



**Exploring the Impact of Peer Assessment on Speaking Accuracy Through
Padlet**

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Research Report

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Teaching English as a foreign language (EFL), with a special focus on speaking skills, faces some challenges that may affect students' ability to communicate accurately. These challenges may include a lack of exposure to authentic language or a lack of activities where students can use the target language. The problem was observed among ninth-grade students in a public school in Paute, Azuay province. Speaking is a skill that requires exchanging ideas and conveying information. For students, they need to use language to communicate in the real world (Saputra, 2015).

Speaking accuracy is defined as the ability to speak with minimal errors. According to Firman (2012), speaking accuracy lies in acceptable pronunciation, correct grammar, and appropriate word choice. Therefore, there is a need to improve this target capability. This project aims to improve students' speaking accuracy by integrating peer assessment facilitated by Padlet. Additionally, peer assessment provides opportunities for improvement. The aim is to create an environment that promotes language use and supports the continued development of speaking skills. Peer assessment has been proven to help learners identify areas where their speaking performance can be improved. Additionally, peer assessment involves students providing feedback and/or ratings of products or achievements to their peers. The assessment is based on predetermined standards that students may have established along the way (Yin et al., 2022).

In order to mitigate the challenges identified, the project proposes using real-life situations and stories in language learning. These strategies enable students to apply what they learn in the classroom to actual situations in the world. The project helped ninth-grade students in Paute, Azuay improve their speaking skills by giving them real-life language practice, chances to talk, using Padlet for peer assessment, and mixing in different materials.

Literature Review

Speaking is an important skill in English learning. As Leong and Ahmadi (2017) stated, this is a skill that students learn better in groups. This review focuses on speaking accuracy, a component of language proficiency that contributes to communication and language learning. This literature review explores the importance of speaking accuracy in language acquisition and explores existing research on peer assessment facilitated by Padlet to improve communication among language learners.

Accuracy

Accuracy in speaking includes proficiency in utilizing language structures, vocabulary, and pronunciation, allowing communication. For instance, as Larsen-Freeman and Anderson (2011) emphasized, accuracy facilitates learners in expressing their intended meaning, thus preventing any potential misunderstandings. As we can see, accuracy ensures learners produce grammatically correct sentences, employ appropriate vocabulary, and demonstrate accurate pronunciation.

Teachers can encourage the practice of accuracy in speaking by using various strategies. Toro et al. (2019) emphasized the importance of providing learners with speaking practices that allow interaction, letting them practice and receive feedback. Learners can engage in activities that will help them improve their accuracy skills. Additionally, Patra et al. (2022) stated that error correction is another valuable strategy. By providing opportune and constructive feedback, teachers can guide learners in identifying and rectifying their errors, thereby facilitating improvement.

Padlet

According to Sosas (2021), online learning enhances the capacity to access different types of learning resources. This technological intervention has brought about more fun in learning making the whole educational experience interesting. The advent of technology has undoubtedly availed plenty of resources which can be applied in education settings in many ways. Haleem et al. (2022) reiterated the transformative impact technology has on educational practices and state that students are better engaged in settings where technology is a vital component, leading to better student outcomes.

Beltrán-Martin (2019) discussed the significance of Padlet in collaborative learning between teachers and students. The researcher posits that Padlet can be applied in research resource gathering where students can collect and share resources that are relevant to their course work. Beltrán-Martin (2019) also stated that Padlet can be crucial in higher learning because it acts as a virtual bulletin board where students can share relevant materials. Students and teachers collaboratively address frequently asked questions and facilitates the generation of ideas and creative thinking. This collaborative approach of Padlet encourages students to actively participate in their learning process, aligning with constructivist teaching methods.

The benefits of the interactions between teachers and students are also highlighted by Dillenbourg (1999) who explained that collaborative enhances student's abilities of self-management, leadership, and critical thinking. According to Dillenbourg (1999), in collaborative learning, students engage in discussions, exchange of ideas and perspectives. There is a deeper understanding of what could be achieved individually. This is because in collaborative learning, everyone in the team has their own job to do, and they work together to decide what they need and how they will execute particular tasks. Dillenbourg's assertions resonate well with Padlet's

easy-to-use design and ability to work on difference devices which helps keep students interested. Therefore, when students are implementing education projects, Padlet's presents them with a vital opportunity to acquire collaborative feedback experiences (Beltrán-Martin, 2019).

