



Peer Feedback to Improve Speaking Fluency in Adults

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Presented as Partial Fulfillment for the Degree of Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza de Inglés. CES: RPC-SE-19-N°.140-2020. Cohort 2018 – 2020. Author's email: arnold.gomez@casagrande.edu.ec. Guayaquil, November 30th, 2023.

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The need to learn English is in constant increase and it is a current requirement in companies worldwide (Cambridge English, 2016). Although English learning (EL) is a priority for adults (Evans & Tragant, 2020), other factors affect speaking. Oral skills are difficult to master due to personal feelings like anxiety, shyness (Dinçer et al., 2012), lack of motivation (Uzuner et al., 2016), or a low perception of own prior knowledge (Tashpulatova, et al., 2022). While adult English learners have enough reasons to study English (Safotso & Tompte, 2018), English learning involves more elements.

Current research gives communicative activities an important role in speaking skills. For example, providing adults with opportunities to perform, with an intrinsic set of strategies in learning, increases motivation (Evans & Tragant, 2020). There are logical arguments to recommend the use of interaction and performance (Chen et al., 2022); mainly, adults that interact with their classmates improve their speaking skills (Qutob, 2018). The path to effective communication also implies correction; when adults receive feedback it may result in language benefits (Ghanizadeh et al., 2020). In other words, speaking relates to performance, interaction, and feedback

The study targets to discover the effect of peer feedback on speaking fluency in adults. It has been observed that the group of students that participate in this research are afraid of making mistakes at the moment of speak due to lack of vocabulary or the correct pronunciation of the words. Moreover, the anxiety at the moment of speaking in real time in public is another reason that affects negatively the speaking fluency as Numonjohnovna et al.(2019) has revealed in their studies. The study is a mixed-design research that integrated qualitative and quantitative instruments in order to collect and analyze data and answer the research questions.

Literature Review

Topics in this section explore the variables of the study and literature where the author found support of the framework. The first concept is planning, in order to reproduce future studies, where it is justified by some of the steps to create the activities during the implementation. The second concept is speaking fluency as the elements that will be evaluated. The third subsection includes information regarding peer feedback and its effects on speaking.

Fluency

Burns (2019) defined fluency as when learners “pronounce English intelligibly” in multi levels from cognitive skills to content knowledge. The author explained that elements like pauses, flow, and speed define fluency. Regarding on the previous definition, it is evident that the main goal of people who are learning L2 is speaking fluently considering that it is fundamental in the process of communication.

On the other hand, Lim (2017) mentioned that fluency is the ability to get through to communicative intention without too much vacillations to cause disruptions in communication. For that reason, fluency is important because it allows a connection between the recognition of words and comprehension.

Dinçer et al., (2012) concluded that teachers’ role is fundamental in achieving learning goals in speaking. The authors mentioned that in fluency-focused classes there are certain setbacks in students’ behavior that teachers can foresee. For example, the affective aspect may be hindered by feedback; hence, creating a cooperative environment with supportive advice on speaking skills could diminish that. The study recommends overseeing the process of feedback and fostering positive behaviors in the class.

Peer Feedback in Speaking

According to Uzuner and Aktas (2016), peer feedback involves specific steps that may turn beneficial to students. The authors define peer feedback as training students to teach each other a set skill. The benefits from working in similar utterances range from social

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connections amongst classmates to developing language skills. Emotionally, students feel more motivated and less anxious. Cognitively, peer feedback develops competences and improves students' academic level.

On the other hand, providing feedback is a sensitive process that brings positive results. One aspect is that adult students appreciate pointers on their performances but from the teacher not their classmates (Sakiroglu, 2020). Another aspect is that in actual practice, peer feedback can benefit large classrooms on time-effectiveness with interpersonal exchanges (Burns, 2019). Researches done by Fu and Nassaji (2016) have demonstrated that the use of positive phrases like "That is a good start, but perhaps you could..." immediately during the correction, helps learners to make changes in their production.

