



Peer Feedback to Promote Speaking Fluency in University Students: An Action Research Study

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### Abstract

The purpose of this study was to improve learners' oral skills through the use of peer feedback of students' audios uploaded in WhatsApp chat groups. Twenty-two participants were exposed to different activities in order to increase their speaking fluency. An action research study that included quantitative and qualitative instruments was conducted. The study consisted of the application of a pretest-posttest, a Likert survey, and field notes. Results indicated an increase of 4.46 points on their average performance. In an analysis of the rubric by categories, post results outperformed pre-test data in four categories: Fluency, accuracy, pronunciation, and interactive communication. Also, the effect size ( $d$ ) values from all the constructs show that they are over 0.99 which according to Cohen is a large effect size for all of them. Students also reported positive perspectives on the use of peer-feedback. Consequently, the study reflected that peer-feedback of audios is an efficient strategy for EFL learners. The research contributes to the English teaching field as a formative mechanism for enhancing students' speaking fluency. Implications of this study suggest other higher education authorities and EFL teachers engage students in the lessons with authentic and student-centered activities.

*Keywords:* peer feedback, Whatsapp, fluency, speaking

### Resumen

El propósito de este estudio fue para mejorar las habilidades orales a través del uso de la retroalimentación de los audios de estudiantes subidos en grupos de chat de Whatsapp. Veinte participantes fueron expuestos a diferentes instrumentos para incrementar su fluidez al hablar. Una acción de investigación que incluyó instrumentos cuantitativos y cualitativos fue llevada a cabo. Una acción de investigación consistió en la aplicación de una prueba previa y prueba posterior, y una encuesta Likert. También notas de campo fueron tomadas. Los resultados indicaron un incremento de 4,6 puntos en su rendimiento promedio. En un análisis de la rúbrica por categorías, los resultados de las pruebas posteriores superaron los datos de las pruebas previas en cuatro categorías: Fluidez, precisión, vocabulario y comunicación interactiva. También, el impacto de la innovación (*d*) valores de todos los constructores muestran que ellos están sobre 0,99 lo cual de acuerdo a Cohen es alto impacto para el aprendizaje. Los estudiantes también reportaron perspectivas positivas hacia el uso de la retroalimentación por parte de compañeros. Consecuentemente, el estudio reflejó que la retroalimentación por parte de compañeros a través del uso de audios es una estrategia eficiente para estudiantes de inglés como lengua extranjera estudiantes. La investigación contribuye al campo de la enseñanza de inglés como un mecanismo formativo para mejorar la habilidad oral de los estudiantes. Implicaciones de este estudio sugieren a otras autoridades de educación superior y profesores de inglés como lengua extranjera comprometer a los estudiantes en clases con auténticas actividades centradas en ellos.

*Palabras claves:* retroalimentación, Whatsapp, fluidez, hablar

### Peer Feedback to Promote Speaking Fluency in University Students: An Action Research Study

Speaking is one of the four macro skills needed for current communication in any language. Boonkit (2010) noted that English is universally used as a means of communication. In the internet world, English speaking skills should be developed along with the other skills so it enhances communication achievement both with native speakers of English and other members of the international community.

It is essential to find new ways of teaching to promote learning. Nicol (2010) considered peer feedback as a viable means of teaching in circumstances when mass higher education is experiencing a continuous increase and diversification of the student population and at the same time a decrease in individualized teaching.

An underlying assumption concerning peer feedback is its value in the learning process. Peer feedback has proven that learners make the most of it in terms of negotiating meaning and controlling their learning. Bruffee (1984), Heywood (2000), and Liu and Hansen (2002) said that this type of feedback creates valuable opportunities for learners to negotiate meaning, extend their critical thinking and reasoning skills as they take control of their learning through interactions with peers. In peer feedback, learners normally assume the roles and responsibilities usually performed by a tutor to comment on and critique each other's drafts in both written and oral forms (Liu & Hansen, 2002).

The Ecuadorian Ministry of Education has developed some actions to strengthen English. Some of those actions are, for instance, having English as a required subject for all students from second grade until the end of high school and supporting teachers' training abroad. Authorities

have focused on the communicative approach to lead the teaching and learning process for the improvement of the necessary language skills (Ministerio de Educación, 2016).

The domains of the English teachers' standards in Ecuador, particularly the one related to domain three in the curriculum development, says that teachers need to be aware of the use of technological resources to promote learning among students (Ministerio de Educación, 2012). Special attention is necessary to come up with ideas to make the most of the communication and information tech tools. And by doing so, learners can understand in a better and more efficient way the content of the lessons.

Nowadays there have been lots of constant changes in the teaching-learning process. Using communication technologies and information for the didactic process is a matter of great importance. With the use of technological tools in the classes, learners have been able to understand and receive better instructions.

There are chances for bringing real tasks and appropriate activities into the classrooms with the proper use of tech tools. Technology, especially the internet, presents us with new opportunities for authentic tasks and materials, as well as access to a wealth of ready-made English Learning Teaching (ELT) materials (Abunowara, 2014). Students can connect through a virtual learning environment, in the meantime, they negotiate meaning and build knowledge (Livingstone, 2019). By means of applications and other social networks, there is a cooperation awareness among students through collaboration.

Additionally, technology is a great tool to help learners self-assess. Miangah and Nezarat (2012) expressed that meanwhile, cellphones can help them record their speaking in order to self-assess and set objectives. Hence, mobile devices can reduce anxiety in learners since they do not have to show their work to their classmates or professors until they feel confident.

Nowadays, there are plenty of applications with a low and overall free cost that most of the students are more than welcome to use.

The use of mobile devices will enrich communication among students due to the accessibility, which is noticeable nowadays. As Moghaddas and Bashirnezhad (2016) noted tech tools are all-inclusive, having such a big impact on every facet of day-to-day life. The access to networks does not have to be of a high cost and besides it provides benefits in resources.

Students of the second semester in a private institution located in the south part of Guayaquil city, have to pass six levels of English courses. Each level has an extent of one semester. According to university regulation, students from different careers are involved in the classes. There is an average of 22 students per classroom. Because of the facilities found in the rooms such as computers, overhead projector, and smartboard, among others, it can be said that both learners and teachers feel comfortable in this language learning environment that includes technology.

This set of features is necessary for the learners to get involved in an appropriate learning environment which can help them get a B1 certificate. This certification is an obligated stipulation in the process to get a degree at the end of their studies from the university. As it is established in the Academic Regime Regulation (Consejo de Educacion Superior, 2019), the learning of a second language is considered a requirement for the graduation process.

For many years teaching the speaking skills has been a continuous repetition of drills and a combination of conversations and dialogue memorization, although for communicative purpose speaking has such great importance. As Bahadorfar and Omidvar (2014) remarked the main reason for speaking skill teaching should be the improvement of students' communicative skills.

Besides, learners show how they can follow cultural and social norms for every communicative circumstance.

Students showed a lack of communicative competence, especially in their first levels in the university. One of the reasons for such a deficiency is the little acknowledgement that public and private high school teachers give to that competence. Calle et al. (2012) mentioned that English teachers do not apply strategies that encourage communicative competence but keep on using traditional strategies which avoid that competence development.

