

Using Modelling-Based Speaking Module for Informal Interaction Class to Support Self-Regulated Learning

Ratih Laily Nurjanah¹
ratih.laily@gmail.com

Deswandito Dwi Saptanto²

Maya Kurnia Dewi³

^{1,2,3}Universitas Ngudi Waluyo, Central Java, Indonesia

Abstract

Teaching speaking is considered challenging during this outbreak era where lecturers and students cannot have a face-to-face meeting while in fact, students still need to get examples from lecturers related to pronunciation and intonation especially. A module of speaking for informal interaction is developed to support the process of teaching and learning speaking skills. This module comes with an audio-CD of daily expressions records spoken by a native speaker to give examples of standard pronunciation and intonation. This study aims to explain the steps used in the learning process using the module. It uses narrative design to describe the steps. The findings of the study implied that lecturers need to explain what the module is and how to use it followed by some steps; introducing lesson plan, playing audio-CD, imitating the records, practicing independently, working in pairs, reporting works, receiving feedback. By giving the model or examples in audio, students can repeat it as much as they need and whenever they need it. This study's implication is giving standardized materials using authentic materials to teach speaking skills with a self-regulated learning strategy.

Keywords: self-regulated learning; speaking skill; modelling technique; speaking module

INTRODUCTION

The condition where students and lecturers cannot have face-to-face meetings nowadays forces lecturers to be more creative and prepared to keep the students engaged in learning activities even at home. The distant-learning may cause students to get less guidance from lecturers especially in terms of speaking skill practice that usually is done under the guidance of lecturers in terms of giving models or examples and correcting some errors or mistakes. Various teaching and learning techniques and methods have been recorded from previous researches such as (Hartatik, 2016) in which she applies authentic materials in teaching speaking skills or research by (Burns, 2019) proposing the concepts of teaching speaking in the classroom. To overcome the gap of limited authentic materials for teaching speaking in the classroom, this study focuses on the use of Modelling-Based Module as a module purposed to

guide students to conduct independent practice at home or with peers containing dialogues and structured activities that comes with an Audio-CD containing records from a native speaker in pronouncing words or dialogues in the module as one of the sources of authentic materials so students can get proper models or examples during the practices. The development of this module was based on a gap found in previous research stating that modeling technique is important to keep the students on track and learning English both correctly and properly (Salisu & Ransom, 2014).

The concept of making it possible for students to use the module independently is inspired by the student-regulated learning technique (SRL) where it includes Forethought and Planning phase, Performance Monitoring phase, Reflection on Performance phase (Bloom, 2013), and (Zumbrunn, 2011). SRL has also been applied

to the process of teaching and learning such as reading by developing instructions based on the phases of SRL (Nurjanah, 2020). Using a self-regulated learning strategy in speaking was also considered improving the students' skill and reducing their anxiety in performing speaking skill (El-sakka, 2016), (Aregu, 2013)

Self-regulated learning strategies (cognitive, metacognitive, resource management, and motivational strategies) have proven to give a good influence on students' academic achievement in terms of conceptual understanding, and motivation. By reviewing the national literature about self-regulated learning strategies, it has been concluded that self-regulated learning has significant and insignificant effects on academic achievement (Ergen, 2017). The application of a self-regulated learning strategy can be helpful and significantly influence students' achievement when it is supported with proper activities before, during, and after the learning cycle. It also needs to keep in mind that this strategy involves the monitoring and controlling of students' cognitive performance (Li et al., 2018). The implementation of this module along with the technique is expected to be able to solve the problems of conducting distant-learning and motivate students in learning activities as well.

This module was developed based on the principles of speaking skills for communication (Cmy, n.d.); Phonological skills: producing accurate sound of the target language at phonemic level (vowels and consonants) and prosodic levels (stress and intonation), Speech Function skills: using spoken words in performance using communicative functions; requesting, declining, accepting, begging, Interaction Management skills: managing face-to-face interaction including initiating, maintaining, and ending conversations, Extended Discourse Organization skills: showing or applying the coherence and cohesion using conventions to build the various spoken text.

