



**Enhancing the Development of Speaking Production Through Video-Based
Prompts and Peer-Assessment**

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Research Report

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According to Moge (2019), speaking is an essential part of communication; this involves understanding how to use the language, responding to different situations, and understanding what others say. Thus, speaking as a skill means expressing thoughts, ideas, or information through verbal communication. However, in English as a Foreign Language (EFL) and English as a second language (ESL) contexts, one of the macro skills in English that teachers and students must polish is speaking. This skill involves precision and fluency, which must be improved to produce good speech. Although teaching speaking has been one of the main subjects in most institutions, it is undervalued that teaching speaking is only through memorization and repetition of drills focusing on the fluency of the production of sounds (Kayi, 2012).

Fortunately, the current education in languages has shifted towards a communicative approach, where the emphasis is on developing students' ability to use the language for real-life purposes. In this context, teaching speaking requires non-conventional methods rather than teaching through memorization and repetition.

Observations of the intermediate classes at the Language Academy where this research was conducted highlighted a pattern: students frequently relied on recycled vocabulary, rehearsed phrases, and expressions mechanically borrowed from their native language when responding verbally. Such practices delay their progression towards language domains that align with academic expectations and personal aspirations. Additionally, the lack of oral participation has been evident, as well as the low confidence that students have in speaking English in the classroom. For this reason, this study is important because it emphasizes the weaknesses of the students and how Video-Based Prompts in conjunction with peer assessment, can improve speaking skills as well as promote confidence to participate orally. In this regard, Sunarti (2015) stated

that video-based instructions provide students with key information about a topic, a generic structure, and a vocabulary that makes them avoid memorization. Consequently, students develop more confidence in speaking and improve their speech production to a higher level. Moreover, prompts through video motivate and attract students, so the lesson class becomes more interesting (Prema & Kumar, 2018).

Furthermore, this research study serves as a resource for future similar inquiries, and it will demonstrate how video-based prompts can become useful if they are adapted and implemented adequately. What is more, peer-assessment helps learners to become more aware of their weaknesses and strengths. Therefore, the combination of video-based prompts and peer-assessment will enhance the communication of learners.

Literature Review

This research investigation centers on improving speaking production through peer-assessment and video-based prompts designed for real-world situations. This section introduces relevant theories and prior research findings.

Speaking Skills

Among the four language skills (listening, speaking, reading, and writing) speaking is a challenging skill when learning a foreign or second language. Zhang (2009) stated that speaking remains the most difficult skill to master for the majority of English learners. However, speaking also helps students to develop their linguistic and communicative skills, as well as their confidence and motivation. Harappa Education (2020) mentioned that speaking skills are techniques that enable a speaker to convey a message effectively, using the right vocabulary, voice, and body language. Moreover, learning to speak a language enables students to use it in real-world situations. This practical application can be a significant motivator because students often want to learn a language to communicate with others (Nation & Newton, 2009). Therefore, teaching speaking should be an integral part of any language curriculum (Burns, 2019).

Regarding the importance of teaching speaking with help of other resources, various research has shown the positive impact of video watching on speaking skills. For instance, Mahdi (2022) conducted a study that demonstrated the benefits of video-based language learning on learners' speaking abilities. The findings indicated that videos facilitated language production, increased learners' confidence in speaking, and improved their overall speaking proficiency.

Peer-Assessment

Peer-assessment can become useful to enhance language learning. McKay (2010) stated that peer assessment is a strategy that can be used as supporting class assessments. Similarly, Noonan and Duncan (2005) added that peer-assessment is a strategy that engages students in appraising their peers. As students' work has to be assessed by their peers, they are more likely to take caution and spend time revising their own work before it is sent for peer assessment (Ramon-Casas et al., 2018). In addition, peer-assessment reduces the teacher's workload, and increases students' opportunities to work with classmates (Vo & Nguyen, 2023).

However, when students lack adequate training, its implementation in the classroom can be difficult. As a result, teachers must teach their students how to effectively evaluate the work of others (Saito, 2008; Topping, 1998, 2003, 2009). The first step in teaching peer assessment is to introduce constructive criticism into the classroom setting. That is, students must become acquainted with activities in pairs in which they receive and provide useful feedback that promotes learning and prepares them to serve as evaluators (Saito, 2008).

