Peer Feedback of Students, Recorded Videos to Improve Fluency in Beginners

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English has become a universal language, although it is not the most spoken, it is the most used. As well as in education, this language is present in many other aspects as the main element of communication, since it is spoken by developed and dominant countries such as the United States and England. English language is present in aspects that range from cultural to political, diplomatic, or economic. Being able to communicate in English opens up access no to only current and relevant information and primary sources, but also communication with people from around the world (Ministerio de Educacion, 2016). That is why, knowing and mastering the English language improves job opportunities, and the path of knowledge and information that people need to be updated.

Due to the importance that English has in all aspects, the curriculum of most countries in the world had included English. In Ecuador English Language curriculum is designed for students from Basic General Education (2nd to 10th) to Unified General Baccalaureate (1st to 3rd). Students' mother tongue is not English. To guarantee educational quality, some private schools start teaching English from the preschool level (Ministerio de Educacion, 2016). However, there are difficulties to achieve a good performance in the teaching-learning process locally and in some countries where English has been included in their education programs. For instance, Karahan (2007), in a research conducted in Turkey, mentioned "Most of the students have a negative attitude towards learning English, showing no interest or believing that learning English is not important" (p. 75). Likewise, Zuparova et al. (2020) pointed out teaching English especially to non-native speakers is not an easy task to do. It is a long process which may be influenced by different issues.

In Ecuador, in the last curriculum updated in 2016, English was included as a mandatory subject from the second year of basic general education. It is focused on the CLIL methodology which means that content from other disciplines is used for meaningful and purposeful language use. It supports the overall curriculum, developing cognitive and social skills needed for other subjects, and reinforcing content covered in other areas. In collages, public and private schools, students received a minimum of 5 hours of English per week, and according to the objectives "Learners will be brought up to a B1 level as identified by the Common European Framework" (Ministerio de Educacion del Ecuador, 2016). Despite, what is established in the national curriculum of the English language. Education First (2020) Ecuador presents a very low level of English competency which places it in the 93th place among 100 countries around the world, and in the last place in Latin America of 19th countries.

There are several factors that do not allow to get these objectives. Beginning by teachers who must be prepared. As Gonzalez et al. (2015) pointed out "teachers need to be involved in continuous training for professional development in order to improve their proficiency level" (p. 101). Likewise, using traditional methods in English classes have not allowed to improve the English Level in Ecuador. Muñoz et al. (2018) mentioned in their research, the first attempt to begin the change is the methodology with the implementation of a significant learning for the students, a new curriculum together with a textbook with communicative strategies, and topics related to the values and Ecuadorian culture (p. 49). Besides, focusing on teaching grammar is just one of the causes that do not allow the fulfillment the objectives of the national curriculum. Ihsan (2016) mentioned "One of the more complicated problems of second or foreign languages learning and teaching has been to define and apply the construct of motivation in the classroom" (p. 5)

In summary, there are several facts that both students and teachers must face in the teaching-learning process of English. Teaching English is focused on reading and writing skills, but speaking has not the importance it must have. Numonjohnovna et al. (2019) mentioned the most common problems are fear of making a mistake, lack of vocabulary and lack of knowledge about the topic under discussion also they said students do not understand a speaking task. Students lack the skills of a pair work, speaking tools, and the ability to logically build arguments. Besides, Adhikari (2010) pointed out other difficulties like larges classes with 40 or 50 students, teachers and students' attitude toward speaking English in or out the class and lack of motivation. Those do not allow improving speaking in students.

The problems mentioned in the previous Paragraph are evidenced in a higher education Institute from Santo Domingo de los Tsachilas province where at the beginning of each period students are evaluated through a placement test, and most of them get a low level. Just a 5% percent has an A2 level, 80% of them has an A1 level and 15% has even lower than A1.   Thus, this study proposes peer feedback on recorded videos to improve speaking skills as Riera (2020) and Zambrano (2019) agreed that there are positive impacts after applying peer feedback in students, not only in speaking skill, but also in writing, and reading.

Thus, this study poses the following research questions:

1.- How impactful is peer feedback of students recorded videos to improve fluency?

2.- What are students' opinions towards this innovation?

Literature Review

This research was thought to improve fluency through peer feedback of students' recorded videos. The following section has detailed definitions of the main terms related to the topic like: speaking, fluency and peer feedback.

