFL language learners were chosen at random to be

placed in two experimental and control groups based on their performance on the TOEFL exam. The students were studying at the Islamic Azad Universities of Qazvin and Tehran (North, and Science and Research branches). Throughout ten sessions, the experimental group got task-based instruction in addition to direct instruction on reading self-regulation. The findings demonstrated that for Iranian EFL learners, self-regulation significantly affects reading comprehension. The results of this study have some ramifications for language education.

In order to improve secondary school students' EFL speaking, listening, and self-regulation, Salem (2017) looked into a web-based curriculum. In total, eight instruments were used to gather data: a computer and internet questionnaire, a pre-post proficiency speaking test, a listening comprehension achievement pre-post test, a speaking skills checklist, a motivated strategies for learning questionnaire, and a proposed web-quest-based program. Participating voluntarily from two classes are forty second-year secondary school students from Temay Al-Amdid secondary school. Based on the study's findings, the experimental group fared better than the control group, suggesting that the students' speaking, listening, and self-regulation have improved.

Almazloum (2018) carried out a study to look into how well SRL affected the second language (L2) writing and strategy use of Palestinian students. Changes in the writing scores of 32 SRL students were compared with the writing scores of 34 students in a control group using a quasi-experimental approach that included writing pre- and post-tests. The study investigated the students' experiences with SRL instruction to see if it helped them create and apply SRL techniques that would affect their L2 writing. It did this by using observation, diary studies, and interviews. According to the findings, students who got SRL education did noticeably better than those who received standard teaching.

Research on the effects of a suggested online self-regulation based vocabulary learning program on secondary stage students' EFL reading comprehension skills and reading speed was carried out by Hassan (2019). A sample of sixty first-graders from Samanoud, Gharbia, Egypt's Bahbeet Alhegara secondary school participated in the study. The study employed five instruments: an online vocabulary strategies inventory, an online reading comprehension exam, an online reading speed test, an online reading comprehension abilities questionnaire, and an online self-regulation techniques scale. According to the results, the experimental group did better than the control group

Rosita and Mairi (2020) carried out a descriptive study with the participation of 18 teachers in two public high schools. Utilizing forum group discussions and training methods, it attempted to explain the phenomenon of utilizing Google Classroom. So, one of the best methods to enhance teachers' professional and pedagogical competency as well as their digital competence is through hybrid learning training that incorporates Google Classroom. In other words, by using digitally controlled assignments or resources, educators can maximize both the quantity and quality of learning.

Abdolrezapour and Ghanbari (2021) carried out a study to incorporate self-regulation techniques into dynamic listening comprehension assessment processes. They investigated if using a hybrid self-regulation program as a means of motivating students during assessments may raise the potential scores of EFL learners in listening and self-regulation. 49 Iranian EFL students participated in the study. They were divided into three groups: the control group, which got the standard instructional activities from the institute; the comparison group, which got dynamic assessment; and the experimental group, which got self-regulated dynamic assessment procedures in the form of an intervention that focused on the cognitive, emotional, and behavioral self-regulation states of the students. The potential of self-regulation programs to improve EFL listening abilities was indicated by the results.

With the recent move to online and hybrid instruction due to the worldwide pandemic, Baker and Kassimer (2021) explored how a connected learning approach to education might offer students and teachers a democratic framework to follow when developing instruction. In order to encourage linked learning, recommendations were given on how to create a creative, authentic learning environment that incorporates features of an online or hybrid setting. In order to accurately assess a variety of learning outcomes as evidenced by pupils, non-traditional, formative assessments were used.

In order to determine how well the coaching program affected pre-service teachers' communicative listening and speaking abilities, Songsiengchai (2021) conducted an investigation. 20 teacher candidates. For three straight days, they received 18 hours of coaching. Coaching plans, a pre-post assessment to gauge pre-service teachers' proficiency in communicative listening-speaking, an assessment form to gauge pre-service teachers' performance, and a questionnaire on the program's efficacy were the instruments. According to the research's findings, the coaching

program's quality achieved an effectiveness rate of 4.70. 4) The satisfaction survey had the highest rate of increase, at 4.74. The coaching program worked as a working procedure.

