Peer Assessment Effect in Speaking Skills of EFL B1.2 Students in a Public Tech College

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Modality: Research Report

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Developing oral competence requires consistent practice and adequate

meaningful practices that are real as well as useful for students' communication learning

process (AL-Garni & Almuhammadi, 2019). The key to understanding the link between

peer assessment and its effect in Speaking Skills using CLT activities is realizing

assessment is undeniably a piece aligned to the success of the learning process

(Wiggins, 1991).

Assessment traditionally has been disconnected from the learning process

planning when it should be considered initially to envision learning as a dynamic

holistic process that addresses the makeup of communication. Peer assessment works

towards learning. It is impacting and lasting for students provide feedback during

formative stage that will allow reflection and necessary adjustments to reach final

objectives, plus by providing feedback students reach awareness of their own learning

process, giving place to metacognition (Joo, 2016).

Therefore, a clear understanding of a need of production entails the complexity

of prioritizing a balance in the practice of the four skills: speaking, reading, writing, and

listening; providing opportunities for students to participate and do the crossover from

the grammatical-theoretical competence to the pragmatic competence (Lessard-

Clouston & Lee, 2019).

This study aims to report the effect peer assessment has in developing speaking

skills providing students timely feedback to ensure their learning through understanding

specifics towards improving their performance in speaking skills. Teacher should think

of assessment as a unique opportunity of getting to know the individual process and to

take the timely task of giving feedback in order for students to identify and learn from mistakes (Soulsby, 2009).

Assessment also is a frame that clusters information to help teachers plan successful strategies, as well as to make necessary adjustments to cater students' needs. Teachers' role as facilitators and preparing material is a key factor in the success of learning while respecting the central role of students' participation in the interactive negotiation of meaning. Communicative Language Teaching highlights the immense evolution of understanding language as an opportunity of connecting with others and with the world that surrounds us defined in sociolinguistics (Richards, 2006).

The fact of combining four skills activities will definitely strengthen speaking. Students who read will acquire the necessary skills for written communication and students who write will be able to improve and convey their ideas, feelings and opinions efficiently, taking under consideration contextualization according to student demographics, social, cultural and economic background.

Literature Review

Questions and Statement of the Problem

The literature review will support the following research questions: "Does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? and How does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students?

The problem found in Ecuador is that even if English is a mandatory requirement to attain a graduate degree in superior education according to the Academic Regime Regulations (Consejo Educación Superior[CES], 2019). This implies an added pressure in students for achieving this requirement, their academic journey as students has not provided practice in Speaking skills mainly due to the agenda and requirements

imposed by certain educational organizations that focus the traditional approach by means of Structural Approach that stresses enforcing grammar rules over students' participation.

Consequently, students target grammar usage happens only in a mechanical fashion and their control and appropriacy to express their feelings, opinions in response to real situations is not clear, vocabulary complexity does not reflect level and pronunciation, intonation and stress is unclear and impedes understanding.

Speaking Skills and Peer Assessment effectiveness related studies

Peer assessment in speaking skills with undergraduate college students addressed by a study performed in Hiroshima Shudo University (Otoshi & Heffernan, 2007) aimed to contrast peer assessment to instructor assessment. The results revealed reliability which depend to a large extent to peer proficiency, directly connected to statistically significant correlations between student and teacher oral presentation assessing methods. One factor mentioned is the lack of both theoretical and empirical studies, plus the fact that evaluation does not have enough research in regards to this matter.

King affirmed that oral presentations include multi-faceted factors criteria such as: language, content, delivery, and visual aids (King, 2002). Criteria which are established by the teacher in assessing student's performance. According to a research analyzing peer assessment in oral presentations (Otoshi & Heffernan, 2007), there is a possibility for a biased evaluation. However, this also reflects the engagement there is on both sides, a narrative of the learning process events taking place in the classroom with the participation of its actors, assertively placing the classroom into reality.

Advocates for peer assessment affirm, it is pivotal to collaborative learning, emphasizing how it promotes autonomy (Johnson & Johnson, 1981), responsibility and

an active role in learning (Cheng & Warren, 2005). Cooperative learning is particularly effective in developing interpersonal skills, and teamwork giving place to meaningful learning (Shanti & Divaharan, 2003). Nonetheless, Joo (2016) contrasted a research where test culture impedes being enriched by peer assessment, highlighting one necessary fact that underlies education is context and culture and the need of considering both. Peer assessment has shown to be a tool that promotes reflecting on students' learning process through generating constructive feedback resulting in understanding and metacognitive learning.

How to train students to peer assess

Peer assessment is considered as a favorable tool, if adequate training is provided (Otoshi, J. & Heffernan, 2007). Training students in peer assessment should underline learning is the aim and thus, it goes beyond measuring levels or giving grades to their peers. Students should build their understanding on peer assessment as a contribution to the learning process, that must take place consistently through the process in several activities. Only then, students will take peer assessment as a tool to have an active role in the class by helping their peers as well as themselves and the teacher by identifying specific needs and to deepen their understanding of particular aspects.

CLT Historical Background

CLT can be defined as an approach that includes a vast consideration of knowledge areas towards putting into practice Language Teaching, such as philosophy, psychology, and educational research (Savignon, 1991). Communicative Language Teaching focuses on the importance of understanding language in terms of communication taking into consideration context and functionality(Richards, 2006b).

