



Enhancing the Development of Speaking Skills in Secondary Students through Peer-Assessment.

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Presented as Partial Fulfillment for the Degree of Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza de Inglés CES: RPC-SE-19-N°.140-2020. Cohort 2018 -2020. Guayaquil, May 19th, 2021.

Abstract

The objective of this research was to improve the speaking skill by using peer assessment. The participants were ten students, six females and four males from a public high school located in Manta, Ecuador. Participants were 2nd year of “Bilingual Secretary”, and their range of ages was 16-17. Participants completed a Pre-peer assessment consisting of checking a podcast to identify insufficiencies in vocabulary, grammar and pronunciation. During de peer assessment, the teacher handed in a rubric to the students as an instrument to evaluate among them in the activity. After the first peer assessment, students got back to doing the podcast using the first peer assessment suggestions. The instruments to collect data were pre- and Post-peer assessment and an interview. These instruments provided quantitative and qualitative data, respectively. The results showed a significant impact of Cohen’s $d= 1.21$ demonstrating a real improvement in speaking skill after the intervention. Peer assessment activities were included and evidenced gradually significant progress in pronunciation and use of language during the application of the innovation. Due to the necessities of Ecuadorian students from public schools, it is advisable to continue investigating and applying this innovation with earlier students or the first proficiency level.

Keywords: Peer assessment, speaking skill, fluency

Resumen

El objetivo de esta investigación fue mejorar la habilidad de hablar mediante la evaluación de pares. Los participantes fueron un grupo de 10 estudiantes, 6 mujeres y 4 hombres de una escuela secundaria pública ubicada en Manta, Ecuador. Los participantes eran de 2º año de “Secretaria Bilingüe” y su rango de edad era de 16-17 años. Los participantes completaron una evaluación previa a los compañeros que consiste en revisar un podcast para identificar deficiencias en el vocabulario, la gramática y la pronunciación. Durante la evaluación por pares, el docente entregó una rúbrica a los estudiantes como instrumento para evaluar entre ellos en la actividad. Después de la primera evaluación entre pares, los estudiantes volvieron a hacer el podcast utilizando las sugerencias de la primera evaluación entre pares. Los instrumentos para la recolección de datos fueron la evaluación previa y posterior por pares y una entrevista. Estos instrumentos proporcionaron datos cuantitativos y cualitativos, respectivamente. Los resultados mostraron un impacto significativo de la $d = 1,21$ de Cohen demostrando una mejora real en la habilidad de hablar después de la intervención. Se incluyeron actividades de evaluación por pares y se evidenciaron avances gradualmente significativos en la pronunciación y el uso del lenguaje durante la aplicación de la innovación. Debido a las necesidades de los alumnos ecuatorianos de las escuelas públicas, es recomendable seguir investigando y aplicando esta innovación con alumnos anteriores o desde el primer nivel de competencia.

Palabras clave: Evaluación de pares, habilidad para hablar, fluidez.

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Enhancing the Development of Speaking Skills in Secondary Students through Peer-Assessment

Latino America region has made considerable efforts to improve English language learning through policies and programs, resulting in more people in the region having access to English language learning (ELL). However, Cronquist and Fiszbein (2017) highlighted that the last test results indicate that English proficiency is very low. The educational system in many Latin-American countries is poor quality in English language performance where students do not have an adequate level of English proficiency. Consequently, the governments in this region understand that a well-developed policy framework is essential to guide English teaching and learning and improve English proficiencies.

According to National Curriculum Guidelines (2014) recommends implementing the communicative approach. It proposes to develop communicative skills (listening, speaking, reading, and writing, and the evaluation according to the Common European Framework of Reference for Languages. Thus, “the EFL teaching begins in the second grade of basic education of the public education system and continues progressively to the university, where learners should reach at least level B1 of the CEFR” (Dirección Nacional de Currículo, 2012, p.2).

Speaking is one of the four macro skills that every teacher faces in teaching English as a foreign language. It is essential for effective communication with people of different cultural background. As a result, the development of this linguistic skill allows students to interact with others and share experiences and cultural issues with foreigners (Ali et al., 2015, p.3). For this reason, EFL teachers need to develop their students speaking skills to communicate effectively.

Students face many difficulties in expressing ideas, choosing correct structures, producing appropriate vocabulary and accurate pronunciation. Ortega (2014) explained that

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these problems occurred because students have minimum opportunities to practice their oral skills outside the classroom. However, teachers struggle to keep up with essential work and need to prepare extra material to enhance their students' ability to communicate in this language.

