

## **Schoology as an Online Learning Platform to Enhance English Language Ability for Undergraduates in Vietnam**

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### **Abstract**

Social networking media can be used as a tool for language education; for example, Schoology which offers a social networking environment has been used for promoting students' self-regulated learning (SRL). In this study, Schoology was applied as a learning channel for students to work together with their teacher and their peers to enhance their English language ability. Their performance was examined via pre-test and post-test, and their perceptions towards Schoology-based self-regulated learning (SBSRL) were investigated through the questionnaire and semi-structured interview. This mixed-method study was conducted for 8 weeks with 60 non-English majors, comprising 30 students in an experimental group and 30 students in a control group. The results from the pretest and posttest showed that SBSRL increased participants' English language ability significantly. The data from the questionnaire and interviews indicated that students had positive perceptions towards SBSRL. The findings of this study have revealed that Schoology could become an online learning platform to support students' learning of English and promote autonomous learning at university level.

*Keywords:* Schoology, self-regulated learning, English language ability, non-English majors, tertiary level

### **Introduction**

The use of technology has not only received more recognition in joining formal and informal instructions but also increased students' active participation in foreign language learning. Students have used technology to access more online learning materials to enhance language learning performance and to interact more with teachers and peers outside the classroom (Chang et al., 2017; Chen, 2017; Albadry, 2017). Technology is also a tool for students to improve learning and to facilitate thinking skills in their learning. Moreover, it also enables self-regulated learning that changes students' participation from passive to active in learning (King et al., 2000; Eom, 2012; Kitsantas, 2013; Umamah & Cahyono, 2022).

In the Vietnamese context, Nguyen (2008b) and Nguyen (2009) found that those who are proficient language students tend to be more autonomous in their learning

process. Dang (2011) further found that technology allows students to practice their English skills outside the classroom at their own pace and time in their safe environments and it could also be a solution for some language teaching problems in Vietnam such as providing material resources and promoting learner motivation.

Teaching and learning English in Vietnam are still in need of improvement and have not satisfied social demands. Vietnamese English students are still facing many problems during their learning processes which include having too many students in a class, a lack of highly qualified teachers, inadequate learning time, and outdated textbooks (Nguyen & Pham, 2016). At Da Lat University, students' language learning depends mainly on the instructions and materials provided directly by the teachers. Most students are passive and have a habit of waiting for teachers' explanations (Nguyen, 2008a). It is observed that students at Da Lat University, especially non-English majors, still have a low level of self-regulated learning ability since they are not familiar with the use of technology in English language learning and are not autonomous students (Tran & Duong, 2021). These problems could be solved by applying self-regulating learning strategies to help them learn at their own pace, time, and space. Among other social media and other online platforms, Schoology is considered specifically efficient for language students as it has various learning tools, which can help them to organize their lessons, and their learning paces (Ardi, 2017; Boutahar, 2020). It also has online learning management that helps students enhance communication, collaborate, and regulate their personal learning (Biswas, 2013; Ardi, 2017). Moreover, online commenting and grading offered by Schoology can help teachers to manage the learning process of each student.

In order to seek a way to help students enhance their English ability for non-English majors and to investigate their attitudes towards Schoology-based self-regulated learning in the context of Da Lat University (DLU), the following research questions were formulated:

1. Are there any significant differences in the EFL students' achievements before and after Schoology-based self-regulated learning (SBSRL)?
2. How do SBSRL develop students' self-regulated learning?
3. What are the students' perceptions towards SBSRL?

## **Relevant Literature**

### **Self-regulated learning**

Self-regulation refers to “self-generated thoughts, feelings, and actions that are planned and adjusted cyclically to achieve personal goals” (Zimmerman, 2000, p. 14). Self-regulation is regarded as an ability or competence by various definitions (Lemos, 1999). It has been proved in self-regulated learning that thoughts, feelings, and actions have interconnected cognitive, affective, motivational, and behavioral aspects (Montalvo & Torres, 2004). When students are aware of their strengths and limitations, they become self-directed in their learning as they are guided by their personal goals and strategies for the tasks involved so that solutions can be found for their learning problems (Zimmerman, 2002). Self-regulated learning (SRL) is considered a process by which students are

motivated through different learning strategies to be more independent in their learning, to help them to achieve their goals. The goal of self-regulated learning is to help students expand their ability to be more independent and self-regulated; the ability that can only be developed with the help of others such as teachers or peers. These supports may no longer be needed as students become increasingly independent and self-regulated (Tavallali & Marzban, 2015). Self-regulating processes and self-motivating beliefs interact in three cyclical stages including the *forethought*, *performance*, and *self-reflection* phases (Zimmerman, 2000). During the *forethought* phase, the preparation phase, students set up specific process and outcome goals and plan how to achieve these goals. *The performance* phase is considered the main phase when students use self-control strategies. In the last phase of *self-reflection*, students self-evaluate and systematically adjust their performance to achieve their learning goals (Zimmerman, 2008).

Previous research studies on self-regulated learning recommended that professional college instructors should use learning technologies to foster student self-regulation in online courses (Kitsantas, 2013). Digital technology has been proved to have a positive impact on self-regulated learning and students with the help of e-learning have greater control over self-regulation for better academic achievement (Johnson & Davies, 2014). Students who are supported by an online education system become more self-regulating in their learning compared to those who are not (Azevedo et al., 2008).