Those principles are applied in the module as; Phonological skills: The phonological skills are given in this module by completing the module with an audio CD to give examples or models to

students related to pronunciation (stress, intonation, vowels, and consonants), Speech Function skills: This module comes up with spoken expressions used in daily lives to support the fluency of students in using English in everyday communication such as greeting, asking and giving an opinion, Interaction management skills: This is also completed with spoken expressions to initiate a conversation (greetings), maintain it (chunks, phrasal verbs), and end it (leave-taking), Extended Discourse Organization Skills: Structured activities to be done with peers make it possible for students to create their discourse whether it is in form of narrative or descriptive in a conversation. The role-play activity to expand their discourse competence is still proven to be one of the effective methods to teach speaking for EFL students (Krebt, 2017)

Teaching speaking skills is conducted based on some principles (Hussain, 2018); Building encouragement to speak from the very early day before giving students lots of words, phrases, or sentences, tolerating students for repeating some words or phrases, letting students use English based on their knowledge with whatever they have, drilling students with structures/ phrases/ words and the use of them in a different situation, combining more than ten sentences to build a long sentence using back-chaining or tail-forwarding technique, using role-play and pair-work as much as possible and being active in both supervising and activating students, preparing the lessons and materials related to activities and tasks, avoiding interruption and correction to prevent the learners from discouragement at the early stage.

This Modelling-Based Speaking Module was developed by following those principles mentioned. First, it provides chances for students to practice by themselves by giving them examples from CD so they can feel more relaxed without being supervised directly by the lecturer.

Second, the activity of repeating the same expressions gives the students more chance to drill and be more confident. Third, the role-play activity is still given in this module to help students build the ability to apply or implement the spoken

expressions based on instructions given. Fourth, the feedback is given personally to each student so they will not be embarrassed in front of their peers.

Each unit in this Modelling-Based Speaking Module consists of; 1) Dialogues; 3 sets of dialogues are given as examples for students related to how the conversation in the topic may happen. Since it is a speaking-for-informal-interaction class, the topics given are related to the events that may happen in students' daily lives, 2) Discussion; this set of questions are given after each example of dialogue. It consists of some questions related to the dialogue. Since the dialogue is also presented in written form, these questions can be used to help students comprehend the situation reflected in the dialogue, 3) Phrases; since spoken English involves phrases or sets of expressions to be considered as natural conversation, some examples of phrases or expressions are given in this module as enrichment for students and give them help to later construct their conversation with peers or in real life, 4) Small-group practice; this part gives the structured assignment for students to apply what they have learned from the examples. The task given in this part is in form of completing dialogue so students learn first to choose the appropriate response for expressions or utterances. They can exchange their work with their friends to see that there may be variations in responding to an utterance, 5) Cued dialogue; this assignment is created more complex since students need to work in pairs to create their dialogue based on cues or situations given in the module. The cues are expected to help students in creating the dialogue that is on track. This part of the assignment is the recorded one to later be sent to the lecturer to get feedback. Sending the file in form of an audio file should be accepted to minimize some technical difficulties that may occur when involving audiovisual media.