Similarly, Hung (2018) stated that during the peer evaluation process, teachers must establish specific criteria by which peers will judge and evaluate their classmates' participation in relation to the learning objectives. Providing rubrics in advance allows

both reviewers and reviewees to understand their specific strengths and weaknesses in terms of skills.

Limitations of Peer-Assessment

One of the greatest challenges in effective peer-assessment is the design of criteria. If the criteria are not developed well, the quality of peer assessment is affected (Li & Gao, 2015). Another challenge is the validity and reliability of peer assessment conducted by students and their peers (Vickerman, 2009).

How reliable and accurate the feedback from peers really is? That is an important question in peer-assessment (Foley, 2013). It is questionable whether weak students are qualified enough to evaluate his or her friend's work. If students are not given enough time to evaluate their peers' work, the result can be low quality assessment.

Furthermore, one of the concerns when applying this technique is its reliability. Studies have shown that there can be considerable variability in the ratings given by different assessors, which can undermine the validity of the assessment process (Falchikov, 2004; Topping, 1998). Another matter is that scores can be influenced by various biases, such as halo effect, central tendency, and leniency bias (Van Den Berghe et al., 2015). For instance, halo effect refers to the tendency of any rater to provide the same scores to different individual characteristics when assessing the individual's performance (MyFord & Wolfe, 2004). Central tendency occurs when a rater shows more tendency towards the middle category than other categories (Royal & Hecker, 2016). Finally, leniency bias denotes that raters can demonstrate serious differences of their rating due to their subjectivity or inconsistency (Bonk & Ockey, 2003; Weigle, 1998). If one or more rater biases occur when assessing performance, the bias number of predictions will be high. These biases can affect the accuracy of the ratings and potentially lead to unfair evaluations, which is an undesirable effect.

Moreover, peer-assessment needs to be practiced and applied adequately. Peers may not have the necessary expertise or knowledge to assess certain aspects of the work, such as technical or specialized knowledge (Boud & Falchikov, 2006). This could potentially make peer-assessment not reliable for study purposes.

Finally, Falchikov and Goldfinch (2000) pointed out that peers may not be motivated to provide accurate or detailed feedback, particularly if there are no incentives or consequences for doing so. Learners should be engaged in sufficient activities that promote a sense of reward. By knowing a real purpose, students are likely to excel academically.

Video-Based Prompts

The use of digital technologies, such as videos and images, can provide better classroom interaction and enhance students' learning experience (Tleuzhanova et al., 2021). Videos integrate visual and auditory experiences, allowing learners to contextualize language in real-world settings (Lin & Reinders, 2020). Unlike mere textual or auditory resources, videos include non-verbal cues, enhancing comprehension through gestures and facial expressions (Liu & Tseng, 2023). Moreover, Wang and Shao (2018) suggested that in an increasingly interconnected world, videos show students diverse cultures, dialects, and accents, promoting linguistic and cultural fluency. In a similar context, Thorne and Reinhardt (2019) mentioned that video-based prompts support dynamic learning styles, bridging the gap between traditional and digital learning paradigms.

The study of Lin and Lehman (2019) further underscored the value of this approach, emphasizing its critical role in effective language learning. When feedback is seamlessly integrated with the innovative use of video-based prompts, the result is an advantageous combination. This blend is more than just another conventional teaching methodology. For instance, Chien et al. (2020) investigated the effects of peer

assessment on speaking performance and learning perceptions in high school students. This study employed a research design and was carried out in a spherical video-based virtual reality (SVVR) environment where students encountered authentic English-speaking contexts. According to the findings, four types of comments were used during peer assessment, with praise being the most effective and critical comments being the most unfavorable to the students. As a result, the study concludes that the use of peer assessment was far more effective and beneficial than those who did not receive peer assessment.

In order to sequence the video-based formative assessment, Zheng et al. (2021) used a mixed methodology to investigate the effects of self-assessment and peer assessment on public speaking performance in English. There were 51 EFL students in total, divided into two groups. The first group used self-assessment as a strategy, while the second group used peer evaluation. The results reveal that peer assessment was the most effective in encouraging students to speak English in front of an audience.

