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**TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE
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TEMA

**“PEER ASSESSMENT TO IMPROVE SPEAKING SKILL THROUGH THE
USE OF WHATSAPP FOR A2 LEVEL STUDENTS”**

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DEDICATION

We dedicate this work to our families, whose unwavering love, support, and encouragement have been our greatest source of strength. Your belief in us has inspired us to overcome challenges and reach for our dreams. To our mentors and professors, who guided us with wisdom and patience, and to our friends and classmates, whose camaraderie and encouragement enriched our journey. Finally, we dedicate this achievement to ourselves for the perseverance, dedication, and effort that made this milestone possible. May it serve as a reminder that with faith, determination, and hard work, no goal is beyond reach.

Rocío and Jessica

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RESUMEN

Los estudiantes del Instituto Tecnológico de Educación Superior Carlos Cisneros, ubicado en Riobamba, enfrentaban dificultades con sus habilidades orales en inglés. Este estudio propone la implementación de la retroalimentación entre compañeros como una estrategia para abordar estas limitaciones. Un total de 61 estudiantes participaron, divididos en dos grupos: un grupo experimental (N=31) y un grupo de control (N=30). Se utilizaron métodos cuantitativos y cualitativos para recopilar los datos. Los resultados cuantitativos revelaron que el grupo experimental obtuvo mejores resultados que el grupo de control en el post-test, con un valor p de significancia estadística, lo que evidencia el impacto positivo de la retroalimentación entre compañeros en la fluidez oral. Además, el valor de Cohen's $d = 1.14$ confirmó un efecto considerable de esta estrategia. Estos hallazgos fueron respaldados por la retroalimentación de los estudiantes sobre la utilidad de la retroalimentación entre compañeros. Con base en estos resultados, se recomienda extender el uso de la retroalimentación entre compañeros más allá de la adquisición de un segundo idioma a otras áreas académicas.

Palabras clave: Retroalimentación entre pares, habilidades orales, fluidez, expresión oral.

ABSTRACT

Students at the Instituto Tecnológico de Educación Superior Carlos Cisneros, located in Riobamba, were facing difficulties in their oral English skills. This study proposes the implementation of peer feedback as a strategy to address these limitations. A total of 61 students participated, divided into two groups: an experimental group (N=31) and a control group (N=30). Both quantitative and qualitative methods were used to collect data. The quantitative results revealed that the experimental group performed better than the control group on the post-test, with a statistically significant *p-value*, evidencing the positive impact of peer feedback on oral fluency. In addition, Cohen's $d=1.14$ further confirmed a considerable effect of this strategy. These findings were corroborated by students' feedback on the usefulness of peer feedback. Based on these results, it is recommended to extend the use of peer feedback beyond second language acquisition to other academic fields.

Keywords: Peer feedback, speaking skills, fluency, oral communication.

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Introduction

English has become crucial skill for the development of many countries, especially in Latin America, and Ecuador is no exception. According to the latest English Proficiency Index by Education First (2019), Ecuador ranked 81st out of 100 countries, reflecting a general struggle with English proficiency. This situation is evident in classrooms, where students often hesitate to speak for fear of making mistakes. Some find speaking in English awkward or even embarrassing, leading many students to revert to their native language when working in groups or pairs.

Thus, many other factors can affect speaking production, some of the most evident problems can lead to the incorrect use of words and phrases during and speaking activity. In the same way, many traditional teachers can create psychological factors that affect students' production. Due to traditional teachers tend to correct students during the process and to lower the score of their effort during an oral production. This can be considering the number one factor of a correct development for students.

In a similar way, most of the students that are learning a foreign language can mix the ideas of their mother tongue. This is the case of students from this high school located in the highland's region of Ecuador. As their first language is 3 times larger, they tend to confuse or over think the words in order to deliver a good speaking practice. This has created a problem for many decades as people from different countries try to implement their first language people try to embellish what they say or write.

The last factor that influences speaking production, is the lack or low knowledge of English vocabulary. Many of the students who attend this high school have not taken any English classes before. This factor can create frustration during oral development as students do not even try to produce basic commands or even sentences in English. Some of the students do not even try to produce the language.

This reality underscores the challenges students struggle with the language, highlighting the need for teachers to find new ways to engage them in developing the four key skills. Cetinkaya (2005) mentioned that using the target language in a natural setting is more important than simply understanding its structures or patterns. Therefore, many students fear productive skills of writing and speaking. Because of this, the Ministry of Education developed new strategies to improve Ecuador's English proficiency (British Council, 2015). Teachers plays a crucial role in this process,

as they are the primary educators in the classroom.

The goal of teaching productive skills in the Ecuadorian context is to equip learners with the ability to use language effectively for communication. The foundation of communicative language education lies in real-world scenarios that require active communication. Brown and Yule (1983) mentioned that teaching productive skills involves using linguistic standards appropriately, organizing thoughts clearly, and expressing them effectively. Similarly, critical thinking abilities are fostered in the classroom when students formulate and articulate their ideas and arguments (Paul & Elder, 2006).

Chaney (1998) stated that speaking refers to "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts." Teaching speaking skills intends to enhance and strengthen students' communication competency, enabling them to express their thoughts, feelings, and ideas in English. However, ESL students often face challenges due to a discouraging learning environment and a decrease in student-talking time (STT).

Thus, the lack of group or pair activities during class time may negatively impact students' development. When peer assessment is not properly implemented, it can lead to several problems in educational contexts. Peer review often limits the range of feedback, as it is typically provided only by instructors or supervisors (Topping, 1998), potentially overlooking the benefits of collaborative learning.

Peer or self-assessments can be considered beneficial for students to keep practicing their oral skills in the acquisition of many languages. Some authors stated that by practicing the target language is the only way to acquire a good oral performance during oral interaction with other people.

On the other hand, Van den Berg (2006) said that peer feedback acts as a reality check, helping individuals align their self-assessment with those of others. Johnson et al. (2014) stated that peer assessment fosters cooperation and teamwork, as participants assess and help refine their peer's work. Implementing peer assessment offers numerous benefits, and experts in the field have made several recommendations for applying this strategy both inside and outside the classroom.

Focusing on the previous statements and the personal perception of the researchers that established the need for new strategies for the students' development at the Instituto Superior Universitario in the city of Riobamba, this study will focus on the implementation of peer assessment to improve linguistic skills (Dwivedi et al., 2020). Additionally, Ecuador's teaching

and learning environment is influenced by the number of synchronous hours available and the methodologies applied to language instruction.

This study will focus on the implementation of peer assessment, the use of a rubric to avoid any misunderstanding at the time of giving feedback and the use of technology in this case WhatsApp in order to send the speaking videos and to give and receive assessment by their peers. The use of digital platforms nowadays is of highly importance as students have free connectivity outside the classroom.

Problem Statement

In Ecuador, there are limited opportunities for students to practice speaking English. Hidalgo (2021) stated that students in Ecuador rarely have the chance to assess themselves and practice speaking both inside and outside of the classroom. When students attempt to speak English, EFL learners encounter several obstacles. Ur (1996) identified common issues that prevent language use in oral form, including:

1. Inhibition
2. Lack of things to say
3. Low or uneven participation
4. Use of the Mother-tongue
5. Lack of vocabulary

On the other hand, Rabab'ah (2003) stated that a poor teaching approach places little emphasis on speaking skills, often focusing solely on vocabulary. Additionally, many teachers focus primarily on grammar, which further contributes to students' difficulties with the target language. The lack of opportunities for speaking practice may hinder the development of EFL learners' speaking abilities (Thornbury, 2005).

The implementation of obsolete techniques and methods by the traditional teachers and the number of students in the public schools made the acquisition of a second or foreign language, almost impossible. This is why, new teaching methods will be implemented in this research as researchers are always looking for new strategies to implement in their classrooms.

The main objective of this research study is to examine how peer feedback methodology affects

the improvement of speaking skills at the Instituto Superior Universitario Carlos Cisneros in the city of Riobamba, Chimborazo Province. This study is both useful and beneficial for the educational community, as it includes all the necessary components to support the research and contribute to future studies.

Problem Formulation

The problem raises from the types of strategies used to teach speaking skill, the challenges students face during the development of this skill, and the perceptions gathered through a survey. Additionally, peer assessment influences the outcomes of English as a Foreign Language (EFL) learning in the Ecuadorian context at the Instituto Superior Universitario Carlos Cisneros in the city of Riobamba, Chimborazo province.

Justification

Kumaravadivelu (2003) highlighted that “language is best learned when the learners’ attention is focused on understanding, saying, and doing something with language, and not when their attention is focused explicitly on linguistic features” (p. 27).

The lack of confidence made it difficult for learners to express themselves in English, whether it is to explain their ideas in a way that others might understand or even to produce written work (Ibnian, 2017). Issues with pronunciation and intonation further hinder EFL learners from being understood and from feeling confident when speaking (Derwing & Munro, 2015). Similarly, Nation (2001) stated that EFL students may struggle to express themselves clearly and confidently in speaking tasks due to a lack of vocabulary, fluency, and practice.

Some methodologies or components of training for speaking skills have been criticized by some academics. Swan (2006), focused on the shortcomings of traditional grammar-focused language instruction methods, which may neglect the improvement of speaking abilities and other aspects of communicative competence. Likewise, Thornbury (2005) questioned the usefulness of some speaking exercises frequently employed in language courses, claiming that they do not always promote genuine communication or significant language use.

Thus, analyzing the teaching strategies used in education is the primary goal of this study. The research aim to engage students through the use of peer assessment, with the aim of having a

positive effect on the EFL classes. This study will take place at the Instituto Superior Universitario Carlos Cisneros and is based on clear evidence of low English proficiency at a specific academic institution.

This implementation will be carried out inside and outside the classroom, as most of the students have mobile devices with free or limited internet connection in order to deliver their videos to their peers for the proper evaluation. The students that make the evaluation can check the videos as many times as evaluators need.

Objective

To investigate the effectiveness of incorporating peer assessment in pair or group-based activities to enhance students' speaking skills in the learning process.

General objective

To improve oral fluency through peer-assessment activities in pair or group settings.

Specifics research objectives

- To ask students to record their voices and then assess their classmates through the use of a checklist.
- To assess their peers whether the fluency and some other aspects of the language have improved.
- To determine the challenges that students find difficult to overcome in order to achieve the objective.

Hypothesis

Spoken fluency will improve with the implementation of peer assessment enabled by WhatsApp. This study, employing a mixed design, will be conducted at the Instituto Superior Universitario Carlos Cisneros in the city of Riobamba, Chimborazo province. Both qualitative and quantitative tools will be used. The independent variable (peer-assessment) will have an impact on the dependent variable (students' performance in speaking).