Other difficulties that students face are emotional factors. According to Roldán (2016), learning processes involve several cognitive abilities and emotional factors that are decisive for success or failure in academic development because they crucially influence the acquisition of new knowledge. The teacher should encourage his students so that the student can gain more confidence about him/herself. So, it can be said that psychological factors also play a significant role in acquiring a foreign language, significantly when they must develop the ability to speak, which involves many interpersonal and intrapersonal elements.

Useful and conducive tools must accompany educational processes for teaching and learning, so activities should be more active and connected to real life. Chimarro (2016) expresses that the teacher needs to know how to manage Information Communication Technology (ICT) inside and outside the classroom. The use of technology in class has been used due that the school becomes more interactive. Lieberman, M. (2019) pointed out that nowadays, most students have access to the internet in their cellphones, tablet, or personal computer. Regarding the use of technology to enhance oral skills, Combe and Codreanu (2016) concluded that students had more verbal interaction in EFL using blogging on YouTube.

Additionally, Minalla (2018) showed that learners who used Whatsapp for recorded messages improved their oral interaction. Considered the facts, there would be a need to implement a new appropriate strategy to enhance the student's speaking ability. A teacher could use peer assessment by using a podcast following three educational strategies;

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strategies for the information process, strategies for didactic approach, and TIC strategies to the teaching and learning process.

It can be said that the innovation in the present study consists of applying three teaching strategies (see table 1) that involve the use of Podcast to allow students to speak in English through an interview or by doing a monologue on a particular topic (*strategies to information process*). This innovation also consists of applying peer assessment because it allows them collaborative work and feedback on how well they understand the contents and what they need to improve while helping teachers better design instruction (*didactic strategies*). Finally, apply technological resources such as digital platforms to upload the proposed content (Postcast).

Teaching Strategies

- Strategies for Information Process (opportunities to speak in English)
- Didactic Strategies (peer assessment)
- ICT strategies (podcast)

Strategies for Information Process

Activate Prior Knowledge

One of the most important cognitive principles for a teacher to keep in mind is the importance of relating information from long-term memory to information newly entering the system. To connect to prior knowledge is a superior learning method to simply repeating information over and over without altering it. According to Cossett (2015), a good lesson plan starts the class with some form of prior-knowledge activation. For example, it might be a reminder or a brief review of what was studied in the previous day's lesson. The purpose of this phase of the lesson is to activate prior knowledge, in other words, to bring long-term memories back into working memory, so that new knowledge can be mingled with old with the result of a more solid understanding of the further information.

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Organization and Deep Processing

It refers to memorizing the list of situations much easier if the items are grouped in a meaningful way. In the case of this study, the development of a particular topic is organized. The topic will be elaborated in a Podcast (audio) as an interview or monologue. They will be assigned an evaluation rubric so that students can visualize successes and errors in using the English language at the corresponding level of learning. A previous model is used as a test for the official peer assessment. It is essential to say that the problem with this approach to studying is that the student has only done “surface-level processing” of the material, rather than “deep” processing as it is expressed by Boser (2016). It is surface-level because the student has memorized terms and definitions rather than truly understanding the meaning and applications of those concepts. However, Boser (2016) added that after the first official assessment, students would develop deep processing when using more elaborative rehearsal to connect a concept to other concepts that are already known or are being learned. The teacher must give students enough time to prepare their interview or monologue and, in the same way, the necessary time to evaluate each other. As was mentioned by Ortega (2014) before, in this type of strategy, the goal is to give students opportunities to practice their oral skills outside the classroom.

Didactic Strategies

Hidalgo (2020) defined a didactic strategy as integrating numerous didactic methods in an educational activity. A didactic strategy allows promoting the acquisition of different skills and competencies in the communication and relationship areas, which will motivate students to be more open to speaking English. For example, in the listening, writing, reading and speaking skill. Vadillo and Klingler (cited in Navarro & Piñeiro, 2014) stated that didactic strategies point to the group of developed activities considering students’

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understanding of ideas and a mutual relationship among specific information a particular activity, as a general norm of input.

Dinuta (2015) expressed that with implementing strategies in teaching English, the professor looks for a typical project. In a collaborative group, all students do the duties together, which means they construct the knowledge mutually. According to Bruffee (Hidalgo, 2020, p.11). “cooperative learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal” (p.11). Working together implies having an interpersonal and intrapersonal interaction, being an essential factor in the poor performance or development of the ability to speak because emotional factors are decisive for success or failure in academic development. So, sharing information between peers allows students to gain more confidence to speak a foreign language, especially.