A specific problem found in the second-semester students was the difficulty in speaking production. They did not provide their opinions, or follow a conversation, which is recognized as an ability from the Common European Framework of Reference (CEFR) in an A2 level. In a general aspect, A2 learners can identify speakers' agreement and disagreement in a dialog conducted slowly and clearly (Council of Europe, 2018).

The role of peer feedback is important in the ongoing everyday lesson. It must be a basis in order to encourage students' self-learning, since they are not only going to receive feedback from their professors but also from their peers, and that will be a contribution to their self-assessment. Wiggins (2012) stated that when students receive feedback and then have the chance to apply that feedback; this process is going to increase the student's performance and learning.

Hence this study and its importance addressed the problem and proposed the impact of peer feedback on the development of their speaking skills. The purpose of this research was the improvement of oral competence. Due to the gap in the fields of peer feedback and in the use of technology, especially Whatsapp chat groups, two essential research questions were posited for this research:

1. To what extent do learners of the second semester, using peer-feedback facilitated by Whatsapp chat groups as a technological tool improve their speaking skills?
2. What are students' points of view about the use of peer feedback with the application of a technological tool during their classes?

### **Literature Review**

This section provides the topics related to the present study research. It determines academic connections with other authors, theories, and an overview of the topics. It describes and defines the principles of Communicative Language Teaching, backwards design, constructivism, peer feedback, fluency, interactive communication, pronunciation, grammar, and vocabulary.

#### **Communicative Language Teaching**

According to Wu (2008), one of the fundamental principles of CLT is that learners are required to be involved in significant communication to accomplish communicative fluency in ESL settings. Walia (2012) also mentioned that CLT has advocated the goal of classroom activities should be to encourage authentic and meaningful communication. Moreover, an important dimension of communication is fluency. In the same document, Walia emphasized CLT as a learning process of creative construction and therefore, involves trial and error.

#### **Backwards Design**

Implementing backwards design in this innovation gives the opportunity to start working from the goals rather than the textbook activities. Wiggins and McTighe (1998) claimed that classes should start with the end - the desired results (goals or standards) – and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.

## **Constructivism**

This study is grounded on the basis of constructivism. Bruner (1966) mentioned that knowledge is actively developed by learners based on their previous and current knowledge. Students are active participants in meaning-making in the classroom. Learners should be provided on acceptable social interaction with other peers in order to cooperate and negotiate meaning. Jaworski (1995) noted social constructionism lies in social relationships, focused on negotiation, cooperation, conflict, rhetoric, ritual, roles, social scenarios, and emphasizing meaning in languages as a context-dependent.

Learners' viewpoints are the powerful determiners of learning that happens in the classroom. As Gentilucci (cited in Barreiro, 2019) explained, these perspectives are related to students' thoughts, feelings, and reactions generated from a learning process. There are not enough researches to know students' perspectives toward peer feedback. Nevertheless, Rentrop, Haenen, and Graaff (2011) noted that the way in which students provide feedback is essentially important. To provide feedback classmates need the criteria of expectations during the execution of the tasks.

According to constructivists, the teacher is a facilitator of the tools of the knowledge but not the principal source of itself. Vygotsky (1978) explained that learners should be provided with tools to help them build their knowledge. And for that reason, Whatsapp has become a perfect tool for that purpose since it gives the opportunity to interact with others in any part of the world and at any time. Alqahtani, Bhaskar, Elumalai, & Abumelha (2018) noted that taking as a bonus to Facebook and Twitter, Whatsapp is an expanding online platform that eases teaching and learning in the classroom.

## **Peer Feedback**

Brookhart (2017) indicated good feedback provides learners with the information they need so they can comprehend their place in the learning process. Black and Wiliam (1998) added that feedback from peers can be understood better than feedback received from a teacher. On the other hand, McGarrell (2010) stated learners' concerns about affecting their relationships due to the peer feedback given. Tsui and Ng (2000) cited that learners think the feedback their peers provide is not trustworthy

However, Tsai, Lin, and Yuan (2002) established the differences between students' and teachers' assessment to be associated with how they referred to the importance of the criteria at hand. Which is why the need of being clear in the use of a rubric for the corrections made among peers.

Even though there are not enough studies on how to improve speaking skills through peer-feedback, some research studies have been conducted in order to focus on this limitation. Zambrano (2019) used peer-feedback and recorded videos for enhancing oral skills in order to reach the English Language Learning Standards for the A1 level. Another important study was done by Yepez (2019) also implemented videos and quality peer-feedback to enhance oral production. The results of the study indicated that the learners enriched their oral competences in general terms but also in their accuracy, choice of words, and interactive communication (Yepez, 2019; Zambrano, 2019). The research done by Sato and Lyster (2012) took peer interaction and corrective feedback for accuracy and fluency development but did not use Whatsapp groups in the study.

### **Fluency**

Fluency in speaking is the core of this innovation, Hedge (2000) explained that speaking fluency is the skill that links the units of speech together with no anxiety or unnecessary

hesitation. The same author but in 1993 explained the discourse of non-fluent English learners is measured by frequent pauses, repetitions, and self-corrections. Thus, the need for speaking fluency improvement lies in significantly decreasing the frequent pauses, repetitions, and self-corrections.

One of the most typical problems that learners face is hesitation when speaking a new language. Contrary to reading and writing, speaking is an action developed at the moment, normally the person you are talking to is expecting an answer right away. It does not give time to think too much in order to produce ideas when speaking (Nunan, 2003).

Awada (2016) had a study with the same variable which was the use of Whatsapp but with the purpose of improving writing instead of oral fluency. Nevertheless, the use of Whatsapp mediation resulted effective for the participants to increase their motivation for learning.

### **Interactive Communication**

This study focused on important elements of speaking such as interactive communication, grammar, fluency, and vocabulary. As Daniels, Bizar, and Zemelman (cited in Brown, 2004) explained working together and trading ideas are inherent in interactive learning. The emphasis of interactive learning is on what learners believe is important to learn, the several processes learners use to learn and how learners use learning in other settings and conditions. To include technology in interaction makes social participation improved.

Abulibdeh and Syed (2011) noted student-student interaction includes contact with other students via synchronous or asynchronous technologies, such as email, class discussion, group work, social networks, projects, blogs, wikis, and podcasts. Researchers have shown that giving adequate opportunities to participate in online discussions leads participants to be associated with enhanced social presence. As Zhang and Lin (2015) cited, in comparison to static websites,

social media has enabled real-time conversations between all users without time or physical constraints.

The interest for the Bring Your Own Device model (BYOD) has increased in the last years (Rogers as cited in Howlett & Waemusa, 2019), which means that students supply their own cellphones in order to be used in the classroom. This situation can effectively help the innovation due to the large number of smartphones used nowadays in Ecuador, according to local institutions (Instituto Nacional de Estadísticas y Censo [INEC], 2017), the number of mobile devices has increased to 60% with the appearance of technology.