According to earlier research, teachers find it difficult to facilitate students' speech during class. Instructors should keep students focused on their education and encourage them to share new knowledge. Of course, some students struggle with their English. Some people are afraid of making errors. As a result, the instructor finds himself in a desperate situation when trying to get his students to talk. Using the hybrid self-regulatory approach, students can practice argument, question, and response to enhance their speaking abilities. This is seen by their increasing average from the pre-test to the final test. The hybrid self-regulatory approach piqued students' attention and prompted critical thought, which in turn motivated them to learn speaking.

Therefore, the hybrid self-regulatory approach used in this study helped the students improve their EFL speaking abilities.

Pilot Study

The researcher carried out a pilot study to ascertain the speaking level of the students in order to give evidence for the research problem. A sample of twenty third-year preparatory students from El Baghdadi Preparatory School were given an EFL speaking abilities exam.

Table (1) *Pupils' performance in the speaking skill test of the pilot study*

N	Speaking skills	Maximum Score	Mean	Ratio %
1	Fluency	16	7	43.75 %
2	Pronunciation	16	6	37.5 %
3	Function	16	8	50 %
4	Vocabulary	16	9	56.25 %
5	Grammar	16	7	43.75 %
6	Body Language	16	6	37.5 %
Total		96	43	44.79 %

Table (1) indicates that the sample's mean score is 43 (44.79%), which is below average and requires improvement for the students' speaking skills.

Statement of the Problem

"The pupils in Egyptian preparatory schools need to improve their EFL speaking skills," was the declared goal of this research. Pupils lack some essential speaking sub-skills such as fluency, pronunciation, function, vocabulary, grammar and body language. The lack of these sub-skills demotivates most pupils and makes them reluctant to speak the English language. Thus, the current research attempted to develop 3rd year

preparatory pupils' speaking skills through the use a hybrid self-regulatory program .

Questions of the research

This research was meant to find answers to the following questions:

- 1- What are the components of a hybrid self-regulatory program to develop 3rd year preparatory pupils' EFL speaking skills?
- 2- What is the effectiveness of the hybrid self-regulated program in developing 3rd year preparatory pupils' speaking skills?

Purpose

This research was meant to accomplish the following:

"Investigating the effectiveness of using a hybrid self-regulatory program in developing 3rd year preparatory stage pupils' EFL speaking skills ".

Hypotheses

The following hypotheses were tested in this research:

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

Significance

The present research is significant as follows:

- 1- It provides a program based on hybrid self-regulation to enhance listening and speaking skills of 3rd year preparatory stage pupils and their self-autonomy.
- 2- It provides a teacher's guide to help EFL teachers use the SR activities to teach listening and speaking.
- 3- It adds on the hybrid TEFL programs for EFL students and teachers.
- 4- It paves the way for conducting other researches to use technology and hybrid-based applications to help students.

Method of the research

Participants

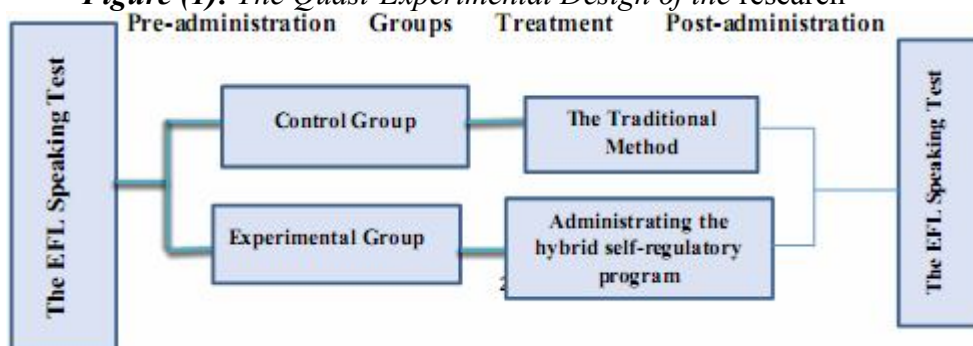
The participants of the research were third year preparatory stage forty pupils. They were selected during the 1st term of the school year 2023-2024. The sample consisted of two classes; one of them was assigned to the experimental group (n=20) and the other to the control group(n=20).

The pupils were fifteen years old. They started learning English in the first year in the governmental primary schools.