On the other hand, the use of technology will help this research outcome and gather a more

valid results during the interpretation of the results of this study.

Independent Variable - Peer Assessment: This is the variable that the researcher manipulates and has a direct impact on the dependent variable. It alludes to the method of utilizing didactic resources to facilitate efficient student learning.

Dependent Variable – Students’ Performance on Speaking: This refers to the outcome of various stages of the educational process. The dependent variable "depends" on the independent variable, leading to the desired outcome.

To achieve the research outcome, the independent variable (peer assessment) will influence the dependent variable (improvement in speaking skills). The main purpose is to apply the new strategy and assess its impact on the students’ performance. The implementation of a well developed checklists will help the students to give and receive feedback correctly. Before the initial stage of the study, students need to understand that this is not to critique the other person. The implementation of a checklist was made to avoid misunderstandings. As many of the students tend to make fun of their peers without the correct training

Therefore, chapter 1 reviews key concepts, theories, and previous research related to foreign language acquisition, speaking skills, peer assessment, the use of WhatsApp in language learning, and teaching methodologies background that can be implemented in this research study.

Chapter 2 outlines the research design, methodology, participants, data collection methods, and implementation of peer assessment via WhatsApp to enhance speaking skills. This was the initial stage of the intervention of this study.

Chapter 3 after gathering all the information this section will present and analyze the research findings, validating the effectiveness of peer assessment in improving speaking skills and comparing the results with existing literature. In the same way, this section will give some recommendation to take into account for farther research.

Chapter I.

Referential / Theoretical Framework

This section explains the central idea of the research: peer assessment for speaking improvement through the use of a digital platform WhatsApp and the use of a checklist to acquire the desired outcomes. It also introduces the components that organize the study's design and provides evidence from the authors' findings to support the study.

1.1. Foreign language acquisition

English continues to be the preferred language for adopting new terminology in various areas of daily life and is considered essential for connecting with the outside world (Zuparova et al., 2020). Error is an essential part of language learning, whether conscious and unconscious, and plays a significant role in the evolution of second or foreign language acquisition. Recognizing that language learning is a two-way process, mastering all four skills is essential for engaging in meaningful and successful conversations (Lestari & Wahyudin, 2020). Many researchers believe that without mistakes nothing can be achieved. This is the clear example of the acquisition of a foreign language if the students do not practice, they would not develop the correct skills in especially in oral communication.

English, as a universal language, offers several advantages when a second language is learned (ESL). Foreign language learners often perform better in other academic areas as well. Many of the people that have learned a foreign language have more chances of job opportunities, not only in their countries. Ungerleider (2010) discovered a favorable correlation between studying a foreign language and achieving higher scores on standardized tests. Some researchers believe that with the acquisition of a second or a third language people can understand other cultures and see the world with a different perspective.

Similarly, Byram (1997) mentioned that learning a language fosters greater understanding and tolerance. The researchers previously mentioned conclude that foreign language acquisition benefits students not only in the target language, but also in other aspects of learning. Students that had studied English in their childhood tend to get better scores in their student life and more

opportunities after they graduated from college.

1.2. Foreign language benefits according to the government of Ecuador

The government has concentrated on improving teachers' communicative skills to reach a B2 level in accordance with the Common European Framework of Reference for Languages (CEFR) in order to further promote EFL education. This was implemented since the year 2010 in order for teacher to acquire a good level on the language for a better teaching practice. Furthermore, the CLIL approach was suggested as a primary strategy to enhance students' English language proficiency in the 2017 national EFL curriculum.

The Ecuadorian government has also collaborated with foreign partners to support initiatives such as "Ecuador Habla Inglés," which is sponsored by the U.S. government. Since its launch in 2020, this initiative has given resources and training to 2,400 teachers in public elementary and high schools throughout Ecuador, enabling them to improve English language instruction in order to promote teachers with a better domain on the target language.

1.3. Speaking

Ur (1996) stated that among the four language skills, speaking is the most important since it allows speakers to communicate in a language, suggesting that language production is more significant than language knowledge. Nunan (2003) stated that speaking requires real-time oral communication, making it the most challenging of the four skills. In this sense, a conversation needs two way one that receipt and the other one to produce, this is why speaking is important students need to choose the correct words in order to make their self-understandable in a real-life interaction.

Qureshi (2007) mentioned that engaging students in active language use and providing them with opportunities to develop communicative competence are essential for improving speaking skills. Thus, through communicative exercises such as information gaps, jigsaw puzzles, games, problem-solving, and role-playing, students can improve both accuracy and fluency (Oradee, 2012). S

On the other hand, Goral et al. (2015) stated that speaking a foreign language improves cerebral flexibility, problem-solving skills, and memory retention. This is the case of vocabulary

acquisition due to the strong vocabulary used of other students during the oral practice. In the same way, Douglas (2016) declared that strong speaking skills in English are linked to better academic performance, as demonstrated by higher test scores in language competency and overall academic accomplishment. Students have bigger chances of traveling abroad and create new friends or even business deals.

Fluent English speakers interact with a broader range of individuals worldwide, which expands their social networks and opportunities. Nowadays, new multimedia platforms play a significant role of foreign language acquisition as young people can play with gamers all around the world, even if this people have limited vocabulary. The use of WhatsApp plays a significant role in improving speaking skills, as students can interact with each other, providing and receiving feedback to improve their oral performance. Wang (2014) highlighted both the verbal and affective components of speaking. Not only do teaching techniques contribute to this process, but an emotionally supportive learning environment is also crucial for success.

The use of constant English vocabulary in their life's has change as most of the students and use English without translations in their daily life. Thus, new applications or phone settings that use to be translated in the past are not anymore. This means that without knowing South American people acquire English without noticing.

1.4. Speaking Limitations

Some students are hesitant to speak in English due to fear of making mistakes. When working in groups or pairs, they often revert to their native language rather than using English. ESL students face these issues due to low language proficiency (e.g., vocabulary, grammar, and overall skills), lack of enthusiasm, a discouraging learning environment, and reduced student-talking time (STT).

Larsen-Freeman (2001) demonstrated that EFL students struggle to apply their understanding of grammatical structure to spoken English. While students may understand written texts and perform well in writing, they often face challenges with grammar or vocabulary when attempting oral production. In this sense, the students fear oral production during the class time due to the lack of vocabulary. The main reason is that students fear other students of making fun of them during the oral development, most of the time those students prefer to stay quiet. In the

same way, they feel the pressure of their peers when students make mistakes.

Nation (2001) maintained that students find it difficult to generate language in the second language (L2) or English as a Foreign language (EFL) if their vocabulary knowledge is insufficient. Limited vocabulary knowledge is another factor that interfere during the speaking practices as students think that they do not have the correct words at the time to practice.

As Brown (2001) pointed out, students are often reluctant to speak because they fear sounding foolish or not being understood. This fear creates additional pressure, leading to more mistakes. Smith (2014) found that beginner-level students tend to prioritize accuracy over fluency, preferring to use vocabulary and expressions they are comfortable with during oral activities.

To help students, speaking activities should incorporate skills such as reporting, negotiating, clarifying, and problem solving (Grognet, 1997). Thus, Liu (2006) recommended preparing students for speaking tasks by ensuring they have completed note-taking before participating in oral assignments. On the other hand, giving some time to the students to prepare for a speaking activity can be beneficial as they have time to think and to practice the oral production. Providing students with opportunities to work in pairs can also help them gain autonomy, as lower-level students may benefit from working with higher-level students to complete the task.

1.5. Teaching Speaking

Since learning is a byproduct of teaching, the processes of teaching and learning are intertwined. Teaching English-speaking skills can become a challenge for some teachers due to various factors. Therefore, effective speaking instruction in the context of English as a Foreign Language (EFL) requires a strategic approach. Some researchers, such as Nation and Newton (2009), stated that through role-playing exercises, group discussions, and pair work can promote regular speaking practices to improve students' speaking skills. New methodologies have to be implemented in classrooms in order to achieve the goal. Many instructors do not deliver speaking practices due to the limited time and huge number of students in one classroom.

The use of task-based learning activities, which demand genuine communication from students to accomplish predetermined objectives, is crucial (Ellis, 2003). Thus, Derwing and

Munro (2005) declared the benefits of including specific pronunciation training to help students produce understandable speech. Speaking skills allow students to use language they have acquired in the classroom in real-world contexts, such as social interactions (Nunan, 2003). In this since pair work can be beneficial for all the students as the number of students get reduce and students that have a higher level can help the professor monitoring this type of activities.

Teachers need to find new ways to teach this skill to create a comfortable environment where students feel at ease during the sessions. Rao (2019) noted that speaking is an active skill since it requires students to construct sentences on their own, practice frequently, and understand syntax. Some students tend to feel anxious and even stress by these practices during the class time. Thus, the implementation of new strategies can greatly benefit the EFL students in the process of acquiring this skill. Professors from the public-school context need to find new strategies in order to deliver oral production inside and outside the classroom.

1.6. Linguistic Factors for Speaking Skills

Due to linguistic considerations, students need to use proper language, grammar, pronunciation and fluency (Bygate, 2005). These four linguistic factors are key to improving speaking skills. Larsen-Freeman (2001) demonstrated that EFL students struggle to apply their understanding of grammatical structure to spoken English. The researcher stated that even when students know how to structure sentences for writing task, some cannot engage in effective oral communication when speaking.

Despite the fact, there are two other important factors should be considered for the improvement of linguistic skills: stress and intonation. Pronouncing words correctly helps listeners grasp what you are saying (Goh, 2007). On the other hand, pitch, or intonation, establishes whether a statement is a question or a sentence. The wrong use of intonation might lead to misunderstanding by the listener. Most of the time students tend to lower their voice as students think that they are making mistakes during oral interaction or even by giving a speech practice.

Pronunciation: Dalton and Seidlhofer (1994) stated that when speaking in a foreign language, it is important to pronounce words clearly by breaking them down into sounds and infusing those into a pattern for understandable words.

Language or Vocabulary: Nation (2001) maintained that there is a strong correlation between vocabulary knowledge and verbal communication usage. According to the author, students will

find it difficult to produce the target language if their vocabulary is limited.

Grammar: Pinker (2014) sustained that inaccurate grammar might cause misunderstanding or misinterpretation; grammatical mistakes can obfuscate meaning. The incorrect use of grammatical structures can often be omitted when they do not affect the message delivered.

Fluency: Lennon (2000) stated that fluency is the quick, fluid, correct, clear, and effective translation of ideas into a communicative intention to convey language. For students to communicate effectively and overcome language hurdles while organically expressing their experiences, they must be fluent speakers.

Figure 1 Linguistic factors for speaking skills



Source: (Binus University n.d.)