## Schoology

Schoology is a web 2.0 that is popular among students and teachers. Schoology is also “*the winner of the CODiE award in 2014 as the best education solution for K-12 and higher education*” (Ardi, 2017, p.63). Schoology is an interactive learning management system that has been employed by millions of language users not only provides both *student-to-student* and *student-to-teacher* interaction but also creates a collaborative environment within the classroom through better communication, access to additional curriculum and content (Sarrab et al., 2016; Ardi, 2017; Irawan et al., 2017; Boutahar, 2020). It provides analytical features that allow teachers to manage or supervise students’ activities (assignments, quizzes, tests) by allowing access to students’ last login, their comments or posts and information regarding time spent accessing materials or courses (Ardi, 2017; Rojabi, 2021). Schoology is especially effective for language students with various learning tools that can help them organize their lessons and manage their learning time (Ardi, 2017; Boutahar, 2020); and it promotes students’ self-regulated learning because it allows students to work independently through online material sources posted by the teachers (Kaho, 2016; Sudarwati et al., 2020). Since Schoology allows students to work independently with available online learning sources, it can effectively promote students’ self-regulated learning. Schoology can be employed through mobile devices such as laptops, personal computers, or smartphones, which increases the interaction between peers outside the classroom (Irawan et al, 2017).

Several research studies that applied Schoology in teaching English language skills in blending learning or online instruction proved that students’ English reading and writing skills were enhanced in the experiment group (Sicat, 2015; Rojabi, 2021; Firdaus & Mayasari, 2022). In addition, the results from some other studies indicated that the Schoology application facilitates interaction and communication with their peers and instructors; increases students’ independent or autonomous learning and more

importantly, produces positive perceptions towards learning with technology (Ardi, 2017; Boutahar, 2020; Sudarwati et al, 2020).

## Methodology

This study was a quasi-experimental design that employed a mixed-methods approach to triangulate the various data from different research instruments. The different types of data received were useful for analyzing insights into the outcomes and to yield more reliable results (Greene, 2007). The quantitative data were collected through pretest, posttest, and questionnaire while the qualitative data were collected through semi-structured interviews. This research was conducted to find out the effect of Schoology-based self-regulated learning (SBSRL) on students' English ability and their self-regulation through SBSRL.

### Participants

The participants of this research were 60 first-year non-English majors from Da Lat University (DLU); with an experimental group of 30 students and a control group of 30 students. In the experimental group, the treatment was through a Schoology-based self-regulated learning platform; and in the control group, there was no treatment.

### Research Instruments

**Pre-test and Post-test:** These tests were taken from the final exam of General English Language courses for non-English majored students at DLU. They were designed by the English Department. They were deemed suitable as they were tests based on what the students learnt from their main textbook, "Life" by Hughes et al. (2009). The tests were administered to both the experimental and control groups. The tests which integrated various English language skills and knowledge consisted of 4 parts: 20 multiple-choice items on grammar and vocabulary, 10 items in reading comprehension, 10 multiple-choice items on sentence transformation, and 10 gap-filling items in listening (see Appendices 1&2 for sample test items). The test lasted for 60 minutes.

**Questionnaire:** The main purpose of the questionnaire was to investigate participants' perceptions towards SBSRL. The 5-point Likert-scale questionnaire included 43 items in total which was adapted from Chaiwiwatrakul (2015) and Sebesta and Speth (2017) and it was divided into five parts including: (1) background information, (2) the advantages of SBSRL, (3) the limitations of SBSRL, (4) the promotion of self-regulated learning through SBSRL, and (5) students' suggestions. It was administered to students in the experimental group only.

**Semi-structured interviews:** The interviews were conducted with ten student participants who were randomly selected from the experiment group. Each of the participants was interviewed individually for about ten minutes with five open-ended questions to collect further information about participants' perceptions about their experiences in learning with SBSRL (For interview items see Appendix 3).

### Data Collection

In order to examine the effects of SBSRL, the experiment group received the treatment on the Schoology platform for English learning while the control group took a traditional English course. Both groups had to take the pretest before the treatment and received the posttest after the treatment. During the treatment of eight weeks, both the control group and experimental group were exposed to the same content from the textbook which included Health, Competitions, Transport, and Adventure (Hughes et al., 2009). While the control group received traditional teacher-based instruction in the classroom focusing on grammar, new vocabulary, reading, listening, and writing covered in the textbook, the experimental group received online learning via SBSRL. The SBSRL training included three steps as follows:

Table 1  
*Steps of applying SBSRL*

Steps	Activities
input	online materials, feedback provided by teachers
development	group discussion: teacher-student and student-student, and individual work (weekly report on what they had learned and practised)
production	achievement quizzes after each unit

Pre-test and post-test were administered to both groups before and after the treatment. For the experimental group, ten students were chosen to participate in semi-structured interviews after responding to the questionnaire.