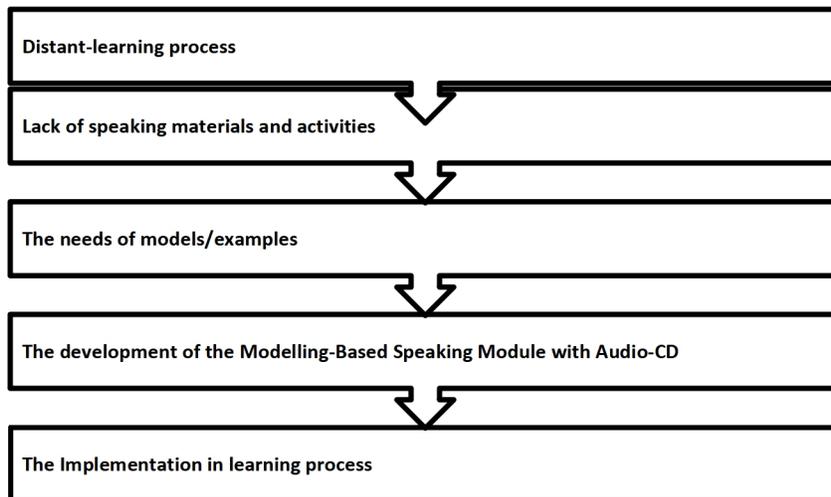
The structured assignment included in the module is given with examples and clear instructions. The discussion forum created by the lecturer also allows students to confirm or consult

their difficulties in understanding or completing the tasks. This part supports the statement that the effective instructions or activities given to students can be reflected in the forms of minimal responses, script recognition, and language to talk about language. These instructions assist students to speak so students are more able to use speaking. (Bahrani & Soltani, 2012)

The language teaching methodology was due to the lack of knowledge of teaching strategy and different characteristics of students. Thus, in transforming the challenges into possibilities, some strategies were implemented, such as initiating activities, applying collaborative learning, and having good planning and time management. (Wiraningsih & Santosa, 2020) Those strategies were covered thoroughly in self-regulated learning phases where students are required to do time-management and in this module, those strategies were covered well by giving group-work activities to support collaborative learning. Clear materials and instructions given in the module also highlight the needs of learners, especially the adult ones. When learning on their own, adult learners spend plenty of energy and time trying to understand the value of the new learning; either the benefit from learning or the consequence of not learning. Adult learners are different from young learners who are usually easier to be asked to learn something. The adult learner needs either to be told or, even better, to be led to discover why certain knowledge is worth learning. Therefore, the materials prepared for them should be conveyed to meet their needs in learning English. (Madkur, 2018)

While the previous researches focus on the implementation of the self-regulated learning strategy in the classroom, this research focuses on giving the standardized materials for speaking class integrated with self-regulated learning phases to support independent learning especially when students and lecturers do not meet face-to-face. This paper aims to describe the steps of implementing a Modelling-Based Module for Speaking for Informal Interaction in the classroom.

Figure 1
Research Framework



In short, this paper was caused by the distant-learning activities happening nowadays which shows that there are still limited sources of materials that can be used to support the teaching and learning activities especially the speaking skill teaching. The need of students to get examples or models also becomes a consideration in developing the module. Finally, after the module is being ready, it needs some observation in the process of implementation to make sure it accommodates the students' needs.

METHODOLOGY

It is a narrative design that describes the steps of implementing the learning process with this module. Narrative research works with studying human experiences presented in story-telling mode to build knowledge (Publishing, 2014).

The subjects were 13 students of the 2nd semester of English Literature at Universitas Ngudi Waluyo. The study was conducted during the Speaking for Informal Interaction course by distant-learning. This level was chosen because it is considered as the lowest level requiring guidance from the smallest unit such as pronunciation and examples.

A questionnaire was distributed after the implementation of this module in the classroom. It is important to see the students' perspectives on the learning activities with the module. The questionnaire was presented in open-ended questions then the results were interpreted descriptively. The questions were; 1) What are the advantages of using Modelling-Based Speaking Module?, 2) What are the difficulties you find during the use Modelling-Based Speaking module?, 3) How do the lecturer help you when learning with the Modelling-Based Speaking module?, 4) What aspects need to be improved from the Modelling-Based Speaking module?