The dynamics in the classroom must include a student-centered scenario considering the richness of cultural awareness in producing meaningful and real language learning.

Language Teaching throughout history displays the search for meeting the need of connecting while crossing borders from the local setting to the world. The initial interest and approach were to apply the way Latin was learned, implying rules, vocabulary lists, emphasizing reading and writing with no intention to develop Speaking Skills. The Grammar-Translation Method (1840-1940) would apply memorization that aimed for perfect translations. Strict discipline, sobriety and duty oriented were principles at the core of the Prussian Method inevitably linked to the Grammar -Translation Method. This historic period is followed by the Reform Movement which is basically the reaction opposing the Translation Method that gave place to the development of various new approaches in teaching languages. The chart below highlights information on early specialists who promoted this important change prior to reaching the Communicative Language Teaching (Richards & Rodgers, 1999)

Table 1

Communicative Language Historical Background

Specialists	Contributions
Marcel, (1793-1896)	Meaning in learning through reading, children learning model.
Prendergast (1806-1886)	Contextual and situational cues-routines in speaking
Gouin (1831-1896)	Accomplishment of events based on sequence actions, using gestures, utterances: foundation to Total Physical Response Spoken language, phonetics, idiomatic expressions.
Sauveur (1874)	Natural Method: intensive oral interaction with emphasis in pronunciation-direct and spontaneous use of foreign language

Sauveur & Maximilian Berlitz (1826-1907)	Direct Method: all in target language Everyday vocabulary Question and answers
Palmer & Hornby (1917-1921)	Oral Situational Approach results from studies towards providing a scientific foundation to Direct Method- vocabulary is given a great deal of emphasis
Audiolingual method (1943) World War II	Recommends reading comprehension- influenced by the socio-historical reality World War II meant. Material development period: books. Science advances and the need of being involved in the scientific community. Skills order: Listening, speaking, reading and writing.
Chomsky (1966)	Behaviorism: stimulus -response. No repetition nor imitation, generated by students own competence to react by responding to stimuli.

(Richards & Rodgers, 1999)

Communicative Language Teaching approach, thus, proposes a humanistic dynamic to the learning process where interacting and communication negotiation is prioritized, giving place to individualized attention, interpretation and expression. Students are at the center of the learning process.

Innovation

The innovation pertaining this research looks at peer assessment by means of CLT activities -drama as a strategical method to cater students learning styles, therefore, the lesson plan coherently aims to achieve peer assessment and transfer (Fisher & Frey, 2008) for long term learning process (Joo, 2016). The plan considers authentic assessment as part of the learning process; consequently, if planning aims a meaningful learning process, assessment should replicate this by being real and close to students'

experiences by showcasing genuinely a link to life and to their goals to the future. When planning, assessment must be part of the initial reflection in order for it to match learning process goals, and to be aligned with the objectives and results pursued throughout the unit. It must give students the necessary consideration at all times, fostering a student-centered class throughout the learning process.

According to Grant Wiggins (2012), design planning has to do with giving careful thought instead of jumping into a nonsense "activism", as well as to consider how assessment must be linked to reach objectives (Wiggins, 1991), in order to evidence students' achievement to translate the acquisition of knowledge into the praxis of transfer.

CLT Activities

Communicative Language Teaching improves Oral Skills by bringing reality into classroom experiences to enrich communication with real life situations that are easy for students to relate to(Richards & Rodgers, 1999). Thus, it increases significantly their exchange of information, avoiding mechanical repetitions for communicative exchange will more likely generate unpredictable situations that give place to real communication (Richards, 2006).

There are many methods and CLT activities that can be implemented in a class, it all depends on the group and choices the teacher has made towards the benefit of their learning process. Some CLT activities to be mentioned are: Buzz groups, brainstorming, debates, outdoor activities, field trips, role play and some approaches such as case studies, project-based learning, STEAM, and others (Richards & Rodgers, 1999).

The use of Drama for this research

Promoting speaking skills through drama results effective for students because it is decisive in deepening the expression of ideas (Hidayat & Apriyanto, 2019) since

drama allows to cater students' diverse learning styles, plus it engages an active participation. We must remember each student has a different learning style of processing information, by means of visualizing, listening or through their body expression, plus it builds self confidence in students who are shy.

Consequently, when using drama, students are able to integrate all skills in their learning process facilitating the cognitive process. Dramatization is attractive for it generates creativity which allows students to work collaboratively in problem solving. Engaging students in the learning process is key to meaningful and lasting learning which also refers to learning by doing (Zafeiriadou, 2009), understanding the need of classroom as a space of transformation (Freire, 2006), the fulfillment of the right every human has to freedom, through art towards strengthening expression and critical thinking (Shaheed, 2013).

Drama also allows learning through social interaction which makes learning significant, fostering Vygotsky ZPD , zone of proximal development (Vygotsky, 2000). This study will focus on drama since studies support the fact that verbal skills have noticeably improved proficiency and real-life communication (Hidayat & Apriyanto, 2019). One other advantage to be mentioned is the provision of a necessary change to lecture strategies, transforming Passive English to Active English which drama achieves by means of the use of diverse strategies and techniques. Drama also offers a powerful tool in problem solving giving place to building self-confidence (Janudom & Wasanasomsithi, 2009).

