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"PEER FEEDBACK AND THE ORAL PRODUCTION"

Author: Byron Miguel Valdivieso Castro
Tutor: Dra. Mg. Mayorie Chimbo Cáceres

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SUPERVISOR APPROVAL
CERTIFY:

I, Dra. Mg. Mayorie Chimbo Cáceres, with I.D number 1802696458, in my capacity as supervisor of the research dissertation on the topic **"PEER FEEDBACK AND THE ORAL PRODUCTION"** investigates by Byron Miguel Valdivieso Castro, with I.D number 150086385-5, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

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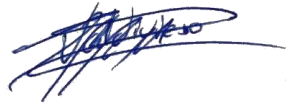**ELSA MAYORIE**
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DECLARATION PAGE

I declare this undergraduate dissertation entitled **"PEER FEEDBACK AND THE ORAL PRODUCTION"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

…………………………………

Byron Miguel Valdivieso Castro
I.D. 150086385-5
AUTHOR

TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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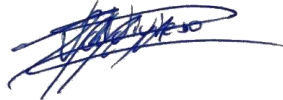**WILMA ELIZABETH SUAREZ MOSQUERA**

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DEDICATION

This important step in my life is
dedicated to my beloved family
who have supported me all the
time.

Byron

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First at all, I would like to express my gratitude to my alma mater, Universidad Técnica de Ambato, where I studied to become an English teacher, for authorizing me to carry out my project there.

I would also extend my total gratitude to my tutor Mg. Mayorie Chimbo who guided me with their experience to successfully accomplish this research.

Byron

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ABSTRACT

Peer feedback is a practical strategy where students interact with each other to assist and assess their productive skills. Nowadays, this strategy has had a positive impact on the development of students' oral skills. For that reason, the objective of the present research was to determine the influence of peer feedback on the evaluation of students' English oral production. The participants in this study were students who belonged to the seventh semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato for two weeks. The methodology used in this study was quasi-experimental and data was collected by performing a pre-test and a post-test to both groups, experimental and control. An interactive oral activity in pairs was considered on both tests and the participants were assessed based on a speaking assessment rubric. Moreover, a survey was applied and analyzed qualitatively using frequency and percentage. Thus, a T-test was used to corroborate statistically the mentioned hypothesis. As a result, implementing peer feedback enables students to give and receive feedback about their peer presentation and it permitted to conclude that peer feedback strategy influences the improvement of students' oral production of the English language.

Key words: peer feedback, oral production, strategy, evaluation, English language

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Tema: "PEER FEEDBACK AND THE ORAL PRODUCTION"
Autor: Byron Miguel Valdivieso Castro
Tutora: Dra. Mg. Mayorie Chimbo Cáceres
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RESUMEN

La retroalimentación en pares es una estrategia práctica en la que los estudiantes interactúan entre sí para asistir y evaluar sus habilidades productivas. Actualmente, esta estrategia ha tenido un impacto positivo en el desarrollo de las habilidades orales de los estudiantes. Por esa razón, el objetivo de la presente investigación fue determinar la influencia de la retroalimentación en pares en la evaluación de la producción oral en Inglés de los estudiantes. Los participantes de este estudio fueron estudiantes que pertenecían al séptimo semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato durante dos semanas. La metodología utilizada en este estudio fue cuasi experimental y los datos se recolectaron realizando un prueba preliminar y un posprueba a ambos grupos, experimental y control. Una actividad oral interactiva en parejas fue considerada en ambas pruebas y los participantes fueron evaluados en base a una rúbrica de evaluación oral. Además, una encuesta fue aplicada y analizada cualitativamente utilizando frecuencia y porcentaje. En consecuencia, se utilizó la prueba T para corroborar estadísticamente la hipótesis mencionada. Como resultado, la implementación de la retroalimentación en pares permite a los estudiantes dar y recibir retroalimentación de sus presentación en parejas y permitió concluir que la estrategia de retroalimentación en pares influye en la mejora de la producción oral del idioma Inglés de los estudiantes.

Palabras clave: Retroalimentación en pares, producción oral, estrategia, evaluación, idioma Inglés

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

The following academic investigations were taken from validated sources such as Google academic and universities' repositories. These investigations supported and guided the current research, which was focused on peer feedback and their influence on oral production, evidencing the independent variable's manipulation and their impact on the dependent variable.

Fang et al.(2018) led an investigation whose main objective was to examine the effect of peer feedback through mobile-assisted, on the development of oral communication performance and communication strategy use. The study applied a quasi-experimental design. The total of participants was 40. More specifically, in the experimental group, 20 participants received peer feedback, and the other 20 participants were in the control group, who did not receive peer feedback. As a result, the authors stated that peer feedback improved students' communication competences but did not improve their communication strategy use. Indeed, the mentioned article contributed remarkably to the present study because it had an affinity with the topic, and the results were very beneficial to students who were using peer feedback to enhance their oral communication and oral strategy.

Chang and Koong (2019) carried out a study which purpose was to compare peer assessment through a mobile supported with the traditional teacher assessment. Sixty university students participated in this quasi-experimental design. In particular, thirty students worked in the experimental group, and the other thirty in the control group. There were two interrogations to achieve. The first was if a mobile application base on peer assessment procedures fosters the learning achievements of

students, and the second one was related to the students' learning insights regarding the mobile-based strategy. Consequently, the mobile-based method can effectively develop students' oral proficiency, facilitate personal reflection, and foster positive learning perceptions. In fact, this study demonstrated a new form to support and assess students' oral competence, where the students had the principal role in order to achieve their learning outcomes.

A study conducted by Fauzan (2016) sought to examine the use of debate technique and peer assessment to improve participant's speaking ability. The participants were students of the third semester at English department of IAIN Samarinda. This study employed a quasi-quantitative approach and classroom action research. Finally, the author concluded that the students' speaking ability improved by the students' interaction and the classroom atmosphere. This article was fundamental in the present work because it showed the impact of the implementation of discussion and peer assessment had on students' oral production. In addition, the results were very beneficial to students who used this strategy in order to improve their oral production.

Another significant study conducted by Prihatini (2015) whose objective was to describe the application of peer assessment, report the procedure, and the students' responses toward the peer assessment technique. This investigation used a qualitative approach. The author concluded that there were some effects; the peer assessment technique greatly impacted the profit of teaching speaking with the material was narrative text. Furthermore, the mentioned article contributed to this project because it had important information about implementing peer assessment and procedures. Also, this investigation guided the present work. In fact, this study showed that peer feedback implementation in the classroom truly helped improve the students' pronunciation.

Chekol (2020) conducted an investigation whose main objective was to finding out the effect of using that strategy on EFL students' speaking attainment and their direction about peer feedback. This investigation used a quasi-experimental design. The participants of this study were thirty-nine students of grade eleven from nine departments of Injibara

middle school. As a result, the participants showed improvements in speaking as grammar, fluency, and vocabulary, but they did not enhance their pronunciation skills. Finally, the majority of students showed a positive perception about using peer feedback in the classroom. Therefore, this research illustrated how useful was peer feedback in developing students' speaking skills. However, it also showed how this technique only worked when students actively contributed to the learning and continuously negotiated to create meaning.

Finally, Yeh et al. (2019) led an investigation whose main objective was to explore the effects of peer feedback via blogs on speaking performance. Forty-five university students who were studying English as a Foreign Language participated in this research. They recorded a series of video clips practicing their English and gave their peers feedback on their speaking performance. The participants were divided into groups who made more progress and less progress on their video clips, blogs and, their self-reflections. In conclusion, the group who gave feedback actively to their peers demonstrated more progress in their speaking skills instead of those who did not give it.

Based on all the articles mentioned in this section, peer feedback significantly influenced the participants' oral production. Thus, each investigation had a specific intention that helped perceive the importance of apply peer feedback to improve the students' oral production. However, the present study had something different because it focused on implementing peer feedback strategy before the final students' oral performance to avoid their oral production mistakes.