### **Pronunciation**

Dalton and Seidlhofer (1994) referred pronunciation as the physical features of sound only in so far as they are applicable to a knowledge of how they figure in discourse, that is to say in the accomplishment of meaning. Brown (2001) stated that it is essential to increase complete communicative competence, in the same direction, Nunan (1999) pointed out that with the spread of communicative approaches, the teaching of pronunciation not only focuses on differences in individual sounds but also the importance of intonation.

### **Grammar**

Hughes (2013) stated grammar as the involvement of a variety of constructions frequently used by speakers, which do not fit into norms of traditional grammar. In spoken discourse, grammar structures are usually shorter, simpler, and more informal. Therefore, grammar is an important descriptor to take into account when practicing speaking skills and it goes together with vocabulary use.

### **Vocabulary**

A meaningful area to be described in the evaluation criteria is the vocabulary due to its relevance in the speaking fluency. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication (Alqahtani, 2015).

### **Innovation**

Improving learners' speaking fluency was the main reason for the present study through peer feedback facilitated by Whatsapp. This innovation took a period of six weeks, in which students had classes two days a week, two hours of English each day. The content of the classes was the same as it was in the coursebook and extra material for this innovation.

Students were split into two groups; the groups gave the chance for constant communication among the students with the teacher. As every lesson was carried out, the feedback was provided by the students and by the teacher. Students received peer feedback through comments and questions to their speaking tasks uploaded in the Whatsapp chat groups. Peer feedback was done and carried out by the students for every activity developed in and outside the classes. Feedback given by the professor was at the end of every lesson or activity, according to the difficulty of the tasks.

At first, the professor introduced students to easy tasks and instructions for them to get familiar with the innovation. Because of the previous knowledge of the students, while using this application, the learners interacted using that app. Students got acquainted with their role in the learning process with constant communication not only with other peers but also with the teacher. The learners were taught to give appropriate feedback to their peers with the use of a rubric.

During the lessons, students could use other technological features like Google and YouTube to enhance pronunciation by watching videos. They could check these search engines as many times as desirable since online resources played an important role in this innovation. This activity helped them to become confident while they were also listening to their peers' activities production and the teacher giving them oral and written feedback.

Several steps could be completed to apply the strategy of the innovation. At first, learners took a few minutes in the preparation of the speaking. It was based on an issue given by the teacher. The topic was taken as an introduction followed by the content of the coursebook. The students could talk to their peers asking for feedback during certain periods in the class. The peer feedback time was scheduled by the professor.

Next, the students worked in small groups or pairs depending on the topic. Once they had already prepared the dialogs or questions, they were ready to practice with different classmates for a specific amount of time. After that, they switched roles with other students to get more fluency and familiarity with different types of pronunciation. Working in pairs was beneficial because students became listeners and speakers.

### **Methodology**

This work is an Action Research (AR) since it involves the active intervention of the professor. This research is a mixed design study because it includes both quantitative and qualitative data and instruments to obtain reliable results (McKim, 2017). Checkland and Scholes (1990) stated that AR is an appropriate research methodology to get 'experience-based knowledge'. In the sense that it is associated with the everyday observation that researches are all the time taking purposeful action. Concerning the experience of the situations that professors find themselves in, and the knowledge that experience produces.

Surveys and field notes were used as qualitative instruments, while pre and post-tests constituted the quantitative instruments. Finally, the quantitative data collected from the implementation of the innovation were analyzed in the SPSS statistics program.

### **Participants**

Twenty-two students of three different classes participated in this study. Each class had a different schedule, but all groups had the same tasks and tests. They were enrolled in the second semester of a private university. It involved 12 female and 10 male students, their age range was between 17 and 36. Their English proficiency level was A2. According to CEFR (Council of Europe, 2018), they were able to conduct and follow simple tasks; they could interact easily, ask and answer simple questions about themselves, where they lived, people they knew, and things they had. This group was assigned to the teacher-researcher.

As said before in the second semester the learners must have already passed an A1 level, so in that context, they have previously studied basic English. Most of the students came from private high schools, and these institutions are bilingual. There was a small number of students who came from surrounding cities of Guayaquil.

The students showed poor English level in grammar and fluency, that was the main reason for this research. Most of the students showed interest in using Whatsapp during classes; consequently, they thought technology could help them improve their English level. Since Whatsapp is a free app, students could keep practicing after class at any place.

### **Instruments**

The instruments were designed to collect information to answer two research questions: 1) To what extent do learners of the second semester, using peer feedback facilitated by Whatsapp chat groups as a technological tool improve their speaking skills?; and, 2) What are the students'

points of view about the use of peer feedback with the application of a technological tool for their classes? For the implementation of this study, the independent variable is peer feedback with the use of Whatsapp as a technological tool and the dependent variable is speaking fluency.

For the first research question, the researcher took pre and post-tests. The rubric was used to grade the recordings. An English teacher different from the teacher-researcher graded the pre and post-test to reduce bias in the information. These numbers were used to get descriptive statistics: minimum, maximum, mean, and standard deviation. A t-test was run to determine if the information was statistically significant. The impact of the innovation was also run in an online effect size calculator.

The results of the survey were tallied and presented in a table. Frequencies reported the general perspective of the participants towards the variables of this action research: peer feedback and speaking.

The second research question is related to the students' point of view of an app for the progress of the classes and its influence on peer-feedback. A survey was delivered by the researcher to the students. This survey was led in order to know the students' point of view. The survey was adapted from Zambrano (2019).

The researcher also took daily field notes when the students practiced the innovation. The field notes were used to enhance the teacher's observation to provide support for the research questions and focus on the following aspects: (1) Possible limitations and misunderstandings that could show up during the ongoing practice, (2) Unforeseen situations that might help or constrain the procedure, and (3) Skills needed to accomplish the task.

### **Pre and posttest.**

Two oral recordings were used as pre and posttest. The first recording took place on week one. In pairs, the learners developed a personal interview. The students prepared an audio which lasted about two minutes. They talked about their preferences, hobbies and personal information. Audio number seven was used as the posttest. It took place during week six. In this final audio, the learners develop an interview between a radio host and a famous singer. They were graded with a rubric and results were compared to determine improvement

### **Rubrics.**

Rubrics were written in English and Spanish due to the learners' proficiency. The same rubric was taken to assess the first and last audio. They provided the highest score to the most accurate use of basic grammatical structure about the simple past tense and the fluency goes spontaneity; and the lowest score to the frequent errors basic grammar structure and the lack of spontaneity in the conversations. Similarly, these rubrics gave a high score to the use of the taught vocabulary appropriate to the context and a low grade to those that rarely used the taught vocabulary with few observations of greetings and leave-takings.

Finally, the top scores were given to those students who produced communication in an interactive way and the lowest punctuation to those who did not produce an interactive communication. This rubric was validated by two reviewers. One of them suggested adding two open questions. Students were trained to use the rubric since week number one. They applied it to provide feedback. The rubrics showed the use of fluency, accuracy, vocabulary simple present and present perfect tenses, vocabulary, and interaction in a band from 5 to 1 point.

