

The Role of Self-Monitoring Strategies in Developing Students' Speaking Performances via Google Workspace

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Abstract

Objectives: Self-monitoring strategies are considered educational tools that help students measure their educational levels themselves. The present study aimed at revealing the role of self-monitoring strategies in developing students' speaking performance.

Methods: The research adopted a case-study design (with a limited number of participants). The participants were six first-year students of the Department of Business Management at the College of Management and Economics, University of Anbar, who study the English language as an ESP subject. Inside the classroom, the experiment was applied by using self-monitoring strategies in developing students' speaking performance via Google Workspace (via distance learning). Data was collected using open-ended questions.

Results: The study results revealed that self-monitoring strategies have a positive and significant role in improving and developing students' speaking performance. The participants were satisfied with the speaking levels that they had reached after 40 days of implementing the experience. Students' self-awareness, as well as their linguistic self-confidence, have increased.

Conclusion: The outcomes of the study highlights the significant role of using self-monitoring feedback in developing speaking skills. The results are promising indicators for the effectiveness and safety of using self-monitoring strategies. It is recommended that students in the Department of English use self-monitoring strategies to gradually develop their language skills. Instructors can also use self-monitoring strategies to enhance their students' academic English proficiency.

Keywords: Self-Monitoring, Speaking performance, Google Workspace.

دور استراتيجيات المراقبة الذاتية في تطوير أداء تحدث الطلبة عبر مساحة عمل جوجل

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قسم اللغة الإنجليزية، كلية الآداب، جامعة الأنبار، الأنبار، العراق.

ملخص

الأهداف: تعد استراتيجيات المراقبة الذاتية أدوات تعليمية تساعد الطلبة على قياس مستوياتهم التعليمية بأنفسهم. هدفت الدراسة الحالية إلى الكشف عن دور استراتيجيات المراقبة الذاتية في تطوير أداء تحدث لدى الطلبة. **المنهجية:** اعتمدت الدراسة منهج دراسة الحالة كون عدد المشاركين كان محدوداً. تكونت العينة من ستة طلبة في السنة الأولى من قسم إدارة الأعمال في كلية الإدارة والاقتصاد، جامعة الأنبار، يدرسون اللغة الإنجليزية كموضوع (اللغة الإنجليزية لأغراض خاصة) داخل الصف، وطُبِّقَت التجربة باستخدام استراتيجيات المراقبة الذاتية في تطوير أداء تحدث الطلبة عبر مساحة عمل جوجل (عن طريق التعلم عن بعد). جرى استخدام سؤال مفتوح لجمع البيانات (إجابات الطلبة). **النتائج:** أظهرت نتائج الدراسة أن استراتيجيات المراقبة الذاتية لها دور إيجابي ومهم في تحسين وتطوير أداء تحدث لدى الطلبة. أبدى المشاركون رضاهم عن مستويات التحدث التي وصلوا إليها بعد 40 يوماً من تطبيق التجربة. كما جرى زيادة الوعي الذاتي لدى الطلبة، وكذلك ثقتهم بأنفسهم اللغوية.

الخلاصة: كشفت نتائج الدراسة عن الدور المهم لاستخدام ملاحظات المراقبة الذاتية في تطوير مهارات التحدث. تعد هذه النتائج مؤشرات جيدة على الوضع الإيجابي والأمن لاستخدام استراتيجيات المراقبة الذاتية. يوصى بأن يستخدم طلبة قسم اللغة الإنجليزية استراتيجيات المراقبة الذاتية لتطوير مهاراتهم اللغوية على نحو تدريجي. أيضاً، يمكن للمدرسين استخدام استراتيجيات المراقبة الذاتية لتطوير كفاءتهم الأكاديمية في اللغة الإنجليزية.

الكلمات الدالة: المراقبة الذاتية، أداء التحدث، مساحة عمل جوجل.



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Introduction

Undergraduate students at the University of Anbar have used e-learning since the spread of the COVID-19 virus until the time of writing this paper, namely Feb 2021. E-learning education provides information, theoretical knowledge, and feedback. The students know their educational level via their marks on the evaluation exams and assessments. Each exam has its own set and circumstances (i.e. some exams are accompanied with technical problems which may affect the student's achievement, e.g. a circumstance that is out of the student's control), and each student has his/her own circumstances. Thus, an exam does not measure only a single level. There are different tools to measure students' levels, knowledge, competence, behaviours, and development. Due to the current situation which forces all Iraqi university students to use Google Workspace as an educational tool, it is worth training students to use self-monitoring strategies to measure their educational level.

