Peer-Assessment to Improve the Oral Expression of Students of the Tenth Year of

Basic Education.

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Some educational institutions face strong challenges in their social responsibility to train competent professionals that society requires in current scenarios characterized by intense processes of globalization, technology, complexity and competitiveness that are unprecedented in the history of humanity. Torres (2018) mentioned that there is a global consensus that in order to achieve this purpose, it is urgent to change the "traditionalist" educational paradigm based on teaching and standardization, towards another that places learning and the development of skills at the center that allow students to learn by themselves and do it throughout life.

The level of English in the Educational Unit is relatively low. It is a public institution belonging to the Babahoyo Canton that provides educational services in the morning at the initial and basic education levels. The multiple situations that students face during high school are disconnected from the teaching-learning objectives. Because of how the classes are taught, due to the little use of pedagogical tools and innovative strategies, which are instruments that help and motivate the student to learn the English language. Therefore, they see this subject as the one they must pass in order not to lose the school year. But not for learning this language, which is very important for everyone's personal, academic and professional training. Because it offers advantages such as improving our oral capacity in general. Not only can we relate to others in a more fluid way, but we also increase our mental agility and in turn have a greater capacity for assimilation and learning.

In this, the implementation of an educational model based on these characteristics implies reviewing what has been done, maintaining what is good and changing what prevents progress towards new horizons. Evaluation is a component that is part of the teaching-

learning process, but due to its application in a traditional way, such as the delivery of a single grade, sometimes positive results are not obtained.

For this reason, this innovation focuses on students in the tenth year of basic education who are between the ages of 13 and 14. According to the school year they are in, they must have basic knowledge of the English language and be able to maintain a conversation or simple dialogue.

Through the first activities, it was possible to know that the students could not carry out a simple dialogue, they had a limited vocabulary. They also had problems in the structure of grammar and showed little confidence when speaking.

Therefore, it is proposed to introduce peer assessment to improve the oral expression of students. For this, an evaluative culture must be achieved where the student participates, is the protagonist of his own learning, and that lead to more critical capacity and autonomy. Using the rubric as an instrument to achieve a more objective evaluation.

Since the pandemic caused by covid -19, the educational system both locally, nationally and has become an unprecedented scenario where global pedagogical challenges and changes become so important, relevant and necessary. Therefore, it is proposed to introduce peer assessment to improve the oral expression of students. For this, an evaluative culture must be achieved where the student participates, is the protagonist of his own learning, and that leads him to a greater critical capacity and autonomy.

The development of active and interdisciplinary methodologies requires evaluation processes consistent with said methodologies, which is why in peer assessment the rubric is used as an instrument to achieve a more objective evaluation. In this sense, it is necessary for students to know what the components of a rubric are. As well as knowing their role as evaluators and the responsibility that comes with it.

The rubric is made up of the evaluation criteria, evaluation indicators and assessment scale. The evaluation criteria allow students to determine the degree of knowledge expected during the teaching-learning process, by measuring the abilities of their peers with respect to the proposed learning objective.

Assessment indicators are statements that describe observable and evaluable indices, clues, or signals to measure student performance (Perez, Mendez, & Yris, 2019). That is, the indicators inform the student of the way of working, what the activity to be evaluated consists of, including the theoretical content, aspects such as detail, depth of the activity provided, the explanation of the subject, the quality of the design and elements of the learning activity, estimated time and grading scale. These are raised from the expected learning in the didactic unit. The student must also know which is the assessment scale that is firmly used to evaluate his partner, which can be numerical or descriptive (University of the Americas, 2018).

Literature Review

Peer-Assessment

Peer assessment can be defined as the process through which people evaluate their peers. This exercise may include an in common or a pre-established agreement of the criteria with which the carry out this evaluation. This process can also include the use of evaluation tools that have been designed by third parties, or by the evaluation group itself (Falchikov, 1995).

The evaluation represents one of the main components in the teaching-learning process at any educational level (Angelini, 2018). Pascual et al. (2017) said traditionally, the evaluation of learning is carried out by teachers, who make use of different instruments and means of evaluation, in order to provide the greatest amount of information to the student

about their learning. In this type of assessment, student participation is passive and it is carried out in order to determine who passes or fails the school year or a subject.