1.2 Technical - scientific foundation

1.2.1 Independent variable: Peer feedback

English language teaching

According to Brown (2000) scholars who study language and foreign language acquisition have proved the viewpoint of constructivism through the study of dialogue discourse, social and cultural factors in learning, and integrative theory. Therefore, in this regard, the focus of actual language application is obvious. The most common topics nowadays of language teaching are interactive discourse, social and cultural variables, cooperative group learning, inter-language variability, and international methods. In addition, learners should be immersed in a foreign language environment at an early age, because their senses will be stimulated and develop their English skills.

Tamura (2006) said that English language plays an essential role in the process of child learning because it is the most adapted language in educational activities. Relative to Tamura's point of view, if a child approaches a foreign language, they will face significant challenges that will help to manage and gradually develop the true skills of the foreign language. In addition, this entire process aims to enhance the teaching process to make it meaningful and enduring. It is said that teachers ought to take advantage of the attributes that students have as a base for the target language in the mother tongue.

Assessment

Although various authors use different concepts to define assessment, it is considered a mechanism to measure learners' knowledge. According to Maheshwari (2017), assessment is the information provided for decision-making. It is a systematic process used to collect evidence about students' accomplishments in the cognitive and non-cognitive fields of learning. In fact, evaluation is one of the most critical parts of the educational process.

Moreover, assessment must become a unified part of teaching and learning. The idea of evaluation is to focus on students' learning, identify each scholar's position in their personal learning development, analyze any difficulties that scholars may encounter in learning, and provide guidance for teachers and students to improve learning (Bei Rui, R. 2008).

Regarding this topic, Mertler and Craig (2016) mentioned that assessment is considered as a method and procedure used to gather appropriate outward information and educational answerable. According to this, evaluation has a broader understanding, which will adopt a series of measures to determine the attributes of individuals or groups; the results of related measurements may include different types of tasks used to determine specific cognitive characteristics.

Furthermore, Mertler and Craig (2016) described the formal evaluation method, which carried out advanced planning for administrators who lack spontaneity and more control. They include quizzes, exams, final exams, graded assignments, and test papers. Students not only know how to implement formal authentic methods, but they also know how teachers will use them. Because of this awareness, most students are deeply afraid of these exams, maybe they don't really show the learner's cognitive ability. Nevertheless, informal authentic methods are more spontaneous and are used when teachers need to gather information more frequently. When deciding which method to use, it is necessary to choose a balanced method to obtain reliable information.

Mertler and Craig (2016) also stated that quantitative assessment corresponds to a numerical score, estimating the behavior and characteristics of the learners. This style of evaluation is the one that prevails in all educational systems and we need to find the correct form of quantitative evaluation among evaluations, checklists, rating scales as teachers to make the right choices in an impartial approach. On the other side, qualitative assessment refers to a verbal interpretation of the attributes and the approaches include anecdotal records, impressions and casual questions.

Additionally, formative evaluation is carried out during the guidance period, and its purpose is to determine what adjustments must be made in the guidance (Mertler & Craig, 2016). This kind of assessment is a method used by teachers, which can provide support for teachers to develop teaching and provide feedback for teachers and students to resolve any misunderstandings and problems. Feedback is usually based on informal methods, such as observations and questions.

On the other hand, summative evaluation appears at the end of teaching, semester, course, course, etc. (Mertler & Craig, 2016). At this point, the teacher hopes to evaluate students by determining class goals and assigning grades. In addition, summative assessment is essential for improving students, as well as for administrative decision-making. The purpose of the evaluation is to summarize the student's performance.

Peer feedback

Feedback is often considered a component of educational practice and is essential for student learning and development (Fyfe & Rittle, 2016). There are several terms that are used in the literature to refer to the feedback that students use to generate peer performance, including peer evaluation, peer feedback, and peer rating. Significantly, by playing both the assessor and self-assessment role, student learning can benefit more than students who have only been assessed (Reinholz, 2016).

Additionally, according to Falchikov and Goldfinch (2000), feedback should be conducted in three stages. First, the evaluator should start with the speech aspect to improve the speaker's self-confidence. Secondly, they should seek suggestions for improvement because speakers will be more willing to accept criticism. Finally, feedback should end with other advantages so that constructive feedback is embedded in positive feedback.

Regarding peer feedback strategy, the reason for supporting peer feedback is probably that the receiver and the provider of the input are beneficial, although it is unclear who is more beneficial. It requires feedback providers to listen or read the language of their peers carefully, and in the process may provide them with opportunities to improve their speaking and writing (Alshuraidah & Storch, 2019).

Furthermore, peer feedback may be most effective when integrating it as a regular and routine activity rather than a particular classroom activity (Lee, 2017). It should be noted that for all these possible advantages, there is no clear evidence that peer feedback is better than teacher feedback in all situations. More importantly, peer feedback is not without problems, and it is not always possible. The most common problem is learners' attitudes towards peer feedback: some learners do not accept feedback from peers and prefer feedback from teachers (Maas, 2017); and some learners may be reluctant to provide peer feedback because of fear of offending. This kind of resistance may be found stereotypically in youth classes, but it is more common than this kind of resistance is carried out in a teacher-centered, accuracy-centered, or examination-driven context.

1.2.2 Dependent variable: Oral production

Language learning

Krashen (1981) stated that learning as an action to acquire knowledge. Also, according to the Common European Framework of Reference (2001) noted that languages are taught to develop communication in second languages. Regarding language learning some aims are developed such as language learning for experts and amateur, for educating, and for social motivation that incorporates mobility. In addition, language learning demands understanding and skills which are part of language proficiency. Language proficiency incorporates the capacity to make use of linguistic communication for comprehension, information, and communication.

Regarding this topic, language learning is rarely determined by language teachers or second language learning experts to teach children to use a foreign language effectively. In contrast, language learners or second language learning experts are responsible for making the learner's cognitive function play a correct role (Cook, 2016). L2 learners try to communicate in other languages than their own. Therefore, knowledge needs to be integrated into the intellectual framework of students. It can be concluded that learning is constructive or psychologically constructive. This happens when the learner's cognitive abilities can absorb, interpret, and use their information as part of learning. Then, he learned new knowledge from the knowledge he already had.

Every process related to language learning is the result of teaching theory. Therefore, Byrne (2016) concluded that it is not enough to focus on the teacher's work, and he is also very enthusiastic about students' learning attitude. Therefore, it is understandable that teaching and learning are extremely related processes, because there is no one without the other.

Additionally, learning is very important when students can understand, process, and organize the information presented and respond appropriately to the teacher's commands. Therefore, the student is an actor who complements the learning process, and the more skills and knowledge he or she brings, the better the effect (Gonzales, 2008). In addition, from the perspective of linguistics, intermediary languages are also part of learning. Understandably, the intermediary language is the transitional stage we experience in obtaining fluent and precise foreign language learning.

Productive skills

Successful language learning requires two sets of skills. They are receptive and productive skills. The first set of skills requires a decoding process, and the listener or reader needs to understand the message or information according to their language ability and background. The second group requires a coding process in which the speaker or writer uses the language project to express their message in the language (Firestone, 2019).

According to Sharma (2015), production skills are speaking and writing skills. Receptive ability refers to those skills that allow learners of a second language to receive information and prepare for tasks by reading and listening. These skills enable beginners to understand and acquire knowledge about the new language. Nevertheless, production skills, including writing and speaking ability to produce language in two ways.

Additionally, the goal according to the new educational system is to communicate through the use of useful content or content linked to daily life. However, inadequate assessment instruments are used, which do not contribute to the development of productive skills and consequently, the learner does not master the production of the language (Firestone, 2019). Being able to speak fluently and write full texts is very difficult and requires constancy. For many students, pronunciation and intonation is the most difficult part of speaking.

As mentioned above, foreign language acquisition not only involves learning grammatical structures and vocabulary units; it involves learning and improving four basic skills: reading, writing, listening, and speaking. Therefore, the above skills can be subdivided. Reception skills mean the action to get the information and understand from the remitter. Hence, production skills refer to the action to express the language in written and oral forms.

