



Peer Feedback to Improve Speaking Facilitated with Mobile Devices

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Author Note

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In today's world, English has become a primary source of language communication for different fields such as science, technology, industry, business, and education. English, considered the global language of the 21st century, has also been widely spread in the majority of countries around the world. Consequently, it has turned into a necessary tool for native and more importantly for non-native speakers to comprehend and negotiate meaning in a conversation.

According to the British Council's statistics in 2019, there were approximately 1.5 billion speakers whose native language was not English; compared to 400 million people whose mother tongue was English. Needless to say, English is a language that foreign learners prioritize and envision to manage to increase their job opportunities as well as foster their social communicative skills, education, and culture awareness (Howson, 2017).

However, English as a Foreign Language (EFL) learners have encountered many obstacles for conveying meaning around the world. Cronquist and Fiszbein (2017), in their research paper about English Language Learning, mentioned that learning English is not an easy task in many different Latin American countries such as Peru, Ecuador, Colombia, and Chile. They stated that English proficiency is low in this region of America because of poor educational systems, inadequate English proficiency level of students, and the low quality of English classes. They also argued that students in these areas are eager to learn English and improve their language skills. Still, help from teachers and government policies is necessary to overcome the students' low English level.

In Ecuador, English proficiency evaluation to students showed low results, too. According to Education First (EF), by 2020, Ecuador was placed in 93rd place over 100

countries evaluated around the world. Likewise, an evaluation made by EF to the public schools of Ecuador showed that 95% of the students achieved only an A1-A2 level (Education First, 2017). According to the National Curriculum of Guidelines (2014), the Ecuadorian Ministry of Education established a new EFL Curriculum in which the Common European Framework of Reference for Languages (CEFR) standards have to be met by teachers and students. However, it has not shown a better advancement in the English Ecuadorian system yet. Teachers are asked to reach at least a B2 level, which is a requisite to teach in public schools. Similarly, students need to get a good English proficiency level according to their level of study. However, if teachers are not well prepared and put the EFL curriculum into practice, students will not achieve the standards given by the educational system.

High school requisites entail independent secondary students to get a B2 level before their graduation. Participants of this study who belong to a private school, have held an A2 level, according to a proficiency test taken online. They are not confident enough to express their feelings or ideas about real-life situations in a natural context. They can neither develop nor improve their speaking skills naturally because of many different factors, such as lack of vocabulary, fear of being criticized, no opportunities to practice the language, or even because they concentrate on their errors.

Before they finish the elementary level, they need certifications from internationally certified organizations to enter the IB program during the last two years of baccalaureate. These certifications require to get a proficiency English level developing the four fundamental skills which are speaking, listening, writing and reading. Speaking is mostly related to these three other skills (listening, writing, and reading) when expressing, understanding, judging, and interpreting communication.

On the other hand, according to Teräs et al. (2020), the use of technology in

education is currently considered motivating to students, especially in times of pandemic where students have been announced to have remote classes.

Additionally, the standards taken from the CEFR as a reference, allow this proposal to include the ones from the spoken production, which served two objectives: students to start and go on conversations, and the pair to understand and keep the interlocutor's interaction. The standard describes that students "can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc." (Council of Europe, 2018, p. 84). Regarding Pauliková (2018), the application of role plays, speeches, dialogs, and other speaking techniques have been tested to improve the oral communicative skills.

With all this, it is expected that the students acquire more reliance to express themselves when working with their mates, recording their voices, or giving peer feedback on a specific task. The next section introduces the literature review that supports this innovation.

Literature Review

This section is a review of theories and similar research that has been proposed to explore the efficiency of conversations, speeches, and oral interventions to improve speaking skills. Furthermore, the pedagogical practices and approaches help structure the knowledge through cooperative learning and allow teachers to make their ideas visible and accessible. There are some descriptions and principles that were taken into consideration in the proposal.

Communicative Language Teaching

Richards (2006, p. 171) said that "Communicative Language Teaching (CLT) in its core has communicative competences as a priority rather than grammar". This practice is centered on production more than structure. It asks teachers to think,

evaluate, and redesign classroom practices, the type of materials used for specific activities as well as the design of the lesson plan. According to Humphries and Burns (2015), CLT takes learners to the center. It focuses on meaning rather than form.

Students are expected to negotiate meaning with almost no control from the teacher.