ICT Strategies

Information and ICT Strategies have revolutionized the world of modern society. In the beginning, digital tools became necessary in education due to the demand of people who needed to study at a distance for reasons of work schedules that prevented them from completing their studies. Then they have created platforms for sending and receiving tasks. It was useful for those who due to their working hours cannot have access to their studies and those who lived in remote places where schools do not exist. A few years ago, virtual education was then an option for education. However, due to the current situation due to Covid-19, virtual education has become a compulsory education. Thanks to the first advances on digital platforms and their accelerated improvement, it has been possible to create eLearning rooms with the same characteristics of a face-to-face class. Millares and Rainer (2015) explained that “eLearning is a type of training and learning that requires its teachers to

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use a new approach and a new way of working, but eLearning is a fundamental key consists on the education and organizational integration, as well as the use of the technologies” (p.52).

According to Millares and Rainer (2015), the teacher must consider the type of training that he/she wants to deliver to achieve a real interaction with the student. It may be necessary to reduce the number of contents offered to focus on the subject basics and let them actively develop themselves through the interaction. To do this, it would be necessary to provide additional materials to any student wishing to gain a more profound knowledge of the subject matter.

Language teaching has been extensively influenced by the innovations made in the field of science and technology. Prasad (2018) mentioned that the present-day language pedagogy is leaned towards the integrated pedagogy using ICTs. Prasad (2018) also said that it is a form of learning supported by highly deliberate tools that include online support and the use of techno-based tools between the teachers and the learners, and the peers. Then, it can be said that technology has created opportunities and challenges for teachers and learners to a great extent. ICT is having an impact on how English and other languages are taught and learned.

The innovation in the present study consists of using Podcast to apply peer assessment facilitated by Moodle Platform to enhance speaking skill. Mongan (2017) stated that the podcast is a recorded audio/video file uploaded to a website or platform. The website users or members can download, listen, and comment about this recorded audio. Mohammed and Abdulrahman (2015) claimed that “podcasts have provided several materials for teaching EFL; besides, Rosell (2015) explained that Podcast has a useful and convenient format for teachers because it is easy to manage, and it would be attractive and motivating for new learners. To support the idea of using podcast media, several studies from the expert that use a podcast as a tool to improve speaking skills were reviewed. Prasad (2018) also indicated

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that podcast provides original material that works as an alternative to use inside and outside of the classroom to reach academic goals.

Table 1

Strategies to develop speaking skill

<i>Strategies to information process</i>	<i>Didactic strategies</i>	<i>TIC strategies</i>
Opportunities	Emotions	Technological Resources
Podcast Modelling Interview Monologue	Collaborative work Peer assessment	Platform Moodle Homework tool Whatsapp

Note: The table shows strategies to develop speaking skill

Literature Review

Assessment

Assessment refers to a related series of measures used to determine an individual's complex attribute or group. Caluyua (2018) stated that assessment involves getting enough information and interpret it about student level and goals.

Assessments also were used to identify weaknesses and strengths in the teaching and learning process so that educators can provide specialized academic support, educational programing, and social services. Fernández (2018) expressed that evaluation is a continuous activity of the same educational process from when the student enters school, during their stay and at the end of the school day.

Assessment Importance

The assessment provides feedback on the effectiveness of instruction and gives students a measure of their progress. As Brown (cited in Caluyua, 2018) maintained, there is

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two focus for classroom assessment: the first focus is whether or not the learning has been successful. The other is to clarify the teachers' expectations from the students. Ruiz (cited in Fernández, 2018) highlighted that assessment includes four essential components: Measuring improvement over time, motivating students to study, evaluating the teaching methods, ranking the students' capabilities about the whole group evaluation. According to Tosuncuoglu (2018), assessment has an important role in education because it allows teachers to classify and grade their students, give feedback and structure their teaching accordingly. The assessment procedures relate to authenticity; practicality, reliability, and validity are considered basic principles of assessment in foreign language teaching and learning. Pierce (cited in Tosuncuoglu, 2018, p.163) remarked that assessment not only informs instructional decisions made on a day-to-day basis also provides a diagnostic of the students to understand their strengths and weaknesses related to classroom instruction.

Summative and Formative Assessment

Summative and formative assessment are two ways to evaluate a student's learning. Renard (2017) mentioned that formative assessment is the assessment used by teachers on an ongoing basis to help their students achieve to the best their abilities and is a very important part of the learning process, for example, identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. Trumbull and Lash (2014) pointed out that it includes practical tools for helping shape learning and can even bolster students' abilities to take ownership of their education when they understand that the goal is to improve learning, not apply final marks.