Writing skill

According to Hornby (2005), writing means "writing letters or numbers on the surface, especially using a pen or pencil." Production skills such as writing are based on the language written, in which certain linguistic subfields such as grammar and semantics play an important role in understanding what someone writes.

Richards and Renandya (2002) stated that writing is the most demanding skill for second language learners because they need to produce ideas, organize ideas and transform them into readable text that this process could be a little difficult for students. Although, writing is a very useful skill, it challenges learners to break through barriers and creates written language, starting from the everyday language that is often used, and gradually developing as the level of students improve.

Speaking skill

Namaziandost et al. (2019) pointed out that one of the most critical production skills is speaking, which has become one of the primary skills students need to communicate successfully. Speaking is considered the expressions, oral expressions, grammar, vocabulary, idioms, and other languages previously learned through listening, speaking, reading, and writing learning skills.

Ahmadi et al. (2017) stated that learners with higher motivation and lower anxiety can speak comfortably and successfully. Products with topics, tasks, and even teamwork enable them to overcome the problem of speaking. Besides, in this regard, the teacher plays a fundamental role in guidance because they rely on them to motivate students through positive feedback.

According to Brown (2004), this productive skill that can be straight and empirically observed. These examinations are always changeless by the accuracy and effectiveness of the examinee's listening skills, which will inevitably damage the reliability and effectiveness of the oral test. Speaking in the classroom involve interaction between teachers and students or between students, depending on how the classroom activities are organized. Compared with writing and reading skills, spoken language has some distinctive features. When speaking, the speaker usually does not speak complete sentences; the speaker uses less vocabulary than written language.

Additionally, Brown (2004) further pointed out that there are some basic types of speaking classification. The imitative refers to the ability to simply imitate words or phrases or sentences. Although this level of pure phonetic oral expression, many prosodic, vocabulary and grammatical characteristics of the language can be included in the standard performance. Then, the intensive is the production of short-spoken language aims to prove the ability within a narrow range of grammar, phrases, vocabulary, or phonetic relations. Also, extensive speaking includes speeches, oral presentations, and storytelling. On the other hand, responsive includes interaction and test comprehension, but is limited to very short conversations, standard greetings and small chats, simple requests, and comments. Finally, interactive speaking refers to conversations, in which we alternate listening and speaking, and have the opportunity to ask the conversation partner to clarify, repeat, or speak slowly.

Oral production

According to Pakkala (2017), oral production is considered as a language activity, which implies linguistics and extra-linguistic knowledge. The first refers to acknowledge the different genres and languages, pragmatics, grammar, vocabulary, and phonetics. The second includes sociocultural knowledge, which means being aware of the cultural norms and values of the society in which the language is used. Therefore, oral production is not only a mechanical skill but also a form of socially constructed communication, making the acquisition process of most language learners more complicated, but it must be covered to consolidate learning.

One of the main aspects of oral production is accuracy. It refers to the correct use of grammar. This ability to use appropriate grammatical structures is reflected in speaking and writing (Rishi, 2014). Sheppard (2015) also pointed out that accuracy includes making learners pay attention to using language correctly. How to use the new vocabulary and grammatical structure correctly to make the meaning clear and without language error.

According to Richards (1992), accuracy is related to "the ability to produce grammatically correct sentences." In other words, the accuracy of language only means grammatical accuracy. However, the word "accuracy" means "not only grammatically but also in vocabulary and pronunciation without errors or almost no errors".(Thornbury, 2005)

On the other hand, Cantero et al. (2020) mention that fluency is not about reading aloud, but the isolation of thought that produces important discourse. Oral expression ability comes from the combination of reading, listening, writing, and speaking, because before speaking fluently, beginners must listen to the teacher or native speaker, watch videos, read real materials, pronunciation, practice, and finally practice speaking to improve their fluency.

Equally important to mention, according to Wood (2017), proficiency describes linguistic performance and production. Fluency has been taught as a function of gaps and fluctuations that are related to pragmatism and structure. In this context, fluency is seen as the integration of the concepts of automation and the formulation of linguistic units into classroom practice. Besides, fluency also explores how people store and retrieve words that are stored in long-term memory. This is because language can be spontaneous in discourse in real life.

On the other hand, pronunciation is the production of sounds; in this respect, the production of English sounds. Learners learn pronunciation by repeating sounds and making them into a habit. Be understood. The point of pronunciation teaching is not to have the same pronunciation as the native language, but it must be easy to understand. For non-native speakers, English pronunciation is one of the most challenging skills (Pourhosein, 2016).

Furthermore, pronunciation refers to the act of speaking clearly and correctly so that it can be understood by surrounding speakers (Torres, 2008). Through pronunciation, students learn that English words have accent patterns and can be pronounced in slightly different ways, and the tone of the sound can be used to convey meaning. In addition, pronunciation is not only the production of speech but also the perception of speech. Nordquist (2018) confirmed that pronunciation is the act of saying a word.

Additionally, in order to become competent learners of spoken English, learners must improve their pronunciation and sound more confident, more skilled, and easier to understand. (Backley, 2015) pronunciation is an important aspect because if the learner has poor pronunciation can lead to misunderstandings and even interruption of communication. On the other hand, if the learner's pronunciation is good, clear communication can be provided and the audience can understand it effortlessly.

Apart from pronunciation, according to Hughes (2013) grammar is part of various structures frequently used by speakers, which do not conform to traditional grammatical norms. In spoken language, the grammatical structure is usually shorter, simpler, and more informal. Therefore, grammar is an important descriptor to consider when practicing oral skills and is combined with vocabulary use.

Moreover, Littlewood (1992) pointed out that grammar is the study of sentence structure. In this case, encourage students to analyze the pattern together with the teacher in order to understand and remember the language and the position of each unit of words. The author points out that grammar includes a set of rules with rules and exceptions to control the language.

One meaningful area to be described in the evaluation criteria is vocabulary related to oral fluency. Vocabulary knowledge is often regarded as an essential tool for second language learners because of their limited vocabulary, which hinders successful communication (Alqahtani, 2015).

Furthermore, in order to evolve the students' oral production, there are some interactive activities students need to use and perform. The interactive activities demand interplay and creativity with an interlocutor. Some examples are role-playing, debates, interview, games.

Nunan (2015) pointed out that role-playing is a technique that allows students to use the target language and communicate. For example, when simulating a job interview in a pair work activity, one student can play a businessman's role. In contrast, another student can play the role of an employee. In the "hotel" scenario, one learner is the client, and the other is the receptionist.

Debates are a useful tool in the classroom, allowing students to express their ideas in a learning environment in which they can interrelate with the target language to take positions on topics that may cause contention. Through debate, students can challenge their English level and greatly improve their communication skills because they are in real life, and their views should be supported by reliable evidence.

Additionally, an interview is a conversation in which participants ask questions and answer. It can be recorded for review and items such as pronunciation, grammar, and vocabulary, fluency, and comprehension are assessed.

Finally, according to Sehgal (2017), games are a strategy to encouraged students to take part and make use of grammar concepts, vocabulary, and fluency. All games with an educational objective help student to have a suitable environment to learn.

1.3 Justification

English is considered an essential language around the world because it offers opportunities in different areas such as academic, employment, commercial, and indeed cultural. According to Duffin (2020), around 1.27 billion people worldwide spoke English either natively or as a second language in 2019. Moreover, the English language has an essential role in Ecuadorian education. The students had to graduate from high school with an intermediate or B1 level in English language (The Ecuadorian's curriculum, 2016). It is supposed to improve EFL in the country; the actual English level has declined in the last few years.

The assessment takes an essential role in the teaching-learning process because it supports and improves student learning and balance. In the evaluation, the teacher has a suitable contribution when giving feedback to their students to support their work progress in the classroom. Likewise, when feedback comes from a partner, the teaching-learning process involves the students as the principal generator of their knowledge.

Peer feedback is sometimes called peer review or peer assessment. Peer assessment is needed to support and assess learners to know their knowledge progress in the classroom. It requires students to be responsible for determining the work of peers based on the set evaluation criteria. It is moderated by the tutor and can be either a formative assessment involving the crafting of feedback.