Jabeen (2014) stated that most of the schools had not implemented this type of procedure, and they prefer to prevail on the traditional methodologies. It is due to the constant definitions provided to them that lead to multiple interpretations and an increasing array of teaching practices. This makes people lose focus on the main goal of the approach and instead pick and choose certain characteristics of it (Liu, 2017).

Principles like meaning-based, learner-centered for L2 teaching where fluency is given priority over accuracy and the emphasis is on the comprehension and production of messages are the driving force of CLT (Spada, 2007). The principles mentioned above are the ones on which this proposal is focused to improve students' comprehension.

Jacobs and Farrell (2003) made a list of these approach components and remarked that the role of the learner is the main component in the process because he/she is the principal player during this lifelong and meaningful process. They also remarked that the learning should not be a unique piece of information because it should take the students to continue on their process of acquiring more knowledge throughout their life. Also, the school should connect to the real world because the students should be able to develop themselves in a real context environment. In addition, they emphasized that every individual is different and they have a social nature of learning. It is really important to take time and study every student's needs and their way of learning to become a positive agent during the system.

CLT is an approach that emphasizes interaction and production among foreign language learners to speak naturally. As stated by Brandl (2008), CLT is the capacity to explain and understand individuals' social behavior, and of course, the need for an active commitment of the learner in the production of the target language. This process of teaching foreign languages underlines synergies with the means and goals of language learning.

Supporting Theories

There are some theories that deal with the objective of this proposal. Constructivist learning focuses on the importance of an active participation of students dealing with prior and new information construction of their own new knowledge (Nidzam, et al. 2015). Similarly, Vygotsky (1978) remarked on the importance of meaningful experiences with people in their environment like teachers and classmates. He also proposed that the learning process can be carried out in three different stages; first, when the learner is dependent, the second one when some help from others is required, and the last one, when the learner becomes independent.

In the report of Vygotsky (1986), the zone of proximal development is built up through social interaction because it plays an important role when developing cognition. According to Chaiklin (2003), this social interaction or collaboration is used to assess the student's zone of proximal development to allow the learner to imitate and later on to help him in the maturation of his learning process for future developments. Thus, the role of a teacher in a constructivist environment is of a guide and facilitator who provides students with opportunities to construct knowledge in individual contexts and through social negotiation, collaboration, and experience (Murphy, 1997).

Taking into account the previous considerations, the skills adopted in the present proposal are mainly based on communicative competence models. However, some

skills are drawn from conversational models to cater to the gaps in the communicative competence model and enrich its competencies with further details. In other words, all the models presented are benefited to determine and develop the identified speaking skills.

Remote Learning

As regards Asanov et al. (2000), classes in many countries such as Ecuador have been run through different platforms. WhatsApp has been a fundamental application in secondary students because it stimulates collaborative work and achieves the exchange of content between teachers and students. It also offers free calls and video calls, which benefit communication with participants in remote areas and facilitates virtual meetings and automatic messages for specific queries.

As stated by Asanov et al. (2000), teachers have set up virtual classrooms featuring colorful backdrops and cartoon avatars of themselves to engage students to be part of their classes. This kind of activity allows students to personalize their space in a friendly version and having access to flashy resources and applications.

Asanov et al. (2000) also referred to Information and Communications Technology in Education (ICT) as a tool that allows new ways of learning through computers, tablets, cell phones, or other technological devices. It also opens doors to ensure students have access and learn from the curriculum materials even being outside their classrooms. It has become an advantage for those students with special needs who have been naturally integrated into the virtual classes. ICT, therefore, encourages collaboration among students because it naturally takes them to an environment where they can talk, discuss what they are doing, and it opens up ways for communication leading to language development.

Video-based Learning

An investigation led by Shih (2010) regarding video-based blogs, pursued students to use their creativity when recording videos. When students created by themselves, they expressed their knowledge with enough confidence in a real context and combined online knowledge as well as instructions for an ESP course. The results of this research showed that the application of this technique contributed to active learning and satisfied students. The most relevant data is that this technique enhanced students' learning satisfaction because they felt free to access and revise their recordings, and the material chosen was encouraging and motivating.

Another study conducted by Yousef et al. (2014) critically explored the contemporary investigation of Video-Based Learning (VBL) to comprehend the educational advantages and effectiveness of VBL for the teaching-learning process profoundly. It was found that videos give benefits to teachers and students, encouraging stronger course performance in many contexts, and enhancing students' motivations, confidence and attitudes in a positive way.