The main objective of these linguistic factors is to accept the mistakes made by students as they develop their communication skills. Without sacrificing grammatical proficiency, fluency, or accuracy, the teacher must place greater emphasis on developing communicative competence. Nowadays, this is not happening due to low time or importance of professors to implement new strategies inside and outside the classroom.

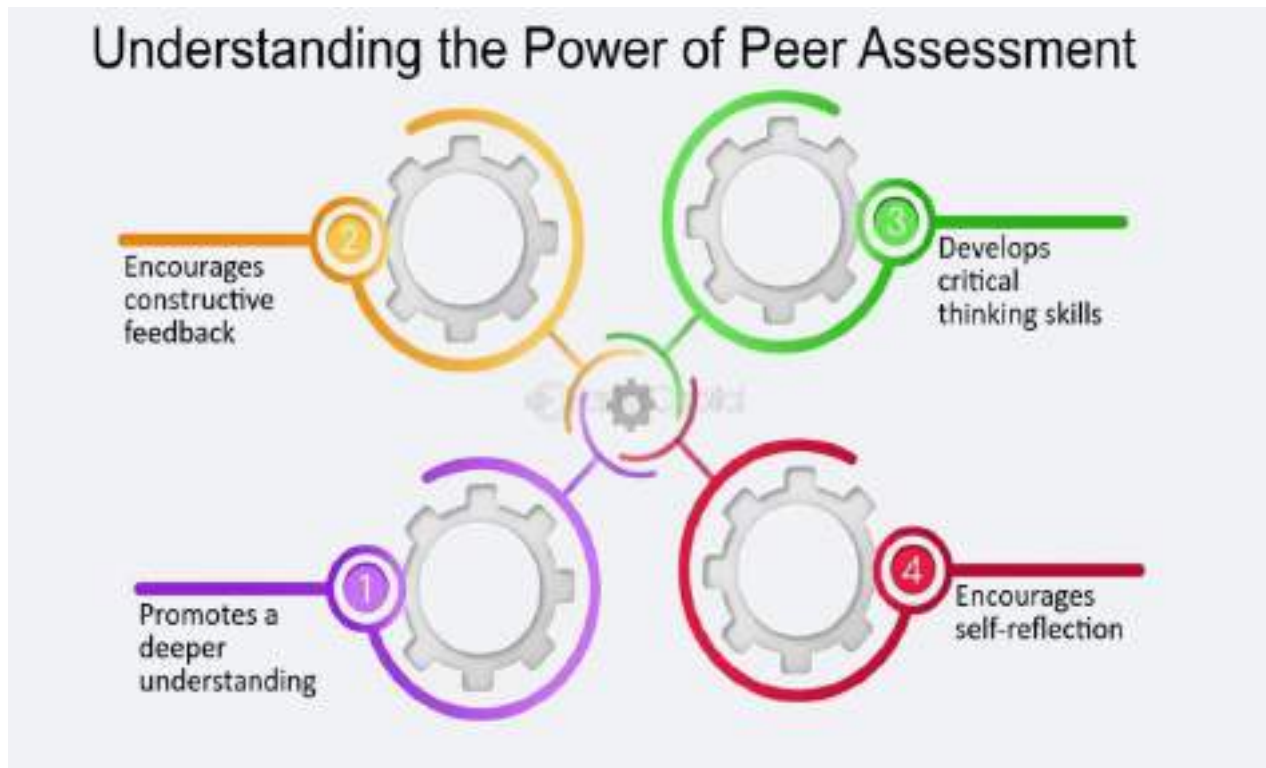
1.7. Peer Assessment

Peer assessment is a learning process that engages students in a variety of activities focused on pair and group work. Authors declare the many benefits of peer or group interaction during classroom activities, the moment students start to interact with other people that has the same level of English pupils start to feel comfortable during this type of practices. Chan and Zimbardi (2011) showed that receiving feedback from peers enhances the quality of speaking performance. Liu and Lee (2013) communicated that peer feedback helps students understand the connection between suggestions and achievements. Students develop a critical mindset and become more aware of what constitutes good and productive work.

Topping (1998) implied that participating in peer assessment can enhance learning outcomes and foster a deeper understanding. Through the implementation of peer assessment, many students can benefit from their peer's feedback. Students who participate in peer assessment receive targeted feedback that can assist them in identifying areas for improvement (Topping, 1998). In this sense, Falchikov and Goldfinch (2000) stated that students gain knowledge from one another and foster a sense of community in the classroom by cooperating to assess their classmate's work. Students with a lower level of language proficiency can be paired with higher-level students to benefit from their peer's knowledge.

To improve their language use, students must evaluate and reflect on their own work (Lessard-Clouston, 2018). Students need to learn how to adapt and grow by sharing with classmates to achieve the common goal of language acquisition. Yastıbaşa and Yastıbaş (2015) realized that peer feedback decreases mistakes and boosts students' confidence because they realize that making mistakes is a necessary part of learning and that they can support one another in becoming better. In this sense students need to understand that feedback is normally imply to improve their language and not to take it as part of criticism from other individuals.

Figure 2 *The Impact of Peer Assessment*



Source: (*Peer Assessment: Strength in Numbers: The Impact of Peer Assessment*).

Liu and Lee (2013) noticed that students who received explicit peer assessment can internalize the relationship between success and recommendations, not just from the tutor. In this sense, peer assessment encourages students to take control of their own learning, which positively impacts their academic performance. Many researchers have reported the benefits of peer assessment for students as they grow. In the same way pupils need to understand that not only the teachers or professors can give good feedback, sometimes the strongest recommendations can come from their peers.

1.8. Peer Assessment Limitations

Even though, many researchers stated the benefits of peer assessment, there are some drawbacks in this methodology. Falchikov and Goldfinch (2000) compared assessments made by instructors and peers, finding that peer assessment has lower agreement levels, which raises questions regarding the reliability and consistency of peer assessment. This is the main reason why at the beginning of many research implementations to give a little time to explained students on the importance of this type of assessment. On the other hand, Topping (1998) stated that peers may not have the necessary experience to offer constructive feedback, which could result in remarks that are ambiguous, unhelpful, or inaccurate.

In this scenario, peer assessment may not contribute to the learning environment or the improvement of the students if it is not applied correctly. Authors stated that a pre implementation should be given in order to avoid any misunderstandings and to lead the instruction for the correct use of the checklist in order to give feedback, this introduction will avoid further issues. On the other hand, D'Mello and Graesser (2012) discovered that peers may experience pressure to meet expectations or group standards, which could cause them to base their assessments more on what other people think than on their own ideas. Researchers need to introduce checklists to avoid confusion for future assessment. In the same way students need to understand that good feedback from their peers can be as valid as the one given by the tutor, the main purpose is to make and improvement during oral interaction.

1.9. CLT Communicative Language Teaching

The primary goal of CLT is to facilitate meaningful, authentic language use. The use of this strategy can lead teachers to many benefits in the class, inside and outside the classroom. The following are the guiding principles of communicative language teaching:

- Make authentic communication the main goal of language acquisition. is crucial for language acquisition and daily communication since it fosters greater engagement and real- world language use.
- Give students the chance to try out and experiment with what they have learned. Sometimes during a speaking activity do not expect well develop speaking as students' vocabulary is limited.

- Provide students with opportunities to improve their accuracy and fluency. Even with small errors, fluency allows pupils to freely express themselves. However, accuracy subsequently guarantees that students avoid fossilized errors and improve their language use.
- Connect the various abilities—speaking, reading, and listening—since they frequently occur together in real-world situations. When students practice all the skills together, they will eventually start to improve on their target language.

By using scenarios that simulate actual language use, CLT provides students with the chance to participate in genuine communication (Richards & Rodgers, 2001). Student's practice speaking without fear through group projects, role-plays, and conversations. Therefore, CLT promotes the use of natural language instead memorization of discrete statements. Enhances confidence and lessens fear in everyday circumstances. Thus, before progressively improving their grammar and pronunciation, students initially concentrate on meaning and communication to slowly start getting comfortable with the activity.

On the other hand, pronunciation feedback tools are frequently included in technology to enhance speaking activities assist learners with the improvement of their pronunciation (Levy & Stockwell, 2006). This is why; to apply the speaking activities, this research focuses on the utilization of WhatsApp for students to give and receive feedback from their peers.

1.10. WhatsApp as a Digital Tool

Modern technology has led to the development of new applications that have become popular social media platforms, especially among young people. The use of technological tools to increase the language acquisition had gained popularity, after the pandemic. Yang (2020) claimed that students can quickly record on any topic using this software, incorporating creativity and body language. Since students can record voice and video in the target language, many EFL students find that using digital platforms like WhatsApp is highly helpful for improving their language skills, especially as most of these platforms are free and can be use anywhere and with a limited internet connection ideal for projects and research.

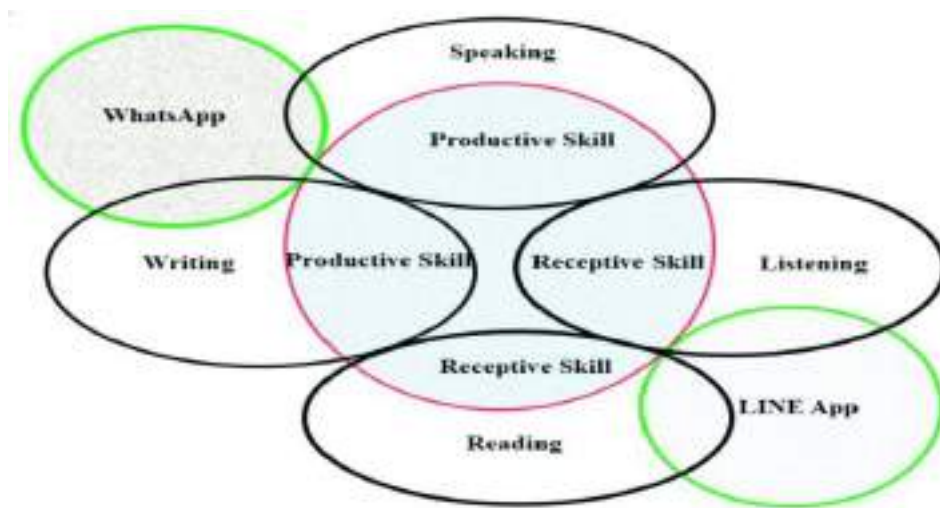
WhatsApp offers EFL learners a way to practice their language skills informally and in a comfortable setting by encouraging communication (Lai & Hsiao, 2018). The use of this platform has enhanced communication between students, encouraging teamwork and peer assistance in

language acquisition (Stockwell & Harrington, 2007). The use of this technological tool can improve the learning environment both inside and outside the classroom, as the students can send the recording once they are satisfied with their accuracy or make any necessary changes before submitting them.