Another study was carried by Chang and Lin (2019) who compared the effects of mobile-based peer assessment and teacher-based evaluation. A quasi-experimental design was used, with 60 students taking part. The findings revealed that peer evaluation has more benefits and has been extremely beneficial in changing the perception that the teacher was the only person in charge of evaluating a group of students' oral participation. Furthermore, the researchers discovered that this strategy is useful for virtual teaching via videos.

As evidenced by the information in this chapter, the topic of this research has been thoroughly researched and developed by a variety of experts, the results of which have served to improve the teaching of English as a global language. As a result, the study's pursuit is justified, and its findings will be useful for those involved, as well as

for the various teachers and institutions concerned with improving students' speaking skills through peer assessment in conjunction with Prompt-based video technology.

Innovation

The innovation involved the use of peer-assessment and video-based prompts to foster speaking skills in online classes of 8 adult students as participants. The participants had 4 days of Zoom classes, from Monday to Thursday as part of their regular course. Each class lasted an hour and a half. The title of the unit was “Our Amazing world”, and five lessons of 90 minutes each were prepared, and they were carried out the last day of the students’ regular classes.

According to the lesson plan (Appendix 1), the first step was to train students on the benefits of peer assessment and how to apply it to their peers. YouTube videos and the evaluation rubric (Appendix 2) were used for this. They graded videos taken from YouTube, which showed features of the checklist from good examples to average. After a series of steps of modeling and practice, students realized what was expected from them as well as the purpose of the innovation process. Following that, students were encouraged to put their knowledge into practice through pair activities. Once the students were comfortable with peer assessment and the checklist (Appendix 3), the pre-test was administered, which required them to record a video in which they described their neighborhood in detail. Then, the students evaluated their classmates via Zoom and shared the results with the teacher via WhatsApp, who saved this evidence to later compare with the post-test.

Similarly, the second lesson was delivered virtually, with the topic being descriptive adjectives. Slides were used for this, and students worked in pairs to write and record their favorite places in the city. Students then shared the recording with a partner and used the checklist for peer assessment. Likewise, in the third lesson, students worked in pairs and completed the peer assessment using Padlet’s recording

function as well as the checklist. The topic of the fourth lesson was catchy phrases, and the students were required to write an essay and record their responses based on that. Then, the students provided feedback using the checklist. The last session aimed to create a final class video project in which students had to record a video about their city. Each video was analyzed and evaluated using the checklist by peers, allowing students to make changes to their final video. Then, the teacher collected and documented each final video, which served as a post-test. By completing this process, the first research question was answered: To what extent do video-based prompts and peer-assessment help students improve their speaking skills?

Research Methodology

McNiff and Whitehead (2006, p. 66) mentioned that “action research is particularly useful in education because it empowers teachers to take an active role in improving their practice”. Similarly, McNiff and Whitehead (2006) pointed out that “action research can help teachers to develop a more sophisticated understanding of their students’ needs and to tailor their instruction accordingly (p.66)”. This research seeks to identify an educational issue and allow both the educator and students to reflect on and test a new technique, peer-assessment, in order to report the impact of different learning style which had not been used before in class.

A study by Kostalova and Hrbackova (2021) found that action research helped teachers to develop a deeper understanding of their practice and to identify areas for improvement. Furthermore, teachers reported that action research helped them to feel more confident in their ability to address the needs of their students. As a result of the implementation of this paper, the research helped to increase more effective and meaningful experiences for students and particularly, for the teacher.

Finally, as stated by Hien (2009), action research intends to bring useful changes to either teachers, students or both. He also mentioned that “teacher researchers often

wish to carry out research within their classrooms or schools to improve their teaching, to assess a newly developed educational theory or to implement and evaluate an educational plan” (p.97). Considering these definitions, the aim of this action research was to describe the instruments and procedures which were used to collect, interpret and analyze quantitative and qualitative data and take actions to solve a particular problem. Consequently, this research exposed how the application of peer-assessment and video-based prompts (independent variable) improve the speaking production in students of B1 level (dependent variable).

Research Questions:

Quantitative Research Question: To what extent do video-based prompts and peer-assessment help students improve their speaking skills?