### Data Analysis

Before analyzing the data, the internal consistency of the 43 questionnaire items was measured using Cronbach's coefficient alpha (Cronbach & Shavelson, 2004). According to Gliner and Morgan (2000), the range of acceptable alpha levels is from  $.60 < \alpha < .90$ . For this study the acceptable coefficient was set at  $\alpha > 0.70$ . The Cronbach's Alpha value of the items in this study was 0.72 which is acceptable as it is above the accepted value of 0.6 ( $\alpha > .70$ ).

The data collected from the pre-tests and post-tests were analyzed with an independent t-test to determine whether there were any significant differences between the students' scores from both groups. The data collected from the questionnaire were analyzed using Statistical Package for the Social Sciences (SPSS Version 20) to identify the level of agreements in the students' perceptions towards SBSRL. The data from the interviews were qualitatively analyzed and categorized into themes in order to find out difficulties and effects of learning English via SBSRL and ways to motivate the students.

Data were analyzed to find the mean score of each item in the five sections of the questionnaire. The following rating scale criteria (Chaiwiwatrakul, 2015) were used to explain what level of agreement in the students' perceptions towards SBSRL.

Table 2  
*The Criteria for Rating Scale*

Mean Scores	Level of Agreement
4.5 – 5.0	very high
3.5 – 4.49	High
2.5 – 3.49	Moderate
1.5 – 2.49	Low
1.00 – 1.49	very low

## Results

Data collected from pretest, posttest, questionnaire, and semi-structured interview are presented to answer the three research questions on students' achievements before and after the treatment with Schoology, their self-regulated learning via SBSRL, and their perceptions towards SBSRL.

### Students' Achievements

The results about students' achievements were collected from pretest, posttest, questionnaire, and semi-structured interview with student participants.

Table 3 showed a significant difference between the scores from the pretest and posttest. It indicates that the participants' English language ability of both the control group and experimental group improved significantly after the treatment.

Table 3  
*Differences between Pretest and Posttest scores of Experimental and Control Groups*

		N	Mean(M)	S.D.	M.D	Df	t	Sig. ( $\alpha$ )
Experimental group	Pretest scores	30	5.59	.7256	2.69	28	22.766	.000
	Posttest scores	30	8.28	.7039				
Controlled group	Pretest scores	30	5.66	.7050	2.49	28	18.827	.000
	Posttest scores	30	8.15	.7310				

*Note: if " $\alpha \leq 0.05$ " means there was a significant difference; MD = Mean Differences*

Table 3 indicated that the students' English language ability improved significantly after the treatment. As shown in this table the students in the experimental group had higher posttest means scores ( $M = 8.28$ ) than the pretest ( $M = 5.59$ ). Like the experimental group, the control group also had higher posttest mean scores ( $M = 8.15$ ) than in the pretest ( $M = 5.66$ ) well. However, the results indicated that there was no significant difference in students' achievements between the experimental group and the control group in the posttest (see Table 4) although the mean scores of the control group were slightly lower than the experimental group.

Table 4  
*Independent Sample T-test results of Posttest of both Groups*

	N	Mean (M)	S.D.	M.D.	Df	t	Sig( $\alpha$ )
<b>Experimental group</b>	30	8.28	0.70	0.13	28	1.44	0.159
<b>Controlled group</b>	30	8.15	0.73				

Table 5  
*Students' perceptions of English Language Achievements*

No.	Statements	M	S.D.	Level of agreement
1	SBRL helped me improve my grammar	4.06	.739	High
2	SBRL helped me improve my vocabulary	3.76	.727	High
3	SBRL helped me improve my writing skills	3.56	.678	High
4	SBRL helped me improve my reading skills	3.53	.730	High
5	SBRL helped me improve my listening skills	3.36	.808	Moderate
6	SBRL helped me improve my speaking skills	3.13	.730	Moderate
	<b>Overall</b>	<b>3.57</b>	<b>.735</b>	<b>High</b>

The result from the questionnaire in Table 5 showed that the students from the experimental group were of the opinion that SBSRL was able to help them improve their English language ability via SBSRL. In addition to that, the students in the experiment group stated that they could develop their English skills, especially vocabulary, grammar, reading, and writing skills from their peers and teacher's posts. Here are some examples of the students' responses:

**S1:** *"My English has improved, especially in grammar and writing skills. I can learn from other students' posts or comments"*

**S2:** *"It is very convenient for me to learn English online. Moreover, I have improved a lot in vocabulary. I can also archive the lessons and restore them anytime I need."*

**S5:** *"I had much improvement in grammar, vocabulary, and reading skills;"* and,

**S10:** *"I could study through the grammar rules and exercises, which were posted by other students or the teachers"*

### **Students' Self-regulated Learning (SRL) through SBSRL**

The results from the questionnaire and semi-structured interviews revealed that students felt that their ability to learn on their own was strongly enhanced through SBSRL as shown in Table 6.