Therefore, an evaluation system is required that shows reliable and valid results with respect to the competencies achieved by students during their learning. Hortiguela et al. (2017) mentioned that peer assessment is a learning-oriented evaluation strategy and is very useful in any educational environment, both face-to-face and online. This type of evaluation allows the potential of the students to be taken into account and to focus more on the achievements than on the weaknesses. The role of the teacher is fundamental because he is going to design the strategy to follow. Also, to guide the students and to teach the importance of constructive criticism.

The peer assessment is based on various theoretical perspectives that provide both pedagogical and didactic support. These perspectives propose methodologies to make them relevant to the needs of the student population and to educational purposes. For this, the teacher seeks to monitor the learning achieved by the students, he examines the fulfillment of the goal or objective in order to regulate the expected result. But the achievements obtained are as diverse as the appropriate mechanisms to be able to evaluate (Benson, 2006).

Peer-assessment is a tool that has the power to develop students' metacognition about what they are learning, although it should be done with the initial guidance and the teacher's example. There are some strategies to improve peer assessment of students. An example is the use of reflection activities where students reflect on their learning and it can be done orally within the class questioning their achievement and performance through explanations they make (Gehringer, 2018).

Thus, in order to actively involve the student in the evaluation process, it is decided to implement peer evaluation as part of learning oral skills to learn the foreign language. To achieve this, on the one hand, it is necessary to include new forms of learning such as those

offered by information and communication technologies (TIC), such as blogs (Gomez & McDougald, 2013), learning platforms (Lu & Law, 2012). Van der Pol et al. (2008) added peer assessment is one of the most effective methods for learning.

According to Blanco (2008), to the extent that assessment tasks are diversified to favor the development of skills, appropriate instruments are also needed. Among these are the rubrics which, due to their versatility and didactic potential, have received more attention from a theoretical and practical point of view.

Rubrics are scoring guides used in the evaluation of student performance that describe the specific characteristics of a product, task or project at various performance levels, in order to clarify what is expected of the student (Garcia, 2018). To the extent that the rubric becomes a common reference from the beginning of work on the task, students can use it as a standard to assess their progress and achievements and to establish strategies (Fernandez, 2010).

Benefits

Peer assessment helps a better deeper understanding of the subject matter. It also energizes the class, because it makes students more involved and put aside the passive role. In turn, it allows the English subject to become more attractive to students (Gomez & Quesada, 2017). It is often used as an alternative to traditional assessment modes where students can overestimate or underestimate their assessment (Babali & Murga, 2015). The results of the application of this powerful tool have led children to gain significant control over their learning by establishing strategies to make improvements in the areas they need (Cram, 1995, as cited in Al- Sinani, 2008).

In addition, as learners develop their autonomy, this fosters their zone of proximal development that Vygotsky (1978) as an area where a child can succeed and go beyond with the help and guidance of a more knowledgeable one. Peer assessment not only generates

benefits for students but also for teachers. This activity helps students to understand more fully the teaching role in relation to the peculiarities of the evaluation process (Falchikov, 2005). Finally, the peer assessment helps students become familiar with those crucial aspects that are part of the criteria that will be used for evaluation.

Limitations of peer evaluation are the lack of credibility in the evaluator when assigning a score, because considering that his peer has the same level of knowledge and does not have the expertise that the teacher has to evaluate. Another limitation is that sometimes students do not listen to the recommendations or suggestions by their fellow evaluator about aspects that need improvement (Monereo, 2009).

According to the work carried out by Monllor et al. (2018) on peer evaluation as a teaching method, concludes that it motivates students, which involves them in the evaluation process. It increases interest in tasks because it promotes an intellectual challenge and cooperative work. The student can recognize his successes as well as his mistakes during the process, as well as strategies to improve. Among the limitations are the rejection of the student when being evaluated by his peers. It also requires a much longer dedication time than usual.

Aguirre et al. (2018) in their work on the didactic experience on the practice of English pronunciation at the higher level, where they implemented peer evaluation as a formative evaluation modality. Where they presented the following findings that show relevant aspects to take into account in English classes. From them, we can establish that peer evaluation, conceived as a learning strategy, constitutes a useful tool that must be implemented as a systematic practice. From the comparison of the findings obtained in a previous instance of self-assessment with those of peer assessment, the need emerges for systematic training aimed at students in the application of this strategy.