Design

The present research is a quasi-experimental one. Two groups of pupils at the 3rd year preparatory stage were chosen; one as the experimental group and the other as the control group of the research. The experimental was taught through the proposed program using hybrid-self regulation for developing their speaking skills. The control group, on the other hand, received instruction through the regular method. A speaking test was administrated to the two groups before and after the treatment.

Figure (1): The Quasi-Experimental Design of the research



Instruments

Two instruments were designed by the researcher and used in this research, namely;

- 1- An EFL speaking skills test to measure the speaking performance level of both the experimental and control groups before and after the treatment.
- 2- A rubric to score students' oral performance on the pre and post speaking test.

Instruments were validated and their reliability was established before using them in the research.

The Experimental Treatment

Pre administration

To control variables before starting the treatment, the findings of the pre-test were statistically analyzed to see whether there were statistically relevant variations in speaking between the control and experimental classes. To equate the two groups in terms of overall speaking proficiency and speaking sub-skills, Mann-Whitney U test for independent groups was used.

On the pre-test, no statistically significant differences in overall speaking were found between the control and experimental classes, as shown in the following table.

Equivalence of the two groups on the EFL speaking test (pre-administration)

The speaking test was pre administered to make sure that the pupils of the two groups were equivalent in their speaking skills. t-test was used to measure homogeneity between the experimental group and the control group on the pre-speaking test (table 2).

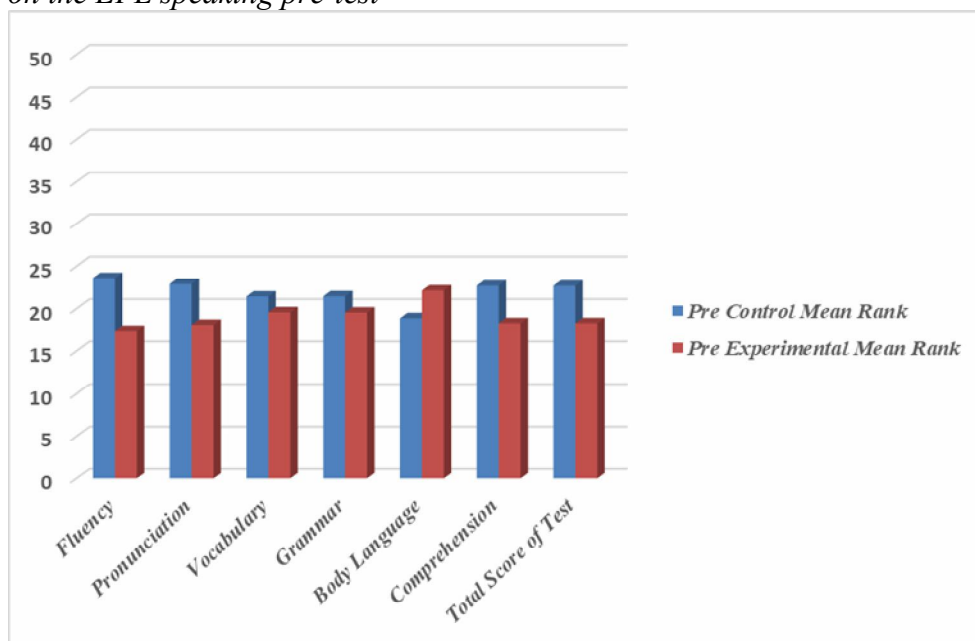
Table (2) Comparing the speaking performance of the experimental and control groups on the EFL speaking pre-test

Skills	The group	N.of cases	Mean Rank	Sum of Ranks	U.Value	Z.Value	Sig.
Fluency	Control	20	23.6	472	138	1.88	0.06
	Experimental	20	17.4	348			Not Sig.
Pronunciation	Control	20	22.9	458	152	1.40	0.16
	Experimental	20	18.1	362			Not Sig.
Vocabulary	Control	20	21.4	428	182	0.53	0.60
	Experimental	20	19.6	392			Not Sig.
Grammar	Control	20	21.5	429	181	0.55	0.58
	Experimental	20	19.5	391			Not Sig.
Body Language	Control	20	18.9	378	168	0.93	0.35
	Experimental	20	22.1	443			Not Sig.
Comprehension	Control	20	22.7	454	156	1.32	0.189
	Experimental	20	18.3	366			Not Sig.
Total Score of Test	Control	20	22.7	454	156	1.20	0.23
	Experimental	20	18.3	366			Not Sig.