This study is an attempt to answer a common question that students of the Department of Business Management at the College of Management and Economics, University of Anbar, frequently ask about their level in English. However, most of the instructor's responses do not meet students' satisfaction and goals.

To answer students' question, the researcher reviewed the literature and found that the most suitable tool to answer such questions is to train them to use self-monitoring strategies that provide the students with the ability to follow their learning progress. The students will be compelled to use their metacognitive skills to track their progress and to determine the weak and positive aspects of their knowledge. Ritchy (2012) focused on the importance of the feedback strategy which may include suggestions and recommendations to enhance student's performance. A student can get feedback by using a self-monitoring strategy. Cordewener et al. (2018) found that the students' spelling performance was developed due to the use of a self-monitoring strategy. Roelofs (2020) also found that the most flexible assessment tool that measure one's speaking performance is the self-monitoring strategy. In addition, Hapsari (2018) found that students who use self-monitoring strategy in developing speaking performance have positive attitudes on using self-monitoring, and they continue to use it in the future. In Iraq, studies that tackled self-monitoring strategy in the past 10 years were concerned with the educational aspect. Khaliel (2012) investigated students' attitudes towards self-confidence by using a self-monitoring strategy, and found that it had a positive effect on developing students' self-confidence. Al-Badran (2018) found that there was no significant difference between male and female educational supervisors in using self-monitoring to develop the skill of self-assessment, to help find the weak and strong points, and to feel responsible of the self-evaluation. Adani (2019) found that preparatory school students did not use self-monitoring strategies to develop their academic performance. Based on the above studies, and to the researcher's best knowledge, it is the first study in Iraq that investigates the effect of self-monitoring strategy in developing one of the four language skills—speaking. Thus, the researcher proposed self-monitoring strategies as instruments to measure the extent to which students use them to assess their speaking progress.

This study aimed to reveal the role of self-monitoring strategies of students who study via Google Workspace to measure their speaking performance in English. More precisely, the study attempted to reveal the role of self-monitoring strategies that the students are trained to use to measure and evaluate their English speaking skills.

The study seeks to answer the following question: To what extent do self-monitoring strategies influence students' speaking performance?

The outcomes of the study may be a good indicator for university instructors who teach via Google Workspace to encourage their students to use self-monitoring strategies to assess their learning capacities and language levels. The distance between the students and the instructors in e-education requires evaluation strategies to act as a tool that compensates for the semi-absence and the remoteness of the instructors.

This study adopted the followed criteria:

1- Participants: The participants were only from the first year of the Department of Business Management at the College of Management and Economics, University of Anbar. This sample was purposefully chosen from the first grade, because the researcher is the teacher of the course.

2- Location: The University of Anbar is located in the Anbar province in Iraq.

3- Instrument: An open question is used to elicit students' responses towards the role of self-monitoring strategies. The nature of the question serves to fulfil the aim of the study.

Definition of Terms

- 1- *Self-monitoring* is a strategy that educates learners to assess themselves (Poster and White 2005).
- 2- *Speaking performance*: it refers to the conditions that students are affected by when speaking such as 'time, pressure, planning, motivation, confidence, anxiety, and feedback' (Dayat 2017).
- 3- *Google Workspace*: This is a part of the G-suite for education. It is a 'free suite of easy-to-use tools that provide a flexible and secure foundation for learning, collaboration, and communication' (www.edu.google.com).

Literature Review

Speaking Skills

Recent previous studies, namely Alotumi (2021), Junfei, Jinyan, and Shuang (2021), Shuzhen et al. (2021), Enayat and Derakhshan (2021), Ratnasari, (2020), Saed et al. (2021), and Saldaria, Ariawan, and Cahyani (2019), have determined that speaking skills are critical for foreign language learners. Speaking is a daily skill that humans use. Foreign language learners study the rules, system, culture, and even phonetic aspects of the target language in order to be able to speak the language appropriately, which means using the language orally.