In this sense, the use of this platform was proposed since it was the most ideal one and most of the students from the Instituto Superior Universitario Carlos Cisneros work with this app since it's the most popular one in the country. Therefore, the use of WhatsApp for developing productive skills is highly recommended according to Mortazavi et al. (2021). Here it's shown the many benefits of this app, not only from productive skills. Receptive skills can be developed through the help of in the same way as their peers need to listen to the videos in order to give feedback and they can list to the recording as many times as they want.

Amounts some other benefits, pupils do not need to be physically in a classroom for the students to regularly practice speaking. When recording audio messages, they tend to feel comfortable as students can edit the video or recording instead of speaking in front of the class, this interaction helps the students to feel less pressure. Peers can reply by texting or voice messaging errors, pronunciation advice, and comments in the same way. And the professor can download the recording in order to keep the progress of the students.

Figure 3 *Sustainable Learning Environment by Mobile-Assisted Language Learning Methods*



Source: (Mortazavi et al., 2021).

In his study, Mortazavi et al. (2021) stated that the use of WhatsApp could enhance productive skills like writing and speaking for many research purposes. This is why the use of this tool was considered for the development of this study, as it allows to give and receive feedback even when they are not at school. The recordings of the speaking activities and the peer assessments would be sent as homework and feedback and advice from the teacher will be given in the classroom, students can revise the content before submitting the final product.

On the other hand there are basically no limitation for the use of this app. This is why is highly recommended for the implementation of this research.

1.11. Backward Design

Backward design is a pedagogical strategy in which instructors plan the curriculum and instruction with the ultimate goals set in mind before making any implementations. Reynolds and Kearns (2017) stated that using backward design is a useful technique for developing in-class learning activities and instructional materials that improve student performances through a desired process and help achieve teaching objectives.

Backward design has the advantage of allowing teachers to assess what students already know and understand, and to set a desired outcome from the outset. Wiggins and Mc Tighe (2005) mentioned that backward design promotes flexibility and adaptation in lesson planning, as teachers are better equipped to meet the varied needs and interests of their students. This methodology was considered for the research to adapt any material needed to improve students' speaking skills.

This was the case of the checklist and the rubric. Rubrics match assessments to learning objectives and provide a clear definition of success criteria. Thus, Checklists assist students evaluate their own progress by ensuring they complete the necessary parts of a work. Both resources offer transparent and objective evaluation standards, supporting the focus on specific learning objectives in backward design as propose.

Chapter II.

Methodological Framework

2.1. Research approach

This study aims to explore how peer review contribute to the development of students' speaking skills, with a particular focus on its integration through a digital platform like WhatsApp. This implementation will be conducted over 6 sessions and will focus on three different stages:

First stage: This step involves setting goals, determining acceptable evidence and planning instructional activities. For this purpose, a lesson plan will be created as a part of the research study, which will be presented in this paper to establish the desired outcomes.

In the same way, a pretest will be taken in order to acquire the initial stage of the students a rubric will be used to score the pre and posttest result that later will be compared to gather all the data for statistical representations in the results.

Second Stage: The delimitations of the study will be defined. The main objective of this research is to focus on social issues within the educational context. Both qualitative and quantitative paradigm will be used to assess and examine the goals, assumptions, attitudes, and behaviors of the target population. Along with the implementation of tools for the validation of the research process.

Final Stage: This research will focus on students' perception to gather all the data for future research on EFL in the Ecuadorian context. An interview will be the main primary tool used to collect their viewpoints and exchange ideas to increase the study's value. The interview responses will be included as part of the study to provide additional information. Then a rubric in order to score the pre and posttest along with the use of a checklist for feedback purposes.

All the following procedures will be stipulated in the different lesson plans that will be carried out along the process of the implementation. The main objective of the lesson plans will be to carry the implementation with carefulness in order to avoid any misunderstandings from the students. Due to the researchers' brief but intense engagement with the subject, this study will be conducted at the Instituto Superior Universitario Carlos Cisneros in the city of Riobamba, Ecuador.

2.2. Research Modality

For this research, a mixed-methods approach will be applied to collected data, which will later be presented in the form of graphs or charts to support the reliability and feasibility of the study. Research using a combination of qualitative and quantitative methods is known as mixed methods. Which combines in-depth discussions or interpretations along with numerical data. This type of research is use when both statistical support and in-depth background is needed.

Exploratory research: Qualitative research will be used to gain a deeper understanding of the subject. Additionally, interviews and classroom observations will be conducted to gather data. The primary goal of this study was to determine the effects of peer assessment on speaking abilities in students from an Instituto Superior, where students struggle to practice speaking regularly due to short class periods.

Bibliographic Research: Articles and books served as the foundation for the methodologies and advancements in peer assessment and speaking for academic achievement. All data was obtained from a range of different sources, including texts, magazines, newspapers, monographs, and online resources. Therefore, all these findings were print in the literature review of this research study to keep it as a background.

Field research: The researcher will visit the source of information directly to determine how the peer method and tools are implemented in practice. Pre- and a post-test, along with interventions using a checklist and interviews, will be conducted to collect data from the stakeholders. This type of research identifies the ways in which factors affect the results. In the same way, minimizes outside influences that could have an impact on outcomes.

Variables: Even though that in the research we carry different variables in the study only two will be taken into account for the purpose of the study. In this sense the two main variables will be tested in order to measure if there is an influence in the dependent variable (Speaking students' performance) through the direct or indirect influence of the independent variable (peer assessment) this will be tested through the pre and posttest results of the research study.

2.3. Study population

This study will involve 61 students for all the population, with 31 students in the

experimental group and the rest will be consider for the control group. These students will come from two parallels groups at the Instituto Superior Universitario Carlos Cisneros in Riobamba. The student population is predominantly male, as the institution places greater emphasis on technological careers, which are more popular among male students.

The students’ age range is between 18 and 25 years old. All students are Spanish speakers, though 6 of the 61 students are Kichua natives who also speak their indigenous language. Most students identify as “criollos”. Additionally, many students come from lower-income backgrounds, which is one of main reasons they leave or could not enter to other public universities or institutions.

2.4. Sample size

Given the similarities between the two groups, valid, trustworthy, and significant study findings are guaranteed by a carefully chosen a good sample size. The researcher employed the intervention with the experimental group (Parallel A) in the same way with the control group (Parallel B) after the implementation to ensure that the study will have a measurable impact on the target population at the Instituto Superior Universitario Carlos Cisneros.

Table 1

Population	Total	Male	Female	Percentage
Participants Parallel A	31	25	6	50.82%
Participants Parallel B	30	25	5	49.18%
Total	61	50	11	100%

Source: *Instituto Superior Universitario Carlos Cisneros. (2024)*

Ethical considerations

This fieldwork involves significant ethical considerations. To safeguard participants, uphold integrity, and to guarantee legitimacy, ethical considerations are crucial in any type of research. Ethics direct researchers how to carry out investigations in a way that minimizes harm and guarantees equity.

The first step was to obtain consent from both groups of participants as they are older enough to decide, also the institution's dean permission was necessary before the intervention, a letter detailing the study's objectives was sent and socialized with the students ([Appendix 4](#)). To protect the participants' privacy and maintain confidentiality, students were assigned a number for the purpose of the study. This ensured that participants understood the benefits of the research and how they would benefit from the implementation.

2.5. Techniques and instruments for collecting data

To achieve the study's objectives, interviews and field notes will be used as qualitative data collection methods. All the data collected will be shown as an interpretation of the results or using quotation marks to report students' thoughts. Expert criteria will be employed to evaluate both instruments and ensure the authenticity of the data gathering process for the quantitative data. Which will be place in form of graphs, charts and numbers.

Pre- and Post-test: The two groups will initially undergo a pretest to begin the intervention phase. To record the starting level of the students at the beginning of the implementation. The Posttest, on the other hand, will enable to confirm the degree of progress made on the phenomenon under investigation and to confirm that the intervention will have or not an impact on the target population. Also, 6 different implementations following the same process of the pre and posttest will be apply for the students to practice peer assessment to improve students' performance for this study.

Interview: This tool will capture the students' perspectives, ideas, experiences, and feelings regarding their fears, limitations and benefits before and after the implementation in the classroom. The interview will be conducted at the end of the intervention in order to record their perceptions. Questions will be answered in both languages English and Spanish, depending on the students'

proficiency, and will later be translated by the researcher. This tool will be implemented as part of the qualitative data analysis.

Field Notes: To identify any difficulties students may face, the instructor will take field notes during the intervention. The instructor will closely observe students' behavior, expressions, and responses while they practice speaking. The final product of their recordings will be shared with the entire group, and the researcher will maintain a record of the submitted video without offering any comments or feedback to the students.

Checklist: A checklist will be used as the main tool for providing and receiving assessment. This tool will be used exclusively by the students to evaluate whether their classmates performed well or poorly on their submitted video. Students will be on the role of criticism their peers' work; this type will be constructive criticism in order to improve their oral skills.

2.6. Analysis techniques and interpretation of information

Quantitative data will be entered into an Excel spreadsheet to provide descriptive statistics. A triangulation of the findings will be conducted to obtain relevant data, which will be presented in tables or graphs. All this will be shown in the results section in order to interpret all the data that was gather through the use of a rubric. On the other hand, participants' responses to the research questions will determine the qualitative data. Quotations will be used to present the researcher's interpretation of the findings for a better understanding.

The data will be categorized into groups and subcategories using an analysis method known as aprioristic classification. This method will be particularly useful for analyzing the interview responses, as students' answers will be recorded in their native language or they could try to answer in the target language as they preferred.

2.7. Criteria for the Lesson Proposal

Suggested lesson plans will incorporate peer assessment and the use of a checklist, allowing students to provide critical feedback on their classmates' speaking performance. Each session will involve a specific topic, and students will have the opportunity to outline their ideas or thoughts at home. These ideas will be recorded in a WhatsApp video and sent to their peers for the respective

feedback session.

Thus, the main reason of the lesson plan will carry all the stages of each intervention inside and outside the classroom. Some activities like review and assessment techniques will be carried out during the class hours. It is worth mentioning that the speaking activities were record through videos that later were submitted by WhatsApp. The receptor had the chance to analyze the film and give assessment criteria during the class hours and discuss about the different recommendation that a checklists contains for further improvement.

The general lesson plan will be provided in this section, outlining all the activities to be carried out during the different phases of the research study 6 different implementation that were carried out over 2 months of research. All the other lesson plans will have a similar structure but with different topics and instructions to follow.

2.8. Lesson Plan

The lesson plans will include peer assessment and a checklist to enable students to give constructive feedback on their classmates' speaking performances. The sessions will cover different topics, and students will record a WhatsApp video of their prepared ideas to be shared for peer review. In this sense the reviewer can check the video as many times as they need for better feedback. The feedback sessions will be delivered inside the classroom and the teacher or researcher will monitor the different peers giving and receiving feedback.