A different study based on VBL was conducted by Yu-Chih and Fang-Ying (2013). Participants created videos with informative presentations to be shared with international students. The study combined service-learning into an EFL speaking class with the use of modern technological tools as platforms. It helped analyze participants' viewpoints about the achievements in language learning, their learning processes and strategies, the collaborative dialogs, and their perceptions regarding the internet service-learning involvements.

Video-Based Learning is a multimodal learning and a suitable method because it involves all the senses. Videos employ images, sound, text, audio, and other features which keep the learner engaged and help him/her retain information in a better way.

Video Recording

Video recording lets students improve their speaking skills by recording themselves and self-assessing. There is a study conducted by Soto et al. (2017) who studied the perception of students about the recording of videos to explain class content on their own. Students were asked to record videos in every class and this technique showed motivation and achievement in them. He referred that taking the students to a different environment apart from a classroom is stimulating. At the moment of recording videos, the teacher and the students establish a good rapport and communication in a short time. Also, the process of creating video recordings implies a series of persuasive actions such as record, edit, mix, master, and present.

Additionally, participants have the opportunity to see the progress of their own strategies, confidence, and interrelations. They also develop positive behavior in their class environment.

According to Harmer (2001), a video is not only a great aid to see language in use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross-cultural understanding. He added that a video has the power of creation. Students are able to create something memorable and enjoyable when the teacher lets them use video cameras by themselves, and of course, it will let teachers evidence an increased level of interest and improvement in the learning.

Similarly, the students experienced academic improvement because they were asked to be more committed to their learning process. They also developed social skills. “Students improve their communication among their peers when exchanging information or knowledge, or asking for help from each other” (Soto et al., 2017). For this reason, videos that have content explanation have had a positive impact on students’ language learning because they encourage learners to take independence in their learning process.

In another study based on video recording to develop speaking skills, Kirkgoz (2011) investigated the results of a Task-Based Learning blended course. The outcomes showed that the participants had made significant progress in their communicative skills, and were very encouraged to speak through the use of technology in their classes. Additionally, the results revealed that the use of video had a positive influence on students' feedback relating to speaking tasks.

The use of video recordings is a useful tool in improving students' classroom presentations because they let students reflect on their next performance after watching their first video recordings.

Mobile Devices

According to Ahn and Lee (2016), speaking is the most difficult language skill for English as foreign language (EFL) learners, and the students must have all the chances to practice the target language as many times as possible in their EFL classes. Technology is the vehicle to get access to this modernized world and it is widely used in educational sectors. Technological tools have been regarded as ways of helping students improve language skills such as speaking skills. Internet, blogs, podcasts, video conferences, videos, and speech recognition software are the best technological tools for teaching and improving speaking skills.

Therefore, mobile devices provide new and a vast of opportunities for language learning. Students can record their voices by themselves, share the recordings with friends, practice their conversations with their peers and get feedback from them. Also, the learners are encouraged to practice and improve their listening and speaking skills according to their proficiency level. A study remarked that the students will be able to develop these skills by interacting and exploring authentic contexts that connect

themselves to their real-life situations through the use of mobile devices (Hwang et al., 2014).

Hwang et al. (2014) aimed to investigate learners' insights and purposes concerning learning activities reinforced by mobile technology. They found that these devices give students the opportunity to fix and produce their own voices, which is related to the improvement of pronunciation and communication skills, providing a collaborative environment and developing as well as boosting their speaking abilities.

It is believable that mobile devices have a positive result on students' language acquisition and cognitive- academic performance. Students enjoy using mobile learning tools because they are more likely to experience academic gains and a better intellectual achievement.

Digital Storytelling

Some researchers such as Hwang et al. (2014), Pardo (2014), and Razmi et al. (2014) have conducted studies about the use of Digital Storytelling (DST) to develop speaking skills through multimedia because it combines art, photography, audio, and text as well. In this respect, these authors mentioned that DST increases students' motivation to learn and practice by sharing some aspects of their own stories, organizing ideas, and expressing thoughts and feelings using technological tools that include multimedia systems and animations. However, in Pardo's study, learners stated that the development of speaking components is the biggest challenge, specifically pronunciation.

Digital storytelling is a multimedia tool which lets students practice their language and bring up concepts, stories, narratives, personal experiences, and events to real life in order to share them with others.

Speaking

Every language has two kinds of skills: receptive and productive ones. The receptive skills involve the knowledge that is received by understanding and reading; and the second one is the productive skills that are related to the production by writing and speaking.