In contrast, summative assessment takes place on completion of a topic or unit and often contributes to the grading and assessing a qualification. They can help teachers develop Assessment for Learning strategies to improve classroom practice, contribute to the personalized learning plan, where learners are empowered to take an active part in their

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learning, and develop the confidence of learners to undertake peer and self-assessment.

Trumbull and Lash (2014) indicated that summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessment can be used in conjunction and alignment with formative assessment, and the teacher can consider a variety of ways to combine these approaches.

Peer Assessment

Assessments give students feedback on how well they understand the contents and what they need to improve while helping teachers better design instruction. Tookoian (2018) highlighted that assessment is more relevant when learners are involved in their assessment. For example, using peer assessment students take an active role in developing the scoring criteria, self-evaluation, and goal setting. Authentic assessment can include many of the following: observation, essays, interviews, performance tasks, exhibitions and demonstrations, portfolios, journals, teacher-created tests, rubrics, self- and peer evaluation.

It has been considered peer assessment to improve speaking skill because it provides a structured learning process where students can critique and give feedback to each other on their work. According to Lutze (2018), the use of peer assessment is useful because it empowers students to take responsibility for and manage their learning, enables students to learn to assess and give others constructive feedback to develop lifelong assessment skills, enhances students' learning through knowledge diffusion and exchange of ideas, and motivate students to engage with course material more deeply. It helps students develop lifelong skills in assessing and providing feedback to others and equips them with self-assess skills and improving their own work.

Lutze (2018) suggested that the teacher trains the students how to do a peer assessment, allow them practice doing it. Peer assessment give them criteria that they can mark to, show

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them how they can use that criteria to mark works, given them examples of poor, average and good works. In addition, Lutze (2018) indicated that teachers should let learners know its objective in peer assessment. Learners can incorporate peer assessment progressively.

Designing guidelines or rubrics with clearly defined tasks for the reviewer. Introduce rubrics through a sample to ensure students can apply the rubric effectively, it will help students learn to carry out peer assessment by modeling appropriate, constructive criticism and descriptive feedback through the teachers 'comments on student work and well-constructed rubrics. However, students need to incorporate feedback where oral or written comments on assignments can be explained and discussed with the receiver.

The term peer assessment means a communication process through which learners enter into dialogues related to performance and standards (Falchikov cited in Liu, & Carless, 2011). However, Brame and Biel (2015) mentioned that many studies have different opinions on using peer feedback with other strategies, such as individual training versus group sessions under a social constructivism perspective. Hong-Meng, Ajjawi, Boud, Dawson (2017) expressed that the act of providing feedback to other's work requires students to apply a higher level of evaluation criteria, such as evaluation, judgment, using technology, and critical thinking. As a result, students automatically develop and improve their ability to provide feedback. Hong-Meng et al. (2017) added that when the peer-to-peer assessment is applied by using a rubric, students can exchange and debate ideas, and students will increase and improve their knowledge because they feel able to correct and provide feedback about others' tasks; automatically they improve their performance.

Speaking Skill

This research involved improving EFL speaking skills development through peer - assessment by using podcast in Moodle platform. According to Iqram (2015), speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics

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and discourse; for him, speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct.

Each skill of the language should be given equal importance and extensive opportunities to use English. For a variety of purposes are to be given to the students for improvement of their communicative skill. Listening, speaking, reading and writing occur naturally together in learning events; however, in second language acquisition is required to involve vocabulary and grammar teaching to support language skills to be developed. Language skills are divided in productive and non-productive skills, for example reading and listening are non-productive skills, while writing and speaking are effective skills. Iqram (2015) stated that productive skills are an important form of expression used to persuade or convince other people and share ideas and feelings.

All languages use their oral or written production, but without a doubt speaking is the first to be acquired. Hussain (2018) explained that language is learnt by speaking it first after listening to the sounds, words, phrases and sentences from the surroundings. In their mother tongue, children get a very natural opportunity of listening and speaking in their surroundings, and they are sent to the school to learn reading and writing skills. Rao (Hussain, 2018, p.15) indicated that speech is important because it provides the opportunity for the practical usage of a foreign language, it also brings fluency, correction then accuracy among EFL learners. To achieve a good performance in speaking ability the teacher must encourage students to speak right from the first day, it no matter, if students repeat what they say, or if they use whatever English knowledge they have. These situations will be able to corrected by proposing structures/phrases/words and let the students to use it in different situations in and drill as much as possible, for example, combine sentences, organize role play and pair-work as much as possible, let the learners commit errors and mistakes at the

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primary stage. Interruption and correction hinder fluency and discourage the learner Anuradha (Hussain, 2018, p.15).