These interventions will take place over six different sessions with a consistent structure, allowing for slight variations in the topics. The first lesson plan is outlined in this section as the guide for further research, emphasizing the importance of well-prepared lesson plans to achieve the desired outcomes.

2.9. Lesson Plan Template

Lesson Plan: Improving Speaking Skills through Peer Feedback			
<p>Learning Objectives:</p> <p>Students will be able to improve their speaking skills (fluency, accuracy, pronunciation) through guided of a checklist and the practice of peer feedback.</p> <p>Students will learn how to give and receive constructive feedback.</p> <p>Students will reflect on feedback and apply it to improve their speaking performance.</p>			
Grade/Level: Intermediate	Duration: 45 minutes	Students: 31	Grade: 8 th Basic Education
	<p>Students will pair up and talk about a simple topic like, “What is your favorite hobby and why?” for 2-3 minutes each.</p> <p>After the conversation, students will give quick feedback to their partners.</p> <p>They can mention the things that they are having trouble with and what they need to improve.</p>	<p>To get students talking right away and familiar with giving/receiving basic feedback.</p> <p>To create a comfortable environment where feedback is seen as a helpful tool.</p>	<p>Materials: Feedback forms (simple evaluation rubrics for peer feedback) Whiteboard and markers checklist Timer (for speaking activities)</p>

<p>Focused: Speaking Activity (15 minutes)</p>	<p>Divide students into small groups of 2-4. Assign each student a specific topic to talk about for 2 minutes (e.g., describe a memorable trip, explain how to do something, or talk about a recent event).</p>	<p>To give students focused time to practice speaking while getting targeted feedback on key areas of improvement.</p>	<p>Materials: Feedback forms (simple evaluation rubrics for peer feedback) Whiteboard and markers Timer (for speaking activities)</p>
<p>Peer review: (10 minutes)</p>	<p>After the group speaking activity, gather the class and lead a whole-class discussion on feedback.</p> <p>Ask a few students to share the feedback they received from their peers and how they think they can improve based on that feedback.</p>	<p>This time, students must apply the feedback they received earlier.</p> <p>They should aim to improve in specific areas (e.g., slowing down their speech for better clarity or using more complex vocabulary). After the 3-minute conversation, partners will once again provide feedback, but this time focusing on whether their partner has improved in the area that was highlighted earlier.</p> <p>The teacher observes students' speaking and peer feedback sessions, taking notes on student performance and progress.</p>	<p>Materials: Feedback forms (simple evaluation rubrics for peer feedback) Whiteboard and markers Timer (for speaking activities)</p>
<p>Feedback Session: (10 minutes)</p>	<p>As a teacher, provide general feedback to the class based on observations from the group discussions.</p> <p>Highlight common</p>	<p>Teacher Feedback Tips: Start with positive reinforcement to motivate students. Use examples from students' performances to illustrate points of</p>	<p>Materials: Feedback forms (simple evaluation rubrics for peer feedback) Whiteboard and markers</p>

	areas of strength and areas for improvement (e.g., pronunciation, hesitation in speaking, or lack of vocabulary variety).	improvement. To help students understand how to apply feedback constructively and to reinforce the importance of self-awareness in their speaking practice.	Timer (for speaking activities)
Reflection: (5 minutes)	End the class with a short reflection. Ask students to think about one key aspect of their speaking they want to improve in future speaking activities.	To encourage self-reflection and set individual improvement goals. To emphasize the importance of continuous practice and applying feedback over time.	Materials: Feedback forms (simple evaluation rubrics for peer feedback) Whiteboard and markers Timer (for speaking activities)

The results obtained from the pre-test showed that the participants had an initial low level of speaking ability, particularly when it came to fluency and pronunciation. After the intervention was conducted, the participants that were in the experimental group showed significant improvement in their post-test results compared to the ones in the control group. This improvement was linked to the peer feedback process, which helped the students reflect on and use the feedback received from peers to enhance their speaking skills. Student interviews also supported this, revealing that they felt more confident and were able to pinpoint specific areas to work on, such as pronunciation and vocabulary.

During the diagnostic phase, it was noticed that students initially struggled with fluency and pronunciation when speaking. However, the peer feedback process conducted through the intervention, especially when using WhatsApp, was an effective method for improving these skills. Particularly in the case of the experimental group, where students' feedback confirmed that this method not only helped them improve but also increased their confidence when speaking. Overall, peer feedback played a crucial role in improving their speaking abilities.

Chapter III.

Results and Discussion

3.1 Results

The results section summarizes key findings from the study, organized according to the research questions and hypothesis. It emphasizes the relationship between the independent variable (peer assessment), and the dependent variable (Students speaking skill). The tabulation and compilation of results outcomes facilitates the interpretation and comparison of complex information across variables by methodically organizing data (Berenson et al., 2012). For applicability, interpretation, and trustworthiness, unambiguous results are essential. Ineffective decision-making, loss of validity, and misunderstanding can occur from unclear or badly presented results.

This section details how students at the Instituto Superior Universitario Carlos Cisneros in the city of Riobamba will have an improvement (or not) during the implementation of this research. Specifically, it examines how students expressed a desire to improve their oral skill and their understanding of the importance of English, as many of the resources for their field are in English (manuals, videos, and online seminars). So most of the students need to be capable of understand a little of what is written in the manuals. Even when some of future engineers need to contact companies from different countries and need to handle conversations without any translators.

The implementation of the intervention revealed multiple challenges faced by both teachers and students in the learning process. The main problem identified was the need to improved English skills, particularly in oral production. As a result, peer assessment using a checklist was introduced as an intervention to improve speaking abilities.

This section also highlights the significance of well-documented results, as they can lay the foundation for future research by revealing new questions and research topics (Marshall & Rossman, 2016). In the initial stage a pre-test was taken in order to record how the students begging the intervention for the research. A rubric was use in order to score the test and all the data was tabulated to keep the record of this initial stage.

Then, 6 different implementations were apply during the peer assessment interventions.

Having this into consideration, the research study methodology showed an improvement on the acquisition of the language by applying this type of assessment, during the process of students speaking development. Their confidence increases along with their oral communication after the second or third implementation as they realized that their peers were able to give a good peer assessment.

To conclude a posttest was taken along with an interview. The posttest results indicate the difference or the influence of assessment in order to increase speaking skills. On the other hand, interviews show the perception of students during the process of this new strategy. Thus, the effectiveness of good feedback in order to reach the desire outcomes as a group.

The following findings were obtained and presented below from all the tools previously approved by the tutor, including a pre-test, post-test, rubric, checklist and survey. Therefore, all the mentioned tools will answer the two research questions and will check if there was an impact on two different variables.

RQ 1: To what extend does peer assessment helps to improve speaking skills in students at the Instituto Superior Universitario Carlos Cisneros in Riobamba?

RQ 2: What are the perceptions on peer assessment among students at the Instituto Superior Universitario Carlos Cisneros in Riobamba?

To answer the first research question, data will be presented in charts and graphs to better illustrate findings. Smith and Brown (2021) discovered that readers understand graphic data representations 40% better than text alone, and well-presented data allow policymakers to make quicker decisions.

The results indicate that peer assessment, as an independent variable, positively influenced the dependent variable of students' speaking performance. The students at the Instituto Superior Universitario Carlos Cisneros in the city of Riobamba performed better in their participation, and the use of peer assessment with the use of a checklist increase their confidence, especially in the student's oral production. This was evidence after the experimental group had a better performance in the oral interactions.

Validity was part of the process and the way this can be shown is by indicating the graphs of the pre and posttest results that were score with the use of a rubric that was only implemented to score this two test and use only by the researcher in order to avoid any friendship scores. The students were given a checklist to give and receive feedback form their peers.

3.2 Pretest and Posttest results

To assess the impact of peer assessment on speaking skills, pretest and posttest data were collected (Appendix 2). The following descriptive statistic summarize the quantitative results and answer Research Question 1: **To what extent does peer assessment influence speaking skill?**

Table 2

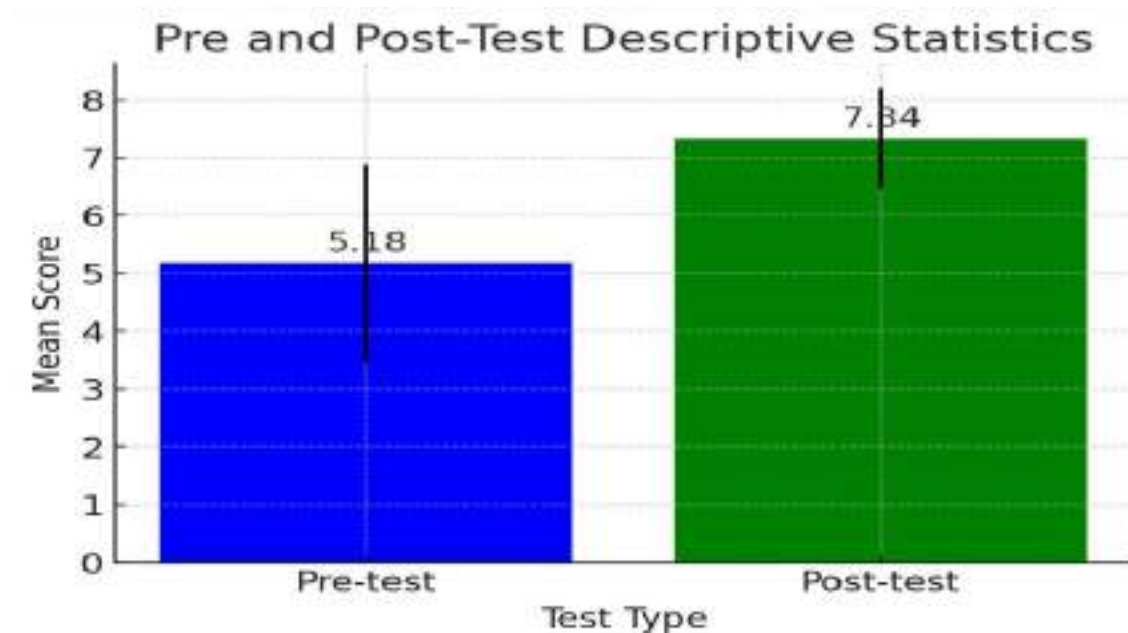
Pre and Posttest Descriptive Statistics of the Experimental Group

Pre and posttest descriptive statistics					
	N	Mean	Std. Deviation	Effect size	P-value
Pre-test	31	5.18	1.71	2.34	0.01
Post-test	31	7.34	0.87		

Source: *Instituto Superior Universitario Carlos Cisneros. (2024)*

The data shows a significant improvement from the pretest of the experimental group of 31 participants in this parallel, where they score at the beginning stage (mean = 5.18, SD = 1.71) to the posttest (mean = 7.34, SD = 0.87), with an effect size of 2.34 (indicating a strong effect). The p -value of 0.01 confirms statistical significance, suggesting that peer assessment had a positive impact on speaking skills. This table shows the difference of the scores from the pretest at the beginning of the intervention and the final score of the posttest with a difference of almost 2 points of improvement by the experimental group.