Scorer reliability, as Brown (2001) stated, is the consistency of the grades of two or more scorers while validity refers to the degree to which a test assesses what it means to assess. To

obtain scorer reliability in the use of this speaking rubric, another evaluator graded the pre and post-test as it was mentioned before in this paper.

This evaluator was previously taught in the use of a different rubric. This rubric gave the maximum score of three to the feedback that addressed fluency, accuracy, vocabulary, and interactive communication in a complete form, it gave a score of three if the feedback addressed all the aspects regarding, a grade of one if the feedback was incomplete and zero if there was an absence of the feedback regarded to each component.

### **Survey**

Students had to complete a survey of Likert scale with five choices that were interpreted as “always,” “usually,” “occasionally,” “seldom”, and “never.” They had to select the closest choice to what they think regarding each one of the statements. This survey was applied in week five, it had fourteen questions. Furthermore, two open questions were added to the survey. It was collected through a paper survey. While using this survey, the researcher had a better idea concerning the learners’ perspectives about the innovation. To analyze this data, the mean was calculated in each item of the survey to notice the tendency of students’ answers. It is displayed in a table that highlights the results.

### **Ethical Considerations**

When taking into consideration the development of any research, an important issue arises, which is the ethical considerations. Howe and Moses (1999) referred to a warranty in quantitative and qualitative research for strict scrutiny, and researchers should be aware of particular research methods bring certain ethical topics to the forefront.

Some of the other issues that have to be kept in confidentiality deal with personal data, which is going to be collected, detained and further disposed of when the research study was

done. For such purposes, participants were named after a number instead of their names. An explanation of this research and its outcomes was given to the participants and the institution. Given this explanation, a letter of consent for the development of this research was signed by the institution. Audios and information used in the Whatsapp chat groups which might contain personal or relevant information were used only for academic purposes in this study.

## **Results**

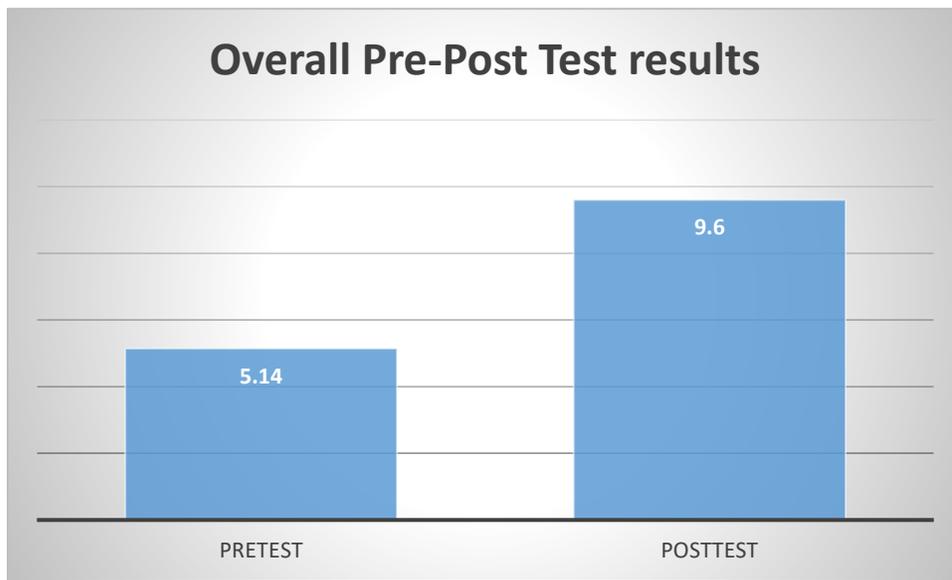
This section shows the outcomes of this innovation through the use of tables and graphs. Data display the progress of the learners; hence it is presented how students evolved from the first audio until the seventh oral recording. This section is planned according to the research questions through the methods and instruments applied.

### **First Research Question**

The first research question was: To what extent do learners of the second semester, using peer-feedback facilitated by Whatsapp chat groups as a technological tool improve their speaking skills? To provide an idea about the benefits of the application of peer feedback to enhance learners' oral skills, it was necessary to compare the first and the last audio.

Figure 1. It represents the overall scores and comparison of the pre-test and post-test

*Figure 1. Overall Pre-Post Test results*



This figure shows a clear improvement in the grades of students, from audio one to audio seven. For the pre-test the mean was 5.14 and the post-test maximum score was 9.6 showing an improvement of 4.46 points.

Table 1

*Descriptive Statistics of the theoretical constructs taken from teacher’s grades*

Construct	N	PRE-TEST		POST-TEST		MD	p value < 0.05	d
		M	SD	M	SD			
Fluency	22	1.14	0.47	2.27	0.46	1.13	0.000	2.43
Vocabulary	22	1.41	0.50	2.64	0.49	1.23	0.000	2.48
Accuracy	22	1.31	0.57	2.27	0.55	0.96	0.000	1.71
Interaction	22	1.27	0.55	2.41	0.50	1.13	0.000	2.17

Note: N= Sample. M= Mean. SD= Standard Deviation. MD= Mean Difference. d= Effect Size

Table 1 shows the values for each descriptor of the speaking rubric in the pre-test and post-test. The descriptor that improved the most was Vocabulary with an increase in the mean (N=22)

from 1.41 to 2.64. The  $p$  value with an alpha of 5% from all the constructs is less than 0.05 which shows the improvement was a result from the innovation applied to students and not to any other external factors. Also, the effect size ( $d$ ) values from all the constructs show that they are over 0.99 which according to Cohen (1988) is a large effect size for all of them.

Figure 2 shows the results of the research but through the subcategories of the rubric, which are: Fluency, Accuracy, Vocabulary, and Interactive communication. It is clear to determine after applying this innovation the oral skills of this group evolved significantly. Established these results, it is possible to answer the first research question presented in this investigation positively.

Figure 2. Results of the research through the subcategories of the rubric

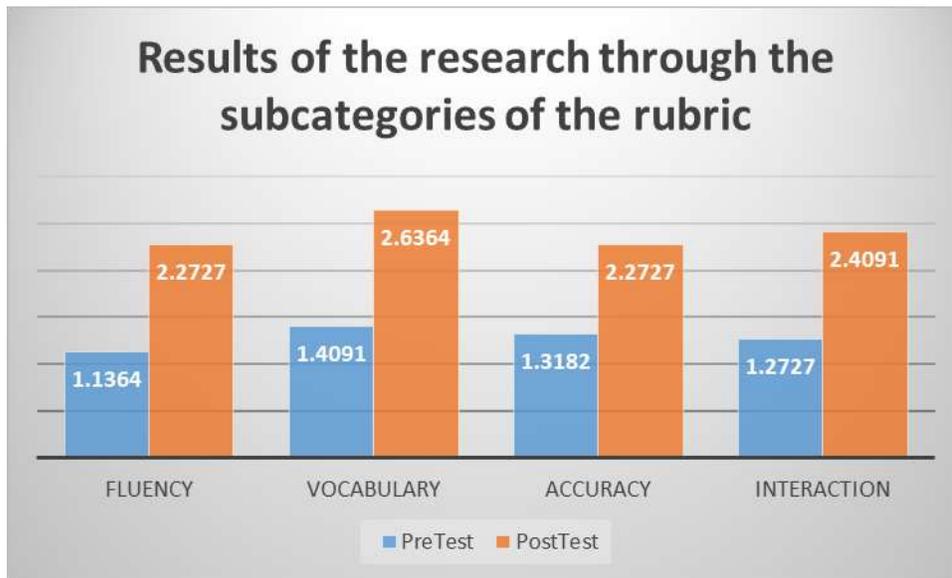


Table 2

*Descriptive Statistics of the theoretical constructs taken from students' grades to peers*