Sluijsmans (2018), among the pedagogical implications of peer assessment is the definition of key concepts, the combination of clear evaluation criteria and the establishment of an action protocol related to an instrument specially designed to be carried out in self-assessment instances and peer assessment. You can also work with audiovisual recordings and explore the benefits of both types of evaluation.

Innovation

The innovation was focused on peer evaluation to improve oral expression. The participating students of the tenth grade are between 13 and 14 years old, at this age they should have basic knowledge of English, and be able to develop simple dialogues. The duration of the innovation was 4 weeks, where 5 hours of class were taught each week, for which a rubric was developed according to the level of English of the students, this indicates the evaluation scale and the parameters to be taken into account: vocabulary and grammar, pronunciation, interaction and listening comprehension. The rubric was socialized to the students, pairs were also formed, which using the rubric evaluated their partner.

The participating students were learning about the present simple, grammar of how to elaborate affirmative and negative sentences, questions with short answers, use of auxiliaries, know vocabulary related to greetings, habits, routines, hobbies, countries, nationalities, information questions about their place of origin, where they currently live, simple dialogues, using the present simple, so that they can greet people and interact on simple, familiar or everyday topics**.** This intervention is in accordance with Common European Framework of Reference (Council of Europe, 2018), Spoken Interaction, level A1, which mentions the following:

"Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple

questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics" (p. 83).

To support the teaching-learning process, a four-week unit with a total of 20 hours was designed together with a checklist and an evaluation rubric where each of the points to be taken into account were established, such as grammar, vocabulary, pronunciation, interaction and listening comprehension.

Once the pairs with which the students were going to work had been formed, the topics of the unit were shared. Checklist and rubric issues and how to proceed for grading were introduced. The components of the checklist, the criteria and when it was to be used were explained. Likewise, the rubric, what aspects it contains, score and when it was going to be used.

In the pretest, the students had to prepare a topic of interest. With this purpose in mind, the strategies that can be used prior to the narration of a dialogue, such as performing. The first 20 minutes of the class were dedicated to doing this preparation in pairs and another 20 minutes were dedicated to individual narration practice. The purpose of this procedure had to do with achieving awareness that both intervene, they would consider that each one would evaluate their partner through a checklist and express their opinion on how their partner carried out the intervention. The theme chosen by the students was the presentation (how old are you, where do you live, what is your favorite color, etc.).

Individually, they had to record their oral production with some voice recording tool on their mobile devices. The recording was 1 minute. No specific instructions were given regarding the number of recordings to be made. Once the recording was finished, they were asked to meet with the chosen partner and to exchange and both give their opinion about what their partner had done.

Cell phones were used to record audio according to the theme of the unit. Peer assessment makes the student more involved in the assessment process. In turn, it allows the subject to become more attractive. Also helps them to be more self-critical and detect the strengths and weaknesses of each other and realize what things need improvement. They also practiced their oral expression, commented on the pronunciation of their classmates, based on the standards.

Methodology

The present study is an action research. According to Hernández et al. (2010), it is defined as "the studies of a social context where, through a research process with "spiral" steps, it is investigated at the same time as it is intervened" (p. 26) .In this sense, to apply the peer evaluation in the students of the tenth year of basic education, a checklist and a rubric were elaborated, as well as the WhatsApp tool and the digital platforms Zoom and Microsoft Teams were used.

Research Question

For the development of the investigation, the following question was raised: Does the peer assessment improve the oral production of the students?

Hypothesis

- **Hi:** Peer assessment improves the oral production of the students of the Tenth Year of Basic Education, in a public institution in the city of Babahoyo.

- **H$_O$:** Peer assessment does not improve the oral production of the students of the Tenth Year of Basic Education, in a public institution in the city of Babahoyo.

Participants

The participants were the students of the tenth grade of basic education the Educational Unit of the city of Babahoyo. They have a level of English A1. This course has 38 students. The sample was 16 students (9 men - 7 women), because these students showed a willingness to participate and their parents gave their consent for their children to participate in this research action. Also, the authorization of the director of the institution was obtained.