Speaking

Speaking is one of the four languages skills, and it is a productive and active skill. Zyoud (2016) defined speaking as "an interactive process of constructing meaning that involves producing and receiving and processing information" (p. 2). He added that speaking is an activity which involves the following areas of knowledge: mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation. Nunan (1995, as is cited in Leong & Ahmadi, 2017) said speaking is to say words orally, to communicate by talking, to make a request, and to make a speech. (p. 35).

Moreover, speaking is an interactive process because people have to communicate and exchange information. As Leong and Ahmadi (2017) mentioned, speaking is one of the most important skills to be developed and enhanced as means of effective communication. Likewise, Widiati and Cahyono (2013, as cited in Gonzalez et al., 2015) pointed out speaking has always been considered an important language skill for language learners because it allows speakers, both to convey a message and to interact with other people. However, speaking skill is regarded one of the most difficult aspects of language learning, that is why, Gonzalez, et al. (2015) said teaching speaking demands the use of different methods and strategies to help learners improve their communication skills. In other words, classes should be dynamic, using different strategies, applying technological tools to get an effective learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems to use the foreign language to express their thoughts effectively.

Leong and Ahmadi (2017) said speaking is very important in second language learning. Despite its importance, speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions. Regarding this, Navarro (2009) stated "one thing teachers need to do is to plan their teaching around two main questions: what they want to teach, which specific speaking features they want to develop in their learners; and how they want to do it" (p.90). So, learning English and improving speaking skill is not as difficult as it seems, but it depends on teachers and learners to get it.

Fluency.

Speaking fluently is the goal of people who are learning L2. Yang (2014) ensured speaking naturally and fluently is a challenge, from memorizing language knowledge to using language to solve problems in a conversation. Lim (2017) defined fluency as the ability to get across communicative intent without too much hesitation or too many pauses to cause barriers or a breakdown in communication. Thus, the role of fluency in communication is essential. Nevertheless, Nation (1989) pointed out fluency in classroom is not as important for teachers as it should be. Teachers focus on teaching grammar and completing books. Besides, he found that teachers do not develop enough activities to practice speaking to improve fluency.

Comprehension.

Comprehension is a human being's ability to perceive things and understand the implications of a given issue. McNamara and Magliano (2009) said comprehension is the processing of information to extract meaning. He pointed out it is a complex cognitive process that is necessary for virtually all higher-level cognitive activities, including learning, reasoning,

problem solving, and decision making. Pardo (2004) defined comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with

Vocabulary.

Vocabulary, like other aspects of speech, is essential in mastering a language. Hidayat (2016) defined vocabulary as one of the most important language components in learning English. Also, he mentioned that learning vocabulary can help students in studying English and support them in mastering the other language components (p. 95-96). Rukmini and Sutopo (2013) said vocabulary plays a very important role in developing the four-language skill. Besides, they mentioned it as important as the other skill language's and thus teacher must plan strategies and activities to help students to master vocabulary. Despite, Solano (2014) said having a wide range of vocabulary does not guarantee fluency, but in order to have the ability to communicate spontaneously and naturally, speakers must have access to vocabulary specific to their needs. (Nation, P., & Meara, P., 2010) Knowing vocabulary is important, but to use vocabulary well it needs to be available for fluent use. Developing fluency involves learning to make the best use of what vocabulary is already known.

Peer Feedback

This is a different strategy where feedback is not given as traditionally by a teacher, but one student to another. Sholihah (2015) mentioned peer feedback is one alternative strategy that can be used by the teacher/lecturer. The procedure of the strategy enables the students to work cooperatively in a group/peer. The students can give comments on their classmates' task for better quality. They also can learn how to revise their own text based on comments from peers.

Likewise, Bijami et al. (2013) defined peer feedback as "a key element in language learning. It can promote minimal or deep learning" (p. 92).

This strategy involves in the learning process. This innovative assessment approach aims to empower students and foster active learning (Li et al., 2010). In other words, students are not only a receptor of information or who learn from teachers, but also an active actor of their learning process. To get positive results students have to be well guided from teacher, otherwise, it only could be a waste of time. Yastıbaşa and Yastıbaş (2015) concluded "the benefits of applying peer eedback are positive because it reduces mistakes and makes students more confident, because students understand that making mistakes is a part of learning and they can help each other in improving" (p. 53). Wang (2014) stated there are some situations that teachers have to take into account before applying peer feedback like: The rubric should be clear for the students, teachers must be specific, students have to be graded and motivated to have better results after providing feedback.