Table 6  
*Self-regulated Learning*

No.	Statements	M	S.D	Level of agreement
1	When I studied, I organized my learning progress by writing learning journals or outlines	4.06	.784	High
2	When I did not know something, I asked my friends to seek for the answers	4.00	.694	High
3	When I did not know the answers for certain exercises' questions, I looked for it on the internet.	3.86	.776	High
4	When the answer of my work was wrong, I tried to figure out what was wrong and made it right	3.73	.691	High
5	I evaluated my work to check if I did it right	3.70	.595	High
6	I created a study plan for the upcoming assignments	3.63	.668	High
7	I tried to rehearse some important grammar points so as to memorize them.	3.63	.718	High
8	When I did not know something, I asked the teachers for the answers	3.60	.621	High
9	I prepared suitable materials and set goals for the coming assignment	3.57	.626	High
10	Every time I failed, I tried to do it again and learned from my mistakes	3.57	.727	High
<b>Overall</b>		<b>3.74</b>	<b>.690</b>	<b>High</b>

All of the students who participated in the interviews responded that SBSRL had positively improved their learning because they started to know how to learn by themselves and how to prepare the materials they needed for their learning. They could also study in their own space and time using just their phone and they felt more confident when their peers liked or commented on their posts. Here are some examples of students' responses to the developments of SRL:

**S1:** *"SBSRL has changed my English learning for the better. Instead of studying in class with the direct guidance of the teacher, now I know how to learn by myself".*

**S2:** *"Yes, I have learned how to improve my English step by step from easy to difficult and I know how to prepare the necessary materials for the upcoming exams".*

**S10:** *"I feel great when someone "likes" or comments on my posts"*

Students responded that they felt good whenever there was someone in the group commenting on their posts because they could learn from their mistakes and hence understand the lessons better. They also stated that it was great to be helpful to others. They often said "thank you!" or "nice" or liked their comments to show that they appreciated their peers' help and let them know that they had read their comments.

**S3:** *“It was great to see that my posts were interesting to someone. I often liked their comments”*

**S4:** *“I felt more confident when someone was willing to help me. I often said “thank you!” whenever there were useful comments on my posts.”*

**S5:** *“Yes, I felt more confident when doing exercises online because there was always someone who corrected it when I did it wrong. I could also study whenever I wanted to because Schoology could be accessed through my mobile phone.”*

It was seen from the result of the questionnaire and the semi-structured interviews that SBSRL could help students to a certain extent develop their SRL and encourage them to become autonomous students in learning English.

### Students’ Perceptions towards SBSRL

The results collected from the questionnaire and semi-structured interviews are presented here in response to the third research question on students’ general perceptions towards SBSRL.

### Advantages of SBSRL

The results shown in Table 7 indicated that the students’ responses on the advantages of SBSRL were highly positive with overall mean score of 3.72.

Table 7  
*Advantages of SBSRL*

No.	Statements	M	S.D.	Level of agreement
1	I could study in my own pace	4.10	.711	High
2	SBRL gave me access to online English material easily	4.06	.784	High
3	I found SBRL interesting and useful	3.80	.714	High
4	SBRL helped me use the time more effectively	3.70	.749	High
5	I felt more confident when learning English online than learning in the classroom	3.63	.718	High
6	SBRL was more effective than face-to-face learning.	3.60	.723	High
7	SBRL improved communication between students and their peers	3.50	.731	High
8	SBRL improved communication between students and teachers	3.33	.711	Moderate
<b>Overall</b>		<b>3.72</b>	<b>.730</b>	<b>High</b>

The participants responded that the online system on Schoology was easy to use and they did not have much difficulty using Schoology. Below are some of their responses regarding the usefulness of Schoology.

**S1:** *“It is very convenient to study through my smartphone. Schoology notifies me every time there is a new announcement or assignment.”*

**S4:** *“I could access Schoology on both my smartphone and laptop.”*

**S10:** “*Schoology was similar to Facebook, so I can connect with my friends easily*”

### Limitations of SBSRL

Table 8 indicated the participant’s responses to items regarding the limitations of SBSRL were moderate which suggests they do not have many problems in using SBSRL. However, the mean scores were slightly higher for items 5, 6, and 7 which means they have some problems in using the system (item 6), as well as with slow internet connection (item 7), and seemed to show a slightly higher preference for face-to-face learning.

Table 8  
*Limitation of SBSRL*

No.	Statements	M	S.D.	Level of agreement
1	I faced technical problem when using SBRL	2.50	.731	Moderate
2	I preferred learning in class to learning online.	2.50	.508	Moderate
3	I did not have a computer, so I found it difficult to use SBRL.	2.53	.628	Moderate
4	SBRL facilitated cheating and plagiarism.	2.56	.568	Moderate
5	The online interaction was less effective than face-to-face interaction in the classroom	3.03	.764	Moderate
6	SBRL was difficult to use	3.00	.694	Moderate
7	Slow internet connection was a problem I faced when using SBRL	3.03	.668	Moderate
<b>Overall</b>		<b>2.73</b>	<b>.652</b>	<b>Moderate</b>

The students’ responses from the interviews affirmed that it was difficult to search for the materials they needed on Schoology when there were too many posts. They also complained that they had difficulty in logging into Schoology when the internet connection was slow or the internet lost connection and that it took them a long time to get used to the Schoology system since it was their first time participating in learning online independently with Schoology.

### Students’ Suggestions

The students revealed concerns with a few issues as indicated in Table 9, however, they did not agree that more online courses should be increased which showed they still had a preference for face-to-face learning.