Table (2) shows that there is no statistically significant difference between the mean score of students of the experimental and control groups in all speaking test skills and in the total score of the test in the pre administration, where all the values of (U and Z) are not statistically significant. This means that the two groups are almost equivalent before administrating the strategy to them (and this indicates the parity that exists between the two groups in the pre application).

This can be illustrated through figure (2) as follows:

Figure (2) Comparing the speaking performance of the experimental group on the EFL speaking pre-test



Administration of the program

The program was implemented to the experimental group during the first academic semester year 2023/2024. The pupils of the experimental group were very enthusiastic as it was their first time to be taught using the hybrid-self regulatory program by the researcher. Having finished the implementation of the program, the research instruments were used for the second time to administer the post-speaking test in order to find out the possible effectiveness of using hybrid learning activities in improving third year preparatory stage pupils' speaking skills. Pupils' oral performance was scored and rated on the speaking test. Data were collected and analyzed statistically using appropriate statistical methods.

Procedures and Techniques of the Program

Except for the first session in the program (an introductory session), there were three main stages in dealing with each session. These stages are as follows:

1- The preparation stage

It involves only the teacher. It consists of the following sub steps:

- 1- Choosing videos, songs and puzzles that are suitable for the age of the preparatory stage pupils and related to their curriculum.

2- Designing games that serve the goals of each lesson by a specialist in computer programming.

2- The administration stage

At this stage, the teacher presents the designed hybrid-self regulatory program to the pupils. In the computer laboratory, pupils sit in front of the computers to watch the videos, songs and respond to puzzles and games. They can replay them as much as they want. Also, they can repeat the difficult words which are confusing in pronunciation. Pupils enjoy the pronunciation of native speakers. Difficult vocabulary is combined with photos and actions to clarify the meaning. In this stage, the teacher moves as a facilitator. The great role is between the pupil and the computer.

3-The evaluation Stage

In this stage, the teacher assesses the pupils by asking them specific questions about the puzzle. These questions indicate the extent to which the session's objectives are achieved. During pupils' response to the questions, the teacher measures the improvement in the pupils' speaking skills.

Post administration of the program

The researcher administrated the speaking test after conducting the treatment.

Definition of Terms

1- Self – Regulated Learning (SRL):

Germeroth and Day-Hess (2013) defined self - regulated learning (SRL) as the process we use to activate and sustain our thoughts, behaviors, and emotions in order to reach our goals. Students can actively activate their cognition, motivation, and behavior.

Barth (2020) defined self-regulated learning as “a total-engagement activity involving multiple parts of the brain. This activity encompasses full attention and concentration, self-awareness and introspection, honest self-assessment, openness to change, genuine self-discipline, and acceptance of responsibility for one’s learning”.

According to Altas and Mede (2021). self-regulated learning is a “deliberate planning, monitoring, and regulating of cognitive, behavioral, and affective or motivational processes toward completion of an academic task”.

The present research defines self-regulation as a self-directive process that learners can use to transform their intrinsic mental abilities into academic skills using activities; self-planning, self-monitoring, self-instruction, self-evaluation and self-reaction.

2 - Speaking

Newton and Nation (2020) defined speaking as a skill by which pupils are judged while first impressions are being formed.

Khadidja (2010) cited in Sarhan (2021) defined speaking skill as a complex process of sending and receiving messages through the use of verbal expressions, but it involves nonverbal symbols such as gestures and facial expressions.

The current research defines speaking as an interactive process in which the speakers express themselves orally, fluently and meaningfully using certain sub-skills (such as using proper grammar, pronunciation and vocabulary).

Results and Discussion

The results of the research are statistically interpreted in terms of the research 's hypotheses and presented in light of the theoretical context and relevant research. The following are the findings of the analysis.

Hypothesis # 1: " There is a statistically significant difference at 0.05 level between the mean score of the control group and that of the experimental group in the post administration of the EFL speaking skills test in favor of the experimental group".