Speaking a foreign language fluently indicates that learners have been practising the language in an authentic context and receiving intensive feedback. Thus, feedback is a critical strategy that equips learners with the motivation and confidence as speakers Al-Khayyat (2018). Speaking is a productive oral mechanism that one uses to convey meaning and express their ideas. It is the most used and common skill used in daily life Husnawati (2017).

As Richards (2008) outlined three types of speaking activities. More precisely, there are three types of talks: interaction, transaction, and performance. Talk as interaction refers to people's daily life communication, the messages that people exchange. Students assess their progress in learning a foreign language based on their ability to communicate in the target language fluently and flexibly (Richards 2008, 17). Students encounter some difficulties in engaging in speaking conversations because they need to meet the aspects of speaking performance, such as:

- 1- Accuracy - to master the rules of the language and be able to use them clearly and appropriately, which means to use suitable vocabulary in the right context (Nunan 2015).
- 2- Fluency - to speak error-free, because mistakes are not allowed and to be able to participate in the conversation and generate ideas fluently (Thornbury 2005).
- 3- Pronunciation - to have stress, pitch, sound, and intonation knowledge; pronouncing words incorrectly leads to misunderstandings (Al-Khayyat 2020).
- 4- Language rules - to master the grammatical system of the language, including knowledge of the word order, pragmatism, and sentence structure (Brown 2001).
- 5- Vocabulary - the speaker needs to be aware of the implicit meanings of the words that are used during a conversation. Moreover, they need to know the positive and negative words in order to use them appropriately in expressing their ideas and also to convey messages correctly (Thornbury 2005). In addition, Jameel (2022) focuses on the importance to master language vocabulary to be able to learn a foreign language.

Students encounter obstacles in speaking in English, such as how to begin a conversation, when to take a turn to speak, and other speaking features (Brown 2001).

Brown (2001) suggested five types of speaking performance: imitative, intensive, responsive, interactive, extensive, and oral tasks. Speaking performances are affected by internal and external factors. The internal factors that influence students' speaking performance are psychological factors (anxiety, shyness, and motivation), language competence (to generate sentences), and the knowledge structure. The external factors that influence students' speaking performance are performance conditions (the learning time pressure, planning process, standard of performance action, and beliefs), and the learning environment (Husnawati 2017).

Significance of Speaking

Considering the researcher's experience in teaching at the university level, it is worth mentioning that the Iraqi university students who study English at the Department of Business Management tend to express their ideas and communicate via writing skills more than speaking skills. Furthermore, the assessment policy is conducted via written tests. The oral assessment process needs to be reactivated at the Department of Business Management in the Iraqi context. In addition, class time is not sufficient to provide space for all students to practice speaking skills.

Human relationships are based heavily on speaking, and effective interactions are achieved by exchanging speaking utterances. Speaking skills reflect the ability to express ideas and feelings. Learning how to speak in a foreign language is not an easy task. Learning the system and culture of a foreign language can be mastered, but speaking fluently and in a flexible manner is a very difficult task (Connolly 2018).

Speaking Evaluation

Evaluating students' speaking performance means measuring students' speaking progress. It is a measurement tool that provides a good indicator of students' speaking competence; learning speaking skills have several levels, and each level its goals and requirements that students need to fulfil.

The researcher argues that in face-to-face instruction, the evaluation and the assessment process are achieved smoothly in many different ways, but it is different in electronic instruction. The nature of education via electronic platforms requires modified assessment methods; the test and the exams should take a new form. For example, in the beginning, educational institutions used the G-Suite platform because it contains a variety of educational tools that facilitate the teaching and learning process. Recently, the G-Suite is called Google workspace. The Google workspace provides more educational facilities, including assessment tools. However, the assessment process is still not adequate and convenient for instructors and students. Thus, the use of self-monitoring strategies that have criteria that measure students' progress precisely is required. When the students evaluate themselves, they will feel comfortable, each student will measure their speaking level and can work to develop it until reaching the required level. The ultimate goal for any foreign language learner is to be native-like, but in fact, to be native-like is not achieved via education but via acquisition. The goal is to reach a climax in speaking performance.

It is worth mentioning that the weakness that EFL students suffer from is speaking, and this may due to the shortage of speaking exercises, instructors' limited proficiency in speaking, assessment tests that do not focus on oral skills, limited speaking opportunities inside the classroom or even via Google classroom, and lack of opportunities to practice speaking skills in real contexts (Burns and Siegel 2018).