The present project is **important** because it motivates alternative feedback in pairs, allowing students to be more responsible for their learning process, improving their oral production mistakes, and developing their students' communicative competence. In this way, it is shown the usefulness of this research work in students and teachers since peer feedback will be used to enhance the students' oral production.

This study is also **innovative** because it is focused on the effect of an interpersonal process, that is, peer feedback, on the improvement of oral production. Hence, students will use this strategy to support and assess their peers' tasks before they develop their oral performance in the classroom. This feedback strategy did not implement before this project. It allows students to evaluate their English oral production in pairs. Further, peer feedback will be enforced to the students to provide the recommendation to enhance their oral production.

This research will have a significant **impact** on the students as it promotes the advance of oral production in the English language for communication purposes and application of the students' pair work, allowing them to obtain better fluency, accuracy, and ratings. If the peer feedback does not enhance students' oral production, they will continue making errors in their oral production and getting low grades.

In addition, the **beneficiaries** of the research will be mainly the students of Pedagogía de los Idiomas Nacionales y Extranjeros program at Universidad Tecnica de Ambato. This project intended to highlight the importance of peer feedback strategy in developing the students' oral production in the classroom.

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1.4 General objective

- Determine the influence of peer feedback on the evaluation of the oral production in students from the Universidad Técnica de Ambato.

1.5 Specific objectives

- To identify the students' English oral proficiency level.
- To describe the effects of applying peer feedback in the classroom.
- To compare the level of students' oral production after implementing peer feedback in the classroom.

CHAPTER II

METHODOLOGY

2.1 Research design

The research used qualitative and quantitative approaches. It is qualitative because bibliographic data from validated sources were used; and a quantitative approach for the numerical and statistical techniques was used for their respective analysis. According to Ary et al. (2013), achieving the teaching and learning processes is possible when there is a unification of quantitative and qualitative approaches in the same study.

2.2 Basic mode of investigation

Field

It is field because through this project was possible to go to the place where the problem occurs with all the facilities of the "Pedagogia de los Idiomas Nacionales y Extranjeros program" at the Universidad Técnica de Ambato. With the mentioned research modality, it was feasible to collect the students' information and institution to be investigated.

Bibliographic documentation

This present work was a documentary bibliographic type since it demanded academic papers, articles, educational documents, the internet, and others, being a fundamental part and theoretical support for this research to be consistent. Therefore, this project expands, contextualizes, and deepens the different theories that the authors propose concerning peer feedback and its influence on the students' oral production.

Quasi-experimental

This project was quasi-experimental to determine the effect produced by the independent variable (peer feedback) on the dependent variable (oral production). This modality provides a reliable method to determine the relationship of cause and effect between both variables (Campbell & Stanley, 1963).

2.3 Participants and context

The research was carried out at the "Pedagogia de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato. The participants were students from the seventh semester, belonging to level B1, according to the Common European Framework of Reference for Languages (CEFR). The average age of the students was between 19 and 26 years old. The control group had a total of eleven students. In contrast, the experimental group had a total of 12 students. In this design, two groups were not selected randomly. The experimental group received treatment after the pre-test. Moreover, after the treatment, both groups took a post-test to compare the results and determine the treatment's effectiveness or not.

2.4 Resources

Information collection and instruments

In order to achieve the aim of this research, an interactive activity was considered as pre and post-tests. A speaking rubric adapted from (Foreign Language Institute, 2018) was used for measuring the students' achievement of their oral production during the pre and post-tests. Both tests were scored based on the rubric that evaluated the critical model of vocabulary, grammar, pronunciation, and overall fluency, and it scored over 10 points (Annex 1). The speaking rubric scale was divided into four categories: 0 – inadequate; 1.75 – needs improvement; 2 – meets expectations; 2.5 – exceeds expectations.

Moreover, in the intervention, the experimental group used a rubric adapted from Assessing Group Tasks (Issacs, 2002) to evaluate peer feedback qualitatively. This rubric based on the Likert scale that goes from "Excellent" to "Poor" (Annex 2). Also, both groups answered a survey (Annex 3) about their perceptions of peer feedback, whether it was a vital strategy to use, and contributing to their learning process. This survey consisted of a scaled of Likert format that goes from "Always" to "Never".

Information processing plan

The result of the tests was scored manually, and the mean scores were calculated and also analyzed by using the SPSS program (Statistical Package for the Social Sciences). The difference of the mean scores between the experimental and control group was analyzed by using the "Statistical T-test". This was made to ascertain the effect of the treatment on the experimental group.

2.5 Procedure

This research followed a procedure to demonstrate whether the use of peer feedback influences the improvement of students' oral production or not. First, the students took a pre-treatment sequence based on two methods, such as Task-Based Learning and Communicative Language Teaching. Then, an oral interactive activity was taken into account as the pre-test. Twenty-three students took the pre-test, and it lasted one minute and a half for each pair through the Zoom platform. Subsequently, the students were divided into two groups; in the control group were the first 11 students from the list, and in the experimental group were the following 12 students.

After the pre-test, the experimental group's 12 participants used peer feedback strategy in three sessions of 40 minutes for two weeks. Pair work and individual work were used during this process. The peer feedback implementation consisted of some general aspects such as peer process, the task, and overall. In the peer process, they gave their opinions

and made a brainstorming about the teacher's topic in pairs. After that, in the task, they had to make a graphic organizer about the topic individually. Then, they interchanged their graphic organizer to provide feedback to each other in order to enhance that. Finally, before the individual oral presentation, they made an oral presentation structure supported by their peers. This basic oral presentation structure was first to introduce the topic, then the body part and conclusion.

Considering the peer feedback aspects, the topics of each session of this implementation were the following: in the first session, the teacher gave students a current journal about "Networked classes vs traditional classes". The participants had to read this journal and take notes about the advantages and disadvantages of the topic above. Then, they made an oral debate about their point of view on the topic. In the second intervention, the teacher provided them a video example of "How is a job interview." They had to elaborate on a graphic organizer with the most common questions in an interview. After that, they gave an interview presentation. In the third session, the teacher gave students the topic "Making a reservation." and they had to present a role play about that topic.

The main purpose of this process was to motivate students to practice feedback in peers in almost all students' tasks in the classroom. Hence, this experimental group of students had to provide feedback to their peers in the different stages of the implementation. For that reason, students worked in pairs supporting each other with the intention to improve their work before presenting their oral activity.

After three sessions of treatment, the students from the control and experimental groups took a post-test. An interactive activity, as in the pre-test, was considered in the post-test. The main interest was to evidence whether peer feedback improved the students' oral production of the experimental group improved or not.

Meanwhile, students who belonged to the control group did not participate in the peer feedback intervention and did not receive any peer feedback guidelines. The teacher did not participate in the peer feedback process but played a remarkable role in giving relevant support and scoring their performance, using the speaking assessment rubric.

2.6 Hypothesis

Null hypothesis

Peer feedback does not influence the improvement of the students' oral production.

Alternative hypothesis

Peer feedback influences the improvement of the students' oral production

CHAPTER III

ANALYSIS AND INTERPRETATION OF RESULTS

3.1 Analysis of results

The present chapter presents the obtained results from pre-test, post-test and the survey applied to the students of the seventh semester from Pedagogía de los Idiomas Nacionales y Extranjeros program at Universidad Técnica de Ambato, which was to determine the influence of peer feedback strategy in the improvement of the English oral production. The information has been properly treated, analyzed, and interpreted with the help of tables and figures to have a better appreciation.

First, a table shows the scores acquired from students belonging to the control group in the pre-and post-test. Afterwards, another table shows the scores acquired from the experimental group in both tests. Both tables enable us to proceed to contrast data by means of the T-student test, as well as graphically, which appropriately demonstrates the acceptance of either the null or alternative hypotheses.

Furthermore, the students' oral production was evaluated based on an adapted speaking assessment rubric (Annex 1). The categories considered in the assessment were: vocabulary, grammar, pronunciation, and overall fluency, which is over 10 marks. The average score was according to the student evaluation system of the Universidad Técnica de Ambato (Annex 1).