PRE-TEST      POST-TEST

Construct	N	M	SD	M	SD	MD	<i>p</i> value < 0.05	D
Fluency	22	1,10	0,43	2,73	0,46	1,63	0,000	3,66
Vocabulary	22	1,00	0,31	2,09	0,75	1,09	0,000	1,89
Accuracy	22	1,14	0,35	2,64	0,49	1,50	0,000	3,52
Interaction	22	1,22	0,53	2,50	0,51	1,28	0,000	2,46

Note: N= Sample. M= Mean. SD= Standard Deviation. MD= Mean Difference. d= Effect Size

Table 2 shows the values for each construct of the speaking rubric in the Pre-test and post-test according to what students graded. After sorting the data the descriptor that improve the most was Fluency with an increase in the mean (N=22) from 1, 10 to 2, 73. The *p* value with an alpha of 5% from all the constructs is less than 0.05 which shows that the general improvement was a result of the innovation applied. Moreover, all of the effect size (*d*) values showed an effect size large effect size over 0.99.

### Second Research Question

The second research question was: What are students' points of view about the use of peer feedback with the application of a technological tool during their classes? For this response, a Likert survey that contained fourteen questions was applied and also two open questions were added to improve the findings. In table 3, the percentages show the answers the learners provided. There was a positive perspective from learners toward the innovation.

Table 3

*Survey*

Questions	Always (5)	Usually (4)	Occasionally (3)	Seldom (2)	Never (1)
1. Have you used peer feedback in previous courses?					<b>100%</b>
2. Do you consider peer feedback as a valuable part in the speaking process?	<b>85%</b>	<b>15%</b>			
3. Was it difficult for you to provide feedback to your peers?				<b>25%</b>	<b>75%</b>
4. Was it difficult for you to understand the feedback provided by your peers?				<b>100%</b>	
5. Was it difficult for you to apply the feedback provided by your peers?			<b>65%</b>	<b>35%</b>	
6. Do you feel the interaction with your peers was convenient?	<b>90%</b>	<b>10%</b>			
7. Did peer-feedback help you to enhance your accuracy?		<b>85%</b>	<b>15%</b>		
8. Was the use of rubrics easy to understand?			<b>100%</b>		
9. Did you feel comfortable being your recordings judged and scored by your peers?	<b>95%</b>	<b>5%</b>			
10. Would you recommend instructors to use peer feedback to improve other skills?	<b>95%</b>	<b>5%</b>			
11. After receiving peer feedback do you consider that just the instructor has the capacity to provide feedback?				<b>95%</b>	<b>5%</b>
12. Would you like to continue working in groups to keep enhancing your oral skills?	<b>100%</b>				
13. Do you still feel nervous when you speak in English to your peers or instructors?			<b>10%</b>	<b>90%</b>	
14. Did you perceive your partners had problems to apply the provided feedback?			<b>15%</b>	<b>85%</b>	

Table 3 shows the results of the survey in which 100% of the students answered to not have used peer feedback before. Seventy five percent of the learners said that it was never difficult to provide feedback to their peers after the innovation. Ninety percent believed the interaction with partners was convenient in order to provide encourage learning. All of the

students found occasionally easy to understand the rubric. Only 5% of the learners thought that only instructors can provide feedback, which means among classmates they recommend the use of the rubrics in learning activities.

Two open questions were added to the survey. An analysis of the data also revealed the students' positive perceptions towards the use of peer feedback to improve speaking skills. The excellent results obtained in the innovation certified this improvement. Some of the answers to the questions showed the awareness of the learners' mistakes after receiving peer feedback, which means the learning process had good results. The first question was: What is your general opinion about peer feedback? (benefits and difficulties) some of the answers for this question were:

“The use of peer feedback has helped me to improve my speaking skills because when my partners gave the directions in which points, I had to work more. For instance, I used to say words in English as if they were similarly spoken in Spanish” (N. 21)

“It was a good idea to implement this activity in class, because we could listen to other classmates through the audios and that was good practice” (N. 4)

“Peer feedback has helped me with my insecurities while speaking in English, when I listened to my partners' audios, I could understand better their mistakes and mine too. At the first audios, I couldn't pay attention due to my lack of practice in listening to pronunciation but later I could” (N. 11)

“My fluency got better through the help of my classmates with their feedback, I liked to work in pairs specially the interview activities to have more practice in speaking” (N. 17)

“The difficulty that I found was at the beginning of this project (innovation) because it was the first time I tried something like this, but with repetition I could improve my English” (N. 15)

“I consider that we listened to advices and recommendations more often, these recommendations are very valuable and trustful so we can make the most of those partners’ comments” (N. 10)

The second open question was: What is your general opinion about speaking in English? (benefits and difficulties). Some of the answers were:

“Speaking in English is very important nowadays, it can open many doors to the educational and work fields” (N. 1)

“I think the most difficult part of speaking English is to have more practice outside the classroom, because we don’t have many opportunities to practice speaking with other English speakers” (N. 5)

“In my opinion English is very necessary and speaking English is important for our education and also to know more about our future jobs” (N. 9)

“I believe that teachers must give more opportunities to the students so we can practice more speaking in class, the activities should be more dynamic and easier to understand” (N. 7)

“Today speaking English is a necessity and the students should have activities like this to improve our speaking practice” (N. 19)

### **Results from Field Notes**

Some of the observations noted from the implementation of the innovation were the following.

At the beginning of the innovation:

- Students found difficult the activity at the beginning of the innovation.
- Students hesitated in their participation of the activities at the beginning.
- At first, students did not pay attention to their classmates' speaking delivery.
- Students were given an exact amount of time to prepare the interviews.
- Students seemed nervous at the beginning, but when they practiced the strategy, they were more relaxed.

- Students listened to the audios uploaded in the Whatsapp group several times before given their feedback.

- Fluency was hard at the beginning but by the time of the seventh audio it was improved substantially.

At the middle of the innovation:

- Students found interesting to work on Whatsapp chat groups as a tool.
- Students asked questions about what kind of interviews they were going to put in practice.

- The students shared notes about what they think is important from the audios.

- Students looked forward to the teacher's feedback before the next delivery.

- After several rehearsals students made minor errors in their accuracy.

- It took some extra time the explanation about the use of the rubrics to the students.

- Students improved their vocabulary through the development of the innovation.

At the end of the innovation:

- Students were more willing to participate in the activities.
- Students took notes about the feedback delivered by the teacher.
- Students showed good attitude toward the activities planned on the lesson plan.
- Students outlined of what they are going to say.