Self-Monitoring

Self-monitoring is a pedagogical self-assessment strategy used by students to assess educational behaviours (Daly and Ranalli 2003). Poster and White (2008, p. 8) defined monitoring as 'continuous, a formative, diagnostic assessment of any activity or performance. This is central to any evaluation process. It is a means of reviewing, regulating, and taking appropriate action to aid the satisfactory completion of tasks'.

According to Levelt (1989), the founder of comprehension-based monitoring, self-monitoring consists of two phases: the first phase is the learner's awareness, and the second phase is the learner's self-listening to self-produced speech. The learner is aware of their problem and sets criteria to overcome such problems by conducting a self-monitoring process. Therefore, self-monitoring is based heavily on awareness; it is a matter of internal (awareness) and external monitoring loops (Roelofs 2020).

Self-monitoring is a tool by which one can develop skills for improvement. It is necessary to distinguish between self-monitoring strategies and evaluation processes. Evaluation is based on test or measurement results to provide a judgment, whereas self-monitoring is a process that requires monitoring behaviours from occasionally and evaluating behaviours; it needs to be followed up until reaching the goal (Poster and White 2008).

Students tend to develop their knowledge level and competence who they feel and are convinced that it is now the time and it is necessary to change. To begin self-monitoring, students need to know their position, so they can take the role of

the researcher to approach their problems using scientific and academic methods. Each student sets a goal and follows specific criteria to achieve it. The students evaluate their learning behaviour and assess it to determine whether the goal has been achieved (Poster and White 2008).

Monitoring helps students check whether they are on track. It aids students in following the plan of education. It helps students to persuade their willingness inside the classroom or recently in the workplace where they have the chance to conduct self-monitoring to assess their language progress. Cultural, pragmatics, and language systems as educational factors that affect students' achievement can be evaluated, and self-monitoring is a vital tool that provides a precise evaluation of students' language performance and levels (Ellis and Zimmerman 2005).

Ellis and Zimmerman (2005) stated that a self-monitoring strategy is used to promote students' metacognitive awareness of their behaviours. The training process and the development of such processes using self-monitoring significantly influence learners' language pronunciation and dialect.

Loftin, Gibb, and Skiba (2005) stated that self-monitoring strategies aim to achieve two techniques: the measurement and evaluation of students' knowledge. To conduct a measurement technique, a student records or watches their educational behaviour. To conduct an evaluation technique, a student compares or checks the recorded educational behaviour and compares it to a criterion to evaluate the progress level.

From the researcher's experience in training the university students to practice self-monitoring strategies, it is noticed that when a student reaches satisfaction with a specific educational behaviour due to practising self-monitoring strategies, the reached behaviour lasts forever. To illustrate, a student in the third grade practised a self-monitoring strategy to develop her speaking performance; after 3 months, she became fluent, her use of grammar was error-free mistakes, she generated ideas, and had clear pronunciation.

To implement self-monitoring strategies, students should be aware that there are two types of self-monitoring: self-observation and self-recording. The monitoring process requires understanding the criteria that need to be fulfilled, to distinguish between the behaviours that need to increase and those that need to decrease (Askings McCarty 2015).

The researcher observed that the best way to master speaking elements is to imitate an advice organiser, native speaker, video clip, and CD. The teacher's feedback may not be sufficient feedback, and the teacher may provide the student with grammatical feedback and miss phonological encoding. Thus, it is recommended to use self-monitoring to monitor one's speaking progress. Self-monitoring reduces undesired behaviours and fosters desired educational behaviours without the interference of outside direction (Gaylord et al., 2005).

To sum up, this study aims to help undergraduate students to monitor their language progress and evaluate themselves. The outcomes of this study shed the light on one of the most significance assessment tool that students can use to assess their level in the Iraqi context. As mentioned above, and to the researcher best knowledge it is the first study that investigates the influence of self-monitoring strategy at the university level in Iraq. It has enriched the Iraqi pedagogical literature with evidence of the significant of self-monitoring strategy in developing undergraduate students' language performance.

Previous Studies

Kim, Min, and Yongseok (2017) investigated the effect of self-and peer-monitoring on the performance of students' vocabulary achievements. Participants were fourth-grade 209 elementary students in Korea. Pre-post tests were used with the intervention teacher interviews to collect the data of the study. The results indicated that there was a significant impact of self-and peer-monitoring on students' vocabulary achievements.