Dramatization is a complex expression that requires introspection, reflection, feelings, emotions, bringing words alive and has room and flexibility to customize our own thoughts into a predetermined script and the author´s lines, it allows to draw lines connecting us to certain characters, resulting in an appropriation of the material through

a work that includes reality and imagination (Barbee, 2010). The use of drama allows infinite opportunities of thinking outside the box and relating to L2 in a functional way, understanding its usefulness in real life.

There is a plus added value, which is to become confident as a result of not being burdened by the fear of committing errors. The flexibility drama offers students to try and find ways to communicate. Drama promotes a sense of togetherness in the class that includes students and teacher in their awareness of learning as a shared responsibility (Hidayat & Apriyanto, 2019).

Drama is a unique space to foster and sustain motivation, as it is a social learning ground naturally filled with interaction that makes transfer viable. Several assets derive from this experience creativity, tolerance, nonlinear thinking, receptivity to other's ideas, breaking with stereotypes, helps self-esteem by resourcing to expression of feeling, and opinions.

Innovation

This study makes use of a careful backward design as well as Gradual Release of Responsibility-GRR considerations, and the use of CLT activities. The innovation is focused in peer assessment by means of CLT activities having drama as the performance transfer task towards improving speaking skills.

The project was implemented within a time frame of 4 weeks, with 2 hours a day; therefore 40 hours are reported in this research. The lesson plan considers the importance of planning for transfer aiming for a long term significant learning (Parker et al., 2021).

It consists of the four phases recommended in GRR (Fisher & Frey, 2008), initial opening introduction to the topic and instructions from the teacher identified as "I do it" (focused instruction) with an approximate time of 3 to 5 minutes, followed by a

Hook activity to engage students and to promote an initial understanding of the learning tasks for the day, in a second phase identified as "We do it" (guided instruction) where there is a collaborative component monitored by the teacher who visits and gives timely feedback.

Introduction to grammar points can follow as part of the acquisition. Students then are given a task within collaborative learning, this time with identified as "You do it" which prompts them to work with the support of social learning by achieving learning goals and giving place to meaning making. Finally, students work independently in a phase identified as "I do it alone" in a task that fosters autonomous work to translate the acquisition of knowledge into the praxis of transfer.

Classes consider a variety of activities to cater students' diverse learning styles, as well as to provide opportunities for all students to activate their speaking skills, and gain confidence. Art is a mediator in my classes, through music, painting, writing, and decision-making when designing their own presentations, clearly evidenced in the Drama Open House where all skills were conjugated.

From day 1 the planning considered the transfer goal and performance task of the innovation, so students were trained in providing peer assessment in different speaking activities. The first simulated application for a speaking activity with a rubric was given to students to peer assess their classmates' group presentation. The second practice application took place two days after receiving the peer feedback on their presentation, and once teacher emphasized the importance of granting feedback to improve, assuring these scores would not affect their classmates academic record, but that these are meant to produce improvement by focusing in students' strengths and in the areas that needed to be strengthened.

The final rubrics were modified by taking into consideration the prior experience, aiming for these to be amicable, precise, and linked to the CEFR standards Analytical scales. Students were given the first peer assessment rubric on July 6th, 2022, then after receiving feedback and after the Open House Drama Performance they did their final peer assessment on July the 19th,2022. The lesson plan used for this research is enclosed for further reference in Appendix 1. An overall description of the activities that took place per week is included as follows:

Priorities in life was the main topic dealt with during the first week with emphasis in relationships, students worked with grammar have to, want to and wishes to express their present priorities and future wishes topic related. Students work in collaborative presentations, reading, running dictation, discussion and debates.

Global news, local news and good news were the topics that were dealt in the second week with an emphasis in relationships and grammar points learned were Future and Future of intention to express plans, expressing feelings and opinions, agreement or disagreement in a polite way. Listening to online radio news was used to achieve the learning objectives. Art was used as a mediator in class by means of painting and the evidences are shown in the links provided in the lesson plan.

Tourism was the topic dealt in the third week, students worked in pairs in question and answers role playing in suggested situations such as: tourist at a hotel for check in and receptionist, tourist at the market, tourist at the doctor, tourist at the store, among others. Then, students discussed on the importance of Tourism for a country, how it represented a country, and finally worked on a collaborative drive presentation on the topic Tourist the Greatest Stress Reliever. Training for peer assessment was introduced to the group at this point and was given by the first time as a simulating activity. The presentation recording is available in the lesson plan.

Education, career and jobs were the topics dealt with in the fourth week, students worked with Bloom's Taxonomy verbs to work in an Education Proposal for Ecuador by making use of mind maps, students then worked in group presentations and prepared individual presentations on their wishes on their jobs.

Finally, they had three rehearsals and three presentations previous to the Open House Drama performance that respond to the difficult social turmoil experienced with the indigenous protests that exacerbated violent manifestations for around a month, so students created their drama emphasizing the importance of working in unity towards providing peaceful and long-lasting solutions to our society. They created their own dialogues for the drama, they worked on a choreography to accompany a song that represents the type of society they wish to have. Videos, organization, planning and peer assessment evidences are provided in links within the lesson plan.