Table 9  
*Students' Suggestions*

No.	Statements	M.	S.D.	Level of agreement
1	The university should provide more learning places with internet access	3.73	.784	High
2	Teachers should provide more training to the students on SBRL	3.56	.727	High
3	All the technical problems should be addressed	3.50	.731	High
4	We should increase the number of online courses	3.40	.621	Moderate
<b>Overall</b>		<b>3.55</b>	<b>0.716</b>	<b>High</b>

Nine out of ten participants agreed they would keep learning through SBSRL if there were courses available in the future. They felt interested in learning through SBSRL because they could learn their lessons at their own convenience, and they did not have to attend the classes regularly.

**S3:** *“Yes, I will. I am interested in learning through SBSRL. It helped me study whenever I wanted to.”*

**S6:** *“Yes I will. It will be better if all the courses allow us to study at home, so I can study whenever I feel comfortable.”*

## Discussion

The results revealed that the students' English language ability was greatly improved in both the experimental and control groups. However, there was no significant difference between the post-test results of the two groups which suggests the possibility that both methods were effective in teaching the students. However, the questionnaire and interview findings indicated that the SBSRL had encouraged students to develop their knowledge independently rather than receiving it passively through teacher's direct classroom instruction. The students in the experimental group tended to become more creative and autonomous in their learning via SBSRL on Schoology. They were more able to express themselves and became more confident in their learning of English.

The results also confirmed that students' self-regulated learning was enhanced through SBSRL as the students from the experimental group became more active and independent in their learning of English. They were also able to develop an appropriate learning plan and strategies and also expressed an interest to continue learning through this mode. These points were in line with studies by Ardi (2017), Boutahar (2020), Sudarwati et al. (2020), and Rojabi (2021). The students in this study also felt that they were able to learn English better through the SBSRL. The research studies by Rojabi (2021) and Firdaus and Mayasari (2022) that also applied the Schoology platform revealed similar findings. Sicat (2015) and Chaiwiwatrakul (2015) further found that the online environment not only helped students to improve their English ability but also helped them to become self-regulated students. Students were also more interested in

sharing learning resources or materials with their groups, peers, and teachers (Balasubramanian et al., 2014; Ardi, 2017; Boutahar, 2020).

It was surprising to discover that students in the experimental group could work independently, especially in the educational context of Da Lat University, where students were thought to be very passive. This also helped to solve the problem that DLU teachers frequently encountered, namely, students' inability to study independently without the assistance or guidance of teachers. Students also became more active and self-assured while learning on SBSRL. It was also clear that students in groups with less teacher support could learn just as well as those in groups with more teacher support. Furthermore, the experimental group tended to become autonomous students, capable of managing and controlling their own learning. This outcome was also confirmed and correlated with the studies by Chaiwiwatrakul (2015), Ardi (2017), Boutahar (2020), and Sudarwati, et al. (2020).

One interesting point to note is that although both groups' posttest outcomes were not significantly different, students who learned via SBSRL were more likely to become active and independent students. Many previous studies had concluded that in order to effectively support students' self-regulated learning, it was necessary to change the roles of teachers and students (Lander & Kuramoto, 2013; Chaiwiwatrakul, 2015; Sudarwati, et al., 2020). Students are likely to become more autonomous students through this method of learning, and students with greater autonomy are more active and likely to achieve higher levels of achievement in their learning (Nguyen, 2008b; Nguyen, 2009; Sitinjak, 2020; Rojabi, 2021).

The findings of this study demonstrated the importance of developing students' SRL which enabled students to organize and plan their own learning. Teachers' didactic roles in a learning situation may make learning activities difficult for students (Tran & Duong, 2021). Teachers, on the other hand, as facilitators in an online learning environment, may increase students' independent activities when teachers remain in the background (Chaiwiwatrakul, 2015; Ardi, 2017; Boutahar, 2020; Sudarwati, et al., 2020). As shown in this study, with relatively limited assistance from the teacher, the students were able to follow the teacher's online instructions step-by-step throughout the experiment.

Regarding participants' perceptions towards SBSRL, the results of the questionnaire and the semi-structured interviews indicated that the high level of agreement on the advantages of SBSRL in the experimental group which showed that SBSRL supported their learning processes. As stated by Kitsantas (2013):

*“students are more likely to engage in self-regulation when technologies are embedded with tools designed specifically to support student self-regulation”* (p.10).

Additionally, Schoology was employed as a social networking site to boost students' learning efforts, making studying more exciting and useful (Truong & Tran, 2020). Students were able to learn from their peers and receive quick feedback from their teachers, allowing them to solve challenges or correct mistakes in a very quick and easy manner as mentioned in Balasubramanian et al. (2014)'s study and in Sudarwati et al (2020)'s study. SBSRL allowed students not only to keep track of their learning, including study materials and tools but also to reflect on their prior learning and accomplishments. This result showed some similar features to the findings of studies by Chaiwiwatrakul (2015), Ardi (2017), Boutahar (2020), Sudarwati, et al, (2020), and

Rojabi (2021) on Schoology in which students agreed that learning English online was more comfortable engaging, and independent than face-to-face learning.

## Conclusion

The findings of this study clearly showed that SBSRL supported self-regulated learning and helped students to build their own knowledge and become autonomous students.