Recorded Videos.

Currently, technological tools play a very important role in all aspects of daily life. As Kingra et al., (2017) said, use of multimedia technologies like digital recorders and mobile phones is increasing rapidly. In education videos are an interesting tool, Mullen and Wedwick (2008 as are cited in Maziriri et al., 2020) said "videos have the potential to enhance almost any classroom lesson" (p. 120). Almurashi (2016) Said YouTube is being increasingly used by instructors to teach the English language because it offers fun and fast access to instruction, culture-based videos, and languages from all over the world. (p. 34)

Innovation

IMPROVING SPEAKING FLUENCY

This proposal consists of using Peer Feedback of Students, Recorded Videos to Improve Fluency in Beginners. It will be applied to 42 students from a higher education, public institution. Students are in A2 level, (as part of the curriculum students have to approve four levels of English). This innovation is designed to reinforce English learning, focused on speaking skill specifically fluency to encourage students to put into practice what they learn in class,to have more confidence and be able to express ideas without fear of the public or making mistakes.

YouTube was chosen as a tool to implement this innovation. The YouTube channel will be implemented as part of the academic program of the students as an autonomous component, the students must create their content to upload it, previously the teacher will give the appropriate guide so that the videos created by the students are not out of context, but creative and generate curiosity to people.

The following steps will be followed for implementation:

1.- Add the creation of an educational channel on YouTube within the teacher's syllable.

2.- Socialize with the students the creation of the YouTube channel, talk about their purposes, motivate students to be part of the program. Students will be involved in the program.

3.- Students with the teacher's guide will decide the duration of the video, the topics to be discussed in the videos, the content that can be included in the videos.

4.- Create the channel with the students in the English lab, so that everyone has the ability to access the account and can explore the channel.

5.- Record pilot videos in the classroom which will serve as an example for the next videos that students will record with their own ideas.

The innovation will be part of student's regular classes, it will be planned using the instruction backwards design for the unit with three weeks durations. Students will have 10 hours per week according to their regular schedule (two hours a day). During each lesson students will be able to describe and provide information about family members, touristic places in Ecuador, Ecuadorian traditional food, and other information about themselves. Besides, the teacher will guide students in each part of the process. The teacher will train students to provide feedback to their classmates. The teacher will motivate student's knowledge and   prior knowledge by using graphic organizers, brainstorming, videos, pictures, slides, and songs.

During the application process, there will be four assignments: they will be clearly explained. The last part of each assignment will be in groups to record videos about a chosen topic by students, then they upload the videos to the YouTube channel. Also, the teacher will explain and provide students instruction and some specific keys to provide feedback to their partners. Moreover, the teacher will explain how to evaluate by using the checklists and rubrics. At the end of the process, the teacher will provide individual and group feedback to the final task.

As it was mentioned, to implement the program clear steps will be followed, the teacher will socialize everything with his students so that there are no impositions. The program will be a project of all (students and teachers) students can choose whether they do it in group or pairs, the time each student or group has to upload their video will also be socialized in class. On the other, for all students they will have the possibility to interact on the channel, subscribe, like the videos, comment, and add content.

Methodology

This study uses a quantitative and qualitative approach, where the causes of low levels of English language learning and specific to the development of fluency in students are analyzed. The purpose of this research is to look for new strategies to improve fluency for A2 level students from the higher education. Further, a pre-test and post-test will be applied to the students to determine the level of speaking students have before the application and at the end as well. To collect qualitative data, learning logs, surveys and interviews will be used to get students perspectives about peer feedback to improve fluency, what could be improved or changed to get better results.

Research Questions:

1.- How impactful is peer feedback of students recorded videos to improve fluency?

2.- What are students' opinions towards this innovation?

Participants

A sample of 42 students between 18 and 32 years of age who come from different sectors of Santo Domingo de los Tsáchilas Province will be part of this study. The students are part of the C parallel of the A2 level of English of different careers from a higher education public institution. Most of them have A2 level, some have a lower level. There are 42, in total, 27 girls and 15 boys. All students have similar backgrounds. All of them have internet access and most of them manage technological tools easily, which is good and facilitates the innovation application.