Recorded Videos for Improving Speaking Fluency

It is known that technological tools play an important role in all aspects of daily life. As Kingra et al. (2017) mentioned that the use of multimedia technologies like digital recorders and cell phones is increasing in a faster way. In education, videos are an innovating tool, Mullen and Wedwick (2008 as are cited in Maziriri et al., 2020) mentioned that videos give the opportunity to enhance almost any classroom lesson (p. 120). Almurashi (2016) pointed out that many teachers used YouTube because it provides information in a funny way and quick access to instruction, culture-based videos, and languages from all over the world (p. 34).

Innovation

The use of Peer Feedback of students' recorded videos is the main objective of this proposal. Fourteen students from a public institute will take part in this research. According to their curriculum, they have approved the A1 level previously, so they are starting the A2 level. This innovation aims to develop the student's fluency in the speaking skill in order to share their new knowledge. Also, this innovation promotes the self-confidence at the moment to share ideas orally through constant practice.

The tool considered in this research is the mobile application WhatsApp. One reason for

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choosing this app is because it is very easy to use in order to exchange information, in this case videos that contain content generated by students previously recorded and edited. For that reason, a WhatsApp group will be created and implemented as the academic program of the students included as a self-learning item. In this context, students will be encouraged to create their videos according to a specific topic given by the teacher, next upload the content in the group in order to receive feedback, by the professor and finally by other peers.

The implementation has the following steps:

1. Include the creation of a WhatsApp group with educational purposes within the teacher's plan.
2. Present the goals of the group to the students and the benefits for their learning.
3. Discuss and organize ideas with students about their expectations, to know the way that they feel comfortable with certain points like the topics and time of recording.
4. Develop previous small practices in the group sharing written messages, audios, short videos taken from other social media about learning English.
5. Encourage students to record and send small videos with their previous knowledge and promote the interaction with short questions and answers provided by their peers.

During students' online classes, this innovation will be developed. The instruction backwards design will be considered to plan the unit that takes 6 weeks. Students will have five hours per week according to the schedule. In the online session, students will be able to watch videos about important inventions in the past. Then they will be encouraged to say what inventions are interesting for them, how many of them they consider important nowadays and which ones are still the same design. After that the teacher will promote and discuss their opinions to provide feedback to each other presenting some slides on the screen. The teacher will use resources like graphic organizers, pictures, interactive online games to scaffold the content.

Three assignments will be included during the application process once they have been

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socialized. In the last assignment the participation will be in pairs because it will consist of an interview where a student will assume the role of a TV show presenter and the other will be the famous person invited. The video will be uploaded in the WhatsApp group. The students who watch the video will follow instructions previously provided by the teacher in order to give effective feedback to the presenters by using checklists and rubrics designed for this purpose. Finally, the teacher will provide feedback to all the students.

The steps will be followed one by one. All the information will be socialized and the questions will be answered correctly by the researcher to avoid future mistakes. Details like the topics to be chosen by the students, timing, resources to develop the activities and the deadlines to upload the videos will be socialized in class. On the other hand, the mobile application WhatsApp will allow the students the possibility to use other tools like sharing status, make reactions and share information by using links.

Methodology

For Taherdoost (2022) Qualitative methods aim to address societies' scientific and practical issues and involve naturalistic and interpretative approaches to different subject matters in contrast to Quantitative research that employs numerical values derived from observations to explain and describe the phenomena. This research uses a quantitative and qualitative approach, where there will be analyzed the reasons for low development of fluency in students who learn English as a second language.

Innovating and incorporating new strategies in the online English language learning is the purpose of this research in order to improve fluency in speaking skill in a group of A2 students from higher education. Selected tests will be applied before, during and after the process to determine improvement in participants' speaking. Surveys will be used to get information about students' points of view about peer feedback to improve fluency.

Research Questions:

Does peer-feedback improve students speaking fluency? What are students' perspectives toward

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peer feedback?