Research Methodology

To start with this section, it is fundamental to understand what Action Research is. Action research is part of a movement that has been going on for some time now, it is a way of deepening the educational praxis with reflection in order to problematize by generating questions to identify problems and address them according to students' needs, catering and contextualizing learning with the active participation of its actors (Burns, 2010).

Action research displays the scope, action and power pedagogy has in deconstructing traditional patterns of teaching. It offers proposals that enhance learning, relearning, by means of reflection to prevent activities that lack meaning and that only reach the void of the immediate, displacing the urgency of the profound, lasting and important (Walsh, 2013). It is a way of bringing research (Creswell, 2015) into

educational settings providing the necessary reflection to first hand reality experienced

in the classroom.

The research design that was utilized in this action research project was a pre-

posttest comparison design. Field notes, and a survey were used as qualitative tools,

while pre and posttest were chosen as quantitative instruments. The independent

variable Peer Assessment, and one dependent variable: Oral Skills Improvement. A

dependent variable, that is evidenced through results of pre and posttests. Please refer

to assessment rubrics in Appendix 2 and a survey in Appendix 3. Table 2 below shows

the research design implemented with this action research.

Table 2

Research Design for this study: Variables and Data Sources

	Intervention Students: peer assessment rubric - in drama	Comparison of results pretest-posttest
Independent variable: PEER ASSESSMENT	1. Speaking (pretest) (posttest) 2. Researcher Log Diary field notes	1. Speaking (pretest) and (posttest)
Dependent Variable (outcome): ORAL SKILLS IMPROVEMENT	1. Pre and Posttests 2. Researcher Log Diary field notes on research perceptions	1. Pre and Post Speaking Survey

Participants

The group that participated in the study was made up of sixteen B1.2-students

who have approved prior level B1.1 that approved placement exam based upon CEFR

level descriptors (Examenglish.com, 2021). Students are emerging adults, age range 21

to 25 years old. All students agreed to participate in the project. There were fourteen

students that belong to National Tourism Guide Career program, one student is a Nurse

student and one belongs to the Software Development Career Program. All students completed the activities of the Action Research. The final sample completed the pretest and posttest and participated in the peer-assessment intervention. Female students correspond to 68.75% of the students correspond to female students and 31.25% correspond to male students.

Instruments

Pretest and Posttest in Speaking Skills will be the instruments to collect data for Quantitative research question: Does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students?

Instruments for productive skills in this research: Speaking would be based upon the researcher's field notes see Appendix 4, as well as a survey, found in Appendix 3, describing the data collection for qualitative questions in regards to peer assessment. highlighting details of this process, in reply to qualitative question: How does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students?

Researcher's Field Notes on Peer Assessment Experience.

Researcher's field notes provide an idea of the day-to-day class learning environment as well as student's reactions to peer assessment experience, their interaction amongst themselves in individual, pair and group activities that students had prior to the drama performance. The importance of having various opportunities in peer assessment training, until reaching pretest and post-test.

Procedure for creating my rubric for the innovation project

Since this was a pilot simulating experience it allowed pertinent reflection and validity to generate improvements and to create a rubric that could be both complete and easier for students and teacher to assess and give timely feedback. The rubric is based

upon the Analytical Cambridge Scales and given the specifics of my research

innovation which is peer assessment effect in speaking skills by means of drama. The

criterion included in the rubric contemplates the following: language usage which refers

to grammatical and syntax aspects linked to control and appropriacy; Vocabulary range

that matches the contents of the lesson plan and innovation proposal; Pronunciation and

Enunciation with particular interest given to intonation and stress, also part of the

objective of this study; Text and vocal work which has to do with clarity,

expressiveness, articulation and an appropriate use of volume; and the Interactive

Communication which addressed initiating conversation, and responding to

conversation. The referred rubric resulting from this experience, is presented in

Appendix 2.

Training for peer assessment

During the learning process, students were introduced to the rubrics in speaking

activities prior to the innovation project, students were learning on the topic Traveling

your Greatest Stress Reliever, a collaborative presentation based upon an article,

students had to read, discuss and debate information, preparing a collaborative

presentation in drive. Students had two hours to work on this presentation, the next day

each group presented its subtopic.

The peer rubric was used to train students in assessing towards giving timely

feedback, this first application simulates the pretest and the second application is the

posttest. The rubric considers the following: grammar, vocabulary, pronunciation,

teamwork, contribution, subject knowledge, supporting material, and organization.

Students were interested in the topic for they are mostly Tourist guide students, plus

using a collaborative activity provides opportunity for every student to participate, to

negotiate and reach agreements (Krashen, 2013).

The presentation took place the next day, the group was subdivided into 4 groups, and did cross peer evaluation. The first application of the rubric even in spite of having explained the purpose of it, students were afraid to affect their friendship relationship, so their assessment was very high, it was emphasized the importance of contributing to their classmates learning process which supports the experience referred in some similar studies (Joo, 2016). The second application referred to as posttest some students did show a better understanding of the importance of giving feedback to their peers, but others kept the same assessment as in the pretest.