The effectiveness of SBSRL on the non-English majors in this study strongly suggests that Schoology should be used as an online learning platform to enhance English language learning among foreign language students. In addition, it could encourage students, especially undergraduates, to develop their self-regulated learning. Therefore, more appropriate courses could be designed to integrate or blend with the online learning environment such as Schoology so that students could develop their own progress, and become more independent in their learning.

For teachers of English, it would be advisable that the online courses should be designed in a way that students could have more opportunities to develop their own learning strategies such as self-regulated learning strategies or to encourage more interactions or communication between students and teachers, among students on these social media platforms.

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## Appendices

### Appendix 1.

#### Pretest

#### Vocabulary and Grammar; Reading Comprehension, and Listening

Time allotted: 60 minutes

#### I. Vocabulary and structure: circle the best answer ( 4 points – 0.2p each)

1. My girl friend and I \_\_\_\_\_ a movie tonight. Please don't disturb us.  
A. are watching      B. are watched      C. watch      D. watches
2. In a football match, a referee \_\_\_\_\_ send a player off the pitch.  
A. must      B. mustn't      C. can      D. can't
3. Everyone \_\_\_\_\_ a mobile phone nowadays  
A. have      B. had      C. has      D. having
4. A \_\_\_\_\_ is an event where people take part to try and win.  
A. compete      B. competition      C. competitor      D. competitive
5. Beth's much \_\_\_\_\_ and she isn't as selfish as Carol.  
A. easy going      B. more easier-going      C. more easy-going      D. most easy-going
6. There will be another train \_\_\_\_\_ five minutes. We can catch that one.  
A. in      B. at      C. on      D. \_\_\_\_\_
7. Here is Emily. She's six years old. Her brother is nine, so he is \_\_\_\_\_.  
A. More older      B. older      C. higher      D. younger
8. My roommate usually \_\_\_\_\_ up late to chat with her friends.

- A. stay                                      B. staying                                      C. stays                                      D. is staying
9. I \_\_\_\_\_ in the campus when I \_\_\_\_\_ my first love.  
 A. was wandering/was meeting                                      C. wandered/met  
 B. wandered/ was meeting                                      D. was wandering/met
10. You \_\_\_\_\_ your mother – You both have brown eyes !  
 A. would like                                      B. like                                      C. feel likes                                      D. look like
11. He \_\_\_\_\_ the last bus and had to walk home.  
 A. missed                                      B. caught                                      C. got on                                      D. catch
12. \_\_\_\_\_ she late for the first interview yesterday?  
 A. Do                                      B. Does                                      C. Did                                      D. Was
13. Planes are \_\_\_\_\_ type of transport.  
 A. the noisyyest                                      B. The noisiest                                      C. noisiest                                      D. the most noisyyest
14. There were about 100,000 \_\_\_\_\_ in the stadium watching the football match last night  
 A. viewers                                      B. players                                      C. referees                                      D. spectators
15. Jane would like \_\_\_\_\_ the winner some questions.  
 A. asking                                      B. asks                                      C. to ask                                      D. to asking
16. The winner team got a gold \_\_\_\_\_.  
 A. prize                                      B. trophy                                      C. money                                      D. jugde
17. I'm repairing the roof and I \_\_\_\_\_ your help.  
 A. need                                      B. needs                                      C. 'm needing                                      D. needing
18. We have to hurry or we'll get stuck in the \_\_\_\_\_.  
 A. traffic hours                                      B. traffic stuck                                      C. traffic jam                                      D traffic limit
19. The car crashed \_\_\_\_\_ the middle of the night and Alan was taken to hospital, but he was able to come home \_\_\_\_\_ ten days later.  
 A. in/ \_\_\_\_\_                                      B. \_\_\_\_/on                                      C. in/on                                      D. on/in
20. Harry is good \_\_\_\_\_ playing soccer.  
 A. at                                      B. on                                      C. of                                      D. in

### Reading:

**A. Read the following passage and the circle the best answer: (2 points – 0.4p each)**

Along with jogging and swimming, cycling is one of the best all-round forms of exercise. It can help to increase your strength and energy, giving you more efficient muscles and stronger heart. But increasing your strength is not the only advantage of cycling. Because you're not carrying the weight of your body on your feet, it's a good form of exercise for people with painful feet or backs. However, with all forms of exercise it's important to start slowly and build up gently. Doing too much too quickly can damage muscles that aren't used to working. If you have any doubts about taking up cycling for health reasons, talk to your doctor and ask his/her advice.

Ideally you should be cycling at least two or three times a week. For the exercise to be doing you good, you should get a little out of breath. Don't worry that if you begin to lose your breath, it could be dangerous and there must be something wrong with your heart. This is simply not true; shortness of breath shows that the exercise is having the right effect. However, if you find you are in pain then you should stop and take a rest.