Finally, a survey of six specific questions was applied to the students of both groups control and experimental considering the field of oral production and of feedback strategy. The results are represented through tables and graphics in which the frequency and percentages are shown.

3.2 Analysis and interpretation of results

Table 1: Pretest applied to control group

Student	Vocabulary	Grammar	Pronunciation	Overall Fluency	Total
1	1,75	2	2	1,75	7,5
2	1,75	2	2	1,75	7,5
3	1,75	2	2	0	5,8
4	1,75	2	2,5	2	8,3
5	1,75	2	2	2	7,8
6	1,75	2	1,75	0	5,5
7	2	2	2	1,75	7,8
8	1,75	1,75	1,75	0	5,3
9	1,75	1,75	2,5	0	6,0
10	1,75	2	2	1,75	7,5
11	2	2	2	1,75	7,8
X	1,8	2,0	2,0	1,2	7,0

Elaborated by: Valdivieso, B. (2020)

The average of the control group is 7,0 in the previews; it should be noted that the above results are based on a total of 10 points.

Table 2: Posttest applied to control group

Student	Vocabulary	Grammar	Pronunciation	Overall Fluency	Total
1	1,75	1,75	1,75	1,75	7,0
2	1,75	2	1,75	2	7,5
3	0	2	1,75	1,75	5,5
4	1,75	2	2	1,75	7,5
5	2	2	2	2	8,0
6	1,75	1,75	1,75	1,75	7,0
7	0	2	2	1,75	5,8
8	1,75	1,75	1,75	0	5,3
9	0	1,75	2	2,5	6,3
10	1,75	1,75	2	2	7,5
11	1,75	1,75	2	1,75	7,3
X	1,3	1,9	1,9	1,7	6,8

Elaborated by: Valdivieso, B. (2020)

The average of the control group is 6,8 in relation to the posttest; it should be noted that the above results are based on a total of 10 points.

Table 3: Pretest applied to experimental group

Student	Vocabulary	Grammar	Pronunciation	Overall Fluency	Total
12	2	1,75	1,75	1,75	7,3
13	1,75	2	2	2	7,8
14	2	2	2	0	6
15	1,75	2	2	2	7,8
16	1,75	2	2	2	7,8
17	1,75	2	2	2	7,8
18	2	1,75	1,75	0	5,5
19	1,75	2	2	1,75	7,5
20	1,75	1,75	0	1,75	5,3
21	0	2,5	2,5	1,75	6,8
22	2	2	1,75	2	7,8
23	2	2	1,75	0	5,8
X	1,7	2,0	1,8	1,4	6,9

Elaborated by: Valdivieso, B. (2020)

The average of the experimental group is 6,9 in relation to the previous test; it should be noted that the above results are based on a total of 10 points.

Table 4: Posttest applied to experimental group

Student	Vocabulary	Grammar	Pronunciation	Overall Fluency	Total
12	1,75	2	2	2	7,8
13	2	2	2	1,75	7,8
14	2,5	2	1,75	2	8,3
15	2	2	2	1,75	7,8
16	2,5	2	1,75	2	8,3
17	2	2	2	2	8,0
18	2,5	2	2	2	8,5
19	2	2	2	2	8,0
20	2	2	2	2	8,0
21	2,5	1,75	2,5	2	8,8
22	2	1,75	2	2,5	8,3
23	2,5	2	2	2	8,5
X	2,2	2,0	2,0	2,0	8,1

Elaborated by: Valdivieso, B. (2020)

The average of the control group is 8,1 in relation to the post test; it should be noted that the above results are based on a total of 10 points.

3.2.1 Vocabulary results
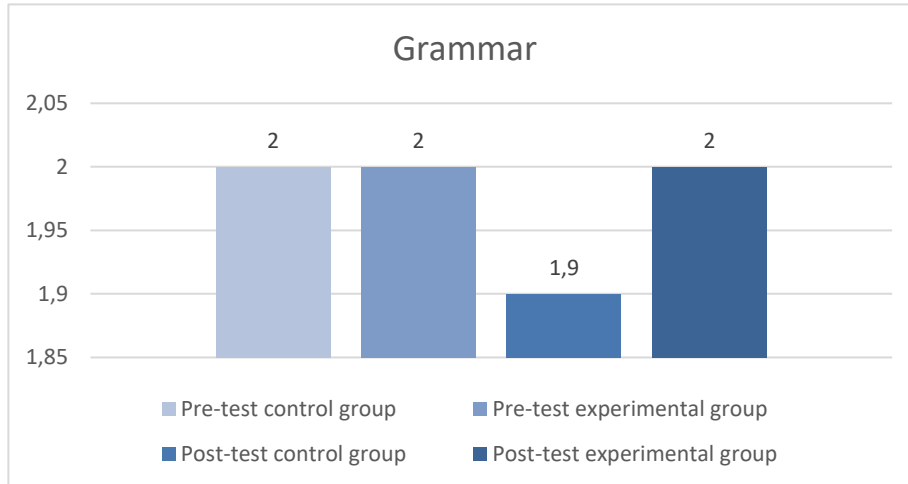
Figure 1: Vocabulary results
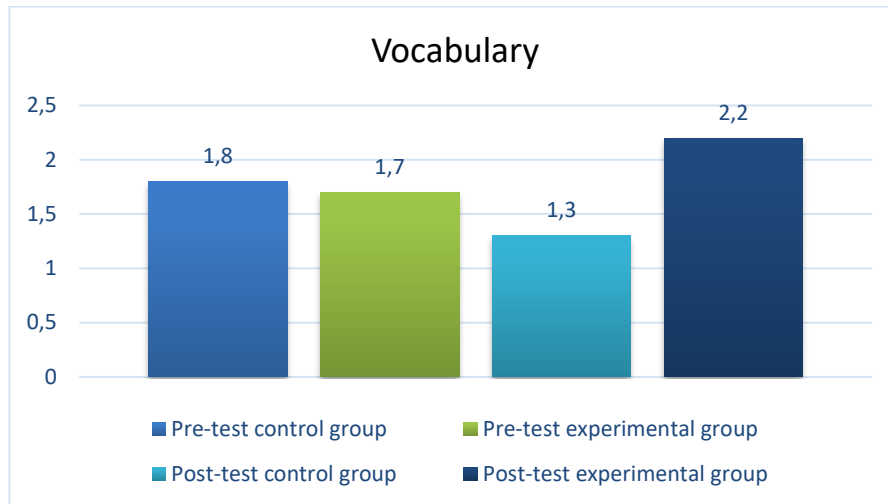
Source: Direct research
Elaborated by: Valdivieso, B. (2020)

Analysis and interpretation

The results in figure 1 show that, in the pre-test, the average of all students in this study who were part of the control group is 1,8. On the other hand, the average of the experimental group is 1,7. Based on the results obtained from the test, it is determined that both groups had the same understanding in the pre-test, with a slight difference. Hence, the average in the post-test of the control group is 1,3 and the average of the experimental group is 2,2. Consequently, the results display that there was a significant increase of 0,9 in the average of the experimental group. This indicates that the students who participated in the intervention acquired more vocabulary than the students of the control group.

3.2.2 Grammar results

Figure 2: Grammar results

Analysis and interpretation

The results in figure 2 show that, in the pre-test, the average of experimental and control groups is 2,0. The results of the tests determine that both the control and experimental groups were close as they present almost the same average in terms of grammar in the previous test. The average of the control group in the post-test was 1,9 and the average of the experimental group in the post-test was 2,0. As a result, from these scores, it is clear that there was a significant increase of 0,1 since the intervention program with peer feedback strategy, in the experimental group.