Qualitative Research Question: What are the students’ opinions about the video-based prompts and peer-assessment techniques used in their oral production?

Participants

The participants in this study were 8 adult students ranging from 18 to 25 years old from an English Language Academy located in Guayaquil, Ecuador. They belong to the intermediate adult’s program of the institution. An online placement test from Cambridge English Language Assessment was applied before the implementation process in order to determine students’ levels according to the Common European Framework of Reference for Languages (CEFR). The result obtained demonstrated that the participants’ level was B1. All the students were involved actively during the pre-test and post-test as well as the peer-assessment lessons.

Instruments**Pre test**

Pretests are frequently used in research studies to assess participants' initial knowledge, skills, or abilities prior to the administration of an intervention or treatment

(All et al., 2017). As a result, the pretest was administered to establish a reference measure that allows us to know the students' speaking skills before implementing videos based on prompt and peer assessment. According to Roth (2022), the pretest should be aligned with the study's specific learning objectives, allowing for the assessment of the relevant skills or knowledge that the intervention aims to improve. In this way, the instruction and administration of the pre-test each lasted 35 minutes, and sub-skills such as grammar, vocabulary, pronunciation, discourse, and content were assessed by the teacher using the rubric.

Post test

The validity of a posttest refers to the degree to which it accurately measures the intended construct or skill being assessed (Little et al., 2019). Thus, in this study, the post-test was applied at the end of the peer assessment intervention to compare results obtained in the pre-test. Using the rubric, the standardized scoring criteria allowed us to guarantee coherence and objectivity in evaluating the students' speaking skills. In this regard, All et al. (2017) said that clear and well-defined criteria in both pre-test and post-test help ensure that the evaluation is fair and reliable.

Checklist

The use of a checklist for peer-assessment improves the quality of students' feedback and increases their motivation to engage in the assessment process (Van Gennip et al., 2009). This tool was used for the pre-test and post-test, so students could not only subjectively measure their peers' progress but also notice the development according to the topics of the tasks.

The checklist contemplated the following categories: [1] use of idiomatic expressions, [2] use of descriptive adjectives, [3] use of relative clauses, [3] fluency, [4] engage and organization of information, and [5] knowledge about the topic. These categories were considered as part of the students' performance and lesson objectives.

The scores were divided into *yes*, *sometimes* and *not yet*. This checklist presented an opportunity for an unconventional and different practice in class since these students did not have previous experience using this tool.

Rubric

Brookhart and Chen (2014) stated that teachers who used rubrics reported better understanding of student learning, more accurate and fair grading. In the pre and post-test procedure, the teacher graded the production of students' videos by using an adaptation of the Cambridge B1 level assessment scales (Cambridge English, 2019, p.2). These videos were analyzed and graded using an adapted rubric that measured students' development in the use of grammar and vocabulary, fluency, pronunciation, extended discourse management and content, giving a total score of 25 points.

In addition, the rubric was implemented according to the common European framework of reference for languages (Council of Europe, 2018). The criteria of the rubric consisted of: [1] grammar and vocabulary, [2] fluency, [3] pronunciation, [4] extended discourse management: and [5] content. The scores for each category were divided into excellent (5 points), good (3 points) and poor (1 point).

The teacher used the rubric to evaluate the students' speaking in the various videos created during the research. The results of the pre-test and post-test could be determined using this instrument. It also supported the first research question as well.

Survey

To address RQ 2, a survey was administered, incorporating a set of 10 open-ended questions structured around Likert scales (see Appendix 4). The objective was to determine which components had more impact in learners' speaking production. Moreover, this measured one aspect that is typically difficult to quantify, such as learners' perspectives on the innovation process. Questions 1 and 2 focused on the usefulness of video-based prompts, while questions 3 and 4 were about how they

perceived the grammar and pronunciation videos that the teacher showed them. The remaining questions, numbered 5 to 10, were about the students' perceptions toward peer evaluation and peer feedback.

The survey was designed into three distinct categories. Each category corresponded to a range of responses, from the strongest agreement to the disagreement and indecision. By categorizing responses along, the survey's design not only presented various degrees of agreement but also ensured that students' perspectives were captured comprehensively.

Data Analysis

To answer research question #1: To what extent video-based prompts and peer-assessment impact on students' speaking skills?