Instruments

Two instruments were developed for peer assessment: For a pretest to explain what peer evaluation is like, a checklist was used to grade the it, which contains various aspects and the student evaluates his partner during class activities. The second is a rubric in which the student score to his partner in the posttest of the unit according to the criteria established. They are detailed below:

Peer-Assessment Checklist: The checklist for the evaluation in pairs, has a scale of 5 options, to evaluate the partner's performance with criteria, if he used the present simple, if he could say affirmative and negative sentences, if he made interrogative questions, if he has a vocabulary about the topics of the unit (greetings, habits, and routines, among others) and finally if he answered simple questions in relation to the topic that was asked and spoke in an intelligible way, in Appendix Nº1 you can see the check list.

Instructor-Graded Rubric: The grading rubric was used to quantify or assign a grade to the student according to the pronunciation of the tasks assigned to the students the topics taught. The grading scale was from 0 to 5 points. Zero is the lowest score because the student has a very limited vocabulary, does not have basic knowledge of how to make affirmative and negative sentences, cannot pronounce basic terms. Does not understand audios or videos and cannot participate in simple dialogue. Number five is the highest score because it has an excellent vocabulary, controls, understands conversations, audios, videos

and can establish simple dialogues on familiar topics. The rubric can be seen in Appendix Nº 2, which was approved by a teacher from Casa Grande University.

Data Analysis

For Corbetta (2017), the quantitative study focuses on objective measurements and statistical, mathematical or numerical analysis of data collected through surveys, interviews, or through the use of computer techniques to manipulate existing statistical data (p. 12). In other words, through this approach, the data obtained in the evaluations will be analyzed, which will allow knowing the level of knowledge on a certain topic.

A paired samples t-test was performed, which consists of checking whether the mean between pairs is equal to zero or not. That is, to know what the level of oral expression of the students is like before the peer assessment process.

Ethical Considerations

Research ethics requires that the practice of science be carried out in accordance with ethical principles that ensure the advancement of knowledge, understanding and improvement of the human condition and the progress of society. Interest is focused on the consideration of the ethical aspects of research, in its nature and purposes, respect for the dignity of the human being, the autonomy of their will, protection of their data - privacy, confidentiality (Higher Council for Scientific Research, 2018).

To carry out this study, authorization was requested from the Director of the educational institution and the parents of the students. It is emphasized that the dignity of the students was considered, privacy and autonomy were respected, taking into account their willingness to participate and provide relevant information for this work. It was fair because everyone was given the same tools, the rubric was socialized, and how it is applied and in turn

the confidentiality of the data provided was guaranteed, highlighting that their responses and contributions were for academic purposes.
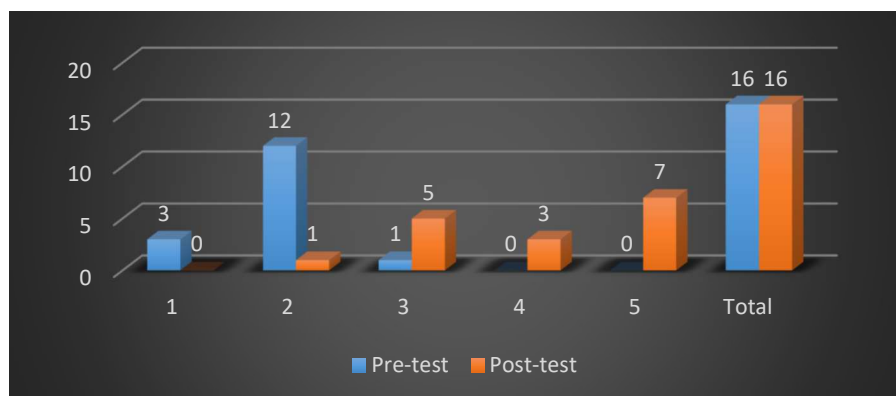
Results

Descriptive Statistics

Does peer assessment improve the oral production of students? It is answered with the audios recorded by the students to reflect and evaluate the improvement in this skill. These audios were analyzed and graded using the rubric provided and socialized by the teacher to measure progress in the use of vocabulary, grammar, pronunciation, interaction and auditory compression. The pre-test results applied to the 16 students indicate a mean of 1.88. In the post-test, the mean improved to 4, which means that the students' oral production improved, with a mean difference of 2.12. This can be seen in Figure 1.

Figure 1

Speaking improvement overall

Produced by: Author

Source: Students of the Tenth Year of Basic Education.