Pretest, posttest peer assessment was designed towards improving speaking skills. First, students were given a pretest using a rubric that had been developed precisely to quantify the aforementioned criterion (Appendix 5-training peer assessment pre and post rubric). Then students were introduced to a peer-assessment technique, and were instructed on the benefits and purpose of peer-assessment.

After the pretest -assessment, students had two days to improve upon areas they identified in the assessment as needing improvement. Finally, students completed a posttest. There was a 2-day delay between pretest and posttest with activities that provided necessary practice.

Data Analysis

To test the effect of peer-assessment on speaking skills by means of drama, a Paired-sample *t*-test was completed. The paired-sample *t*-test allows for a comparison of pretest and posttest between a single student's scores to be completed. In a paired-sample *t*-test, the null hypothesis is that there is no difference between dependent groups, indicated by a *p*-value greater than or equal to .05. The analysis was done in Microsoft Excel using the Analytics Tools Pack. Grades from peer assessment 1st application correspond to pretest and 2nd. Application corresponds to posttest; these are

allocated in an excel document. Descriptive statistics were run expressing: minimum, maximum and mean.

A survey was used in reply to qualitative question: How does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? The survey results were obtained by making use of excel and color-coded formulas to collect qualitative data, presented in Appendix 3.

Ethical Considerations

Ethical considerations must include profound reflection on the varieties of risk and benefits the research suppose. The significance of a research cannot go beyond students' integrity, including emotional, social and academic wellbeing (Felzmann, 2009). In order to provide authenticity as well as a responsible management of data, preventing students on having to confront unnecessary emotional fatigue, or social risks as being singled out, loss of status and any negative affectation on their academic performance. The following procedure was taken prior to starting the research:

A letter requiring authorization to apply the innovation research was presented to the Chancellor to the public superior tech college, once the authorization was received, students were also presented with a consent letter and explained their voluntary participation in the research, acknowledging students' participation would not affect at all their grades, and that all data would remain confidential, and kept only for research purposes.

Students were informed of the importance of their role in the research. The seriousness peer assessment provides results to improve the teaching—learning process. These documents are enclosed in Appendix 6 of this study. Finally, as the researcher conducting this study, I believe, a piece in engaging students is to foster a sense of

community (Vygotsky, 2000) in the classroom where real interest in each student's

wellbeing is evident and where all can help, so that students feel encouraged.
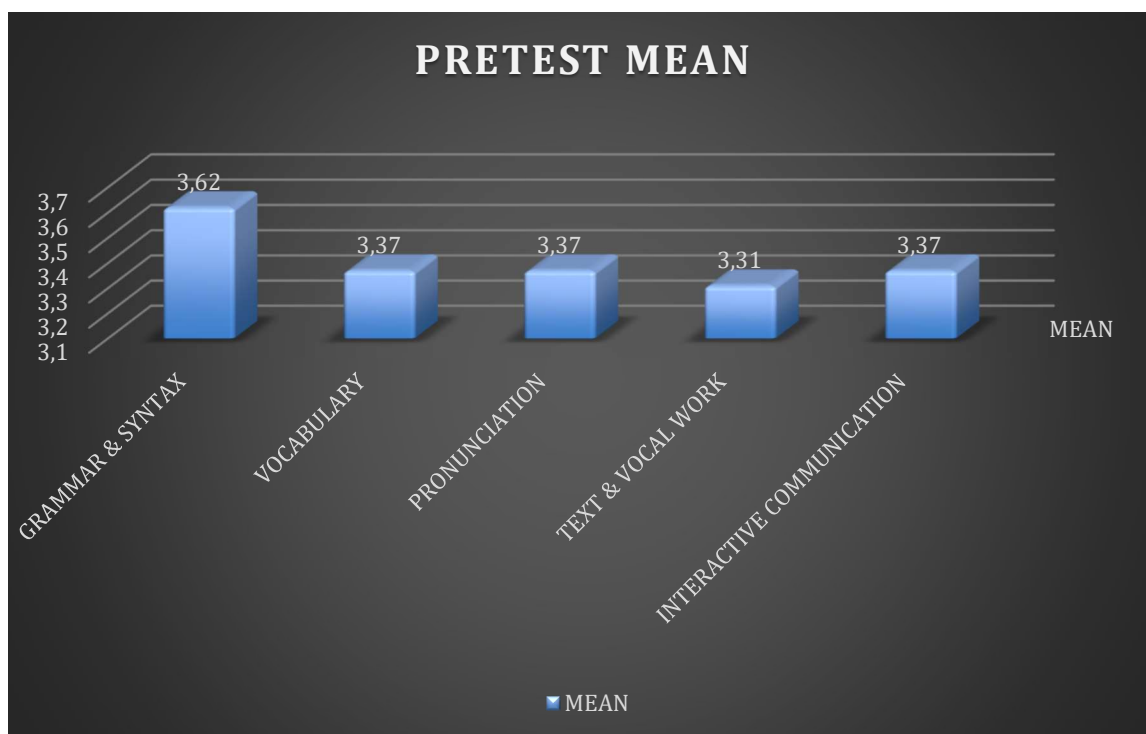
Results

Quantitative Results

Quantitative results refer to students' pretest scores on the rubric that responds

to research question: Does peer assessment have an effect in Speaking Skills when

using CLT activities in EFL B1.2 Public Tech College Students? as seen in Figure 1.