RESULTS AND DISCUSSION

Results

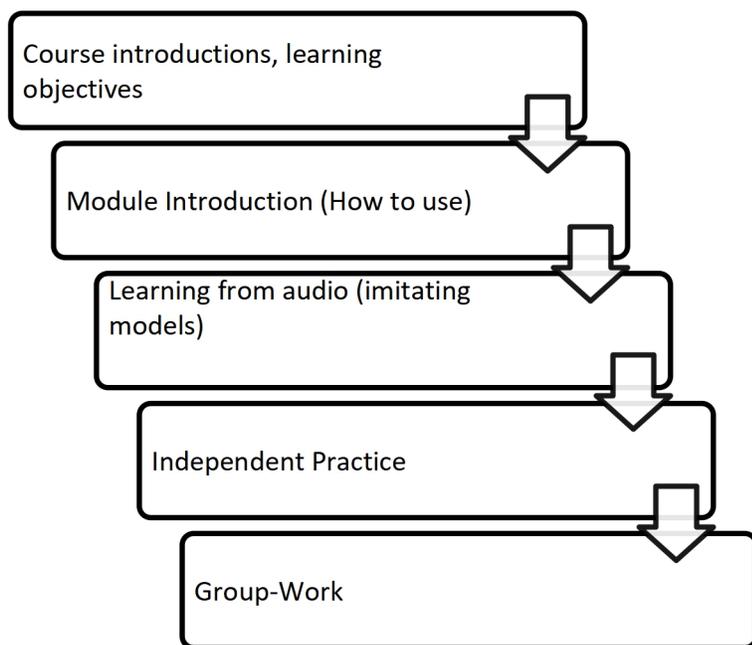
The first step in conducting the course was introducing learning objectives and course introduction delivered by the lecturer. This step is considered important so students know what they have to achieve in the course so students can set their own goals and know what is expected by the lecturer. This step helps to build communication assisting lecturers and students in the learning process.

The problems that occurred during this step was that students sometimes ignored the importance of getting familiar with the objectives of learning. It was quite challenging to get them engaged with the explanation given and it was quite hard for them to keep themselves motivated

during the long process of learning. This problem was solved by giving the learning objectives at the beginning of every meeting and stating the objectives in the module at every beginning of a unit

Figure 2

Steps of Self-Regulated Learning Activities with Modelling-Based Speaking Module for Informal Interaction

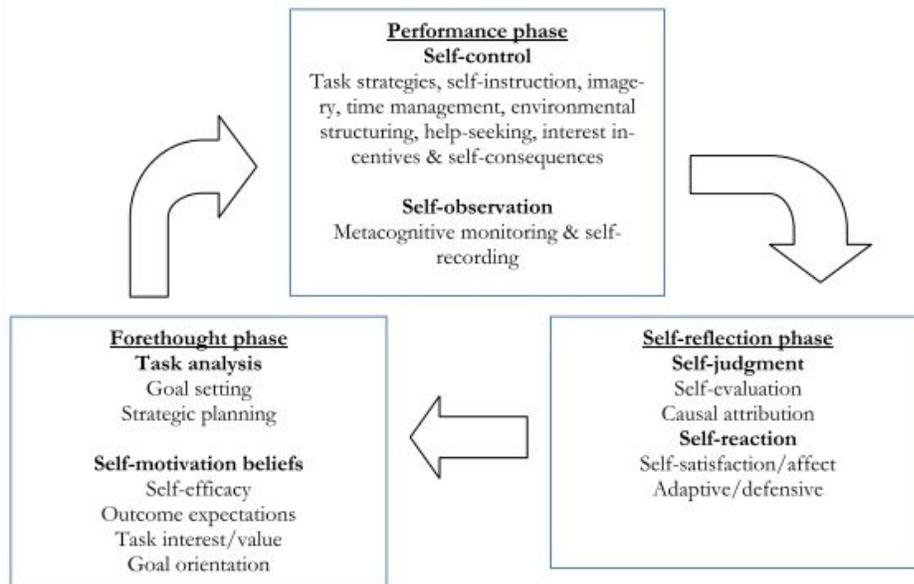


Second, the lecturer introduced the module and gave a guide to students related to how to work with the module effectively. Students were asked to scan the dialogue carefully: this gives an overview to students about what conversation may happen related to the topic. Then they played the audio file one by one: this can give students an overview of how the pronunciation or conversation should be produced. Next, students imitated the pronunciation from the audio after each audio file played: this is the simplest task that can be done by students. Imitating the pronunciation from the audio in the form of practicing before they perform to complete the next assignment. Last, students can repeat as many as they want until they feel confident with their pronunciation.