### **Discussion**

Regarding first research question. To what extent do learners of the second semester, using peer-feedback facilitated by Whatsapp chat groups as a technological tool improve their speaking skills? It was evidenced that students used feedback received on their Whatsapp chat groups to improve their speaking. Furthermore, these results can be compared with Nicol, Thomson, and Breslin (2014) that showed a research of peer-feedback and emphasized effective feedback as being descriptive, objective and accountable for students.

The current study demonstrated a difference in students' speaking fluency before and after the implementation of the innovation. Consequently, the data shows that students improved their fluency level while working with peer-feedback to improve oral skills and interaction. Receiving feedback only from teachers or instructors, the improvement and benefits of the students can be restricted.

The practice of peer feedback in this research highlighted the importance of the formative character of feedback and how it increases their speaking. Students perceived both benefits and difficulties from the peer feedback they received in the audios uploaded to the Whatsapp chat

groups. Perceived benefits included that learners were able to improve by trying to avoid the same mistakes in their next tasks. As well, a greater number of participants had a positive opinion about the use of Whatsapp.

While using Whatsapp, it was noticeable the increase of learners' participation, as well as improvement of oral production through the delivery of the speaking tasks. Not only increase their motivation but their participation and active construction of knowledge in two ways by improving speaking through the repetition of their audios and providing and receiving feedback.

Regarding the second research question: What are students' points of view about the use of peer feedback with the application of a technological tool during their classes? In general, the analysis of the quality of the peer feedback using the survey, demonstrated that students were very positive about their partners' work, trying not to disapprove their task severely. Besides, the majority of students felt the quality of the feedback they provided to their classmates was good and beneficial for their partners.

Furthermore, through this research, it is possible to observe how their perspectives change if they, instead of receiving instruction only from the teacher take collective participation of the class, as Wu (2008) established in previous observation on this paper. This is a principle of CLT that requires an interactive contribution of students in the learning process. Meaningful communication and authentic activities in the classroom were proposed due to its relevance in this study, Walia (2012) indicated those types of tasks as the primary goal of the CLT approach.

Social scenarios as cooperative roles and meaning negotiation among peers as Jaworski (1995) pointed out on this document before, provided acceptable social interaction that learners needed to carry on a profitable language environment. The learners also had the opportunity to

share their opinions more often than if they were in normal classes. It took some time to counter the effects of a good environment where there is a positive view of feedback, but in the long run, by embracing positive feedback, it can not only enhance speaking but also enrich the quality of learning.

Alqhtani (2015) noted the learners' viewpoints to determine the usefulness of vocabulary as a significant tool in learning. Trials and errors made part of the learning process happening in the classroom. Gentilici (cited in Barreiro, 2019) recommended to determine the relevance of the activities based on student's thoughts. Since the learners' perspectives were taken into account along the study.

### **Conclusion**

To sum up, regarding the results, the researcher has come to the following conclusions that contribute to the field of English teaching:

The peer-feedback process proved to be useful and positive for learners that have improved their speaking skills to a good extent in terms of fluency, accuracy, vocabulary, and interaction according to their level of proficiency as it was demonstrated in the analysis of the two research questions.

The researcher perceived that the participants expressed themselves spontaneously without the typical nervousness and fear of committing mistakes because someone is looking at them. To be able to talk and share with their classmates about a topic of interest were perceived by participants as an effective and meaningful way to practice and encourage speaking skills.

The researcher observed the essential role of appropriate training to the students before applying peer feedback as a plan to guarantee its quality. Giving feedback was a completely

original activity for students, so it is important to note that the time given to training students in giving feedback was essential for the effectiveness of the innovation.

It is appropriate to highlight that at the end of this study, participants did not just increase their oral skills, but also other competences like listening and reading. Students' perspectives towards peer-feedback and its importance in speaking improvement have increased considerably. Therefore, the use of peer feedback and recorded audios involve learners in their learning process making them participate actively. This innovation aided students to decrease the gap to meet the required standards from the Ecuadorian government.

This contribution that the students practiced through the application of this innovation changed their perspective about English. Though this group of learners had no previous practice on peer feedback, their perspectives about speaking English changed.

### **Limitations**

As a consequence of the small number of participants (22), the results of this study should be interpreted with caution. A higher number of samples in different semesters and for longer periods of time would be necessary to test the results.

Another limitation was the time during the implementation of this research study. The implementation was done in six weeks. It was a challenging aspect for the researcher to adjust the time to accomplish the content and to practice the strategy without interfering or affecting the required content to be covered every week. Students learning time was affected by the weaknesses they had in vocabulary, grammar, and organization of ideas at the moment of performing an activity. The activities in the classroom were not only focused on applying the

innovation but also working with additional topics from the syllabus and the English program itself.

Additionally, it is necessary to mention that this group of students did not have good studying habits which also became a limitation. Sometimes, they had to upload their recordings and provide feedback from their homes, but just a small number of participants did not do it on the required time, which did not become a real problem for the progress of the innovation.

### **Recommendations**

To apply technology for speaking through tasks can have positive outcomes on students' performance. Besides, as Whatsapp is a social network, it could be a good idea to add extra activities outside the classroom. The results of this study may be useful as a reference for future research into fluency and in particular into peer feedback in EFL learning.

Among the recommendations, it is important the explanation about the use of rubrics. And more profound points of view of what peer feedback is. Many teachers do not use peer feedback in classes, for this reason, learners did not have a clear idea about how to apply it. It is recommended to explain the advantages of peer feedback and their future outcomes.

Further research should implement the innovation for a longer period of time and with a larger sample of participants so that the results can be generalized.

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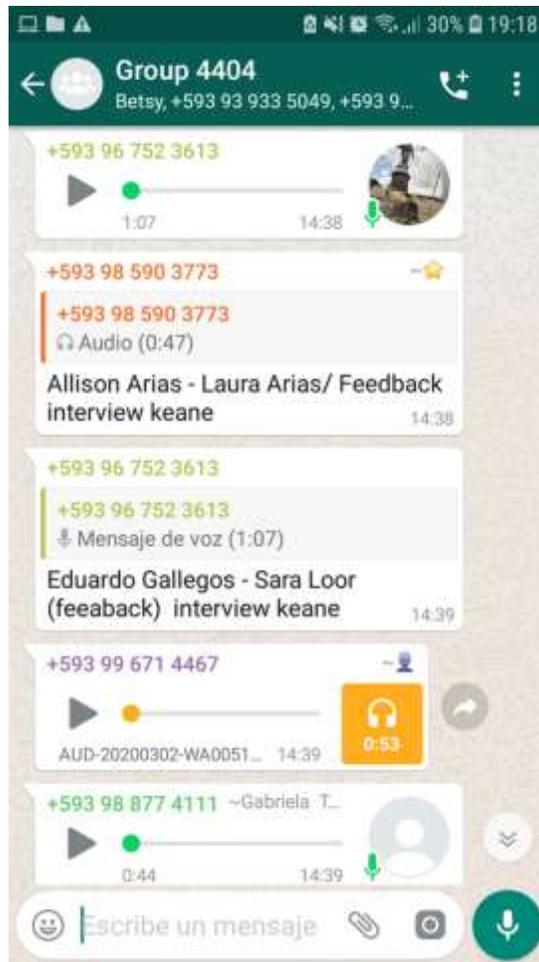
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### Appendix 1