Check List

In figure 2, the results obtained through the application of the check list are presented, to evaluate the activities carried out in classes. For which 8 pairs were formed that evaluated

their peers, through a scale composed of 5 criteria. Where each criterion has a score of 1 point. Therefore, each criterion will be evaluated from 3 alternatives such as: Yes, Sometimes and Not Yet.Taking into account that there were 16 students evaluated. Figure two details the scores obtained.

Figure 2

*Results of the application of the checklist*

Produced by: Author

Source: Students of the Tenth Year of Basic Education.

The 62.50% that represents 10 students on average meets each of the criteria described in Table No. 1 and the 31.25% that represents 5 students sometimes meets all the criteria and 1 that represents 6.25% still does not meet. Through this checklist, the students became more critical and autonomous. Possibly for rating their partner based on the rating criteria. Because at the beginning they were evaluated and the results showed that there was an average of 1.88 as detailed in figure 1. Finally, by applying this through innovation, the students improved their oral expession.

Figure 3

Rubric - Vocabulary and grammar results.
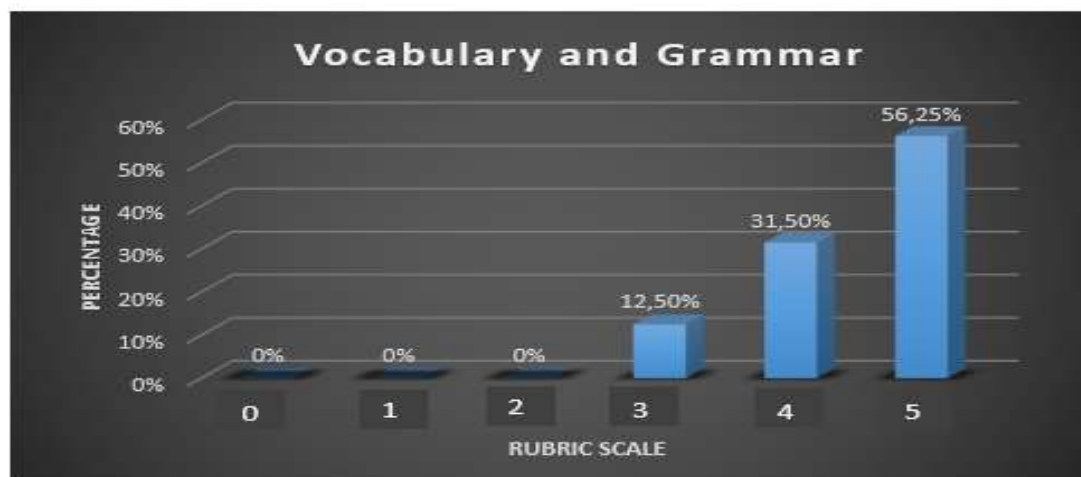
Produced by: Author

Source: Students of the Tenth Year of Basic Education.

According to the results obtained, 12.5% representing 2 students had a score of 3 points in vocabulary and grammar, that is, have errors in the use and control of grammar, have a limited vocabulary, have difficulties in the compositions of the affirmative and negative sentences, can establish interactive dialogues, they make many mistakes, correct. The 31.25% that represents 5 students obtained a rating of 4 points, that is, show acceptable grammar control, sufficient vocabulary to express clearly, and can establish simple dialogues. The 56.25%, which are 9 students, obtained a score of 5 points, have good grammatical control, use complex structures, have a wide vocabulary, which allows them to interact with other people without errors.

The results showed that the participants achieved an improvement in vocabulary and grammar. When asked the did you learn during the innovation in relation to vocabulary and grammar?

According to the interview conducted with the students as shown in Appendix 4, students A and B recognized that their knowledge of vocabulary and grammatical structures

were very limited, comparing what they knew when they started the innovation and what they can communicate now that they have finished the project.

Student A: Expressed, "I learned new vocabulary in English, now I can ask basic questions and before I didn't like English because I didn't understand it, now I like it".

Student B stated: "I learned new words, new phrases, I got to know the structure of the present simple, I further expanded my vocabulary, so I can read short dialogues. Now I can ask my classmate about his age, his favorite color, or his favorite subject".