Through field research it was found out so many students have a problem with the English language, and they said that particularly lack of vocabulary. Other factors are for example the fact of pronouncing sounds incorrectly or with difficulty, Rhalmi (2016) expressed that this fact is the result of the difference in phonological systems. They do not have enough vocabulary memorized or they confuse vocabulary items. It was observed as other factors that some students were afraid of speaking English in front of their friends. The teacher has enough resources such as watch a video and answer questions about it, or compose a dialogue in pairs to develop speaking, however, it was observed as another important factor that students already knew the resources and they showed no interest as if it were a routinary activity (questioning and dialogue in pairs in front of the class, among others). Another point to consider is that not all students participated in class; three students had more opportunities to speak. Despite having a long time of practicing oral skills, EFL students still have a problem communicating in the target language (Al Hosni, 2014).

Communicate Approach

In the Communicative Approach, real communication and interaction are the objectives in learning and the means through which it takes place. Hussain (2018) explained that instead of focusing on the acquisition of grammar and vocabulary, it aims to develop the learner's competence to communicate in the target language (communicative competence), with an enhanced focus on real-life situations. In the communicative approach, the teacher is not the center of instruction because activities in the communicative approach are done for student-student interaction. For this reason, to help students, it is necessary to provide a range of practice activities. Activities that focus on fluency development are a vital part of a communicative approach lesson, as they allow students to communicate meaning. Hussain

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(2018) added that in communicative approach teachers can use the following activities; role-plays, information-gap activities jigsaw activities, open-ended discussions and debates.

Hussain (2018) and Andrade (2017) (1) mentioned that in role-plays activities learners are given an imaginary situation and are asked to perform a different role or act as themselves in a particular scenario, (2) Hussain (2018) and Ortiz (2017) stated that in information-gap activities; that its activities require students to talk to each other and find out missing information they need to perform a certain task. (3) Hussain (2018), Nurhasanah and Suwartono (2019) mentioned that in jigsaw activities student reading, listening or performing different tasks at the same time and later sharing what they have done with their peers). (4) Open-ended discussions and debates; Hussain (2018) and Foddy (2010) expressed that debates and discussions can be a useful tool for fluency practice.

They enable learners to share their views on topics and use their communicative resource to convey ideas, make points and agree and disagree with others. Debates are usually engaging and provide a rich resource for teachers to assess their learners' communicative competence. However, preparation for debates should be done thoroughly to help students succeed.

Speaking Skill and Constructivism

Many years ago, learning was teacher-centred, and students were a passive audience of their teacher. However, this concept was changing through the years due to the implementation of different educative approaches such as social constructivism, which is a student-centred approach. According to Chelghoum (2016), this approach is more and more acknowledged by researchers as a potentially successful path to teaching speaking and overcoming most of what hinders a fluent and confident speech production by students. Chelghoum (2016) highlighted constructivism as a theory of learning that has influenced the field of education. It emphasizes a student-centred pedagogy in which the learners construct

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their knowledge and the teacher acts as a guide or a facilitator of the learning process.

(Brown, 1996 as cited in Chelghoum, 2016, p.17) stated that the constructivist theories based on language communication between students explained that this learning method is highly associated with student interaction with their peers, teachers, and others society. (Gleeson as cited in Chelghoum, 2016, p.27) stated that students enjoy this approach because they learn better and faster when they are involved in learning project and prepares students to be collaborative in their daily life. In opposition to this approach, Gleeson (as cited in Chelghoum, 2016, p.27) also stated that the disadvantage of this approach is the lack of structure because some students will require an environment to be able to excel, also, the evaluation, and peer assessment can lead students to misjudge themselves as there are no precise grading standards as in classical methods.

Innovation

The innovation consisted of using peer assessment facilitated by Moodle platform to enhance oral production. It took place as part of a regular learning unit in which all the abilities were taken into consideration, but the focus was on oral production. It lasted 25 teaching hours (5 weeks): During the 5 weeks, the participants received regular vocabulary and language, as well as communicative activities, aimed at speaking. The innovation used an innovative instructional design for the unit. Students uploaded five task-based podcasts by using Moodle platform with a minimum of one minute for the first podcast and a maximum of 2 minutes for the last one. They received and assessed their peers with a rubric provided by the teacher.