#### Whatsapp chat group





**Appendix 2****Lesson Plan**

Instructional design of units for transfer of learning to real life contexts

Institution:	<b>Universidad Politecnica Salesiana</b>
Year of study:	<b>2<sup>nd</sup> Semester</b>
Student description: (include English Level)	<b>22 Students are teenagers and adults, age 17 – 36. With a level of A2 according to the CEFR. They come from different parts of the province, but most of the students are from Guayaquil.</b>
Professor:	<b>Lcdo. Manuel Abad Suarez</b>
Unit title:	<b>Places - Family</b>
Weeks:	<b>6 weeks</b>
Hours:	<b>24 periods</b>

**I. Transfer Goal (Stage 1)****Standards the unit will work with:**

**Speaking production A2:** Use a series of phrases and sentences linked onto a list to communicate in simple, routine tasks within the personal, educational, public, and vocational domains.

**Speaking interaction A2:** Handle very short social exchanges within the personal, educational, public, and vocational domains even though they can usually understand enough to keep the conversation going themselves.

**Goal:**

I want my students to use a rubric, to produce oral recordings about a famous person’s life and understand peer feedback so that, in the long run and on their own, they can handle social exchanges within the personal and educational domains.

**Breakdown of transfer goal**

A. If we see and hear them do this, they CAN transfer this learning.	B. If we see and hear them do this, then they CANNOT (yet) transfer:	C. What I will commit to doing differently in my classroom to ensure my results look like Column A.
<p>Connect speaking interactions to real life tasks.</p> <p>Plan and practice a short conversation about a given topic.</p> <p>Give quality feedback with the use of a rubric to their classmates using Whatsapp groups.</p> <p>Speak fluently with an appropriate speed.</p> <p>Use appropriate details for communicating ideas</p>	<p>Hesitation while producing speaking.</p> <p>Translate too many words and phrases before planning</p> <p>Students cannot provide feedback</p> <p>Repeat many words and reformulating sentences with several pauses.</p> <p>Show lack of vocabulary and expressions to communicate ideas</p>	<p>Ensure a nice environment where learners can make mistakes and not feel judged by those.</p> <p>Provide bank of useful expressions and words to include in the dialogs.</p> <p>Help students with the use of a rubric for providing feedback.</p> <p>Have students to practice different times to improve and record audios.</p> <p>Give students enough practice in vocabulary, expressions and linking words for the topics later used in the tasks</p>

**II. Summative Performance Assessment Task (Stage 2)**

Goal	To give peer feedback based on audios about your famous' life
Role	You are a famous person and a popular host of a radio program
Audience	Listeners of a radio program
Situation	You are a host of a popular radio program and you interview a famous person who is going to be in your program. You are in a live program so your listeners are going to hear your program at the moment.
Performance	One student prepares questions for an interview as a radio host. Another student is the interviewer and has to be ready with answers for the interview as a famous person. During the interview they have to keep going the conversation in a normal tone and fluency.
Standards	Handle very short social exchanges within the personal, educational, public, and vocational domains even though they can usually understand enough to keep the conversation going themselves.

**III. Knowledge and skills** the students need to succeed in the assessment. (Stage 1)

What students will need to know	The skills students will need to be able to do
They will need to know a range of vocabulary words for A2 learners	Provide proper feedback with the use of a rubric
Grammar structures such as simple past	Discuss and interact with classmates
Correct words for describing people	Understand the items in a rubric
They will need to know new technologies such as the use of smartphones and Whatsapp.	Communicate fluently and clearly
	Plan and perform dialogs



<p>Explanation of instruments of evaluation (checklist and rubric) and giving feedback.</p> <p>Students watch 3 short videos of people talking about places and having discuss the main ideas</p> <p>Practice a personal interview about places near their neighborhoods</p> <p>Students provide feedback applying the rubric about the interview</p> <p>Teacher provides general feedback about the students' interviews</p> <p><b>Week 2 – (4 hours)</b></p> <p>Last class content is recalled</p> <p>New vocabulary about describing places is introduced</p> <p>Watch 3 short Vox pop videos (Empower books) about places and discuss the main ideas</p> <p>Comprehension activities are developed</p> <p>Pair work: practice with classmates the conversation from the book and adjust it to the places in your city, also add new questions</p> <p>Students provide feedback each other using the rubric</p> <p>Teacher provides feedback to the students.</p> <p><b>Week 3 – (4 hours)</b></p> <p>Last class content is recalled.</p> <p>Watch and listen to a radio interview and check the rubric</p> <p><a href="https://www.youtube.com/watch?v=i8zchpsaLxo">https://www.youtube.com/watch?v=i8zchpsaLxo</a></p>	<p>DEVELOPING</p> <p>INITIATING</p>		<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p>
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<p>Students upload an oral recording of a short interview</p> <p>Students use the rubric to give feedback to their peers</p> <p>Students read a text about a famous person from the book and write questions from the text</p> <p>Record an outside student from the class asking questions about activities from different times in the past and upload to the Whatsapp group</p> <p>Students provide feedback each other using the rubric.</p> <p>Teacher provides feedback to the students.</p>	<p>FORMATIVE ASSESSMENT</p>			<p>X</p>
<p><b>Week 4 – (4 hours)</b></p> <p>Last class is recalled and evaluate the last recording with the rubric, give peer feedback of two audios.</p> <p>Students will reflect on their progress during the innovation by writing a short reflection</p> <p>Students read and complete a text about John Lennon, then ask questions about him</p> <p>Role play an interview; one student is John Lennon and another student is a radio host</p> <p>Students provide feedback using the rubric.</p> <p>Teacher provides feedback to the students.</p>	<p>FORMATIVE ASSESSMENT</p>			<p>X</p>
<p><b>Week 5 – (4 hours)</b></p> <p>Students watch a video uploaded and use the rubric to check feedback</p>	<p>SUMMATIVE ASSESSMENT</p>			<p>X</p>

<p>In pairs students prepare questions for an interview. They role play a radio host and a famous person</p> <p>Students rehearse the interview with their peers</p> <p>Students provide feedback about the rehearsal using the rubric.</p> <p>Teacher provides feedback to the students.</p> <p><b>Week 6 – (4 hours)</b></p> <p>Post-test</p> <p>The performance task will be a post-test which will measure the improvement of the learners. Creation of the final recording with all the practices and feedbacks delivered, they will complete their last recording (post-test). The final project is a radio interview between a host and a famous person</p> <p>Post-survey</p>	<p>RESEARCH</p>			<p>X</p>
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Learning process: A = Acquisition, M = Meaning Making, T = Transfer

Intention: Hook, **formative assessment**, initiating, developing, review, closure, **research**, other.

Indicate Week 1, 2, etc. and number of hours.