Figure 4 Pre and Posttest Descriptive Statistics of the Experimental Group



Source: *Instituto Superior Universitario Carlos Cisneros. (2024)*

Six different implementations were taken with the use of a checklist and peer assessment giving positive results on the research study. An improvement was evidence at the results after the intervention of this research.

Thus, the control group results is shown in the next graph in order to see the difference between the intervention of peer assessment and the guide of a checklist for a better oral development and how this influence the student performance. In this section the control group had a lower acquisition of the language domain on speaking skills due to the lack of peer assessment to improve.

Table 3

Pre and posttest descriptive statistics of the control group

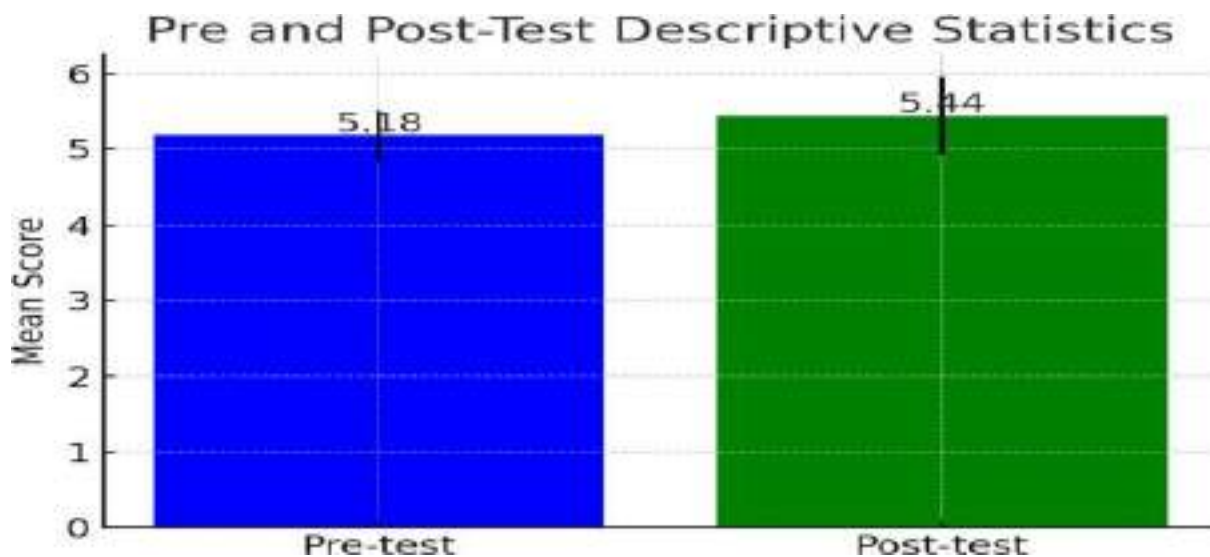
Pre and posttest descriptive statistics					
	N	Mean	Std. Deviation	Effect size	P-value
Pre-test	30	5.18	0.33	0.47	0.01
Post-test	30	5.44	0.52		

Source: *Instituto Superior Universitario Carlos Cisneros. (2024)*

In this section the results of the pretest and the posttest are shown for the control group. The mean score on the pretest is 5.18 (SD=0.33). On the other hand, data from the posttest indicates a mean score of 5.44 (SD=0.52). The findings are and statistically almost the same the two different scores had a similar value without the intervention and no other factors (p -value = 0.01). This table shows the difference of the scores from the pretest at the beginning of the intervention and the final score of the posttest with no difference in the improvement by the control group.

It is worth mentioning that for the control group during the intervention only the pretest and the posttest were taken and no intervention was apply during the study. Thus, only a small percentage of the students from the control group showed a bit of progress on the posttest.

Figure 5 *Pre and posttest descriptive statistics of the control group*



Source: *Instituto Superior Universitario Carlos Cisneros. (2024)*

Therefore, the research question number 1 turn to be valid due to the difference between the two groups at the starting point and at the end of the research. Showing that assessment directly influence the student performance by almost two points in the oral development. Thus, after the implementation, all the data was tabulated Using SPP app to obtain clear results.

Once the study finished, the control group receive the same intervention 6 different implementations of assessment for the students to reach the same benefits as the experimental group. The same methodology was apply for the control group and similar results were obtain, but these were not stated on the research.

3.3 Checklist results

The checklist ([Appendix 1](#)) provided a useful tool for validating quantitative data. The results of the checklist also support Research Question 1, demonstrating how peer assessment contributed to speaking skill improvement. In the table number 4 it will show how many times recommendations were given by the students in order to improve their first draft or video. After peer assessment was given the students had to improve the same video taking into account the recommendations that were given by their peers. This was not only apply in the same speaking activity it also help the students to avoid making the same mistakes in further speaking practices inside or outside the classroom.

Table 4

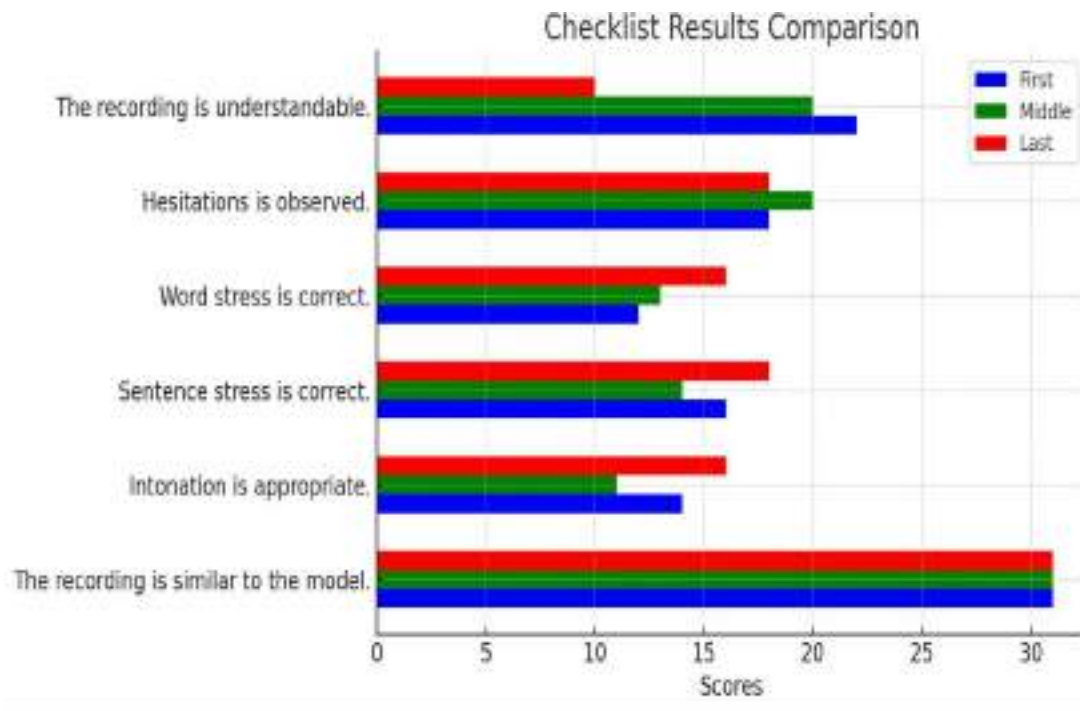
Results of the checklist

Items	First	Middle	Last
The recording is similar to the model.	31	31	31
Intonation is appropriate.	14	11	16
Sentence stress is correct.	16	14	18
Word stress is correct.	12	13	16
Hesitations is observed.	18	20	18
The recording is understandable.	22	20	10

Source: *Instituto Superior Universitario Carlos Cisneros. (2024)*

The results of checklists items No. 2, No. 3, and No. 5 may explain the fact that they initially lacked of the knowledge necessary to evaluate intonation. Only "word stress" showed a consistent improvement, followed by "sentence stress." At the end, Students were aware of pauses and fewer hesitations made during the speaking practices. This was evidence at the beginning of the checklist that were gather by the students in the initial stage the students tend to make this type of mistakes. But after two or three implementations the students start to avoid this mistakes and started to improve in their speaking practices.

Figure 6 *Results of the checklist*



Source: *Instituto Superior Universitario Carlos Cisneros. (2024)*

Only 3 recordings from the 6 different implementations are shown in this graph, the results of checklists show how the recordings were similar to the videos shown in class, as students have the change to practice and submit the video until they were comfortable with the final product.

3.4 Interview Results

In order to answer the research question number two, an interview and some field notes were taken in to account in order to interpret the answers of the students. Some of the answers were receive verbally in their mother tongue and later translated by the researcher.

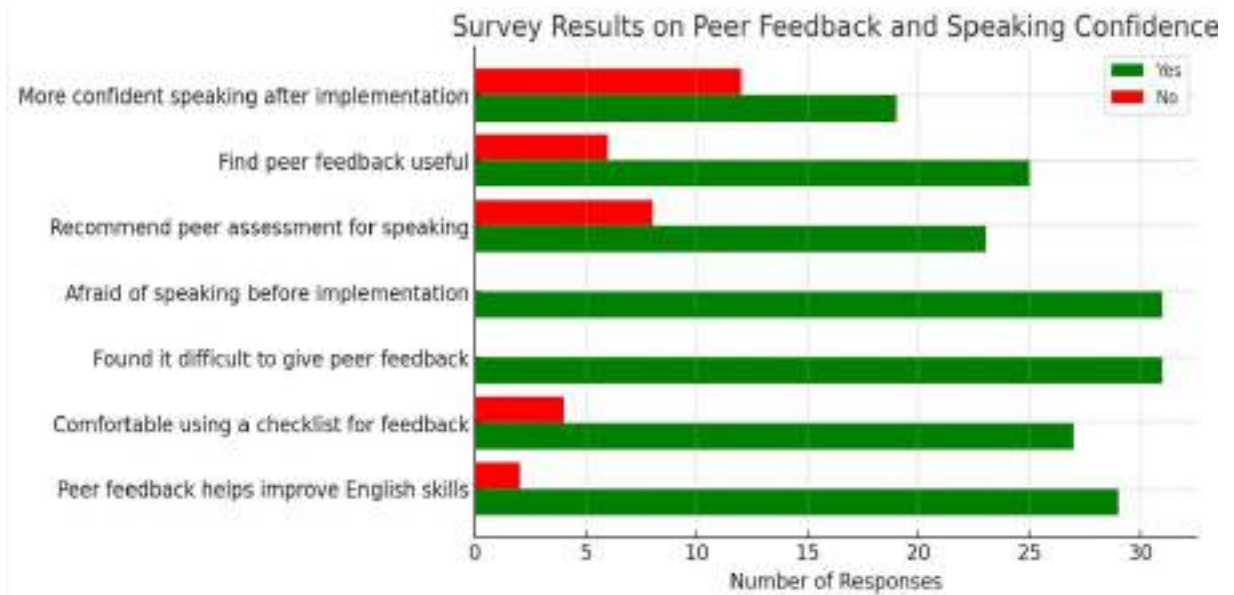
Research question 2:

What are the students' perceptions of peer assessment to improve speaking skill?