The problem found during this step was that students could be so in hurry sometimes. Instead of keeping repeating to get accepted pronunciation, they just did the practice once or twice the proceeded to the next activities. This was solved by keeping on asking them about the practice and giving feedback. The lecturer can have more roles in this step by opening chances for them to get the pronunciation checked before getting to the next step.

Third and fourth, students practiced the pronunciation based on the audio file by themselves. In this step, the independent learning principles were applied; Forethought and Planning phase, Performance Monitoring phase, Reflection on Performance phase.

Figure 3
Self-Regulated Learning Phases



In the Forethought and Planning phase, students planned how they would use the audio file with the module whether they imitated the model one by one or did it after all the audio files were played. By getting the examples from the audio files, they knew their target. They had standards about how their performance should be. The activities reflected in this phase that given by the lecturer were building self-motivation, helping the students in setting their goals.

The problem was that students sometimes could not set their standard by setting it too low or high. The lecturer's role in this step was to help students set their standards based on their competencies. Setting the standard too high can lead to frustration or a lack of self-confidence. The lecturer must assure students that it is okay to have different standards from their peers. The lecturer must also be active in reminding students of the learning objectives and help them to stick with their goals or even go beyond them. It is quite difficult for students to feel keep motivated when

there is no influence from external parts or in this case are lecturers and or peers.

In Performance Monitoring, since they could repeat the practice as many as they needed, they could observe their performance whether they could keep up with the models given from the audio files or not. The activities done in this phase were related to determining the self-instructions, set the learning environment, time management, help-seeking from the lecturer.

Asking students to note their practice and or progress in a student's log can also be an alternative to support the performance monitoring. Students can take note of which part of the dialogue or spoken expressions that are seen still become a problem or difficulties for them. This log can be in form of recorded audio so students can compare their own produced expressions with ones from examples.

The problem was that students were getting distracted by not being able to assess their performance compared to the models/ examples given. Here, the lecturer must be able to keep them

on track by monitoring how the progress was whether students have achieved their goals or not. The lecturer can give more examples when needed. Pointing out clearly which part that needs to be improved more was also considered helpful and sensible. It helped students to focus on a certain part.

In the Reflection on Performance phase, they could reflect on their performance when they practice and assess themselves whether the final results met their expectation or not. This reflected the activity of self-monitoring.

Related to the reflection phase, the lecturer role was getting more important here since students had less confidence to ask their peers for assessment. They could report to the lecturer about how satisfied they are related to their performance. Positive encouragement is needed in this part to make students feel motivated.

Fifth, after practicing the dialogues individually, students can follow the activities given in the module. The module also gives some phrasal verbs that students can use to enrich the conversation. The activities given are; 1) practicing the dialogues in pairs: it is considered as a more complicated task because students have to perform or show their competencies after imitating and practicing a lot, and 2) practicing the independent group works by composing their conversation using expressions and or phrasal verbs are given; it is the highest level of task where students are required to create their conversation with the partner helped by some guidance provided by the module also (cue cards, outline of conversation, case study)

Students recorded their performance and sent the records to the lecturer. This might be the most difficult problem to be solved since it is related to the internet signal. Sending audio files could even be as difficult as sending a video through any platform. The flexible deadlines are considered helpful considering this technical problem. The low quality of the audio file sent by students should also be accepted because the device used by students was mostly a smartphone.