Speaking is the most important of all four key language skills when learning a second or foreign language because oral communication is the first and principal way to access and assess the learning of a language. As stated by Ur (1996), all the skills involved in the learning process are involved when speaking. In the opinion of Chaney (1998), speaking is the process of modeling, fixing and combining meaningful context through the use of verbal and non-verbal symbols.

Speaking plays an important role when learning and teaching a second language. It is the art of communication by generating words that can be understood by listeners. According to Brown and Yule (1983), speaking is the skill through which the students will be subrogated in real-life situations. It takes place during every day interactions, and it becomes the first and most important impression that a person has relating to the ability to speak in a fluent and understandable way.

According to Baker (2012), teachers have the responsibility to prepare the students as much as possible to be able to speak in English in a real environment outside the classroom. Today's world requires that the goal of teaching speaking improve students' communication, so they can express themselves and learn how to develop in a social and cultural environment. However, for English learners, mastering speaking is challenging since it needs a huge powerful effort in which a teacher cannot plan the exact words or sentences in speaking because these events occur in a real and natural time.

For Fauzan (2014), speaking is the act of managing, controlling and holding a conversation spontaneously. Nunan (1999) and O'Malley and Pierce (1996) pointed out the oral communication requires at least two or more participants dealing with meanings, and it is always connected to the context in which it occurs. For the English learners, to speak English in real-time, to manage the conversation, and to speak spontaneously is a big challenge. It enables the learner to achieve goals in learning English.

Many English learners feel unsatisfied and discouraged with their achievement in speaking because they face some problems in mastering the skill. Fauzan (2014) explained that the students face some problems when speaking English because of timidity, hesitation, mistakes, or lack of an appropriate vocabulary. According to Nunan (1999, p. 232), many English learners feel shy and discouraged to learn. Gebhard (2012, p. 186) highlighted that EFL learners have a problem called the students' will not talk. Many students do not want to speak English because they are too timid and not confident enough to use the second language. They think they will get discouraged when making mistakes and their classmates will laugh at them. They are also anxious because they do not have many opportunities to participate or because the teacher gives incorrect feedback when correcting their mistakes in the way of critics (Fauzan, 2014).

Bygate (1987) stated that speaking is a skill which implies consciousness and concentration as well as literary skills when producing either native or foreign languages. When students speak confidently and comfortably, they can interact better in real daily situations. Because of this, the purpose of this proposal is to encourage the development of fluency in spoken English. Juel (1991) mentioned that fluency is one of the processes to decode information automatically and unconsciously. A fluent person has the capacity to understand and respond to others in a natural and accurate way using

phrases and words in any context. This principle can also be applied with Basic English learners because the idea is to motivate students to develop oral communication by themselves in real situations using the language as the principal way. Speaking, of course, involves expressing easily, fluently, and appropriately with others.

Along with this, Byrnes (2008) stated that the principal objective when teaching speaking is fluency, because the development of this involves the individual's capacity to express with confidence, intelligibility, and accuracy. To do so, the students have to move from the stage where they merely imitate, follow a model or respond to cues to the point where they have to use the language to express their own idea. Taking into account Byrne's concept, fun and interesting games and other resources are used to motivate and help students move from the imitation stage to the production stage.

Peer Feedback

Considering the facts about speaking, there would be a need to implement an appropriate strategy to improve students' speaking ability. One of the strategies that a teacher could use is peer feedback in speaking skills. Patri (2002) investigated the relationship among teacher-student-classmates peer assessment with the contribution of peer feedback. An investigation about oral presentations was carried out in an Asiatic country, and the researcher found out that peer-feedback had been very helpful during the process.

Syamsul (2018, p.45) found that peer feedback led the students to be conscious of mistakes. They did not avoid the menaces or even stopped talking as the teacher usually dreaded even though corrections were made. Instead, the students agreed to the correction and succeeded in speaking so that the accuracy was improved. This result might also be achieved through practice and cooperative learning in which the students help one another shape their ability.

Peer feedback might be included in dialogues to explore both written and verbal comments, and work collaboratively to raise the outcomes of peer assessment (Kollar & Fischer, 2010). However, Kollar and Fischer's reasoning accepts that students have reached the required interpersonal skills in order to interact effectively during peer feedback. This perception does not seem comfortable according to the research suggesting that younger students often struggle to work collaboratively (Mercer et al., 2004). In some cases, peer feedback may be an uncontrollable task for students, making them express freely and explain their points of view in ways that do not support their learning process.