Sánchez and Karime (2012) investigated the effects of self-monitoring and self-reflection on the English blended learning environment. The participants were eight university students. Checklists, surveys, and student journals were used to collect data. The results revealed that the self-assessment strategy had a positive impact on the participants. The participants were able to identify the points that they needed to develop and monitor; they were able to monitor their educational progress and achieve their aims individually.

Materials and Methods

The researcher designed an qualitative action research with a sample of 148 first-grade male and female students at the

Department of Business Management at the College of Management and Economics, University of Anbar, during the first semester of the academic year 2020–2021. Six participants volunteered and provided informed consent.

To achieve the goal of the study and to collect the data of the study, the researcher conducted the following procedures:

- 1- Identified the participants of the study.
- 2- Established a group on Google Workspace (Google Classroom) entitled 'Self-Monitoring', which included the six students.
- 3- Trained the participants to use self-monitoring strategies by sharing training materials in the class.
- 4- Shared videos, voice messages, PowerPoint, and PDF materials on the Google classroom.
- 5- Asked the participants to train themselves to develop their speaking performance.
- 6- Allowed each student to monitor his/her daily performance based on specific criteria.
- 7- Asked the participants to share their activities in the classroom after practising self-monitoring strategies for 40 days.
- 8- Analysed and evaluated the participants' activities.

The researcher designed an open questionnaire with the question, 'Describe the procedures that you have conducted to monitor your speaking performance progress' to collect the data of the study.

To validate the instrument, a jury consisting of specialists in the field of methodology and applied linguistics reviewed the questionnaire. The jury members' recommendations and suggestions were taken into consideration.

To calculate the reliability of the instrument, the researcher distributed it to a pilot sample consisting of three students; after 10 days, the instrument was redistributed to the same sample under the same conditions. To calculate the reliability coefficient, a Cronbach Alpha was used; the value was revealed to be 0.88, which is considered acceptable.

Results and Discussion

To answer the research question 'To what extent do the self-monitoring strategies influence students' speaking performance?', a qualitative analysis method was used. The researcher analysed the participants' responses to the open question of the study 'Describe briefly the procedures that you have conducted to develop your speaking performance'.

Response of participant (1):

"I have adopted the indirect speech technique. I listen to a conversation via YouTube channels. I listen to one sentence and then say it in an indirect speech. I record my voice and listen several times to just my performance while speaking. After practising speaking skills for 40 days, each day for about 3 hours, I have become satisfied with my speaking performance level."

Response of participant (2):

"At the beginning, I faced some difficulties in monitoring my speaking performance, I know that I am a poor speaker. I searched for criteria in the form of a checklist. I started self-monitoring by choosing a topic and gathering all related vocabulary. I listen to the sounds of each word via an electronic dictionary. I repeated each word several times and checked my pronunciation performance via the speaking criteria checklist. When I mastered the pronunciation of each word, I composed a complex-compound sentence that consists of most of the vocabulary related to the chosen topic. I recorded my activities and assessed my speaking performance based on a checklist. I have practised speaking skills for 40 days, each day for 2 hours. At the end of the experience, I compared my performance' levels starting from the first day of implementing the experience until the last day. My speaking performance during the first week was very poor, I felt that I am not going to succeed, but after doing hard work, my speaking performance developed gradually."

Response of participant (3):

"Conducting a self-monitoring technique is my dream. Since I was at school, I hoped that I can assess my speaking and reading. I began with the self-monitoring technique by viewing some educational clips via social media platforms. Each session, which took about 2 hours, I videotaped my activities and then reviewed them to evaluate my performance and give myself a mark. The marks that I set were 1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good, and 6 = excellent.

At the beginning, let say the first, second, and third day, my performances were ranked from very poor to poor. Thus, I

searched the Internet for ‘imitation strategies’ to learn how to imitate in a good manner. During my experience, my speaking performance was ranked as fair, good, and very good; I didn’t reach the excellent level until the end of my experience. I am satisfied with the level that I have reached, and I will continue practising developing speaking skills.”

Response of participant (4)

“Self-monitoring strategies that I learned during the researcher’s training instructions encouraged me to practice the strategies in an effort to promote my speaking performance. I know that learning grammar or listening to English speakers will not develop my speaking skills. Unfortunately, I don’t have someone to talk to. So, it is worth to use a technique that provides me with feedback.