Sixth, the lecturer assessed the performance then gave feedback. Here, the role of the lecturer is limited to supervisor and facilitator. The feedback given was related to the positive sides of the performance and things that needed to be improved along with the correction for any errors and or mistakes. The challenging part of this step was keeping students to follow the patterns of independent learning. Students may get bored or distracted and it is important for the lecturer to be sensitive on these issues and read them before they come. The lecturer should handle the problems carefully to keep the students on the correct phases. Continuous and deep feedback is expected from the lecturer to build students' motivation and confidence in this learning.

The observation of examples, imitations, and activate experience by improving the students' independence is considered as the most prominent sources to be self-regulated learners. The development is defined in four levels; 1) Observation: students develop an idea about strategy and standards of performance and outcome by examining a model such as a lecturer or a peer or in this case is the audio file, 2) Emulation: students attempt to copy the strategies of the model. However, due to the limited knowledge of students, they perhaps are not able to copy the strategies perfectly that leads to the need for supervision from the lecturer, 3) Self-Control: students master the use of the skills in a structured setting without any helps from the models. But, the use of the skill still depends on the standards of the models, 4) Self-regulation: students can adapt their performances based on personal and contextual conditions by using various strategies and making adjustments based on evaluation or feedback given by the lecturer.

It is important to be noted that students do not necessarily go through four levels in sequence. Since SRL is specifically contextual, students may go through various developmental stages related to different tasks, situations, and contexts. However, because new problems may be revealed in performances, additional learning experiences may be needed (Brandmo & Berger, 2013). Those experiences may be in the form of discussion with

the lecturer to receive continuous feedback or comments, and the experience of learning without being directly supervised by a lecturer in the classroom but being replaced by audio files given by a native speaker.

From the results of the questionnaire distributed to students, it can be concluded that the module helped students in various ways; giving proper examples: the audio files coming with the module with a native speaker as the model are considered as helpful examples for students so they know what the correct pronunciation is like, giving clear instructions: the instructions given in the module are clear and easy to follow. It starts from the simplest assignment to more complicated ones such as creating their conversation, offering flexibility since it can be used anytime students need: students can play the audio file anytime they want and repeat it as many times as they need until they feel confident to perform by themselves. Asking for repetition in the classroom many times may cause anxiety for a student since they are worried about their friends' judgment or disturbing their friends, motivating and giving confidence: by having chances to practice as many as they want, students feel that they have well preparation before finally performing or completing tasks from the lecturer. On the other hand, the difficulties found by students were not related to the use of the module itself. It was a technical difficulty related to signal because they had to send their group work to the lecturer.

Related to the roles of lecturer during the learning activities with the strategy and the module, students stated that the lecturer helped them in the terms of explaining and re-explaining any materials that may cause difficulties to students, monitoring students' progress and development, giving comments and feedback to students' works, correcting errors or mistakes so students will not repeat them in the future.

Being asked about the layout or the appearance of the module, students stated that the module still needs some improvement on the design of the cover and students feel the need for

illustrations. The native speaker performed as a model in the audio is considered adequate and helpful because the speed of speaking is not too fast and can be heard clearly by the students.

The novelty stated in this study is the Modelling-Based Module itself where it was developed through previous research and now applied to support the distance learning activities and help students be more independent by practicing by themselves under the guidance with proper examples.

Discussion

The objective of this paper is to describe how the Modelling-Based Speaking Module is used in the classroom. The findings explain clearly how the module is applied in the classroom with the phases of self-regulated learning strategy including the difficulties occurring during the activities.

By providing an audio file of the native speaker as models or examples, this module attempts to give students authentic materials. The use of the materials is considered motivating students' more since they know they learn from the correct examples or in this module, is a native speaker. This is in line with what stated in previous research that authentic materials are always seen as interesting and motivating materials giving a clear overview about how language is used related to culture appropriately (Hartatik, 2016).