Figure 4

Rubric - Pronunciation results.
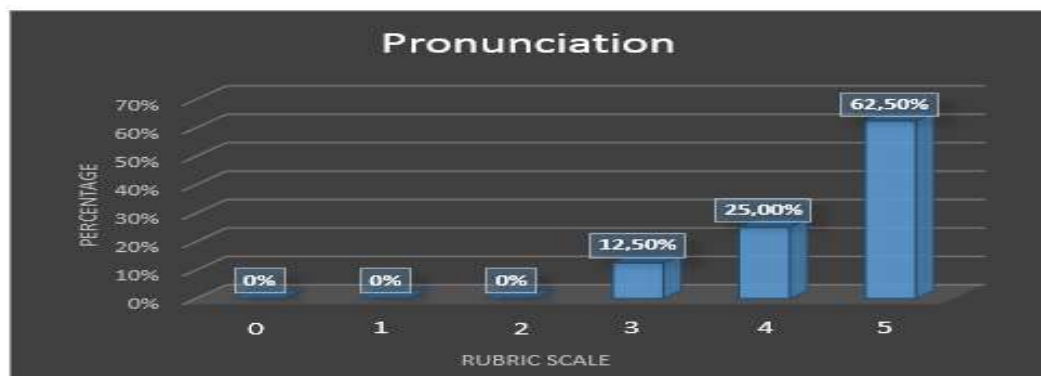
Produced by: Author

Source: Students of the Tenth Year of Basic Education.

A 12.5% that represents 2 students, obtained a score of 3 points in the pronunciation aspect, has an accent that sometimes does not allow to understand what it expresses, speaks with little fluency and clarity, does not respect punctuation marks. The 25% that represents 4 students obtained a grade of 4 points means that they have an acceptable level of pronunciation, and the 62.5% that represents 10 students has a fluent level, expresses themselves clearly.

There was improvement in the students' pronunciation, because each week they had activities where they had to record audios in reference to what was requested by the teacher;

such as recordings about daily routines, and other topics of interest and their peers needed to qualify said recordings based on the rubric. According to the comments of two students A and B, the practice during the 4 weeks that resulted in the innovation was the basis for learning new words and improving pronunciation.

Student A: Expressed "when I had to record myself and send the audio of the task, I repeated the lines I had to record many times, that helped me to self-correct and improve my oral expression".

Student B: Mentioned "the strategy of recording an audio every week and grading them helped me to be more critical, and above all to improve my speech, because when I did not know how to pronounce a word, I resorted to self-education and searched in Google translate to listen to the pronunciation and practice it, and thus do a good job".

Figure 5

Rubric - Interaction results.
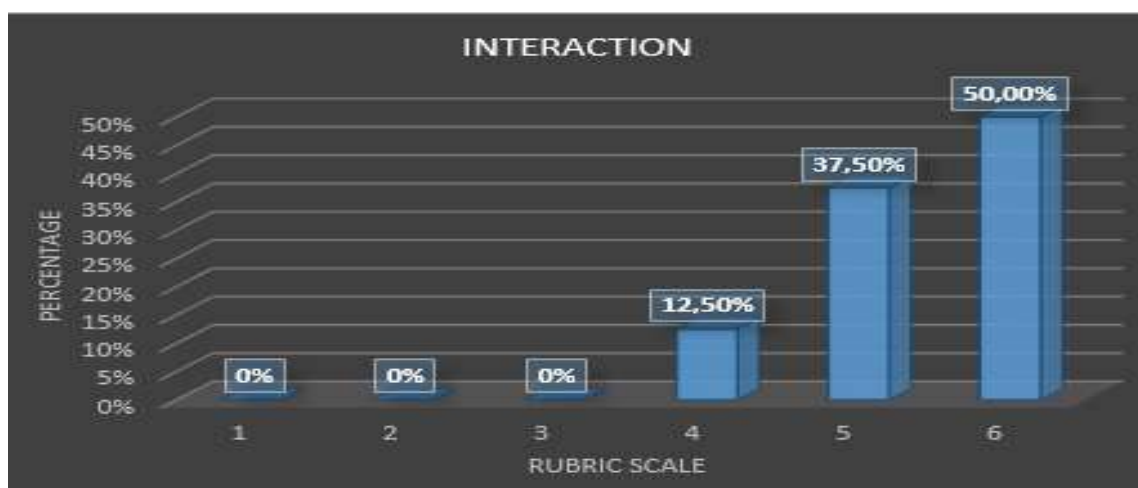
Produced by: Author

Source: Students of the Tenth Year of Basic Education.