In order to verify the validity of this hypothesis, Mann-Whitney tests for independent samples were used to compare the mean score of the two groups on the post- test. The results of the Mann-Whitney tests proved to be statistically consistent with the hypothesis. See table (3).

Table (3): Comparing the control and the experimental group performance on the EFL speaking test

Skills	The group	N.of cases	Mean Rank	Sum of Ranks	U.Value	Z.Value	Sig.
Fluency	Control	20	15.4	307	97	2.94	0.01
	Experimental	20	25.7	513			Sig.
Pronunciation	Control	20	16.5	330	119.5	2.33	0.05
	Experimental	20	24.5	491			Sig.
Vocabulary	Control	20	13.1	261	51	4.16	0.01
	Experimental	20	27.9	559			Sig.
Grammar	Control	20	14.9	297	87	3.18	0.01
	Experimental	20	26.2	523			Sig.
Body Language	Control	20	15.2	305	94.5	2.99	0.01
	Experimental	20	25.8	516			Sig.
Comprehension	Control	20	13.9	278	67.5	3.79	0.01
	Experimental	20	27.1	543			Sig.
Total Score of Test	Control	20	12.1	241	31	4.59	0.01
	Experimental	20	28.9	580			Sig.

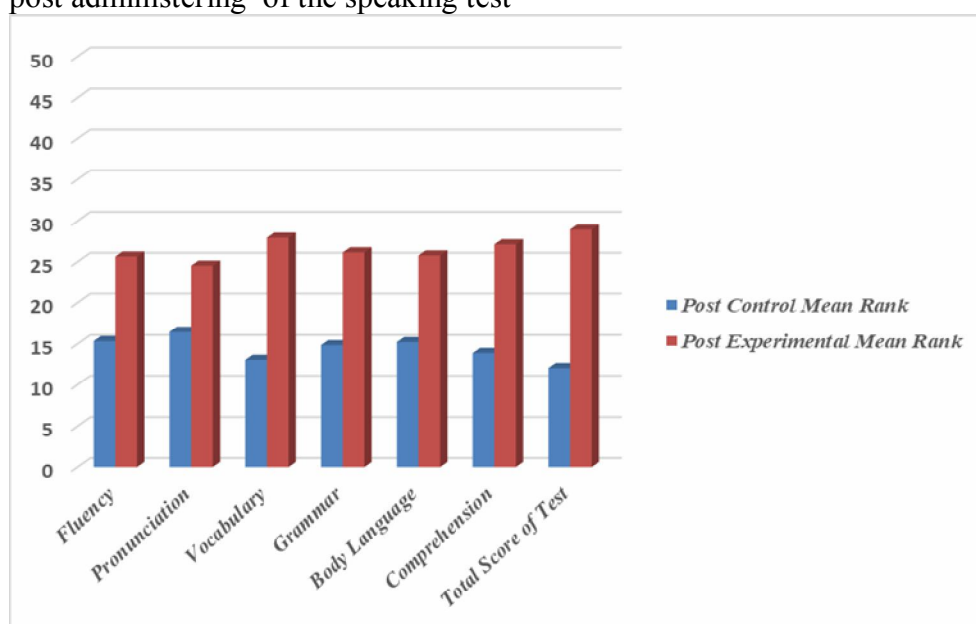
*Correlation is significant at 0.01

*Correlation is significant at 0.05

Table (3) shows that there is a statistically significant difference between the mean score of pupils of the experimental and control group in all speaking test skills and the total score of the test. These results are in favor of the experimental group, where all the values of *Mann-Whitney test* are statistically significant at the (0.01 , 0.05) level. These results confirm the validity of the first hypothesis. These differences could be ascribed to the effect of the proposed program based on hybrid self-regulation.

This can be explained through the following figure (3)

Figure (3) The mean scores of the experimental and control groups in the post administering of the speaking test



Results revealed for this hypothesis were in line with the results of El Sakka (2019) and Abdul Rahim, et. al. (2021) who concluded that using communicative tasks can help enhance learners' speaking skills.

Hypothesis # 2 : " *There is a statistically significant difference at 0.05 level between the mean score of the experimental group's pre and post administration of the EFL speaking skills test in favor of the post-test* ".