A way to ensure this method is by means of a clear and accurate explanation that takes students to think together and guides them to use the rules already set to achieve an effective communication (Mercer et al., 2004). This practice leads students to make one another accurate questions; reason effectively; reach agreements based on critical discussion and support; and encourage one another throughout different activities (Mercer et al., 2004). These rules strengthen conversation, which shares some characteristics of effective and real peer feedback. For example, both experimental talk and peer feedback deal with speculation and analysis (Topping, 2017)

Black (2007) argued that leading students evolve experimental discussions while thinking together is expected to be meaningful and applicable in formative peer feedback because it involves learners to think effectively in a talk. This explanation was supported by Boon's (2014) study of effective peer feedback processes in elementary schools. This study found that exploratory talk was beneficial for peer feedback, because it involves students' critical thinking in an effective and convenient way. Boon (2014) also found that by leading thinking together, students would be able to communicate to each other in ways that support constructive peer feedback.

Black (2007) and Topping (2017) referred to peer feedback as a successful and formative tool that encourages students to discuss the work of their peers. It also improves students' understanding to success their performance, helping them become more motivated in learning, and developing their interpersonal skills. For this reason, when students are asked to give each other feedback, it becomes more complex than simply exchanging papers and locating errors, because it has to be more focused and meaningful by defining quality and providing structured routines that let students cope with it.

In order to improve fluency among students in their classes, this study proposes the use of oral activities where students have to provide feedback. After this literature review, this study explored the following research questions:

1. To what extent does peer feedback improve students' fluency?
2. What are students' improvements when giving peer feedback?

Innovation

This proposal has the objective of helping students to develop their speaking skills so they will be able to manage the foreign language with more fluency. The activities proposed are based on individual and group tasks such as debates, speeches, discussions, retells, and reports, where the students have to progress their communicative skills through recordings and videos on a virtual application (Whatsapp) with the use of their mobile phones.

Mobile phones have multifunctional capabilities that can be used anytime and anywhere at the convenience of the learners; therefore, the study aimed at using mobile phones as tools to improve the oral interaction skills of the learners.

In addition, the help of technology and the use of realistic topics are considered in order to explore the possibility of solving a problematic aspect, namely the low

level of students' speaking participation. This proposal explored the basic functions built into mobile phones relevant for an oral communication skills course and it has a duration of six weeks in which evidence and results will be taken into consideration week by week.

During the practices, dialogues include a variety of contexts from the daily routine to work-simulated conversations. The activities are related to different topics such as the best way people learn English, social roles in society, reporting news or events, useful idioms or expressions to keep a fluent conversation, descriptions of different scenes, and formal ways to communicate during a job interview by outstanding skills and competencies in order to get a job. These themes allow them to express in a natural and real-like context with the review and application of a wide range of vocabulary. After submitting their recordings or videos, the students will have the opportunity to provide feedback to the peers' productions according to a rubric provided (appendix A), where they can judge and participate in the score of their mates by giving advice, suggestions or corrections on their peers' work.

Additionally, the students will design and complete a portfolio with every week's activity. In their portfolios, students will write about their feelings during the innovation and the activities carried out during the process. Furthermore, they have to present comments about the rubric. They have to outstand what they enjoy or they can remark something they do not like very much. In addition, they can also post comments or suggestions about other students' work.

Methodology

This proposal introduces the application of peer feedback to improve speaking skills through the use of mobile phones in an English language learning course to EFL high school learners studying at a private institution in Guayaquil. This action research

is described by Ravid (2015) as a cycle that starts with the identification of a problem that needs to be improved with the application of activities focused on oral strategies for promoting the development of fluency in students' speaking skills. Data will be collected for a period of 6 weeks through the use of some instruments which are detailed below.

Participants Description

Twenty students from one group will participate in this study. They belong to the secondary section of a private school. Their English proficiency is A1-A2, according to a test taken online. Their ages ranged from 12-14 years old. Two students were 12, fifteen students were 13, and three students were 14. The average age was 13. They are studying ninth grade. This group is assigned to the teacher-researcher. Almost every student in the group has similar limitations in speaking, that is the reason to propose the study in this class. Most of them were born in Ecuador and just a few ones are from different countries (Colombia, Venezuela, Chile and Spain).

Instruments

There are some instruments that are detailed below to be used during this proposal in order to measure the proficiency level of the students, and develop activities that will benefit students to achieve communication and improve their speaking skills with fluency.

Rubric (Appendix A).