A paired-sample *t*-test was conducted, which allows a comparison of pre-test and post-test activities. The data was gathered from 5 videos that students created and uploaded to Padlet. For each video, the teacher assigned a grade based on the rubric (Appendix 2). The results of the first video served as evidence for the pre-test while the last video provided evidence for the post-test. The analysis was carried out on Microsoft Excel using the Analytics Tools Pack. Then, the grades from pre and post-test were uploaded in a spreadsheet. Similarly, the descriptive statistics were run as follow: minimum, maximum, mean and standard deviation data were obtained. After that, the Inferential statistics (*t*-test) were analyzed as well as the *p*-value.

On the other hand, in order to answer RQ #2: What are the students' opinions about the video-based prompts and peer-assessment techniques used in their oral production? All of the instrument's results were analyzed and contrasted with the information obtained in the theoretical framework, allowing us to validate the hypotheses raised and provide a solid foundation for the results' interpretation. Therefore, it was necessary to consider the survey responses of the students. All of this

data was organized into positive and negative comments, with the positive ones dominating. Thus, most of the students agreed with all the questions in the survey. This means that students expressed positive perceptions about the video-based prompts and peer-assessment techniques used in their oral presentations. Many of them discovered that accessing a video message helped them understand what they should do, improving their performance. Furthermore, they were more at ease with the idea of speaking being evaluated by peers rather than teachers because it allowed for more open dialogue with other students. This also allowed them to learn from one another, which helped them develop their confidence in speaking English while providing valuable feedback on improving their speaking skills.

Ethical Considerations

Even though all the participants of this research were adults, they were fully informed about the entire process as well as the objectives of this innovation. In a study by Creswell (2013), he highlighted the importance of obtaining informed consent from participants, maintaining confidentiality, and ensuring that the research does not harm the participants. In this particular case, clear information was provided beforehand and how the regular classes would be divided for the implementation. Students were explicitly reassured that their performance would not be affected in any part of the research process. Furthermore, they were assigned a number and names were not disclosed while tabulating the information and results obtained.

Likewise, the Academic Director of the institution was requested for permission to implement the research so authorities were fully aware of the process. The letter (See appendix 5) was signed by the academic director of the institution, following procedures of keeping confidential data.

Results

This section provides a detailed analysis of data from 8 participants involved in this innovative study. The primary focus is to describe the influence of peer-assessment on improving speaking production. The findings, computed using Microsoft Excel, are arranged in alignment with the research questions.

RQ #1: To what extent video-based prompts and peer-assessment impact on students' speaking skills?

Table 1

Descriptive statistics of pre-test and post-test overall results.

	N	Minimum	Maximum	Mean	Std. Deviation	p value
Pretest	8	9.00	21.00	14.38	4.03	
Posttest	8	19.00	25.00	22.00	4.20	0.00
Valid N (listwise)	8					

To answer this question, the pre-test and post-test results had to be compared. The students' minimum average in the pre-test was 9 out of 25, and their maximum average was 21, with an average of 14.38, indicating that they need to improve their speaking skills. The standard deviation from the mean was 4.03. In the post-test, the results improved. The students obtained 19 as a minimum score with a mean of 22. There was a significant improvement in the organization of ideas and fluency due to the fact that students focused more on the purpose of the final task. The dispersion with respect to the mean was 4.20. Similarly, the *p* value was less than 0.005 which demonstrates that this innovation achieved a favorable result on the objective of enhancing speaking skills through peer-assessment and video-based prompts.

To sum up, the overall average of students during the pre-test was 14.38 out of 25, while the average increased by around 7 points during the post-test. That is, thanks to video-based prompts and peer assessment, the students' speaking skills improved to an average of 22. These findings indicate that the students' speaking abilities improved

significantly as a result of their participation in peer activities and the use of the checklist to evaluate and provide feedback to their classmates in an interactive manner.

Regarding RQ #2: What are the students' opinions about the video-based prompts and peer-assessment techniques used in their oral production?