The 12.5% that represents 2 students obtained a score of 2 points in interaction can describe everyday situations in simple terms, although they make frequent mistakes, but

correct them. 37.5% representing 6 students obtained a score of 4 points because they demonstrated that they can participate in a conversation by answering and asking simple questions, with very few errors. The 50% that represents 8 students obtained a score of 5 points because they can interact with others on basic situations, they can give information and receive it, because they perfectly understand what is expressed in the dialogue. According to the implementation of the innovation, the students interacted with their partner, there were simple dialogues, they practiced and this helped them to be more secure to improve fluency and above all to improve oral production. Accordingly, students A and B stated the following:

Student A: "I practiced the dialogue alone sometimes, after that I wrote to my partner or he to me, and then I met with him to record the audios".

Student B: "This innovation and this peer review process helped me to interact more with my partner, to personally practice the text of the dialogue, and then get together to record the audios".

Figure 6

Rubric –Listening comprehension results.
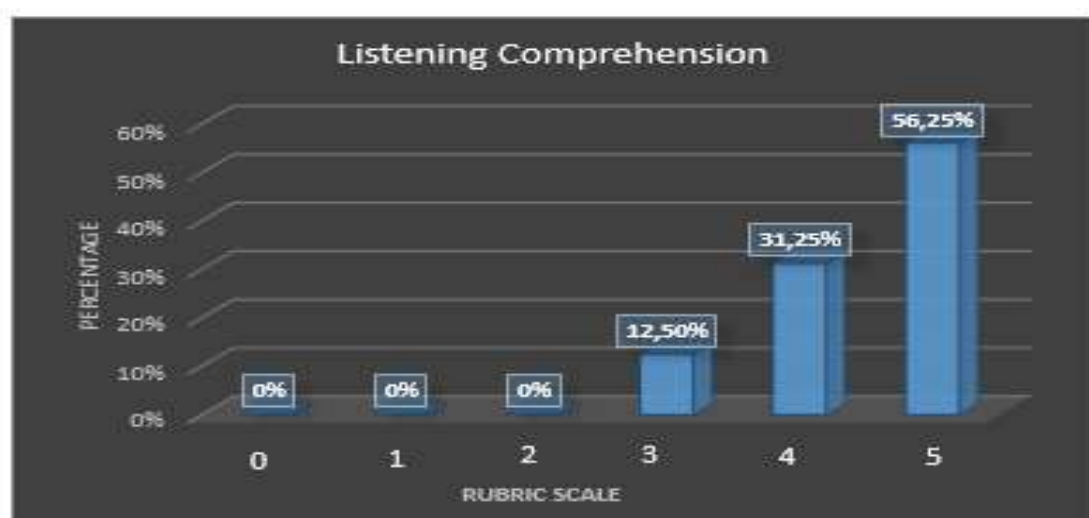
Produced by: Author

Source: Students of the Tenth Year of Basic Education.

The 12.50% that represents 2 students obtained a score of 3 points because they are able to understand content when another person speaks, or from audios, videos and requires support on some occasions. The 31.25% that represents 5 students had a score of 4 points, because they can understand sentences on topics of interest, audios, videos and very few require support. The 56.25% that represents 9 students clearly understand phrases and vocabularies on everyday topics, listen to audios and translate them safely and without the need for any support. Some comments on peer assessment in relation to listening comprehension are as follows:

Student A: Mentioned that "thanks to the innovation I was able to see my shortcomings and see what I needed to improve. Constant practice, listening to my partner's audio, and qualifying according to what he heard made me more critical, helped me recognize the pronunciation of basic words, and in turn contributed with my comment to my partner so that he could improve and vice versa".

Student B: Expressed that "through the various interactions my hearing ability improved, I understood more words in English, and I contributed with my criteria to my partner when evaluating him, but I can say that this innovation helped me a lot".

Discussion

For Angelini (2018), evaluation is an important component in the teaching-learning process. Authors such Gomez and Quesada (2017) mentioned that there are currently new theories that point out that the student must be the protagonist of his own learning. Therefore, it is time to apply other types of processes that lead students to obtain more critical capacity and autonomy. All this is achieved through peer assessment.