An Interview was employed (Appendix 3). Interviews are an effective way to collect data. Interviews offer distinct perspectives on phenomena from the viewpoint of individuals, providing detailed information that other primary data collection methods cannot match. An interview was apply to collect some of the qualitative data. But in the same way a graph will be shown to see how

many students felt positive about the intervention of feedback sessions.

Figure 7 Results of the Survey



Source: *Instituto Superior Universitario Carlos Cisneros. (2024)*

From the 7 different questions that were placed in the interview a chart was organized to show the positive perception of the students as the green bars show how everything was accepted by the students making progress on the target language. In the other hand the red bars show how some students still not sure about all the benefits of this strategy and the use of digital platforms in order to improve their oral ability.

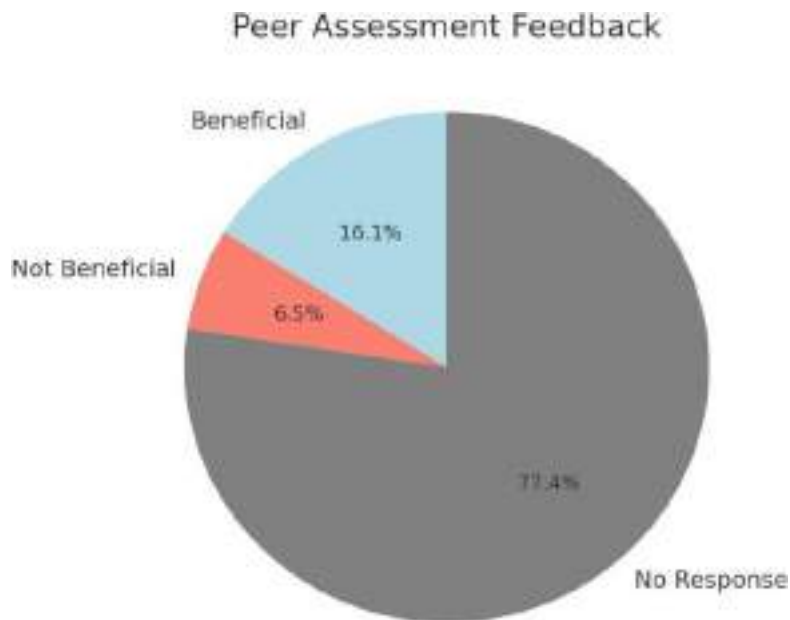
Although, in this section some of the open and more valuable questions will be shown as part of the research. For example, question number 1, 4, 5, and number 7 of the interview. These questions will be shown directly from the perspective of the students that were recorded in Spanish and translated into English by the researcher.

1. Do you think peer feedback helps you improve your English skills?

For this question some students believe that their English competencies had increased after the intervention. 5 students answer “the peer assessment was beneficial for all of us after understanding how to give and receive feedback”. On the other hand, 2 students answer “I believe

that we have not learn and it was not beneficial". Most of the students feel comfortable by giving and receiving feedback, and somehow, they believe that giving and receiving Constructive feedback from their peers is very beneficial as the students lose fear from being judged.

Figure 8 question 1 of the *Survey*



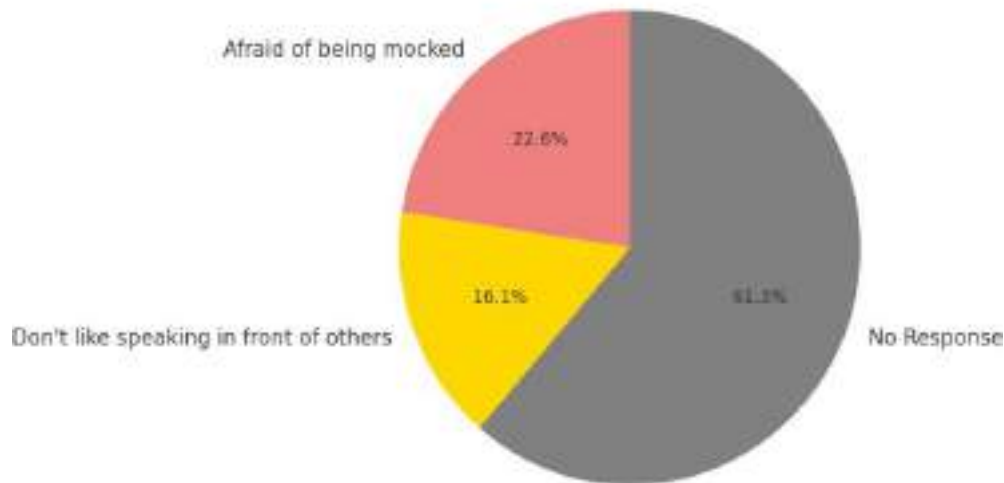
Source: *Instituto Superior Universitario Carlos Cisneros. (2024)*

4. Did you feel afraid of speaking before the implementation? Why?

For this question most of the students feel that many factors affect their speaking abilities during and oral interaction, most of them agree that feeling anxiety during a speaking activity will increase hesitations and a lack of vocabulary in order to produce words. 7 students answer *"I'm afraid that my peers will make fun of me if make a mistake"*. On the other hand, 5 students answer *"I do not like to speak in from of other people"*. Most of the students agree to feel uncomfortable during oral communication or reading aloud due to mispronunciation in the target language.

Figure 9 question 4 of the *Survey*

Students' Concerns About Speaking

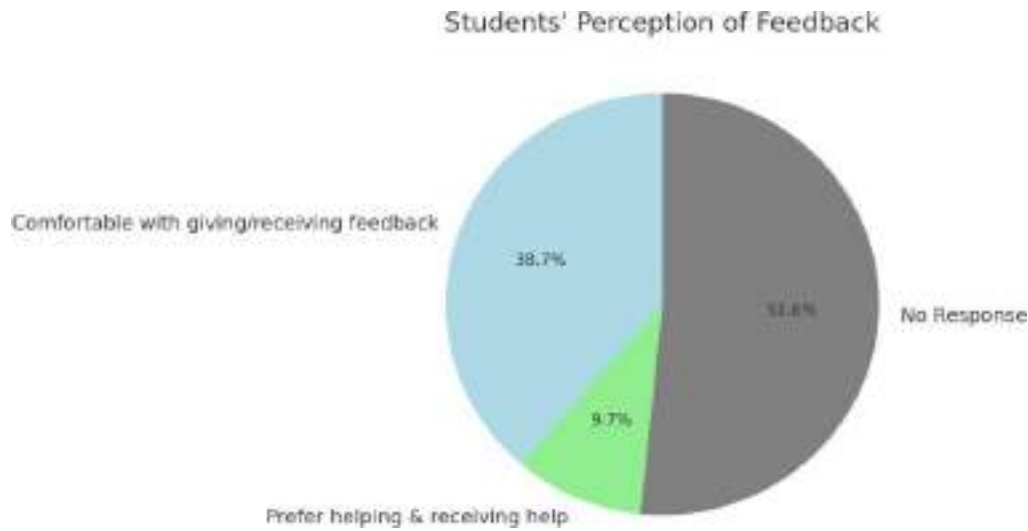


Source: *Instituto Superior Universitario Carlos Cisneros. (2024)*

5. Would you recommend peer assessment to improve speaking skills?

Most of the students agree to recommend peer assessment for further research or even for other subjects in school. Therefore, 12 students answer, *"I feel comfortable by giving and receiving feedback"*. On the other hand, 3 students said *"I feel better by helping other students and at the same time receiving help"*. In this section, a high number of the students agree that constructive assessment can be beneficial for the acquisition of a second or a foreign language. In the same way many of the students are willing to recommend this type of assessment to other people.

Figure 10 question 5 of the *Survey*

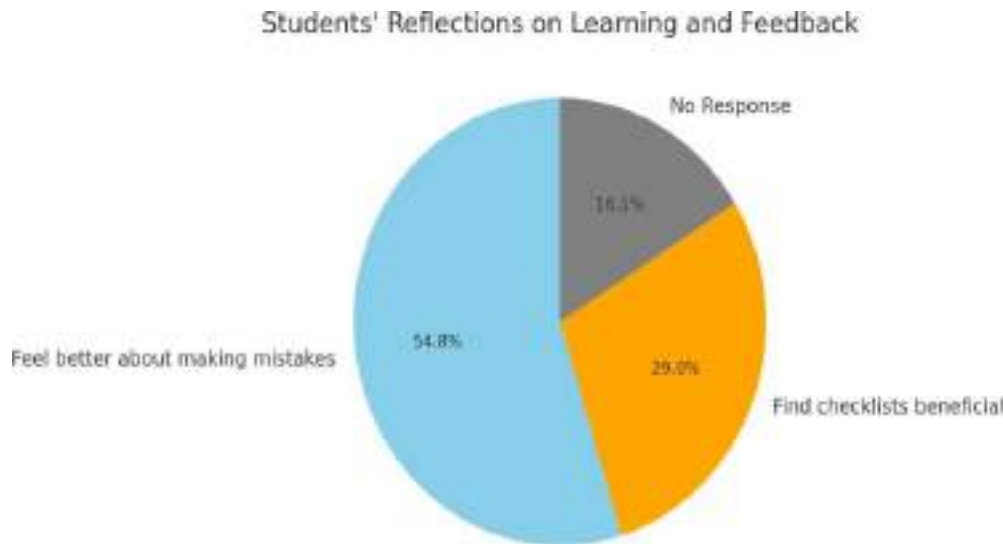


Source: *Instituto Superior Universitario Carlos Cisneros. (2024)*

7. Do you feel more confident while speaking after the implementation?

To conclude the answers for the last question of the interview. 17 of the students' mention, *"I feel much better now, to know that I can make mistakes during a speaking interaction"* In the same way 9 students answer that *"The use of checklist in order to guide ourselves is in a great way very beneficial"*. All the students feel more confident about oral interactions during the speaking practices.