Peer Assessment

Peer assessment enhances the teaching-learning process, providing a collaborative environment where students can engage, share understandings, and contribute to the learning experience. As Yin et al. (2022) noted, it is the structured nature of formal education that often obscures the innate practice of learning from peers. Through peer feedback, collaborative learning is encouraged, fostering an interchange of perspectives on what constitutes exemplary work. Aligning assessment tasks to promote peer learning and collaboration is essential, recognizing the additional effort students may invest in such activities (Cohen & Sampson, 1999). This alignment ensures that the benefits of peer learning are acknowledged in the assessment process.

Moreover, peer assessment allows learning through active participation and collaboration, where students assist each other in comprehending gaps in learning, thus gaining a better understanding of the learning process (Kvale, 2006). Additionally, peer feedback contributes to the development of students' skills. Engaging in comments on peers' work expands one's capacity for judgment and exposes students to a diverse range of ideas. By focusing on the process and encouraging immediate feedback, peer assessment aligns with the principles of formative learning and imparts skills for real-world contexts, where giving and receiving feedback are integral (Yin et al., 2022).

Implementing peer assessment requires careful consideration. As students become experts at peer assessment with practice, teachers should incorporate activities such as the

exchange and discussion of lecture notes (Yin et al., 2022). Clear criteria and open discussions about assessment expectations in foster an environment of trust in the classroom. Indeed, the introduction of marks adds complexity. However, it is important to keep in mind how peer assessment can help learning, because sometimes just focusing on grades can divert attention from the primary objective (Yin et al., 2022). Overall, the implementation of peer assessment demands thoughtful planning and a commitment to creating an environment conducive to collaborative learning.

Peer assessment has some limitations, such as the student's experience and the possibility of bias. Topping (2017) highlighted the challenge of ensuring the reliability and authenticity of peer assessments, especially when students lack the necessary knowledge to provide accurate feedback. Similarly, Yin et al. (2022) underscored the risk of bias in peer assessments, as students' judgments may be influenced by personal relationships. For instance, these challenges question the reliability of peer assessment processes.

Innovation

This project looks into how peer assessment, facilitated by Padlet, can boost speaking skills. In the study, students got chances to do peer assessment tasks, which helped them think and share helpful feedback with each other. Padlet made it easy for learners to record and share their spoken work, so their classmates could listen and give feedback. The project was conducted in nine class periods, each lasting 35 minutes, and was organized in a structured manner.

Initially, students engaged in vocabulary acquisition related to sports. After that, students learned about linking words. Students chose athletes and they prepared for a radio interview experience, to present information about their selected athlete. Students had to use linking words in their sentences. The teacher guided students through this process and provided instructions on

how to conduct peer reviews. Emphasis was placed on giving and receiving feedback, and peer assessment as a means of fostering growth and improvement.

In addition to this, during the implementation of the innovation, the peer assessment activity was organized in two different stages. The first-time students just received instruction on listening to their classmates and grading them. At the second and final stage, students were explained peer assessment, and how to perform it, they received an example of how to do it. During the nine-session class students were introduced to how to use Padlet.

Research Methodology

This research employed an action research design. This particular design allowed the educators to investigate ways on how to improve teaching and learning processes among their students. Action design is keen on the aspects of collaboration, reflection, and practical application of research findings, a step that can drive changes in how academic practices are carried out.

This study involved teachers who guided 9th-grade students on the use of peer assessment to improve their language skills. This approach also led to collaborative work to among the teachers and students which resulted in higher student learning and engagement.

Moreover, quantitative data was collected. In this case, the research utilized a questionnaire to assess students' knowledge of peer assessment. Students participated in a speaking activity at the beginning of the study to measure their initial proficiency and engagement. Additionally, the teacher employed a rubric following the initial speaking activity to measure students' speaking accuracy levels. This aimed to measure their in speaking accuracy.