Pascual et al. (2017) mentioned that in the traditional evaluation process the participation of the students is passive, and is carried out in order to know if the student

passes the subject or not. But since the pandemic began, the authorities made the decision that classes would be taught virtually, to give continuity to the educational process. For this reason, other mechanisms or tools will be required to encourage the student to participate in their own knowledge. Given this, work in pairs and in teams was strengthened, teachers sent work and research in groups or in pairs. TIC´s played an important role, because students used WhatsApp to receive homework, a zoom platform to listen to classes and interact with their peers. In the English subject, peer evaluation was used as a strategy to promote autonomy and critical capacity and, in turn, make the class more attractive.

For this reason, little by little, the traditional form of the teaching-learning process is being changed. Where only the teacher was the one who imparted the knowledge and the role of the students was passive. Which begins a time in which to involve the student in the evaluation process and is the key piece because through errors those gaps will be strengthened and the student will be aware of what must be improved so that the desired results are achieved. according to what was planned in relation to the proposed learning objectives.

One of the instruments used in performance evaluations are the rubrics which focus on determining the criteria by which the student will be evaluated and through this the level of achievement obtained by the student is determined as mentioned (Garcia, 2018).

With the use of a rubric for peer assessment, a more objective evaluation is achieved. This allows the teacher to specify the criteria to be taken into account when measuring the students' competences. This facilitates the indicators to carry out the evaluation and inform the student how he will be evaluated. And how students an evaluate their partner. Covering aspects such as: the detail and depth of the activity provided, the explanation of the topic, the quality of the design and the elements of the learning activity.

According to the results, peer assessment improves oral expression, progress is notable, because many students do not have a large vocabulary, they did not know the grammatical structures, they could not establish simple dialogues on topics of interest. A challenge for the students was to pronounce the words correctly, since the words are not pronounced as they are written and that was a common mistake, which they corrected while they practiced, but this helped them to establish personal goals and they achieved it. improved their oral production.

It should be noted that when I commented on the innovation proposal to the students, parents and the director of the educational institution, at the beginning they how doubt because they did not know what the process is like, with the use of technology, but as it was socialized the innovation showed interest, above all because the ones who benefited were the students because they improved their level of learning in the English language.

They showed interest in learning, and above all, they were given the self-confidence to express what the students thought, to correct themselves and their classmates and cheer up when they have to do an activity such as a dialogue together.

Conclusion

The innovation allowed to share and learning that enrich the language and the oral process of each student. It involved the student as an evaluating entity in his educational process, since he measures the work of his classmates and assigns a grade that aims to be fair. In addition, the participants were motivated and found this learning significant and the friendship they developed by sharing the same language in a real connection that was enjoyable for all of them.

The central point of the experience is located in the rupture of the verticality in the classroom, what was done allowed to break, at least partially and momentarily, with the usual

verticality of the teacher-student relationship, verticality that is condensed, regular and prominently, in the processes or moments of evaluation.

The processing of the results showed that, from the peer evaluation, the students improved their oral expression and became involved in the evaluation process. This type of evaluation allowed the student to better understand the evaluation criteria through a rubric and a checklist to achieve a better understanding of the objectives. In this way, with this incorporation a different opinion is generated in the evaluation that, together with that provided by the teacher, allows convenient changes adjusted to the needs of the students and the purposes of the teacher in favor of achieving the learning objectives outlined during the course.

Limitation and future directions of peer assessment

- Some students did not have a smartphone, laptop or internet to carry out the activities.

- Existence of traditional performance evaluation guidelines established by the Ministry of Education.

- The students have a little positive perception in relation to the English subject.

- Little knowledge of grammatical structures.

Recommendations

- The teacher must identify the activities for which peer assessment is useful for students.

- It must be ensured that the guidelines are clear, easy to implement and induce students in the application and relevance of this.

- It is recommended that peer assessment should not only be applied in the English subject, but also in the others so that the traditional way of teaching is changed and the student is not included in the assessment processes.

- To avoid negative aspects in relation to the grade due to the distrust of the evaluated student, it is suggested to justify the grade, assign consensual grades in non-individual groups, share responsibility for the final grade with the teacher.

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Appendix Nº1

Checklist to evaluate activities in classes.

Available upon request.

Appendix Nº2

Rubric

Available upon request.

Appendix Nº3

Worksheet Action Research and Innovation

Unit Plan

Available upon request.

Appendix Nº 4

Student Interview

Available upon request.

Appendix Nº5

Link eportfolio

Available upon request.