The use of a self-regulated learning strategy as a part of independent learning is expected to help students build their competency in speaking skills. Based on the results of the questionnaire, the implication of the strategy in the classroom helps students comprehend the materials more since they have more time to read the materials on the module and learn from the audio file provided. This supports the previous research stating that students' speaking ability can be improved by working with independent learning method so teachers or lecturers should provide more various activities to keep students feel interested in the materials (Efl & No, 2019)

Some lecturers may still have various definitions related to independent learning, especially self-regulated learning. But in terms of the application in the classroom, lecturers agreed that this strategy can be an alternative for classroom activities. The different concepts owned by lecturers may lead to different practices conducted by lecturers (Language & Faculty, 2019). From this research, in the case of speaking class, this module is developed to give a standard about what activities can be given in terms of supporting the self-regulated learning strategy based on independent learning method. Lecturers can use this module as a starting point to elaborate more activities for students.

In reality, self-regulated learning should be supported by various activities and guidance from lecturers so students are working on the right track. The materials given in this module are developed to give students examples and guidance so students can feel more confident in improving their speaking skills. As stated that by including various activities and resources to be used by students and keeping them monitored by lecturers, it is possible to enhance the students' language performance and independent learning. (Soliman, 2014)

The results of the questionnaire related to students' perspectives on learning activities are in line with those previous researches that the independent learning activities enhance students' confidence and motivation.

From the application of the module in the classroom, there are some steps needed before getting students to work with the strategy and the module. First, it is important to explain to the students the principles of the strategy where they are expected to work independently under lecturers' guidance. Second, introducing the module well and giving examples on how to use the module are considered as a prominent step so students can use the module effectively. Third, the lecturer needs to keep in mind that the roles of the lecturer here are as assistant and guide to always give help whenever students need it and monitor how students get through the learning processes.

Giving feedback is one thing that is must do by the lecturer. It is aimed to motivate students in terms of improving performances.

This implementation is expected to initiate independent learning habits to support the distant-learning process by following the principles of Self-Regulated Learning (SRL). The roles of lecturer are getting more varied in this type of learning activities start from introducing, motivating, facilitating, assessing, and giving feedback.

Independent learning habit is considered to be prominent for students to be able to keep up with the distant-learning environment. The Modelling-based Speaking module is proposed in this study to accommodate the needs of students in terms of examples/ models and structured-guided activities though they had the lessons online without face-to-face classroom because it still triggers the active communication between lecturer and students by requiring supervision, guidance, and feedback from lecturer. The problems occurred during the process of implementation somehow reflected that students tend to match an appropriate strategy with certain goal and students focus more on the performance rather than the understanding or mastery (Wandler & Imbriale, 2017)

It is also important to always keep in mind that building the habit of self-regulated learning especially in speaking skills requires even a whole semester to develop. It can be considered stressful for students to form the habit after the first meeting.

CONCLUSION

The implementation of the Modelling-based Speaking Module was done in 6 steps; the introduction of the lesson plan, the learning with playing audio-CD, the imitation of the models, the independent practice, the collaborative learning by working in pairs, the work reporting, and the feedback giving. The application of this module is prominent in terms of providing standard materials of teaching speaking with a self-

regulated learning strategy. After the implementation of the module in the classroom, future researchers are recommended to explore the effectiveness of this module with the self-regulated learning strategy to improve the speaking skill performance.

ACKNOWLEDGEMENTS

The gratitude is delivered to LLDIKTI VI Jawa Tengah for supporting the development of Modelling-Based Speaking Module for Speaking of Informal Interaction.

REFERENCES

- Aregu, B. B. (2013). Enhancing self-regulated learning in teaching spoken communication : does it affect speaking efficacy and performance? *Electronic Journal of Foreign Language Teaching*, 10(1), 96–109.
- Bahrani, T., & Soltani, R. (2012). How to Teach Speaking Skill? *Journal of Education and Practice*, 3(2), 25–30.
- Bloom, M. (2013). Self-regulated learning: Goal setting and self-monitoring. *The Language Teacher*, 37(4), 46. <https://doi.org/10.37546/jalttl37.4-6>
- Brandmo, C., & Berger, J. (2013). Fostering Self-regulated learning: An introduction. *Journal of Cognitive Education and Psychology*, 12(2), 127–137. <https://doi.org/10.1891/1945-8959.12.2.127>
- Burns, A. (2019). Concepts for teaching speaking in the English language classroom. *LEARN Journal: Language Education and Acquisition Research Network*, 12(1), 1–11.
- El-sakka, S. M. F. (2016). Self-regulated strategy instruction for developing speaking proficiency and reducing speaking anxiety of egyptian university students, 9(12), 22–33. <https://doi.org/10.5539/elt.v9n12p22>
- Ergen, B., & Kanadli, S. (2017). The effect of self-regulated learning strategies on academic achievement : a meta-analysis study.