Figure 1.

Pretest rubric scores

The total range of the rubric for grammar, vocabulary pronunciation, text and

vocal work, and interactive communication went between 0 to 4. Pretest students'

results range between 3.31 to 3.62.

Student post-test scores on the rubric that responds to research quantitative question: Does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? as seen in Figure 2.

Figure 2.

Posttest rubric scores
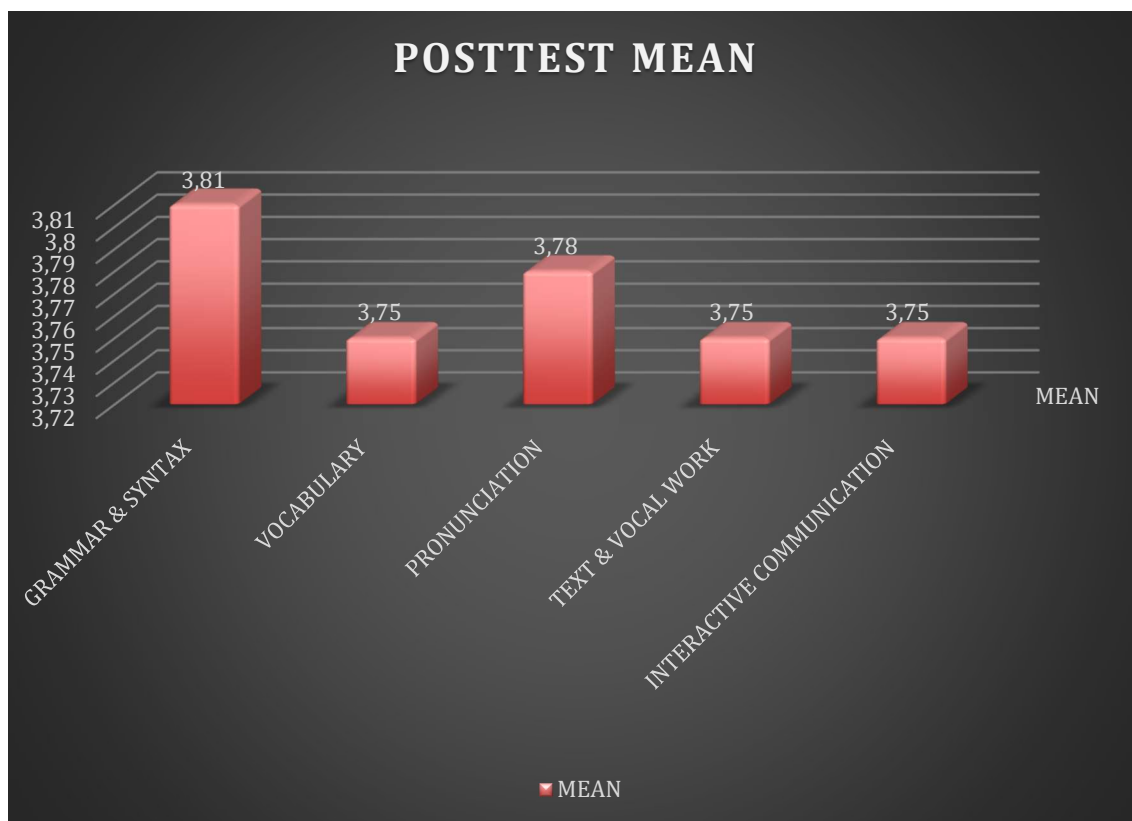
Post-test rubric scores

While the total range of the rubric was 0 to 4, but the actual range was 3.31 to 4 at pretest and 3.75 to 4 at posttest, displaying students satisfy above average 3.5 with some element of band 4. There is an overall increase in posttest students' peer assessment scores which describes and denotes the use of the tool is better understood, and its effect is evident in the development of the learning process and speaking skills improvement.

A paired-sample test was used to explore the research question, "Does peer assessment have an effect in Speaking Skills when using CLT activities by means of drama in EFL B1.2 Public Tech College Students?", in a paired sample t -test. The paired -sample t-test identified a statistically significant difference between pretest and posttest scores (t=-3.84, p<0.001). The test indicated support for the alternative hypothesis.

Qualitative Results

Qualitative results made use of a survey and researchers field notes that respond to research question: How does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? The graphic shows the answers categorized into colors, green representing metacognitive processes and critical thinking, blue representing acceptance to peer evaluation, magenta represents social learning, brown representing the importance of training in peer assessment, and finally identifying advantages and disadvantages.

The survey provided the following results making use of excel and color-coded formulas to organize and see the frequency of similar answers for qualitative data.

Survey provided information on aspects of peer assessment as a direct contribution to metacognitive that ranges from 31 to 34%, the category of training as a positive resulting factor that goes from 24 to 27%; the social learning area identified from a 16% to 18%, and the advantages peer assessment had in learning process ranging from 14 to 15%, and just 5 to 6% were some considerations of peer assessment to have disadvantages. as shown next page in figure 3.

Figure 3.