2. It's against the rules to touch the ball with your hands.
- A. You can touch the ball with your hands.
  - B. You mustn't touch the ball with your hands.
  - C. You may touch the ball with your hands
  - D. You will touch the ball with your hands.
3. It's necessary for all motorcycle riders to wear a helmet.
- A. All motorcycle have to wear a helmet.
  - B. All motorcycle can wear a helmet.
  - C. All motorcycle have worn a helmet.
  - D. All motorcycle might wear a helmet.
4. No other dancer is as graceful as she is in the play.
- A. She is the gracefulest dancer in the play
  - B. She is the more graceful dancer in the play
  - C. She is as graceful as other in the play.
  - D. She is the most graceful dancer in the play.
5. Losing weight is not so easy as putting on weight.
- A. Putting on weight is more difficult than losing weight.
  - B. Putting on weight is as difficult as losing weight
  - C. Losing weight is more difficult than putting on weight
  - D. Losing weight is not as difficult as putting on weight

**IV. Listening: Listen and complete the questions (2 points – 0.4p each)**

André's tennis lessons	
Teacher's name:	Paul
Day:	16 <input type="text"/>
Cost:	17 £ ..... per hour
At tennis courts in:	18 ..... Street
Starting time:	19 ..... pm
Wear:	20 ..... and T-shirt

## Appendix 2

### Posttest

#### Vocabulary and Grammar; Reading Comprehension, and Listening Time allotted: 60 minutes

##### I. Vocabulary and structure: circle the best answer ( 4 points – 0.2p each)

1. \_\_\_\_\_ you visit this place in the last trip?  
A. Do                      B. Will                      C. Did                      D. Are
2. Would you like \_\_\_\_\_ for the shoes?  
A. a receipt                      B. some receipt                      C. a change                      D. some change
3. People on foot in a town or city are \_\_\_\_\_.  
A. passengers                      B. pedestrians                      C. runners                      D. racers
4. \_\_\_\_\_ books when written by Nguyen Nhat Anh is on of my hobbies.  
A. Read                      B. Be read                      C. Be reading                      D. Reading
5. The two women reached the summit \_\_\_\_\_ exactly three o'clock that afternoon.  
A. in                      B. at                      C. on                      D. \_\_\_\_
6. Don't get angry when things don't happen as fast as you'd like. Learn to be \_\_\_\_\_  
A. patient                      B. reliable                      C. experienced                      D. ambitious
7. There's a taxi \_\_\_\_\_ by the airport, so you can get a taxi there.  
A. stop                      B. rank                      C. stops                      D. station
8. When you go swimming in a pool, you might need \_\_\_\_\_ to protect your eyes.  
A. gloves                      B. goggles                      C. racquets                      D. balls
9. Her mother has already made some pancakes. You \_\_\_\_\_ do it anymore.  
A. mustn't                      B. should                      C. can                      D. don't have to
10. The \_\_\_\_\_ at the dancing competition didn't give us a very high score for our performance.  
A. fans                      B. spectators                      C. referees                      D. judges
11. A doctor earns \_\_\_\_\_ salary than a nurse.  
A. most                      B. higher                      C. taller                      D. richest
12. The climate of the Earth \_\_\_\_\_ warmer at the moment.  
A, become                      B. becomes                      C. is becoming                      D. are becoming
13. Planes are \_\_\_\_\_ type of transport.  
A. the noisiest                      B. the noisier                      C. noisiest                      D. the most noisiest
14. I \_\_\_\_\_ in my tent when I \_\_\_\_\_ the noise.  
A. sleeping/hearing                      B. slept/heard  
C. was sleeping/was hearing                      D. was sleeping/heard
15. Do you feel like seeing a movie tonight?  
A. Yes, I feel good                      B. Yes, I'd like seeing  
C. Yes, I'd like to                      D. Yes, I like
16. He does not save as much money as he \_\_\_\_\_ last year.  
A. does                      B. did used                      C. did                      D. uses
17. Popular water sports are swimming, water-skiing and \_\_\_\_\_  
A. hiking                      B. jogging                      C. surfing                      D. skiing
18. Ricky \_\_\_\_\_ to English lessons twice a week.  
A. go                      B. going                      C. gone                      D. goes

19. She doesn't look \_\_\_\_\_ her friends.  
 A. as old as                      B. older                      C. the oldest      D. more old than
20. "Why don't you help me?" - Sorry, I dislike \_\_\_\_\_ the fence."  
 A. build                      B. painting                      C. grows                      D. to help

## II. Reading:

### B. Read the following passage and circle the best answer: (2 points – 0.4p each)

As a result of years of research, we know that too much animal fat is bad for our health. For example, Americans eat a lot of meat and only a small amount of grains, fruit, and vegetables. Because of their diet, they have a high rate of cancer and heart disease. In Japan, in contrast, people eat large amounts of grains and very little meat. The Japanese also have very low rates of cancer and heart disease. In fact, the Japanese live longer than anyone else in the world. Unfortunately, when Japanese people move to the United States, the rates of heart disease and cancer increase as their diet changes. Moreover, as hamburgers, ice cream, and other high-fat foods become popular in Japan, the rates of heart disease and cancer are increasing there as well. People are also eating more meat and dairy products in other countries such as Cuba, Mauritius, and Hungary. Not surprisingly, the disease rates in these countries are increasing along with the change in diet. Consequently, doctors everywhere advise people to eat more grains and vegetables and to eat less meat and fewer dairy products.