The quantitative questionnaire included questions such as the participants' level of familiarity with Padlet and peer assessment techniques for enhancing oral communication skills,

frequency of Padlet usage for receiving feedback from classmates on oral proficiency, and willingness to utilize Padlet with peer assessment techniques to enhance oral proficiency.

Participants

This study was conducted with 9th graders in a public high school in Paute, Azuay. There were ten learners around 14 and 15 years old. They were selected through convenience sampling. Among the participants in the experimental group, 60% were female, and 40% were male. These learners have been exposed to only three hours of English classes per week. This contextual information adds to the understanding of the participants' educational environment.

Instruments

The rubric used to measure progress focused on three aspects of speaking fluency: rate, hesitations (breakdown), and repair, as explained in Appendix 1. The instruments were designed to collect information to answer a research question. For a pre-test, the teacher recorded a video during class while students performed a speaking activity, they listened to their peers and applied a checklist to them. At the end of the sessions, students recorded an audio on Padlet as a final activity, at this point, they were instructed on how to do it. The teacher applied a rubric to get the sample differences between the pre-test and post-test and check their progress over the implementation.

Data Analysis

After collecting the data through pre and post-tests, the researcher utilized Excel to analyze the variables relevant to the study's research question: "To what extent does the implementation of peer assessment techniques, facilitated by the integration of Padlet influence the development of speaking skills among students?" The independent variable in this study was peer assessment while the dependent variable was speaking accuracy. The researcher coded the

data in Excel, assigning numerical values to each aspect of speaking accuracy based on the rubric criteria.

Using Excel, the researcher calculated the descriptive statistics derived from the pre and post-test assessments to determine any changes in students' speaking skills over time. This quantitative analysis provided an understanding of the impact of peer assessment techniques, facilitated by Padlet integration, in students' speaking accuracy.

Ethical Consideration

This research followed the right ethical procedure to ensure the findings can be relied upon (Pillay, 2014). The researcher first sought permission to engage students and their parents from the Director of Public School in Paute. The students and parents were informed that participation was voluntary and that they could stop their involvement at any time without repercussions. Next, the participants were invited to the research, with consent and permission from their parents. In their school, the principal was made aware of the research process and the exact number of participants that were to be involved and assured of anonymity of the exercise. These participants included 10 ninth-graders from a single class.

Results

In addressing the research question concerning the impact of peer assessment techniques on speaking skills development with the use of Padlet, the examination of Pre and Post-test results shows a significant difference in learners' speaking accuracy performance before and after implementation. This difference was evaluated through a rubric, providing clarity about the intervention. After applying the rubrics at the beginning and the end of the study tests, the following data was collected:

Table 1: *Pre-test and Posttest Descriptive and Inferential Statistics*

	N	Min	Max	M	SD	<i>p</i> value
Pre-test	10	5.5	7	6.1	0.22	0.05
Post-test	10	7	10	8.67	0.33	0.05

Note: N= Sample. M= Mean. SD= Standard Deviation. MD= Mean Difference.

Table 1 demonstrates a difference in scores for the pre-test (M= 6.1, SD= 0.699206) and post-test (M= 8.675, SD= 1.054422) conditions when examining the sample as a whole; $t(18) = 8.675$, $p < 0.001$. The post-test mean (8.67) is considerably higher than the pre-test mean (6.1), suggesting a considerable improvement in accuracy performance from pre-test implementation to post-tests. The post-test standard deviation (0.33) is slightly higher than the pre-test standard deviation (0.22), indicating that the post-test scores might show to some extent more variability than the pre-tests. The *p*-value was calculated to be less than 0.001, indicating a highly significant difference between pre-test and post-test scores. These results suggest that using peer assessment facilitated by Padlet impacts the development of speaking skills among learners.

Discussion

The results prove that integrating peer assessment through Padlet significantly improves speaking accuracy among ninth-grade EFL students in Paute, Azuay. Using structured peer assessment provided clear guidelines and feedback that can help students identify and correct their speaking errors. Padlet provided a digital platform where students could be assessed easily when they uploaded their speaking tasks. This tool also made it easy for students to interact, exchanging comments and feedback. They were likely to be highly motivated to participate in giving feedback because Padlet uses modern technology that is user-friendly. Generally, Padlet enhanced a sense of responsibility for learning and recognizing student's strengths and weaknesses in relation to others.