Peer Assessment Effect in Speaking Skills Survey Results
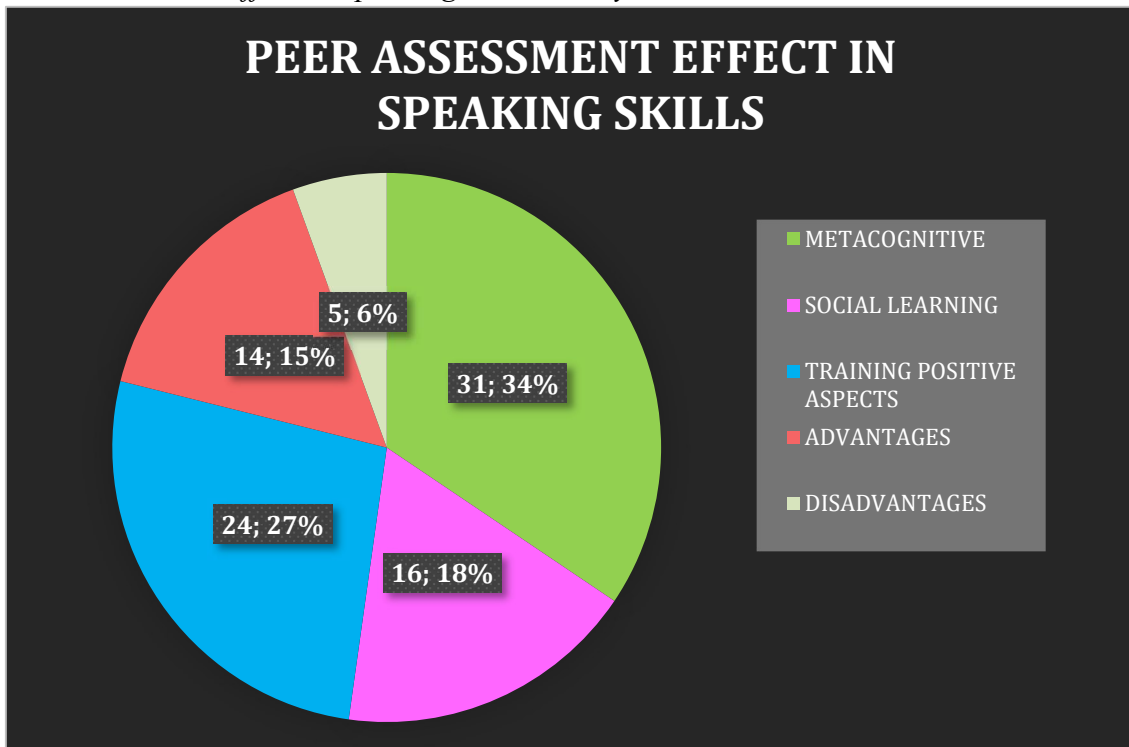
Survey Narrative

The survey describes data collection from students' perception on the peer assessment process during training and application of peer feedback assessment highlighting details of this process.

Researcher's field notes provide an idea of the day-to-day class learning environment as well as student's reactions to peer assessment experience.

Some of students answers in regards to the following questions are quoted below:

Question 1

How do you think peer assessment contributed to speaking skills?

"Evaluating a partner is very difficult because there are many areas. However, what we <u>learned</u> from them is important to <u>grow</u>", (participant 11).

"It helps a lot because evaluating my partner helped me to be more attentive, to be more alert and to know my mistakes", participant 16.

"Peer reviews help us to improve gradually.", (participant 5).

"I think when you value others you start giving suggestions of skills that you do well and then things that you want improve in yourself and makes you be better.", (participant 15).

"I think it helps them a lot, because it is more like a constructive criticism since that way they can know what they are failing", (participant 4).

Comment: Answers to this question were color-coded green with key words indicating improvement, learning, better, correct mistakes, analyze, conscious way and imply metacognitive and critical thinking taking place in students.

Question 2

Was it difficult to apply peer assessment rubrics to your classmates' performance? Why?

"Not for me, because the points to be graded were already established in the rubric and I only had to focus on what my partner was doing.", (participant 6).

"It was not difficult; on the contrary it was easier to evaluate a single colleague because we can focus on a single person and their skills.", (participant 14).

"No, in my case I feel that rubric give a great tool to learn how to talk, write and, listen or understand", (participant 13).

Comment: Answers to this question were color-coded blue, according to the rubric criteria students learned to focus on specific areas and it helped making their work easier.

Question 3

How does peer assessment make you aware of your own performance in speaking skills?

"That classmates see the mistakes that we don't see and we can correct them mutually.", (participant 2).

"I do it in a conscious way, seeing what my classmates do and guiding myself from the rubric to be able to assess", (participant 6).

"It so important know my friend's opinion and this way I can improve my speaking abilities", (participant 3).

"I think that my classmates are concise about our performance. So, I suppose that it's good for speaking skills", (participant 12).

Comment: Answers to this question resulted in green color-coded reflecting metacognitive and critical thinking development and also resulted in magenta color that reflects the acknowledgement of social learning in regards to observing others mistakes and receiving feedback with key words such as: classmates, partners, colleagues, friend's opinion, advice.

Question 4

Was the second application of the rubric easier, more difficult, or the same? Please explain why?

"Applying the second rubric is easy because we already did.", (participant 11).