3.2.3 Pronunciation results

Figure 3: Pronunciation results
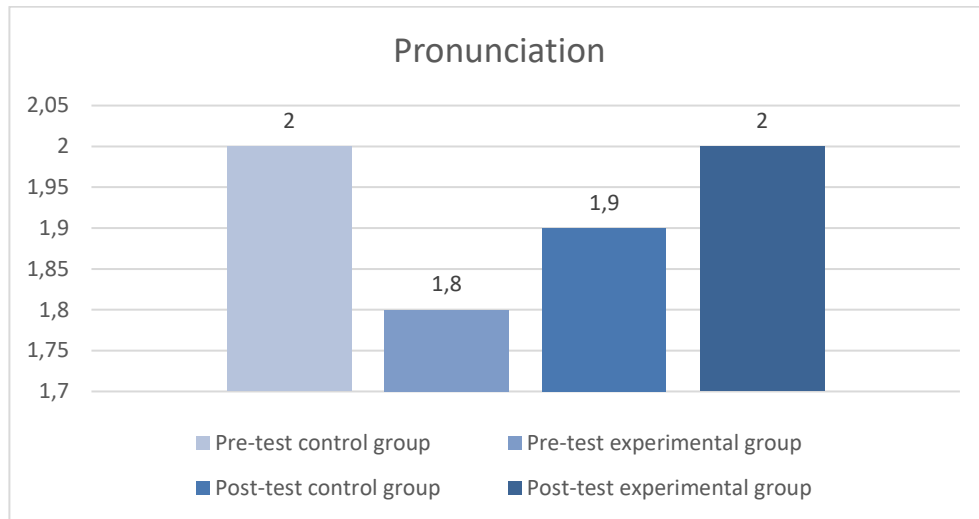
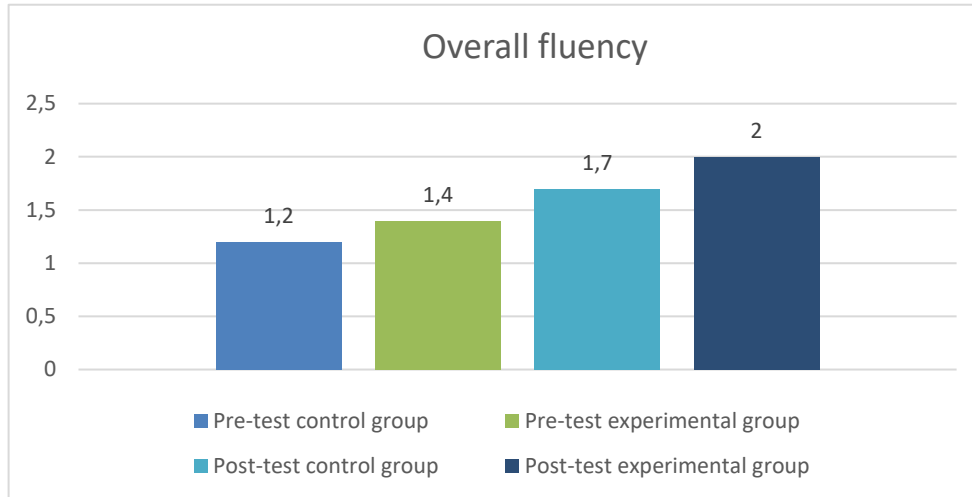Source: Direct research
Elaborated by: Valdivieso, B. (2020)

Analysis and interpretation

The next assessment item in the oral production test is pronunciation. The results obtained by means of the previous test mention that the control group media is 2,0 compared to the experimental group media of 1,8. These two groups had nearly the same average in terms of pronunciation in the pre-test. Similarly, and after applying an intervention plan with the students, the average of the control group in the post-test is 1,9 while the average score of the experimental group is 2,0. Consequently, all these values demonstrate that an increase of 0,2 was achieved after the treatment of applying peer feedback strategy. This has an unquestionable relationship, as the students being in constant exposure to activities where listening is necessary, the students' ear becomes more perceptible to the second language. Accordingly, students begin to emulate the pronunciation they heard.

3.2.4 Overall fluency results

Figure 4: Overall fluency results

Source: Direct research
Elaborated by: Valdivieso, B. (2020)

Analysis and interpretation

The results in figure 4 show that, in the pre-test, the average of all students in this study who were part of the control group is 1,2. Whereas, the average of the experimental group is 1,4. Based on the results obtained from the test, it is determined that both groups had the same understanding in the pre-test, with a slight difference. Therefore, the average in the post-test of the control group is 1,7 and the average of the experimental group is 2,0 points. Consequently, all these values demonstrate that a significant increase of 0,6 was achieved after the treatment of applying peer feedback strategy. It should be noted that students in the control group also slightly increased their grade of 0,5. This is due to the fact that over time, the students developed more fluency according to the normal classes provided by the institution's curriculum.

3.2.5 Control group results

Figure 5: Control group oral production average in the pre- and post-test.
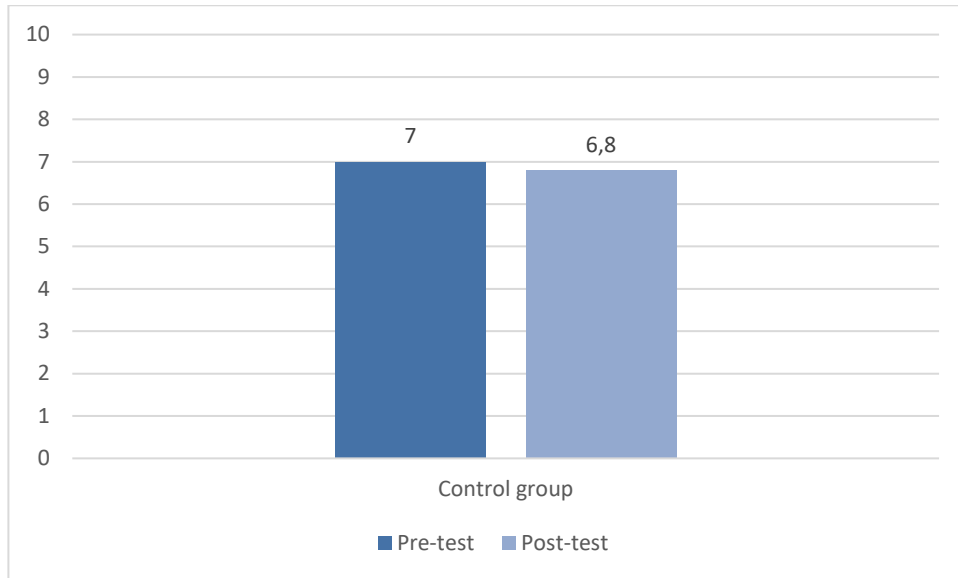
Source: Direct research
Elaborated by: Valdivieso, B. (2020)

Analysis and interpretation

In figure 5, the oral production test score is presented both in pre-test and post-test in the control group, where it was based on 0 and maximum 10 points; the first test, students' average is 7 points, which is equivalent to "good" and it represents 70% of the total. In the second oral production test, students' average is 6.8 points, which is equivalent to "fair" and it represents 68% of the total. Contrasting the scores of both tests, there is neither a noticeable difference nor an improvement in students' oral production.

3.2.6 Experimental group results

Figure 6: Experimental group oral production average in the pre- and post-test.

Source: Direct research
Elaborated by: Valdivieso, B. (2020)

Analysis and interpretation

In figure 6, the oral production test score in both pre-test and post-test of the experimental group and were handled in the same way as in the control group from 0 to 10 points. These students were able to increase their oral production by 1,2 points. Moreover, these students got in the pre-test an average of 6,9 points out of 10, equivalent to "fair", and it represents 69% of the total. In the post-test, the same group got 8,1 points out of 10, equivalent to "very well", which constitutes 81% of the total. This means that their oral production had a 12% improvement after the treatment of the peer feedback strategy.

3.2.7 Verification of hypothesis

In order to perform the hypothesis check, the T-student test was used, which is valid according to the current research project. According to the statistics, the T-student test was used to determine whether there is a significant difference between the means of the two groups. The study hypothesis is described below:

H1: Peer feedback influences the improvement of the students' oral production.
Ho: Peer feedback does not influence the improvement of the students' oral production.