A speaking fluency assessment rubric with all the criteria and guidelines will be used to evaluate the success of their peers' work during the proposal. In this adapted rubric taken from Viteri (2019), all the components to be considered on the tasks (voice or video recordings) are well described here in order to assess fluency when developing speaking competencies. This rubric consists of four different categories: vocabulary,

grammar, comprehensibility, and overall fluency. The components are measured according to four scoring criteria which go from the lowest grade (0) as inadequate production up to the highest one (3) as exceeded expectation. The maximum score that students could get is 12. This tool allows students to identify their strengths and weaknesses during their oral production. The teacher will also use this rubric to evaluate the pre and post-tests.

Proficiency test

The purpose of this proficiency test is to find out whether the students have already got the knowledge and the skills that were acquired in their previous courses. This measures the results obtained at the end of a stage or course. The students will take a test to determine their A2 proficiency level. Obtaining an accurate and useful indicator of the students' level is the starting point for the application of the proposal. Here is the link for this test. <https://www.cambridgeenglish.org/test-your-english/for-schools/>

This is a rapid and convenient online test to help teachers check the English levels of candidates. It combines technology with reliability and quality. It also encourages continuous progression with a very clear path to improve English skills.

Demographic survey (Appendix B).

The students will be asked to complete a demographic survey with general information about themselves, their background about the language learning as well as their technological skills. This kind of survey allows to better understand the identity of the respondents and have a better scenery to develop and apply the proposed activities.

Pre and post-surveys (Appendixes C and D).

There are two types of surveys to take into consideration the students' perspectives toward the proposal. These surveys consist of different items with a Likert scale which goes from Totally disagree to totally agree. A pre-survey will be taken at

the beginning to know their point of view on how to approach this skill, their experiences when producing language in a real context and the importance of developing it during the learning process to unpack challenges. At the end of the proposal, the students will be asked to complete a post survey about English speaking fluency to measure the skills they should have developed during the proposal in order to gain fluency, and how they feel when communicating with others and providing feedback. It is expected that the innovation will lead us to the proposed goal.

Pre and post-tests.

Pre and post-tests are used as assessment tools for measuring the preparedness and performance of EFL students. In addition, the post-tests will let us measure how much students have improved during the six weeks of innovation, on the other hand, the pre-test can be a valuable diagnostic tool for more effective teaching.

The first video will be considered as the pre-test which is a recording in which students have to express their opinions about a topic given by the teacher. It is a kind of speech. The last one will be the post-test. It will be another individual recording about themselves applying for a job and they have to give reasons why they are the best candidates for the position. All the recordings will be graded according to the rubric. The post videos can be graded by another teacher in order to raise reliability.

Interview (Appendix F).

An individual and semi-structured interview to establish good communication activity between the teacher and the student will be held at the end of the innovation, and it will be recorded and transcribed with the purpose to collect data and measure the improvements in speaking skills that all students will have developed during the innovation and achieved at the end.

Data Analysis

There will be a collection of quantitative and qualitative data that will answer the two research questions established for this proposal and detailed below:

Research question 1: To what extent does peer feedback improve students' fluency? The pre and post-tests answers will be tabulated in an Excel spreadsheet and then transferred to the SPSS program to generate descriptive statistics: minimum, maximum, mean, and standard deviation. Afterward, *Cohen's d* will be applied to get the effect size, which will demonstrate if the impact of the proposal is null, small, intermediate, or large in order to demonstrate that the results will not be obtained by chance.

Research question 2: What are students' improvements when giving peer feedback? The post survey regarding the improvements through peer feedback towards the proposal, as well as the scores in the rubrics on four different categories banded in a scale from 0 to 3, used by the students to grade their peers' recordings will be tabulated and organized by frequencies. The qualitative information will also be summarized by gathering and tabulating the results of the interviews of the activities carried out during the different lessons.

Ethical Considerations

With the object of carrying out this proposal, the principal of the selected private school was informed about it through a letter explaining the purpose of it. The participants' identities will be kept anonymously in the document, so there will not be need for parents' permissions to conduct the proposal with students. However, all the participants as well as their parents will be well informed about the proposal and all the documents that are involved during the process such as surveys, and tests that will be required to be completed during the process.

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Appendix A
Speaking Fluency Assessment Rubric

Available upon request.

Appendix B

**Demographic Survey
Students' Demographics**

Available upon request.

Appendix C

Student's Perspectives (Pre-survey)

Available upon request.

Appendix D

Student's Perspectives (post-survey)

Available upon request.

Appendix E

Design from Your Goals

Available upon request.

Appendix F

INTERVIEW

Available upon request.