I have adopted a technique that I start with something easy and increase the difficulty of the activities. I started by imitating a small portion of the phrase, then moved to imitating a large portion of sentences or a group of sentences, and finally, I delivered the entire speech by myself.

During the experience period, I developed my ability to form sentences such as before the experience I say: ‘I need learn English good’, but after using self-monitoring I have learnt that I must say: ‘I want to learn English well’. I have learnt new idioms and day-to-day expressions.

Through the imitation process, I have learnt grammar implicitly. At the end of the experience, I have checked my speaking performance by comparing the first videotaped clip with the one which was recorded after three or five days. I have noticed that my speaking behaviour has changed and I am proud of the level that I have reached.”

Response of participant (5):

“I am glad and lucky to be one of the participants who practices self-monitoring strategies to develop speaking skill. I have adopted an evaluation speaking checklist. I have followed the following steps: first, I listen to a conversation via a social media platform or YouTube and read the words on the screen (the words of the conversation); second, I listen to a conversation and make a pause to repeat the conversation, I copy exactly whatever I listen to until I sound exactly what the speaker did. I practice this activity several times. Third, I practice saying what I heard at the same time. It is not an easy task, but later with practice, I have found it a good method to speak smoothly and pronounce the word native-like. When I listened and watched my video-taped clips, I found them funny. To speak frankly, the first and second week videos were very funny, and my speaking performance was very poor. I am proud of the last 10 hours of the experience. I feel that I have reached the level of native speakers.”

Response of participant (6):

“Self-monitoring strategies are new experiences to be practised when I learned that the strategies will make me practice speaking skills without partners, or even a teacher to provide feedback. When I started training myself to develop speaking skills, I felt the matter will not succeed. When I put a plan and selected criteria, I realised that I am going to achieve the goal and be a good speaker. After assessing my performance weekly, I am happy to make a big change to the speaking level that I have achieved.”

From the students’ responses, it is obvious that all of them used technology to monitor themselves. Also, it is not an easy task to use self-monitoring strategies for the first time, but all students have done their best in assessing their language performance.

Discussion of the Results

An analysis of the participants’ responses revealed that there was a positive and significant role of self-monitoring strategies in developing and promoting students’ speaking performance.

The participants showed that when they practised self-monitoring strategies, they were satisfied with the speaking levels that they had reached after 40 days of implementing the experience.

Self-monitoring led to an increase in students' self-awareness as well as their linguistic self-confidence, as the students were able to know their abilities to speak with others, open dialogues and how to close them. This abilities occurs as a result of the student's awareness of the strong points and work to strengthen them, as well as weak points and work to improve and develop them.

The outcomes demonstrated that self-monitoring strategies are a good measurement tool to assess student achievement, especially during the ongoing critical period.

The impact of the quarantine due to the COVID-19 pandemic compelled all educational institutions to shift the teaching and learning processes from face-to-face to electronic education. Evaluation and assessment via electronic platforms are not effective compared with face-to-face. Self-evaluation strategies provide a good opportunity for all students to seek feedback and assess their education.

The results of the study are in line with the results of the outcomes of the study of Sánchez and Karime (2012) and Kim, Min, and Yongseok (2017) Al-Khayyat (2021), Anber and Jameel (2020), Jwad (2022). They found that self-monitoring strategies have a positive effect on students' language performance. Furthermore, Self-monitoring provides EFL students with instant feedback for speaking and also helps students to recognize the sides of weaknesses in speaking activities, in addition, it helps students to assess their speaking level step-by-step.

Conclusions

The outcomes of the study reveal the significance role of using self-monitoring feedback in developing speaking skills. The participants were proud with the speaking levels that they had reached. The outcomes are good indicators for the positive and safe mode in using self-monitoring strategy. It helps the shy students to improve his/ her speaking performance. Self-monitoring strategy is a good tool to overcome the learners' differences speaking levels.

It is recommended that the students at the Department of English use a self-monitoring strategy for them to develop their language skills gradually. Also, the English language instructors should encourage the postgraduate students of the Department of English to adopt a self-monitoring strategy. In addition, it is recommended that the instructors also use self-monitoring strategies to develop their academic English proficiency, as English is a foreign language in Iraq and needs to be observed and developed.

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