The teacher created the unit, keeping in mind the desired results. Then, the teacher decided how to assess, planned the learning experiences, supported transfer, meaning-making and, in this case, speaking skills acquisition. Using the Moodle platform was an essential support to reach the desired goal because it was a versatile and powerful tool for recording

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and uploading podcasts. Moodle offers an integrated workflow that makes creating, recording, and publishing podcasts easy. This platform allowed teachers to create a "podcast" to facilitate video discussions. Each podcast was like a message board where teachers can pose questions, called "topics," and their students could post comments and responses that appear in the podcast that students upload. Each podcast can hold an unlimited number of topics, and each topic can hold an unlimited number of responses. The advantage of using the platform with a rubric is to improve students in fluency and accuracy.

Iqram (2015) stated, in this way, the teacher should focus on all learners, according to their needs and learning skill by making a good design of activities first, students can transfer what they learn to other circumstances in real life. Before the innovation, students had one week of training on how to use the platform, and the most important thing, how to provide peers proper assessment of their podcast. It was essential for students to be capable of giving a functional assessment. Students also learned how to use a speaking rubric. Additionally, students practiced giving valuable peer assessment by examining the example of podcasting assessment by using a rubric.

When the introduction of the platform and using a rubric finish, the teacher began to introduce learners to the content of the unit. Later, they posted their podcast tasks on Moodle and made their peer assessment as an activity at home. The speaking rubric was used by students to make their task and give feedback on the following aspects: grammar, vocabulary, time, fluency and content. Students used an assessment rubric to know if the peer-assessing that they received was appropriated.

Methodology

The type of study that accompanies this research is descriptive-cross-sectional because it describes the characteristics of a single sample, and the data collected was obtained in a single moment to describe the variables and analyze their behavior at a given moment

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(Dagnino, 2014, page 1). The methodological design applied was an action-research because the author explored the educational context to diagnostic the problem and then present an innovative project to solve it. Quantitative and qualitative instruments were applied. The techniques to collect qualitative data in this study was an interview. The quantitative technique applied for statistical data was a pre-test and a post-test. According to Sagor (2014), action research let on professors to find several strategies that they need to implement as a teacher in their classroom to build classroom projects. The action research project was conducted at a public high school in Manta, Ecuador.

Research questions:

1. To what extent does the creation of podcast improve a speaking skill? (pre and post-test)
2. What are students' perspectives towards this innovation? (interview)

Participants

The convenience sample was one course of 10 students. It was the second year of baccalaureate. According to Etikan, Musa, and Alkassim (2016), a convenience sample is a type of non-random sample in which participants have been included because of accessibility. In the case of this research, the participants were the ones assigned to the teacher doing action-research at the beginning of the second semester of the school year. The ages of the participants ranged between 15 and 18 years old; 4 males and 6 females. The students have levels between A1+ 70% and A2 30 % according to a Mock test taken by the teacher at the beginning of the second semester.

Research Instruments

Interview

Baena (2017) stated that "an interview is an interrogation without scientific rigour that allows obtaining general but very useful information on the subject being investigated, how a

ENHANCING SPEAKING PRODUCTION THROUGH PEER ASSESSMENT.

certain event has been received or how people behave in the face of some event" (p .79). To carry out this study, an interview with seven open-ended questions was needed to analyze the peer test and the development of the ability to speak. The Interview is an instrument that generates qualitative data, which will be analyzed based on a coding for its interpretation. As explained by Marín, Hernández, and Flores (2016) in studies with a qualitative approach "the data must be categorized and coded and then proceed to its interpretation".

Pre and post peer assessment

Pre-assessment is an instrument designed to give a diagnostic at the beginning of a study or period. Students are evaluated to know the level of knowledge they have concerning a specific topic or skills development. On the other hand, a post-assessment is an instrument designed to measure the amount of learning a student has acquired in a specific subject (Kuehn, 2020, p.1). In peer assessment, students used a speaking rubric that considered three descriptors or variables: grammar, pronunciation, vocabulary, and fluency. The size of the effect by using peer assessment was calculated through Cohen's d formula with the purpose to know the impact of the innovation. Peer assessment is based on the theory of trial and error raised by Skinner (as cited in Saavedra, 2019) that stated that the trial-and-error method is learning through exploration and trial and error until an answer is found by the that a positive reinforcement is received" (p.1).

Data Collection and Analysis

Interview

It was necessary before collecting data to create a structure that facilitates the process of interpreting them. To code, first, categories must be developed where the data must be grouped and, later, comparisons or links between the proposed categories must be specified.