Participants

A sample of 14 students between 18 and 30 years old who come from different sectors of Montalvo city will be part of this study. The students are part of the A parallel of the A2 level of English of the Software Development career from a public Technological Institute. Most of the students have reached the A2 level. There are 8 girls and 6 boys. All students have the same background because they studied in the same high school. All of them have internet access and manage technological tools easily because their career is related to software that means that there will be no difficulties when using virtual tools.

Instruments

Survey

It will provide information about the Students' English level, internet access and their knowledge about technology. The information collected will provide the decisions to be taken by the teacher, including the possibility to clarify ideas. It is known that the new education is online so the teacher will create and send surveys by using Google forms that students will receive in their emails, next answer them properly.

Pre and post tests

Pre and posttest will provide statistical information to confirm whether the videos that will be sent in the group improve students' speaking fluency. The first video will show students' background and skills that they have before the implementation. Specific instructions will be provided to the students by the teacher that must be followed, also the topics to record the first video will be shared too. It will be taken in the first part of the class and students will use it to provide the first feedback as a previous activity. At the end of the process the last video will be recorded and uploaded to identify the improvement of their speaking fluency after applying the innovation. Both videos should have these precise standards that will be fulfilled by the

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participants. There will be a rubric that students have to use for giving a grade to their peers.

Finally, the results will be compared to determine results.

Rubric

Students will have a rubric. The rubric will be used to check the first and the last video and later to provide feedback. Students will be trained to use it correctly. The rubric includes the use of the simple present and simple past tense, there are and there is, preposition of place, vocabulary about routines and places in the city as well as fluency.

Interview

In order to collect information about the students' points of view about peer feedback, it is very important to include the application of the interview. Moreover, the interview will show the level of speaking regarding fluency and possible difficulties. A group of 14 students will be interviewed during extra sessions. A certain limit of time will be given for each student, no more than 5 minutes. They will be helped by the teacher through the application Google meet.

Learning logs

Regarding the difficulties that students could have to face during the application process, learning logs will be applied. Six learning logs will be applied to the students and they will describe their difficulties, opinions, and what they will learn. The learning log will be applied at the end of the week in order to describe their learnings. The teacher will use the information obtained to make decisions in the application process and will describe if there is an improvement regarding fluency in speaking skill. To get better results, there will be the possibility to evaluate the results during the process and incorporate additional tools to enhance the application. The answers will be included to help the researcher make conclusions.

1. What kind of difficulties did you have to provide feedback?
2. Did you understand the rubric? If you answered NO. Explain why?3.- What problems do you have at the moment of speaking?

Ethical Considerations

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The authorities of the public institution will be contacted by the researcher to get their consent about the procedures. The data provided by the students will be confidential to avoid misunderstandings and as Suri (2020) mentioned, the findings need to be interpreted, included, and critiqued in order to show true results. Moreover, the Institute will provide the facilities before starting research because there have been dialogues with the coordinators. The students will be informed about the way they will cooperate while the innovation process takes place.

Data Analysis

The Excel program will be used to organize the data. In order to present and describe the necessary data the researcher will use descriptive statistics. The data will be compared and analyzed to verify if the results of the innovation will be positive or negative at the end of the application. The SPSS program will be used to analyze the pre and post-test quantitatively.

The interview and learning logs will be analyzed in a quantitative way. They will be transcribed and analyzed to get open coding, axial coding and selective coding. The interview will be recorded to get students expectations of being part of this innovation process.

Limitations

The Institute has classrooms with internet access and resources smart TVs and speakers to enhance the English as a second language Learning. At the beginning, the idea of working with the students in the classroom was considered, obviously respecting the biohazard rules about the pandemic. Unfortunately, there was a change and the idea of working in the place mentioned was not possible to develop.

Working by online sessions is not the same as working face to face. The program Google meet is useful but some students do not feel comfortable speaking through a screen, even some of them could feel shy at the moment of share information or ask some questions to the teacher.

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Another limitation that could appear is the good condition of students' personal computers because it is not the same as working with the cellphone. Sometimes the memory included in the smartphones is not enough and the screen is too reduced.

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Appendix 1

Lesson Plan

Available upon request.