A Likert survey of 10 items was administered to the participants. The questions were about the usefulness of the innovation. Eighty-seven-point five percent of the participants agreed that peer-assessment was useful for their speaking production. With a similar score, students agreed that they enjoyed scoring their peers' videos during the innovation. Furthermore, 62.5 % felt comfortable receiving feedback, which is expected since these students have not had much experience in receiving feedback. Undoubtedly, more positive responses were obtained in the main questions about videos and feedback. This is a positive outcome as they were the objectives of this research; engaging students in a non-traditional class with different settings.

Furthermore, 87.5 % of the participants marked that video-based prompts were beneficial and enhanced their speaking production. The whole class agreed that the videos used during the innovation helped them be aware of correct pronunciation. These results mean that the majority of students perceived an improvement in their production thanks to videos based on prompt. In addition, 62.5 % agreed that the videos shown helped them be aware of grammatical structures. These findings indicated that the students were aware of their grammatical deficiencies when speaking. However, after receiving peer feedback, the majority of them perceived that this linguistic aspect had improved.

The following data revealed that 85% of students indicated that their learning process has improved with peer feedback because they were able to evaluate and help their classmates improve their oral production. This encouraged the critical thinking and oral competence of those involved. Finally, 75% of the class answered that they need to

practice peer-assessment. This indicates that students saw the value in participating in peer assessment activities to improve their learning and develop critical thinking and communication skills. As a result, the majority of the class recognizes the significance and value of practicing peer assessment.

Discussion

Drawing from the findings of this research, it is evident that the combination of peer-assessment and video-based prompts substantially impacted the students' speaking production. It is important to highlight that despite many of the students being at advanced stages in their academic program, they still struggled with speaking production. This difficulty aligns with Zhang's (2009) observation that speaking frequently stands as the most challenging skill for many English learners to fully grasp. Similarly, Bueno et al. (2006, p. 321) have also remarked on the difficulties of mastering spoken language.

However, the main issue was not necessarily related to the students' depth of knowledge, but rather in their confidence in oral expression. As observed at the beginning of the implementation, there was a noticeable hesitation among learners, but once they were acquainted with the topics of the lessons, their confidence levels rose noticeably. This change of pace emphasizes the point that their initial attitude was not because of lack of language skills but more about their confidence in oral production capabilities.

Incorporating strategies, such as video-based prompts and peer-assessment, strengthened students' learning experience. These methodologies, previously unexplored in their educational program, rose their enthusiasm and motivation. For instance, in the research carried out by Mahdi (2022), demonstrated that the positive influence of video-based prompts in language learning enhance speaking skills. In this

study, along with these findings, proves that the efficacy of such innovative approaches in improving learners' speaking proficiency.

While students felt that peer-assessment helped in enhancing their speaking abilities, more consistent practice would have yielded more reliable results. One concern is the potential lack of expertise among peers. They might not possess the specialized knowledge required to evaluate specific aspects of an assignment, as Boud and Falchikov (2006) noted. With students of different proficiency levels, some naturally grasped instructions quicker. Consequently, this resulted in more proficient students assisting their peers.

Falchikov and Goldfinch (2000) highlighted another issue: peers might not always be motivated to give precise or comprehensive feedback, especially in the absence of a tangible reward or consequence. It is worth mentioning that, for most of the students, this was their first experience with peer-assessment. They mainly participated because of this study's requirements and the lessons of this research were held within their class hours. Emphasizing its importance, regular integration of peer-assessment in classes could be helpful in promoting speaking skills.

Conclusions

Introducing students to a new tool, such as a checklist, and teaching them how to assess peers was challenging. However, good results were obtained due to the fact that they were techniques which were not used before. The students, who were accustomed to a fixed curriculum with different instructors each term, found this fresh technique engaging. Most of the learners were interested to learn and use this method, and they demonstrated their willingness in the last two lessons of this innovation. This study presented another opportunity to review previous content, engage in discussions as well as reflect students' learning process towards the English language.

Given the common understanding among educators that enhancing speaking skills can be challenging, the inclusion of videos in this innovative approach was strategic. These videos played various roles: they introduced new subjects, reinforced vocabulary, aided students in organizing their thoughts coherently, and provided a systematic review of grammar. What stood out during this teaching phase was the noticeable increase in students' confidence. Observing their transition from initial hesitancy to understanding the tool and technique was a proof to their adaptability and determination. This improved performance was not just an achievement for the students but also a validation of the teaching methods employed and the main objectives of the study. Consequently, it becomes necessary for any curricula. For educators genuinely invested in improving language development in their students, adopting such a combination can bring out benefits. In this evolving landscape of education, it is essential for teachers to stay well-informed of methods that not only engage students but also significantly boost their learning outcomes.