Table 2. Results of the Coded Semi-structured Interview

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Questions	Categories	Interpretation
1.What aspects of Oral skills do you find more difficult to develop?	Pronunciation, fluency	These categories are associated with the result of developing oral skill.
2.Describe how you felt about the peer feedback you received after each task?	Confidence, frustration	These categories are associated with the way the students faced the second peer assessment once the feedback had been made.
3.Did it help you take some actions for improving your speaking in the next task? Was it useful?	Methodology and feedback	The methodology is a category that is associated with the procedure indicated by the teacher for the development of the peer Assessment and the use of the rubric to provide feedback.
4.How do you feel about the use of podcasts for speaking?	Motivation, fear, confidence	Motivation is associated with the use of a new tool where the student must record himself talking about a topic either in audio and video, many will be afraid in the first podcast but will feel more confident with the corrections for a new podcast
In what ways was it useful? Why wasn't it useful?	Speaking production	This category is associated with the improvement of oral production.
5.What do you think about the peer feedback you gave? Was it useful to your partner? To you? How? Did it improve?	Team work Honesty Confidence Problem solving Critical thinking	Teamwork refers to the fact that all students must be aware that the revision must be honest based on the rubric of evaluation with the aim of

 ENHANCING SPEAKING PRODUCTION THROUGH PEER ASSESSMENT.

		solving the problem of a bad pronunciation or bad use of grammar. This review will generate the student's confidence to improve their performance
6.What did you learn from the experience?	Pronunciation of words Checking grammar and pronunciation	Pronunciation is associated with the objective that all English students must achieve, being the use of peer Assessment a method to review the good use of grammar and pronunciation and improve it.
7.What do you think went well? What would you have done differently, given the opportunity?	Initiative, creativity, critical thinking	The initiative is a category that is associated with critical thinking because the student can choose their topic in the dialogue or in the monologue, they can edit the audio or video with effects that can set the subject of study, they promote their creativity in their podcasts as part of a good presentation and innovation of your own ideas about the activity
8.Do you have any other comments or suggestions about the project?	Satisfaction, expectative	Satisfaction is associated with the achievement of the study objective, in this case the improvement of oral ability and the expectation of improving the level of use of

Questions were designed to identify level of pronunciation and fluency, confidence and frustration students have at the moment to speak, methodology and feedback used during the class process, motivation for learning English, Team work development, problem solving by checking grammar and pronunciation, initiative, creativity developed for students in speaking activities, the level of satisfaction and expectative.

Peer-assessment

The peer review is organized in two phases; pre-assessment and Post-peer assessment

The First Peer Assessment consists of recording an audio or a video in (podcast). Ten must have a different theme and each participant will have an assigned number. They will be instructed to review their immediate partner's podcast, example; one should check out the podcast number two and two through three. After this, the teacher will deliver the evaluation rubric to qualify and give the respective feedback on the activity.

The second peer Assessment consists of doing the activity again, improving and applying the suggestions received in the feedback, and in the same way, you will have an evaluation rubric that will measure the results again. It is important to mention that the teacher was able to listen and review everyone's feedback, supervising the work done and the correct application of the rubric.

Ethical Consideration

To carry out this study it was necessary to apply *informed consent* so that participants are fully informed about the interview and tests applied to avoid any potential adverse

ENHANCING SPEAKING PRODUCTION THROUGH PEER ASSESSMENT.

impacts of their participation. All participants have chosen their free and *voluntary participation* without any coercion. All information in this project is *confidential* avoiding anyone who has accessed partial and total information with exception of authorities, thesis tutor and university program. The identity of participants is respected without involving names, addresses, phone numbers, face descriptions or social net profiles, among others. In other words, this study mentions only assess those components that are of relevance to the program/initiative being conducted (Cacciattolo, 2014, p.2)

Results

Two instruments were used: interview and peer assessment. After using research instruments, the following information was found: the size of the effect by using peer assessment was calculated through Cohen's *d* formula with the purpose to know the impact of the innovation. It evidenced an effect of 1.21, so that it pointed out the improvement of speaking skill by using peer assessment which encouraging students to speak English following partner recommendations about the correction in their pronunciation, and the use of language.

Peer assessment

Table 3

Peer assessment Pre-Post results

	MEAN	SD	N
Pre-peer Assessment	12.6	1.429840706	10
Post-peer Assessment	14.1	0.994428926	10
M1-M2		1.5	
POOLED SD	1.231530213		
COHEN'S DS	1.217996914		

Interview

On the other hand, through results of the interview it was found that students felt

ENHANCING SPEAKING PRODUCTION THROUGH PEER ASSESSMENT.

confidence to speak in English after the first podcast, the feedback helped to improve their pronunciation by checking their mistakes in the first podcast, peer assessment promoted collaborative work and perseverance for improving language skills. Findings demonstrated that podcast implementation encouraged students to check themselves speaking skill performance by increasing their vocabulary.