With peer assessments, students acknowledge their own speaking errors. They gain from different perspectives and reflect of the recurring issues that might have been difficult to notice otherwise. In this research, this constant process of giving and receiving feedback on the speaking tasks led to noticeable improvements on their speaking accuracy overtime. In conclusion, it this discussion demonstrates that, in cases where there speaking difficulties among students, the combination of structured peer assessment activities could go a long way in helping students acknowledge their errors and also support collaborative learning among them.

Conclusion

This action research project aimed to improve speaking accuracy. The literature review highlighted the significance of speaking accuracy in language learning and the role of technology, such as Padlet. This resource is vital in providing opportunities for collaborative learning and peer assessment. Accuracy in speaking involves using correct grammar, syntax, pronunciation, and vocabulary to express the intended meaning. The review also emphasized the importance of feedback in improving accuracy skills.

The action research project involved the introduction of Padlet to the students, providing instructions on its features, and explaining the purpose and process of peer assessment. Students were assigned a speaking task and recorded their audio on Padlet, which allowed them to assess their peers' work using a rubric. Constructive feedback was provided, and students shared the results with their peers.

Data analysis revealed an improvement in speaking accuracy from the pre-implementation to post-implementation phases. The post-test scores showed a higher variability compared to pre-test scores. These findings verify the impact of incorporating peer assessment,

facilitated by Padlet, in promoting speaking accuracy among learners, aligning with the literature's emphasis on the importance of feedback and collaborative learning.

Limitations

One limitation of this study was the small number of participants. Ten students were involved, for instance, the small sample could limit the validity of the results. The study was conducted within a limited time, which may have implications for the depth of improvements. Longer periods of implementation and assessment could provide a better understanding of the impact of the innovation.

Another limitation was the students' unfamiliarity with Padlet, which might have influenced the effectiveness of the peer assessment process. Future implementations may benefit from a more extended familiarization of the tool. Ensuring unbiased peer assessment was a challenge. Students may have different levels of understanding of assessment criteria. Strategies employed to minimize bias, such as providing examples with clear rubrics, as well as making them reflect on the importance of feedback and peer assessment took time.

Access to technology outside the classroom could influence the consistency of student engagement with Padlet. These external factors may not be fully controlled, impacting the reliability of the results and limiting the generalization of the findings. The study may not have analyzed individual differences in language proficiency, and learning styles. These factors could contribute to varied responses to the innovative approach and should be considered in the interpretation of the results. Addressing these limitations in future research or implementations will contribute to understand the impact of peer assessment using Padlet on speaking skill improvement.

Recommendations

Based on the findings and limitations identified in the analysis of the pre-test and post-test scores, as well as the implementation of peer assessment using Padlet for enhancing speaking skills, it is suggested to avoid a small number of participants in the study. A larger sample would enhance better results. Extending the implementation period will allow the exploration of the long-term effects of peer assessment using Padlet on language skills. Recognizing the students' lack of familiarity with Padlet, it is recommended to prioritize technological knowledge before implementing similar interventions. Conduct training sessions in advance to ensure that students will use the platform. Implement strategies to address potential bias in peer assessment.

To further improve accuracy in speaking skills, it is important to apply clear and comprehensive rubrics and increase practice opportunities. Emphasizing the significance of unbiased feedback and offering guidelines to improve the assessment process are crucial steps. In future research, it would be beneficial to research into individual differences, including factors like language proficiency, learning styles, and prior experiences with peer assessment. This comprehensive approach will lead to a deeper understanding of the results and better inform instructional strategies. Moreover, it is essential to acknowledge external factors that might affect student engagement, such as varying access to technology outside the classroom. These differences could potentially affect the students' interactions with Padlet and should be considered when interpreting results and designing future interventions.

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Appendix 1

Rubric

Available upon request.

Appendix 2

Lesson Plan

Available upon request.

Appendix 3

Checklist

Available upon request.

Appendix 4

E-portfolio Link

Available upon request.