Eurasian Journal of Educational Research, 69,55-74.

<https://doi.org/10.14689/ejer.2017.69.4>

- Hartatik, S. F. (2016). Investigating the students ' views on the authentic materials used in basic speaking class. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 1(1), 1–10.
- Hussain, S. (2017). Teaching Speaking Skills in Communication Classroom. *International Journal of Media, Journalism and Mass Communications (IJMJMC)*, 3(3), 14-21 ISSN 2454-9479. <http://dx.doi.org/10.20431/2454-9479.0303003>
- Krebt, D. M. (2017). The effectiveness of role play techniques in teaching speaking for EFL college students. *Journal of Language Teaching and Research*, 8(5), 863–870.
- Fajar, D.A., & Agustina, D. (2019). Independent learning for improving English skills of students in English language education Pekalongan university. *Surakarta English and Literature Journal*, 2(2), 67–76.
- Latifa, A., & Nur,R. (2019). Communication strategies of Indonesian EFL learners in speaking English. *Asian EFL Journal Research Articles*, 23(6), 132–163.
- Li, J., Ye, H., Tang, Y., Zhou, Z., & Hu, X. (2018). What are the effects of self-regulation phases and strategies for Chinese students? A meta-analysis of two decades research of the association between self-regulation and academic performance. *Frontiers in Psychology*, 9, 1–13. <https://doi.org/10.3389/fpsyg.2018.02434>
- Madkur, A. (2018). The non-English major lecturers speak English: The barriers encountered by adult learners. *Journal on English as a Foreign Language*, 8(1), 39–56. <https://doi.org/10.23971/jefl.v8i1.584>
- Nurjanah, R. L., & Pratama, M. R. A. (2020). Self-regulated learning strategy instructions in reading comprehension skill learning during outbreak era, *Journal of English Language*

- Teaching and Linguistics*, 5(2), 191–201.
- Elçi, A., & Devran, B. Ç. (2014). A narrative research approach : The experiences of social media support in higher education. *International Conference on Learning and Collaboration Technologies: Learning and Collaboration Technologies. Designing and Developing Novel Learning Experiences*, 36-42. <https://doi.org/10.1007/978-3-319-07482-5>
- Salisu, A., & Ransom, E. N. (2014). The role of modeling towards impacting quality education. *Computer Science: International Letters of Social and Humanistic Sciences*, 32, 54–61. <https://doi.org/10.18052/www.scipress.com/ILSHS.32.54>
- Soliman, N. A. (2014). Using E-learning to develop EFL students ' language skills and activate their independent learning. *Creative Education*, 5, 752-757. <http://www.scirp.org/journal/ce>
<http://dx.doi.org/10.4236/ce.2014.510088>.
- Wandler, J. B., & Imbriale, W. J. (2017). Promoting undergraduate student self-regulation in online learning environments. *Online Learning Journal*, 21(2). <https://doi.org/10.24059/olj.v21i2.881>
- Wiraningsih, P., & Santosa, M. H. (2020). Journal on English as a foreign language EFL teachers' challenges in promoting learner autonomy in the 21 st -. 10(2), 290–314.
- Zumbrunn, S. (2011). Encourage self regulated learning in the classroom. *Journal Virginia Commonwealth University*, 278–299. http://scholarscompass.vcu.edu/merc_pubs/18