**VI. On-going Self-Assessment**

<p>As I reflect on student learning, what will I do if my plan is not yielding my expected results?</p>
<p>If my plan is not yielding my expected results, interactive tasks will be chosen more carefully, I also make sure that students feel more confident regarding to their learning experience. Constant peer feedback will be giving on the ongoing practices so, they can have a better idea on how to use the rubric with their classmates.</p>

## Appendix 3

## Rubric (Adapted from Viteri, 2019)

Component	Excellent (4 – 5)	Very good (3)	Good (2)	Needs improvement (1)
<b>Fluency</b>	The dialogue flows as in real life. Students sound spontaneous.	The dialogue flows with very few pauses. Students sound mainly spontaneous in very few cases it seems like a scripted dialogue.	The dialogue flows with some pauses. The dialogue reflects memorization of ideas.	There are many pauses. There is not spontaneity.
<b>Accuracy</b>	The pronunciation is correct. The intonation is excellent. The structure is well used.	The pronunciation is mostly correct. There are very few intonation mistakes. There are minor grammar mistakes.	The pronunciation is sometimes vague. There is not a balance. Sometimes sentences have good intonation. Sometimes the questions have good intonation. There are some grammar mistakes.	There are many pronunciation mistakes. Intonation is rarely observed. There are many grammar mistakes.
<b>Vocabulary</b>	It is appropriate for the context. It is extended. Greetings and leave-taking are used.	It is mostly appropriate. There is a variety of words. Basic greetings and leave-taking are used.	It is somewhat appropriate. There are not many new words. Uses either greetings or leave-takings, but not both.	It is rarely appropriate. There are very few words applied. Greetings and leave-taking are not appropriate or are not observed.
<b>Interaction</b>	Students understand one another. Students negotiate meaning when necessary. There are many interchanges.	Students mainly understand one another. Students most of the time negotiate meaning. There are appropriate interchanges.	Students have to repeat to understand. There is not negotiation of meaning. There are few interchanges.	Students did not practice. Interchanges are only two or three.

## Appendix 4

### Survey

#### Students' Perspectives

Questions	Always (5)	Usually (4)	Occasionally (3)	Seldom (2)	Never (1)
1. Have you used peer feedback in previous courses?					
2. Do you consider peer feedback as a valuable part in the speaking process?					
3. Was it difficult for you to provide feedback to your peers?					
4. Was it difficult for you to understand the feedback provided by your peers?					
5. Was it difficult for you to apply the feedback provided by your peers?					
6. Do you feel the interaction with your peers was convenient?					
7. Did peer-feedback help you to enhance your accuracy?					
8. Was the use of rubrics easy to understand?					
9. Did you feel comfortable being your recordings judged and scored by your peers?					
10. Would you recommend instructors to use peer feedback to improve other skills?					
11. After receiving peer feedback do you consider that just the instructor has the capacity to provide feedback?					
12. Would you like to continue working in groups to keep enhancing your oral skills?					
13. Do you still feel nervous when you speak in English to your peers or instructors?					
14. Did you perceive your partners had problems to apply the provided feedback?					

Adapted from: (Master's thesis) Zambrano (2019).

**Encuesta (Spanish version)****Nivel de las perspectivas de los estudiantes**

Preguntas	Siempre (5)	Usualmente (4)	Ocasionalmente (3)	Raramente (2)	Nunca (1)
1. ¿Has recibido retroalimentación de tus compañeros de clase en cursos anteriores?					
2. Consideras a la retroalimentación como parte valiosa en el proceso de hablar usando el idioma Inglés?					
3. Fue difícil para ti proveer de retroalimentación a tus compañeros?					
4. Fue difícil para ti entender la retroalimentación recibida por tus compañeros?					
5. Fue difícil para ti aplicar la retroalimentación provista por tus compañeros?					
6. Sientes que la interacción con tus compañeros fue conveniente?					
7. Ayudo la retroalimentación por parte de tus compañeros a mejorar tu precisión al hablar?					
8. Fue el uso de las rubricas fácil de entender?					
9. Te sentiste cómodo cuando tus presentaciones fueron juzgadas y calificadas por tus compañeros?					

10. Recomendarías a los docentes emplear la retroalimentación de parte de compañeros para mejorar otras destrezas?					
11. Después de recibir retroalimentación de tus compañeros consideras que solo los docentes tienen la capacidad para proveerla?					
12. Te gustaría continuar trabajando en grupos para seguir mejorando tus habilidades orales?					
13. Aun te sientes nervioso cuando hablas a tus compañeros o maestros empleando el idioma Inglés?					
14. Percibiste que tus compañeros tuvieron problemas al aplicar la retroalimentación brindada?					

Adaptada de: Master's thesis (Zambrano 2019).

### Appendix 5

#### Peer-feedback Analysis Rubric

(Teacher-researcher use only)

#1 General Topic: <b>Fluency</b> – The conversation flows in a natural way with spontaneity when having an interview.	
3	<b>Elaborated feedback.</b> Feedback addresses all aspects regarding <b>Fluency</b> . This could be either positive or indicating how to improve.
2	<b>Feedback</b> is somewhat elaborated. Elaboration probably addresses <b>Fluency</b> but may address only 1 of the specific aspects.
1	<b>Feedback</b> is incomplete - may address <b>Fluency</b> but is not elaborated.
0	Absence of feedback related to <b>Fluency</b>

#2 General Topic: <b>Accuracy</b> – Use of simple grammatical forms correctly when interviewing a person.	
3	<b>Elaborated feedback.</b> Feedback addresses all aspects regarding <b>Accuracy</b> . This could be either positive or indicating how to improve.
2	<b>Feedback</b> is somewhat elaborated. Elaboration probably addresses <b>Accuracy</b> but may address only 1 of the specific aspects.
1	<b>Feedback</b> is incomplete - may address <b>Accuracy</b> but is not elaborated.
0	Absence of feedback related to <b>Accuracy</b>

#3 General Topic: <b>Vocabulary</b> . Use a range of appropriate vocabulary when interviewing a person	
3	<b>Elaborated feedback.</b> Feedback addresses all aspects regarding <b>Vocabulary</b> . This could be either positive or indicating how to improve.

2	<b>Feedback</b> is somewhat elaborated. Elaboration probably addresses <b>Vocabulary</b> but may address only 1 of the specific aspects
1	<b>Feedback</b> is incomplete - may address <b>Vocabulary</b> but is not elaborated.
0	Absence of feedback related to <b>Vocabulary</b> .

#4 General Topic: <b>Interactive Communication</b> – Maintains simple exchanges / Requires very little support.	
3	<b>Elaborated feedback.</b> Feedback addresses all aspects regarding <b>Interactive Communication</b> . This could be either positive or indicating how to improve
2	<b>Feedback</b> is somewhat elaborated. Elaboration probably addresses <b>Interactive Communication</b> but may address only 1 of the specific aspects.
1	<b>Feedback</b> is incomplete - may address <b>Interactive Communication</b> but is not elaborated.
0	Absence of feedback related to <b>Interactive Communication</b>

## Appendix 6

### WIX WEBSITE

<https://manuelabad2.wixsite.com/website-7>