Table 5: T-student test (control group)

	Pre-test	Post-test
Mean	7,0	6,8
Standard derivation	1,2	0,8
Degrees of freedom	10	
T Critical Value	2,2	
T Statistical Value	0,7	
P Value	0,4730	

Elaborated by: Valdivieso, B. (2020)

The table above displays results obtained from the T-student test that analyzed data from the control group. This P-value 0.4730 is narrowly higher than 0.05 which is the maximum according to the authors in the statistical analysis for verification of hypotheses. This means that their oral production improvement is not statistically significant. Therefore, the control group who maintain their normal activities according to the institution's curriculum did not improve their oral production.

Table 6: T-student test (experimental group)

	Pre-test	Post-test
Mean	6,9	8,1
Standard derivation	0,95	0,11
Degrees of freedom	11	
T Critical Value	2,2	
T Statistical Value	3,53	
P Value	0,0047	

Elaborated by: Valdivieso, B. (2020)

On the other hand, the table presented above indicates the statistical results obtained from the analysis of the data of the experimental group. It shows the same variables studied in the control group. In it you can see the difference between the means and the standard deviation, which mentions that they increased their test score, also their scores are close to each other. Finally, the value of P which is 0,0047, significantly lower than 0.05 with a significance level of 5% shows a statistical significance which implies that the null hypothesis H0 is rejected and the alternative hypothesis H1 is accepted. Hence, "peer feedback" influences the improvement of the students' oral production.

3.3 Students` survey results

Question 1. How often do you receive feedback from your teacher in an oral presentation?
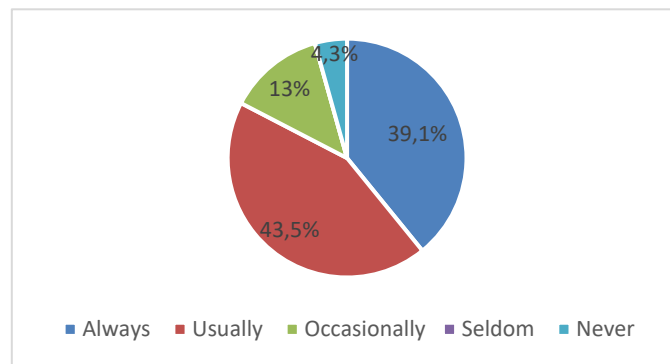
Table 7: Receive feedback from teacher

Alternative	Frequency	Percentage
Always	9	39,1%
Usually	10	43,5%
Occasionally	3	13%
Seldom	0	0,0%
Never	1	4,3%
Total	23	100,0%

Source: Students' survey
Elaborated by: Valdivieso, B. (2020)

Figure 7: Receive feedback from teacher

Source: Students' survey
Elaborated by: Valdivieso, B. (2020)

Analysis and interpretation

According to the data got 43,5% which corresponds to 10 students, answered that they usually receive feedback from their teacher in an oral presentation. Next, 39,1% which corresponds to 9 students, said that they always receive feedback from their teacher in an oral presentation. Moreover, 13% which corresponds to 3 students said that they occasionally receive feedback from their teacher in an oral presentation and 4,3% which corresponds to 1. The results show that a large group of students receive feedback from their teacher in an oral presentation.

Question 2. How often do students need support from their classmates to improve and reinforce their oral production?
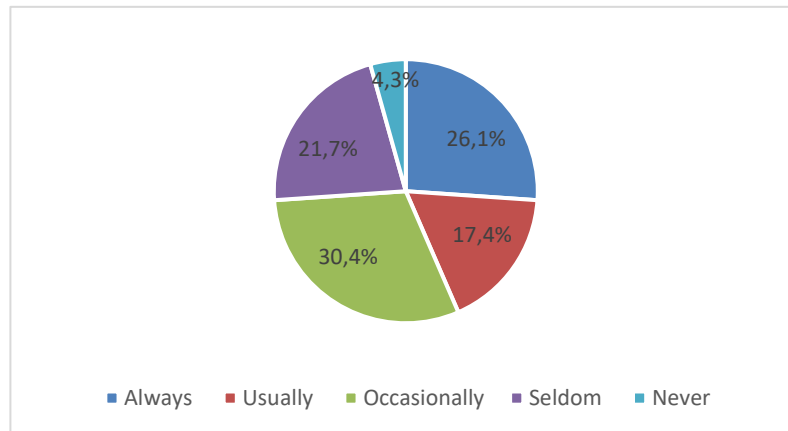
Table 8: Need support from classmates

Alternative	Frequency	Percentage
Always	6	26,1%
Usually	4	17,4%
Occasionally	7	30,4%
Seldom	5	21,7%
Never	1	4,3%
Total	23	100,0%

Source: Students' survey
Elaborated by: Valdivieso, B. (2020)

Figure 8: Need support from classmates

Source: Students' survey
Elaborated by: Valdivieso, B. (2020)

Analysis and interpretation

In this question, 30,4% which corresponds to 7 students, answered that they occasionally need support from their classmates to improve and reinforce their oral production. Then, 26,1% which corresponds to 6 students, said that they always need support from their classmates to improve and reinforce their oral production. Moreover, 21,7% which corresponds to 5 students said that they seldom need support from their classmates to improve and reinforce their oral production. And 17,4% which corresponds to 4 students said that they usually need support from their classmates to improve and reinforce their oral production. Finally, 4,3 which correspond to 1 student.

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Question 3. How often do you support your classmates to enhance their oral presentation in the classroom?
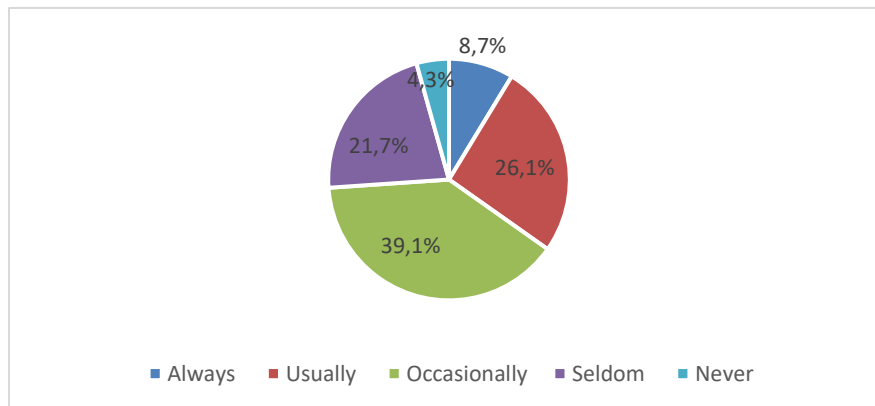
Alternative	Frequency	Percentage
Always	2	8,7%
Usually	6	26,1%
Occasionally	9	39,1%
Seldom	5	21,7%
Never	1	4,3%
Total	23	100,0%

Source: Students' survey
Elaborated by: Valdivieso, B. (2020)

Figure 9: Support classmates' oral presentation

Source: Students' survey
Elaborated by: Valdivieso, B. (2020)

Analysis and interpretation

In the next question 39,1% which corresponds to 9 students, answered that they occasionally support their classmates to enhance their oral presentation in the classroom. Next, 26,1% which corresponds to 6 students, said that they usually support their classmates to enhance their oral presentation in the classroom. Moreover, 21,7% which corresponds to 5 students said that they seldom support their classmates to enhance their oral presentation in the classroom. Then, 8,7% which corresponds to 2 students said that they always support their classmates to enhance their oral presentation in the classroom.
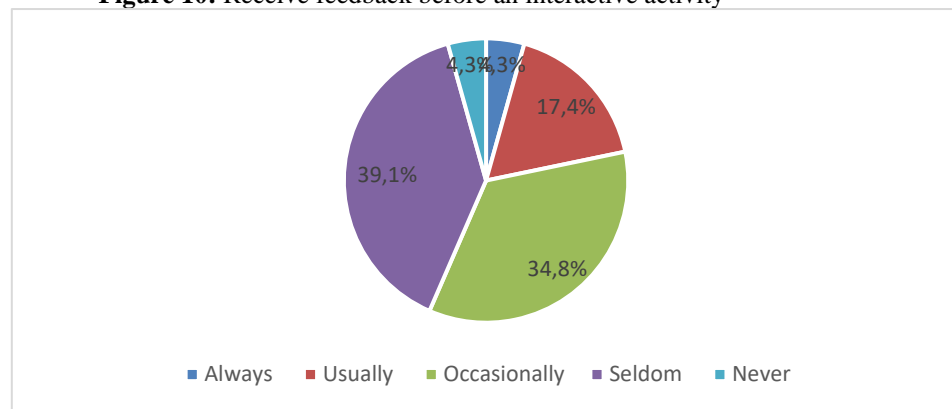
Question 4. How often do you receive feedback from your classmate before an interactive activity in the classroom?