"For me both were the same not so complex and easy to understand.", (participant 4).

"From my point of view they were similar because the rubrics were already established in both, so I didn't have much problem.", (participant 6).

"It was easier than the first because this time we improved due to the evaluations that our colleagues told us." (participant 7).

Comment: Answers to this question resulted in brown-color coded reflecting the importance of training for peer assessment which was denoted by key words such as: easier, familiar, second, previous**.**

Question 5

How is peer assessment different? advantages, and/or disadvantages

"Advantage. It is not a too strict evaluation since there is trust between us and we do not want to harm each other", (participant 15).

"The advantages are the capacity of evaluate the work of my partners and see how can we doing better the next time", (participant 13).

"The advantages that I was able to find is that it makes us more aware of the issues that we need to reinforce and that we could improve.", (participant 4).

"The disadvantage that between colleagues sometimes we cannot really see the problem that the other has.", (participant 4).

Comment: Answers to this question resulted in orange-color coded reflecting advantages like learning to evaluate peers by using the rubric which in turn helped them to realize their mistakes. Disadvantages in peer assessment resulted from being at the same level, they may skip some problems.

Discussion

This research responds to research quantitative question: Does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? and in reply to qualitative question: How does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? It starts with great expectations that rise from the real needs tech college students have in expressing their thoughts, feelings, opinions and wishes fluently and to interact both in the social and academic spectrum.

The study reveals results and several coincidences some of the authors pointed out at the literature regarding peer assessment which defines an overall increase in posttest students' peer assessment scores. Thus, it describes and denotes the use of the tool is better understood, and its effect is evident in the development of the learning process and speaking skills improvement.

Details on activities that fostered productive skills are registered in researcher's field notes, and provide an idea of the day-to-day class learning environment as well as student's reactions to peer assessment experience, the survey describing details on data collection in reply to qualitative question: How does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students?

It definitely matches prior studies on the importance of training for peer assessment and providing several opportunities for students to peer assess, in order to reach an understanding of the advantages of peer assessment in learning by acknowledging their own process while providing feedback to their peers, particularly due to the fact that peer assessment is not part of our culture.

Accompanied by the fact that drama goes beyond words, giving the possibility of owning words in a dynamic relationship that gives significance to characters according to each individuals interpretation which filters spiritually, emotionally and physically, giving place to productivity (Barbee, 2010). Strengthening teacher's call to encourage meaningful learning activity that requires to breach traditional and official ways (Zafeiriadou, 2009).

Conclusions

Revising the initial literature review and research questions: "Does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? and How does peer assessment have an effect in

Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? In consideration to the problem found that is, in Ecuador English is a mandatory requirement to attain a graduate degree in superior education according to Art.80 on the Academic Regime Regulations (Consejo de Educación Superior [CES], 2019) which implies an added pressure in students for achieving this requirement, and the fact that along their academic journey, students are not provided with practice in Speaking skills mainly due to the agenda and requirements imposed by certain educational organizations that focus on traditional Structural Approach that enforces grammar rules over students' participation.

This research findings highlight peer assessment contribution to metacognitive and social learning and drama as a unique space to foster and sustain motivation. The implications of social learning ground which naturally gives place to interaction making transfer viable, showcasing collaborative learning as essential in generating learning, portrayed in results with a considerable improvement in speaking skills. Several assets derive from this experience creativity, tolerance, nonlinear thinking, receptivity to other's ideas, breaking with stereotypes, helps self-esteem by resourcing to expression of feeling, and opinions. It is an experiential learning that has proven to successfully improve speaking skills, moreover it also enables students with skills to cope with reality. The importance on trespassing traditional frames and methodologies towards the aim of understanding education and language are key in transforming life opportunities for many by achieving, doing and acting with creativity over passivity.

Limitations

This research evidences the lack of experience there is in peer assessment since our culture is test and grade oriented, it was difficult to understand at first what the purpose of peer assessment is. On the other hand, the time frame is rather short to

perform art projects which should be ongoing. The infrastructure does not allow a good sound for the final open house audio recording, so the quality of the audio does not allow to appreciate well the student's performance, nonetheless the individual audio files evidence their pronunciation and speaking skills improvement. Certainly, gathering data is important, pre and posttest are provided in this research, however other peer feedback that was given verbally was not recorded because to prevent interrupting the flow of the class, and in consideration to maintaining an inviting learning environment.

Recommendations

The findings in this study highly recommend peer assessment for it helps students achieve metacognitive learning by reflecting on their peer's performance and it helps them become accountable for their own learning process. It can be replicated by high school, superior education institutes, and college students for their level of maturity allows them to own their learning responsibility. For any project to be successful, it is imperative for teacher to give clear guidelines and let students plan, organize, modify, and customize the drama project in order to permeate their own reality in it.

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Appendix 1

Lesson Plan

Available upon request.

Appendix 2

Rubric

Available upon request.

Appendix 3

Survey

Available upon request.

Appendix 4

Field Notes

Available upon request.

Appendix 5

Peer-Assessment rubric

Available upon request.

Appendix 6

Consent letters

Available upon request.

Appendix 7

Role-Play Guidelines

Available upon request.

Appendix 8

E-Portfolio

Available upon request.