Limitations

While this study showed promising results, there were some limitations that needed attention. One of the biggest challenges was the limited number of students I worked with. Having a larger group would have provided more information and obtained even more reliable results. This is important, especially in this study, because one of the objectives was to notice how students interact and provide feedback to their peers. By having students get involved in more peer-assessment, teachers can get a better idea of how well the process works. So, in the future, including more students might help in getting a clearer picture.

Secondly, many students initially lacked commitment, with almost half failing to submit the required videos. Despite being granted extra days to complete the task, they needed frequent reminders about the significance of these lessons. This lack of initial

engagement might have been influenced by various factors, such as unfamiliarity with the new technique, potential technical difficulties, or possible anxieties to record the videos.

Additionally, the number of lessons were not enough to enhance speaking production. In spite of being topics that were covered in previous cycles, students needed further explanations in grammar and vocabulary, which extended the length of the time considered for each lesson. Besides, the instructions had to be repeated several times, especially peer-assessment tasks because the group was not familiar with the technique. This need for repeated instruction not only extended the duration planned for each lesson but also indicated gaps in foundational knowledge. On top of this, instructions had to be repeated multiple times, particularly regarding peer-assessment tasks. The emphasis on this aspect was mainly because the technique was new for the group. This highlights the importance of perhaps introducing such techniques progressively, over time, to allow students to fully grasp the technique, rather than expecting immediate familiarity. Future research might benefit from a more paced and in-depth exploration of these areas, ensuring students are both comfortable and competent with the material and techniques.

Lastly, conducting this research in an online environment presented its own set of challenges. The Language Academy has a 5-weeks program cycle, which at times does not finish in a particular day but it can vary consistently. Consequently, adjustments to the timetable were frequently needed to ensure both the course's goals and the research objectives were met. This lack of regularity, unfortunately, led to some students feeling worried. Instead of immersing themselves in the learning process, they occasionally felt pressured by time, leading them to rush through assignments. This haste might not have reflected their true abilities or understanding of the material, potentially sloping the research results. Future activities of this kind would benefit from

a more rigid schedule, giving students a predictable routine and thus fostering a more conducive environment for genuine learning and assessment.

Recommendations

From my experience in the classroom, I cannot overstate the importance of having a sufficient sample size when conducting a study. For research focused on using peer-assessment to enhance speaking proficiency, I found that a sample size of at least 20 students would be optimal. It is important to consider that more significant data might be necessary to draw reliable conclusions and gain a better understanding of students' experiences and progress.

Teaching has taught me that students, regardless of their proficiency levels, require clear and detailed instructions to succeed. When introducing them to the concept of peer-assessment and the use of checklists, I noticed a mix of excitement and uncertainty. Recognizing this, I assigned additional time to explain the processes involved, ensuring they felt comfortable and confident in undertaking the tasks. I believe it is highly important for us, as educators, to emphasize the significance of peer-assessment, the correct utilization of checklists, and the value of constructive feedback. These tools and techniques, if used cautiously, can support and enhance student learning.

Reflecting on the entire process, it is also evident to me that proper lesson planning is. As teachers, we need to be aware of the larger academic calendar, including potential holidays and any impending exams that might coincide with our teaching schedules. Such planning can help in ensuring continuous learning without unforeseen disruptions.

Finally, in our digitally connected age, it is vital for future educators and researchers to familiarize themselves with online tools. The integration of technology in our lessons not only enriches the learning experience but also prepares our students for

the future. However, this requires us to be skillful at guiding them through these platforms, ensuring a smooth and productive classroom environment, even when it is virtual.

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Appendix 1

Lesson Plan

Available upon request.

Appendix 2

Evaluation Rubric

Available upon request.

Appendix 3

Checklist

Available upon request.

Appendix 4

Survey

Available upon request.

Appendix 5

Institutional consent letter

Available upon request.

Appendix 6

E-portfolio

Available upon request.