Figure 11 question 7 of the *Survey*



Source: *Instituto Superior Universitario Carlos Cisneros. (2024)*

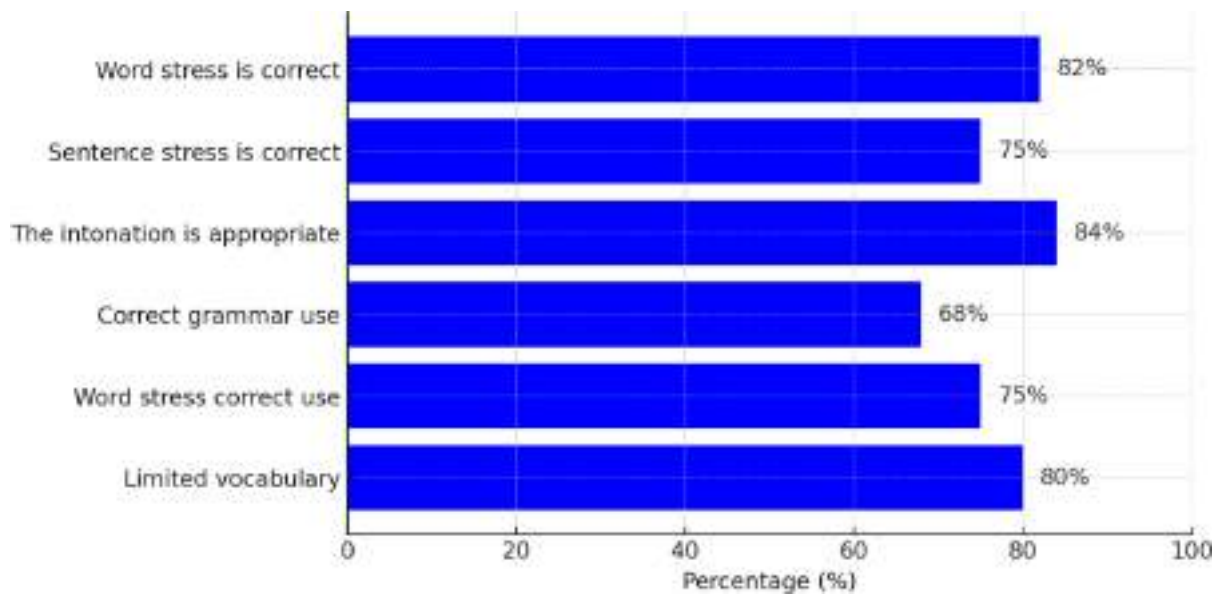
After the interview, many students feel more confident about their speaking practices and this was verified with the quantitative results from the research question number 1 that validates the results. The primary goal of the interview was to find out how the students felt about their growing speaking abilities.

Thus, some perspectives from the researchers were stated in the study to validate the data through the use of field notes. Therefore, this strategy was utilized to collect data about the students' and researchers' opinions, ideas, experiences, and feelings about the implementation and the many instruments used in order to improve English language learning methods.

3.5 Field Notes Results

In this section, the researchers took notes all over the implementation of the research in order to gather information. Here some of the observations, which are documented in the field notes. The study discovered that students' primary challenge was their limited vocabulary. Additionally, they pronounced the words as they believed they are correct pronunciation. This can cause misunderstanding during the assessment sessions.

Figure 12 *Results of the Field notes*



Source: *Instituto Superior Universitario Carlos Cisneros. (2024)*

In this section, the researchers took notes all over the implementation of the research to show how students make an improvement during and after the intervention. This graph shows in percentages how many students had a great impact on the acquisition of a foreign language by improving their oral skills inside and outside the classroom.

3.6 Discussion

The primarily goal of the researcher is to monitor the constructive assessment rather being part of it. To interfere only, when necessary, in order to avoid any confusion during the speaking practices by the students. The intervention led to an improvement, according to the results. These encouraging findings are consistent with earlier research. Richards (2006) stated that learning involves receiving feedback from others. In the same way, Aquino (2020) mentioned that peer assessment can be beneficial for the students after giving clear instructions at the beginning of the research.

The use of checklist to give peer assessment is a tool that in a great stand can be beneficial not only for speaking practices but also for different skills and sub skills of a second language acquisition. Thus, the use of technological tools like whatsapp gives more flexibility while

working with students. As teachers, do not have enough class time to work in the class. This tool can help to work outside the classroom and optimize time and effort.

Students must critically examine spoken language while evaluating their peers, paying particular attention to grammatical correctness, fluency, and pronunciation. Additionally, this technique encourages self-reflection, which aids students in identifying their own shortcomings and potential growth areas. Peer evaluation takes place in real time, so feedback is precise and instantaneous. As a result, pupils can quickly improve their speaking abilities, gradually increasing their fluency and coherence.

On the other hand, some issues were evidence during the implementation of peer assessment. The validity of peer reviews is one of the main issues. Pupils might not be qualified to evaluate speaking abilities precisely, which could result in erratic or arbitrary criticism. Some people may place too much emphasis on fluency at the expense of pronunciation or grammar. Biased evaluations may result from peer assessment that is impacted by interpersonal ties. Some students could be too critical of others while giving friends too much praise.

Not every student takes peer criticism well. Some people may reject criticism if they think their peers lack the skills to assess them, while others may become disheartened by unfavorable remarks. It can be difficult for teachers to keep an eye on every interaction during peer assessments in large public school classrooms. Ineffective feedback could result from students not taking the procedure seriously if they are not given the right guidance.

These are things that need to be considered for further research studies, in order to avoid any delays on the implementation. In the same way some the conclusion section will be presented in the next section of the research in order to give validity to the research.

Conclusions

3.7 Conclusion

During the intervention, the experimental group's speaking abilities outperformed those of the control group. This was supported by the researcher and all of the information gathered, as the outcomes section demonstrates and validates the results of the two main variables that could be taken into account for further research.

Some of the benefits that were evidence by the researcher were that students' confidence while speaking increases, students stop to feel anxious during oral presentations, students were not afraid of making mistakes. This led to a better speaking practice especially at the end of the implementation. Students became more fluent during oral development inside and outside the classroom.

In the same way, their perceptions about constructive assessment change during the development of the study. Now some of the students are willing to keep using checklist and constructive feedback in order to improve their English acquisition. Another factor to take into account is that pupils tend to do more meticulous in their work when students are being evaluated by others students.

To conclude, great benefits were evidence during the implementation of this research study using peer assessment in order to improve their speaking skills during the year 2024, at the Instituto Superior Universitario Carlos Cisneros in the city of Riobamba. In the same way, some recommendations have to be taken into account for further research.

Recommendations

3.8 Recommendations

The purpose of this study was to examine the influence of utilizing peer assessment, particularly the use of a checklist, on improving speaking skills. The main objective of this research was to design structured peer assessment exercises and include them into regular speaking practice sessions. Therefore, it is recommended to incorporate a variety of speaking exercises, including role-plays, presentations, and debates, to provide students with ample opportunities for oral development.

The first recommendation is to organize training sessions or workshops at the beginning of the intervention to instruct students how to provide unbiased, constructive feedback. In the same way, it is important to provide students with examples of good feedback to help them comprehend the standards used to evaluate communication, pronunciation, accuracy, and fluency. This step is essential to avoid any confusion when students give or receive feedback. Initially, many students were hesitant and afraid their peers would mock their pronunciation, but after a thorough explanation, they felt more comfortable working in pairs.

The second recommendation addresses the challenge of limited class time. To increase the learning process, students were asked to record themselves and share the video with their peers through the use of WhatsApp. This approach allows for continuous feedback and enables students to improve by addressing the mistakes made in the previous recordings, even outside class hours.

The third recommendation is to ensure a well-rounded evaluation process. Peer assessment should complement teacher feedback, but teacher evaluation remains essential for providing deeper understanding. Teachers or researchers must monitor peer assessments to ensure that students receive accurate feedback, thus maintaining consistency and dependability in their evaluations. Furthermore, it is crucial to help students distinguish between constructive feedback and mere criticism to prevent misunderstanding.

By implementing these recommendations, teachers can maximize the potential of peer assessment as a cooperative and effective strategy for enhancing students' speaking abilities in language learning environments. This approach is considered for further research, both inside or outside the institution, to further explore the benefits of this type of assessment. The use of peer

assessment contributes significantly to the improvement of students' speaking skills and their overall acquisition of a foreign language.

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Appendix 1

Checklist to provide feedback

Dear Students,

You can provide comments with the use of this checklist. "This is not graded"

	Yes	No	What do you suggest to improve?
Intonation is appropriate.			
Sentence stress is correct.			
Word stress is correct.			
The recording is understandable.			
More vocabulary is observe.			
Looks like he/she is reading.			
Grammar structures are observe.			
Fluency has improve since the first recording.			

Appendix 2

Rubric for the pre and posttest.

<i>Grammar and Vocabulary</i>	Excellent 10-9	Very good 8	Good (7)	Not so good (6-fewer)
Grammatical forms with control are identify (simple tense, past tense, etc).				
The speaker makes use of a variety of suitable words that have been covered in class.				
<i>Discourse management</i>				
The response's content is suitable for the assignment.				
<i>Pronunciation</i>				
The answer given by the student understood.				
The intonation is appropriate.				
Sentence stress is correct.				
Word stress is correct.				
Individual sounds are correctly produced.				
<i>Fluency</i>				
Not too many pauses.				
No hesitation.				

Adapted from Cambridge (2008).

Appendix 3

Interview Questions

1. Do you think peer feedback helps you improve your English skills?

2. Do you feel comfortable using a checklist to give feedback in class?

3. Did you find difficult to give feedback to your peers?

4. Did you feel afraid of speaking before the implementation? Why?

5. Would you recommend peer assessment to improve speaking skills?

6. Do you find peer feedback useful?

7. Do you feel more confident while speaking after the implementation?

Appendix 6

Checklist use by the students to record the recommendations of the peer assessment.

With a link of the recording.

Appendix

Checklist for students to provide feedback

Dear Students,

This checklist will help you in providing feedback to your peers. This is not graded.

	Yes	No	What do you suggest to improve?
The recording is similar to the model.	X		
Intonation is appropriate.		X	Review unfamiliar words and their pronunciation.
Sentence stress is correct.		X	Yes, but there are things to improve.
Word stress is correct.		X	There are errors.
Punctuation is observed.	X		
The recording is understandable.	X		
I agree with the main idea reported in the oral summary.	X		
The recording was sent on time.	X		
My feedback is provided on time.	X		

<https://1drv.ms/u/s!Akt5pqrwseTdkUaqjlba-6HZdJUU?e=I8LQGL>

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