Wilcoxon signed-rank tests for paired samples were employed to ascertain the relative degree of change facilitated by the application of the suggested hybrid self-regulation program for the experimental group from the pre-test to the post-test. The goal of these Wilcoxon signed-rank tests was to compare the experimental group's mean speaking performance score between the pre- and post-tests(See table 4).

Table (4) Comparing the experimental group's speaking performance on the pre - and post administration of the EFL speaking test

Skills	Rank	N.of cases	Mean Rank	Sum of Ranks	Z.Value	Sig.	η^2	Effect size
Fluency	Negative Ranks	0	0.00	0.00	3.88	0.01 Sig.	86.6 %	High
	Positive Ranks	19	10.0	190				
	Ties	1						
	Total	20						
Pronunciation	Negative Ranks	0	0.00	0.00	3.95	0.01 Sig.	88.2 %	High
	Positive Ranks	19	10.0	190				
	Ties	1						
	Total	20						
Vocabulary	Negative Ranks	0	0.00	0.00	3.99	0.01 Sig.	89%	High
	Positive Ranks	20	10.5	210				
	Ties	0						
	Total	20						
Grammar	Negative Ranks	1	2.50	2.50	3.75	0.01 Sig.	83.9 %	High
	Positive Ranks	18	10.4	188				
	Ties	1						
	Total	20						
Body Language	Negative Ranks	0	0.00	0.00	4.01	0.01 Sig.	89.7 %	High
	Positive Ranks	20	10.5	210				
	Ties	0						
	Total	20						
Comprehension	Negative Ranks	0	0.00	0.00	3.87	0.01 Sig.	86.5%	High
	Positive Ranks	19	10.0	190				
	Ties	1						
	Total	20						
Total Score of Test	Negative Ranks	0	0.0	0.00	3.93	0.01 Sig.	87.9 %	High
	Positive Ranks	20	10.5	210				
	Ties	0						
	Total	20						

** Correlation is significant at 0.01

Table (4) shows that there is a statistically significant difference between the experimental group's students' mean scores in each of the speaking test's subskills before and after administration, as well as a total

score that favors the post-administration where all of the values of (z) are statistically significant at the (0.01) level. The third hypothesis is confirmed by these findings.

Figure (4) provides an illustration of the number of instances in which the experimental group scored both before and after administering the program based on hybrid self-regulation in terms of speaking test abilities and overall score:

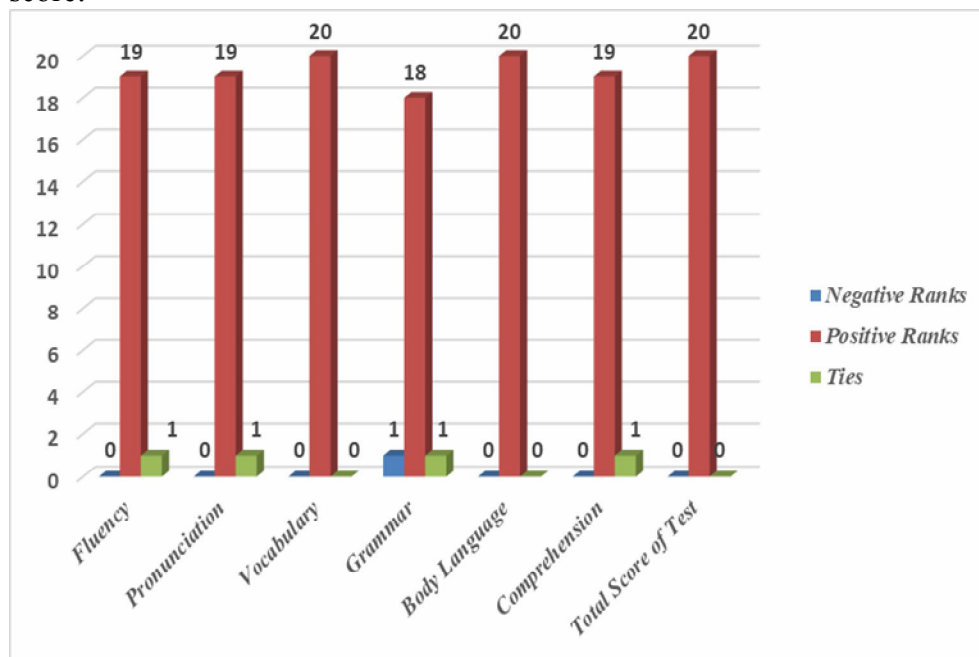


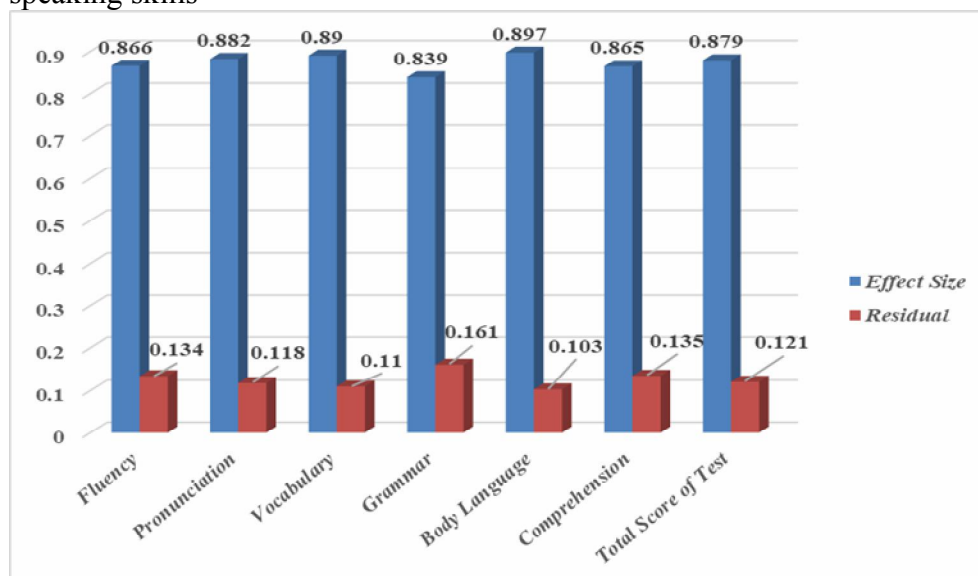
Figure (4): The number of speaking test cases, as well as the overall score before and after the program based on hybrid self-regulation was administered, for the experimental group.

Calculating the effect size:

Table (4) indicates that the hybrid-self regulatory program significantly improves the speaking abilities of the students in the experimental group. (η^2) has a value that falls between 86.6% and 89.7%. That is to say, the students' speaking skills have improved by (86.6% and 89.7%) as a result of using the suggested curriculum.

Figure (5) illustrates the impact size of the hybrid self-regulation program on the experimental group students' speaking performance in each of the six EFJ speaking test sub-skills as well as their overall score.

Figure (5) The effect size of the hybrid self-regulatory program on speaking skills



The findings of this hypothesis were consistent with those of Salem (2017), who employed a web-based program to enhance secondary stage students' EFL speaking and listening abilities as well as their self-regulation. Inquiry-based learning has been shown to improve fluent speaking in addition to other benefits, according to Wahono and Zahro (2021). This demonstrates how well the hybrid self-regulation program improved the students' speaking abilities.

Results shown in tables (3, 4) are in line with the results presented in the previous research of (Daif-Allah and Khan , 2016; Afrin , 2018; Almazloun , 2018; El Sakka , 2019; Sarhan , 2021) who found that pupils' speaking abilities have significantly enhanced when communication skills are used.

Conclusion

It is possible to argue that the hybrid self-regulatory program has a significant role in helping students advance their speaking abilities when speaking English as a foreign language based on the preceding examination of the research findings and the discussions.

Recommendations of the research

The following suggestions are made in light of the research's findings and conclusions:

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- 1- A hybrid self-regulatory program should be promoted to EFL teachers in order to facilitate their students' faster acquisition of EFL speaking abilities.
 - 2- To enhance English curricula and encourage students to speak English during class, EFL teachers should implement a hybrid self-regulatory program.
 - 3- It is recommended that school administrators provide necessary resources for classrooms and computer labs in order to enhance student engagement and make learning more enjoyable.
 - 4- Interaction in the language classroom appears to decrease pupils' anxiety in learning English speaking skills.
 - 5- It is vital to engage pupils in the learning process through various strategies that address the needs of diverse pupils at different learning levels.

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