- What make American people have high rates of cancer and heart disease?  
 A. Grains, fruit and vegetables                      C. Animal fat  
 B. Their diet                      D. A result of years of research
- Why do the Japanese have low rates of cancer and heart disease?  
 A. Because they eat a lot of grains and very little meat.  
 B. Because they do not eat animal fat.  
 C. Because their diet changes  
 D. Because they live longer than anyone else in the world.
- In which countries are people having more meat and dairy products in their diet?  
 A. China and the United States                      B. Japan, Korea, and China  
 C. The United Kingdom, Cuba, and Mauritius                      D. Cuba, Mauritius, and Hungary
- What does the word "**there**" refer to?  
 A. In the United States                      B. In Cuba                      C. In Japan                      D. In Hungary
- What is the main idea of the passage?  
 A. Eating grains, fruit and vegetables is good for people's health  
 B. Eating meat causes cancer and heart disease.  
 C. The kind of diet we have can cause or prevent diseases  
 D. Children eat the same way their parents eat.

### B. Read and the circle the best answer for each of the blanks in the following passage: (1 point – 0.1p each)

Mount Everest is the (1)\_\_\_\_\_ mountain in the world. It is in the Himalayan Mountains between Nepal and China, and it is 8,900 meters high. Sir Edmund Hillary from New Zealand and Tenzing Norgay from Nepal were the first people ever to climb Mount Everest. They climbed it in 1953. Men from several (2)\_\_\_\_\_ countries climbed it after that.

Junko Tabei, a Japanese from Hokkaido, was the first woman to make this (3)\_\_\_\_\_ climb. A Tokyo newspaper-television company organized the Mount Everest climb in 1975. They chose fifteen women from (4)\_\_\_\_\_ clubs to go to Nepal. The group climbed for several days. Then there was an avalanche. The heavy ice and snow injured ten of the women. They (5)\_\_\_\_\_ stop climbing. The other five continued. Only Ms. Tabei was able to climb the last 70 meters.

Ms Tabei (6)\_\_\_\_\_ 25 years old at the time. She started climbing mountains in 1960. She still climbs mountains. She (7)\_\_\_\_\_ money for her trips by teaching English and piano to children. She also (8)\_\_\_\_\_ to groups of people about her mountain climbing. She climbs a mountain about every three years. She has climbed the highest mountains on six continents. She (9)\_\_\_\_\_ to climb the highest mountain in every country in the world. When she reaches the (10)\_\_\_\_\_ of a mountain, she thinks, "I'm glad that I'm at the top. "Then she climbs back down.

- |                  |                   |                |              |
|------------------|-------------------|----------------|--------------|
| 1. A. higher     | B. as high        | C. more higher | D. highest   |
| 2. A. difference | B. different      | C. differ      | D. differing |
| 3. A. difficult  | B. challenge      | C. easy        | D. pleasant  |
| 4. A. mountain   | B. mountaineering | C. mountains   | D. mount     |
| 5. A. have to    | B. had to         | C. must        | D. could     |
| 6. A. is         | B. had            | C. got         | D. was       |
| 7. A. has        | B. save           | C. earns       | D. spends    |
| 8. A. speaks     | B. goes           | C. gets        | D. reaches   |
| 9. A. wants      | B. like           | C. would like  | D. A&C       |
| 10. A. head      | B. bottom         | C. top         | D. side      |

### III. Writing: Circle the best answer (1 point – 0.2p each)

- Nigel felt sick from eating too much candy.
  - Nigel felt sick because he has eaten a lot of candy.
  - Nigel felt sick, so he eats a lot of candy
  - Nigel felt sick although he eat a lot of candy
  - Nigel felt sick of eating too much candy
- I don't play tennis as well as Lan does.
  - Lan plays tennis better than I do.
  - I play tennis better than Lan does
  - Lan doesn't play tennis better than I do
  - I don't play tennis more better than Lan does
- It is not necessary for them to take the singing course.
  - They don't have to take the singing course
  - They mustn't take the singing course
  - They can't take the singing course
  - They will take the singing course
- The football match was cancelled because of heavy rain
  - It was raining heavily because the football match was cancelled
  - It was raining heavily, so the football match was cancelled
  - It was raining heavily, but the football match was cancelled
  - If it rains heavily, the football match will be cancelled
- What is your favorite thing to do in your free time?

- A. What should you do in your free time?
- B. What are you going to make in your free time?
- C. What do you hate doing in your free time?
- D. What do you like doing in your free time?

**IV. Listening: Listen and complete the questions (2 points – 0.4p each)**

<h2>Bus to Kendal</h2>	
First bus leaves at:	6.45 am
Cost of single ticket:	16 £ <input style="width: 150px;" type="text"/>
Buy ticket from:	17 <input style="width: 150px;" type="text"/>
Address of bus station:	18 ..... Street
next to:	19 <input style="width: 150px;" type="text"/>
At bus station, you can buy:	20 ..... and newspapers

### Appendix 3

#### *Semi-structured interview questions*

- 1) Did you have any difficulties in learning English online? What were they?
- 2) Did SBSRL support your English learning? How?
- 3) Did SBSRL change the way you learned? How?
- 4) How did you feel when someone corrected your post or exercises? What did you do/react to?
- 5) Will you keep learning through SBSRL with other subjects in the future? Why?