Instruments

The instruments used during this innovation will be the videos that students will have to record as pre and posttest, learning log interviews as well as survey and the rubrics that students will use to provide feedback to their peers.

Survey.

It will provide general information of the students as English level, whether or not students have internet access and technology knowledge. The information will support teacher to make decision and have a clear idea regarding possible situations to face and solved. Because of the pandemic, it will not be possible to print and apply the survey that is why, it will be done by google forms. Students will be sent the link to access. The teacher will figure out what the students' possibilities are to send the survey via different options like: e-mail, WhatsApp and it will be printed as well.

Pre and post-test.

Videos will be used as pre and posttest. The first video will show students' Knowledge and skills before the implementation. In this part, they will apply their prior knowledge. The teacher will provide students specific guidelines to be followed as well as a list of topics to record the first video. It will be taken in the first hour and students will use it to provide the first feedback as pilot task. The last video will be recorded at the end of the process to identify whether students have improved their fluency after applying the innovation. Students will be able to choose a topic from a given list. Both videos should have these specific standards that students should fulfill. A rubric will be used to grade students. Then the results will be compared to determine whether there are positive results or not.

Rubrics.

Students will have a rubric. The rubric will be used to check the first and the last video and later to provide feedback. Students will be trained to use it correctly. The rubric includes the use of the simple present and simple past tense, there are and there is, preposition of place, vocabulary about routines and places in the city as well as fluency.

Interview.

An interview will be applied to collect information of the students regarding their points of view about peer feedback, speaking weakness, fluency and difficulties to develop speaking skill. As sample of 10 students will be chosen to be interviewed. The interview will be applied out of classes. Each student will be asked in a specific time. Due to the time that it will take, each interview will be done in 10 to 15 minutes. They will be conducted through zoom.

Learning logs.

Learning logs will be applied as well, to collect information regarding the difficulties that students have to face during the application process. Five learning logs will be applied to the students and they write their difficulties, suggestions, and what they learn. The learning log will be applied each five hours while the application process is being developed. The researcher will use the information to take decisions in the application process regarding things that are working, have to be improved, or that need to be deleted. Likewise, the researcher will be able to work material and activities that were planned but in case that these are not working he/she can improve them to enhance the application to get better results.

Ethical Considerations

The researcher will contact authorities to get their consent about the research procedures. To keep the student's identity safe, the data provided by them will be confidential. The

institution where the innovation will be carried out provides the facilities before starting it. Regarding the students, they will be well informed about what their rights are while they take part of the innovation process.

Data Analysis

The results will be loaded in an excel sheet to organize the data. Descriptive statistics will be used to present and describe the necessary data. The data will be compared and analyzed to conclude if the results of the applications are positive or negative at the end of the process. The pre and post-test will be analyzed quantitatively in SPSS program to get statistic score like mean, standard deviation. The interview and learning logs will be analized qualitatively. They will be transcribed an analyzed to get open coding, axial coding and selective coding. The interview will be recorded to get students expectations of being part of the innovation process. Likewise, the answers gotten from the survey be organized in excel to be analized in SPSS program. It will help the researcher to have information about their background.

Limitation

This study was thought to carry out in the institution lab, because of the pandemic it would be impossible. So, the first limitation that the researcher will have to face is the internet access. Although, most of students have internet access, there are some who do not, also they do not have the necessary tool like a cellphone or computer. Another limitation is that the teacher will not work face to face with the students and this makes impossible to manage and guide students correctly. Most of students can rely on translators o make their lessons or they could ask someone for help and the researcher will not have a real result. Also, classes will be recorded to

share the recording to those students that are absent, but it is not as if he/ she is in classes,

because teacher cannot solve any problem or answer questions that students have.

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Appendix A

Design Process Worksheet

Available upon request.

Appendix B

Assessment Instruments

Available upon request.

Appendix C

Assessment Instruments

Feedback Rubric

Available upon request.

Appendix D

Interview

Available upon request.

Appendix E

Survey

Available upon request.

Appendix F

Learning Log

Available upon request.

Appendix G

Check List

Available upon request.