It can be said that the development of speaking skill is necessary, however, students have few opportunities to speak English. Students, after implementing peer assessment have been able to understand that everyone makes mistakes when speaking in English as a second language or feel frustrated at the first moment when they practice it. Still, they realized through peer assessment feedback the performance in oral skill improved.

The development of oral skill in this study also depends on students' attitude after receiving their feedback in their podcast development. Therefore, the teacher implemented a trial-and-error method to improve speaking skills.

The use of research instruments answered the following questions;

RQ# 1. To what extent does peer assessment improve a speaking skill?

Peer assessment helped students improve pronunciation of words, correct grammar structure inconsistencies, increase vocabulary by using new words and common phrases, and give students more confidence to speak in English.

RQ# 2. What are students' perspectives towards this innovation?

The data suggest that students' perspectives towards this innovation apply peer assessment with more frequency because it allows them to achieve positive changes in their English language acquisition. Another view is to increase activities using a podcast because they encourage students to challenge their own in improving the way they speak in a foreign language.

Discussion

ENHANCING SPEAKING PRODUCTION THROUGH PEER ASSESSMENT.

The objective of the present study was to use peer assessment to enhancing the development of speaking skills in secondary students. The outcomes obtained in this research reflected a Cohen's *d* of 1.21, which demonstrated a significant improvement after the intervention.

At the beginning of the implementation, students got a low grade in speaking activities. It was caused by the lack of opportunities to talk in English and lack of activities to encourage and pressure students to improve their performance by observing mistakes and correct them by themselves. Lutze (2018) said that peer assessment plays an important role in the second language because it allowed helping students to receive more feedback as giving students practice with a range of skills important in developing oral and written ability. In addition, peer involved opportunities for interaction, and increased objectivity in assessment.

According to Guerrero, Sigifredo, Chamorro, and Isaza (2014) who stated that “evaluation is the means to support knowledge, the use of knowledge and integral education, which means reaching it with successes, or at least with the least number of errors, but no matter how achievable it may be, there is always an expectation that it can be better, different or the opposite” (p.363).

On the other hand, the idea of using technological resources is to help nonnative speakers to learn to speak English; one of these is the podcast. The podcast designed to provide many kinds of material in the learning. The podcast encouraged students because it allowed them to record audio/video files uploaded to a website to listen to them later. So, they could use a rubric to evaluate their partners in vocabulary knowledge, grammar and pronunciation. Participants had the opportunity to interact, work in pairs with their classmates and transfer their knowledge to each podcast.

Conclusion

ENHANCING SPEAKING PRODUCTION THROUGH PEER ASSESSMENT.

The aim of this study was to enhance the development of speaking skills in secondary students through Peer-assessment. Based on the evidence, after three weeks of intervention participants cut down their difficulties to pronounce words in English and express their ideas in a better way. As a consequence, they did not have problems in showing their second Podcast after checking mistakes in the first one. Peer assessment played an important role in the intervention. Students check partners' performance through speaking skill rubric to evaluate; vocabulary acquisition, grammar structures, and pronunciation. Post results of the study demonstrated that students improved their oral skill in the second language by correcting mistakes during the intervention. It was the first-time students checked their partners' activities, so they worked actively verifying mistakes to suggest to improve students' performance in the podcast. The results of this investigation can be taken as support to including peer assessment to develop other language skills.

Limitations

The following limitations were faced during the application of this action research. First, students were afraid of speaking in English at the beginning. Second, some students who checked their podcast did not accept assessment, however, the teacher explained the process and the objective of the peer assessment, then students accepted suggestions.

Recommendations

Some recommendations are given after findings: First of all, peer assessment should be integrated into school activities at least three times a year to students get importance for their progress in speaking English and learn to evaluate with honesty, respect, and criteria to their similars. Second, based on the achieved results, it is necessary to promote vocabulary instruction to improve speaking skill. Third, encourage teachers to implement activities where students can interact and use English frequently. It is convenient to do more investigation about other resources to improve oral skill.

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Appendix A

Lesson Plan

Available upon request.

Appendix B

Speaking Rubric

Available upon request.

Appendix C

Research Instruments

Available upon request.

INTERVIEW

Available upon request.

Available upon request.

Appendix D

Permission letter

Available upon request.

Appendix E

Podcast transcript

Available upon request.