Table 10: Receive feedback before an interactive activity

Alternative	Frequency	Percentage
Always	1	4,3%
Usually	4	17,4%
Occasionally	8	34,8%
Seldom	9	39,1%
Never	1	4,3%
Total	23	100,0%

Source: Students' survey
Elaborated by: Valdivieso, B. (2020)

Figure 10: Receive feedback before an interactive activity

Source: Students' survey
Elaborated by: Valdivieso, B. (2020)

Analysis and interpretation

According to the data obtained 39,1% which corresponds to 9 students, answered that they seldom receive feedback from their classmates before an interactive activity in the classroom. Furthermore, 34,8% which corresponds to 8 students, said that they occasionally receive feedback from their classmate before an interactive activity in the classroom. Next, 17,4% which corresponds to 4 students said that they usually receive feedback from their classmates before an interactive activity in the classroom.
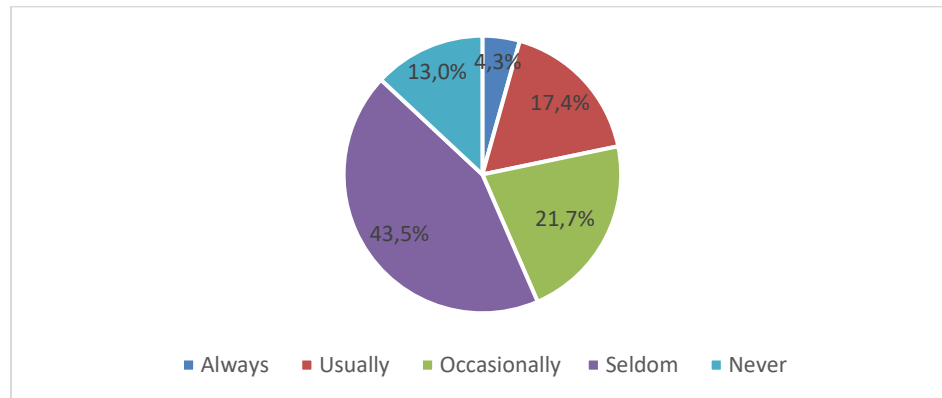
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Question 5. How often do you receive feedback from your classmate after an interactive activity in the classroom?

Alternative	Frequency	Percentage
Always	1	4,3%
Usually	4	17,4%
Occasionally	5	21,7%
Seldom	10	43,5%
Never	3	13,0%
Total	23	100,0%

Source: Students' survey
Elaborated by: Valdivieso, B. (2020)

Figure 11: Receive feedback after an interactive activity

Source: Students' survey
Elaborated by: Valdivieso, B. (2020)

Analysis and interpretation

In this question, 43,5% which corresponds to 10 students, answered that they seldom receive feedback from their classmates after an interactive activity in the classroom. On the other hand, 21,7% which corresponds to 5 students, said that they occasionally receive feedback from their classmate after an interactive activity in the classroom. Moreover, 17,4% which correspond to 4 students said that they usually receive feedback from their classmate after an interactive activity in the classroom. Then, 13% which correspond to 3 students said that they never receive feedback from their classmates after an interactive activity in the classroom. And 4,3% which corresponds to 1 point.

Question 6. How often do you practice your oral production before an oral presentation?

Table 12: Practice oral production before an oral presentation

Alternative	Frequency	Percentage
Always	5	21,7%
Usually	12	52,2%
Occasionally	6	26,1%
Seldom	0	0,0%
Never	0	0,0%
Total	23	100,0%

Source: Students' survey
Elaborated by: Valdivieso, B. (2020)

Figure 12: Practice oral production before an oral presentation
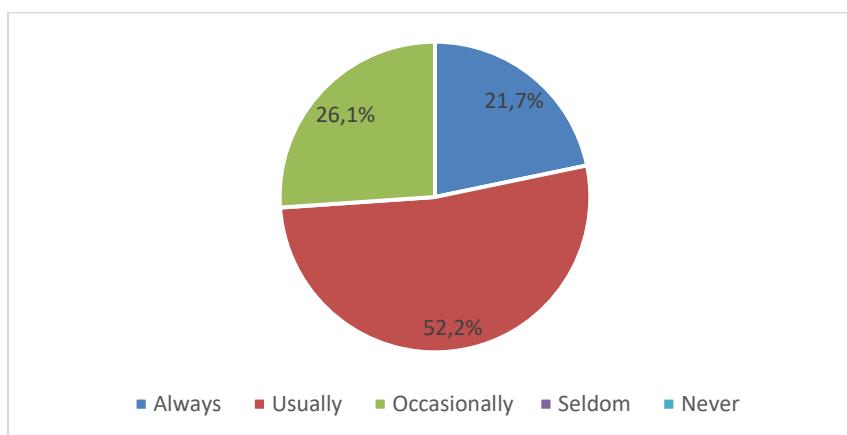
Source: Students' survey
Elaborated by: Valdivieso, B. (2020)

Analysis and interpretation

In this question, 52,2% which corresponds to 12 students, answered that they usually practice their oral production before an oral presentation. Next, 26,1% which corresponds to 6 students, said that they occasionally practice their oral production before an oral presentation. Moreover, 21,7% which corresponds to 5 students said that they always practice their oral production before an oral presentation. And 0% showed that they seldom and never practice their oral production before an oral presentation.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- The students' English oral production proficiency level was identified through a pre-test. In fact, an interactive oral activity was considered as the pre-test to both groups, experimental and control. The results of the control group showed some inconveniences in vocabulary and their overall fluency with an average of 7 over 10 points, which equivalent to "good". On the other hand, the results of the students who belonged to the experimental group showed some deficiency in vocabulary, pronunciation, and fluency with an average of 6.9 which equivalent to "fair". However, neither of the two groups displayed any difficulties in the grammar aspect.

- The implementation and practice of peer feedback in the classroom had positive effects on the students who participated in the intervention using this strategy. One of these effects was that students build confidence to give support and assess their peers in order to improve their oral production. Another beneficial effect was that students develop their critical thinking allowing students to reflect on a specific topic and make logical connections between ideas. Finally, the use of peer feedback involved students in their learning process making them participate actively in the classroom.

- There was a significant difference between the students' results who received peer feedback implementation and the students who did not have any intervention process. Students from the experimental group experienced an important difference between their mean of the pre-test with their mean in the post-test. In the post-test, the experimental group displayed an average of 8.1 points, which equivalent to "very well". This proves that peer feedback strategy had a positive influence on the students belonging to the experimental group in comparison with those students of the control group whose average did not improve in the post-test.

4.2 Recommendations

After all the process in which the influence on the independent variable, peer feedback on the dependent variable, oral production; the following recommendations were established:

- It is suggested implementing more oral interactive activities such as the role-plays, debates, discussions; where students work in pairs in the classroom because the more exposure students have, they will acquire more vocabulary, also will develop their fluency, and enhance their pronunciation. In fact, students would improve all those aspects of oral production practicing the interactive activities.

- It is also advised applying more sessions of peer feedback to the students in the classroom to have positive effects, because there are few students who do not trust their classmates' critical. Furthermore, it is important to instruct students on how to assess and provide a correct feedback to their peers.

- It is recommended implementing this study with a quasi-experimental research in order to compare the difference between students that attend to peer feedback intervention and the student who do not have any treatment sessions. This action would allow more teachers the opportunity to apply this strategy with students frequently.

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ANNEXES

(Annex 1) Pre-test – Post-test

RUBRIC 1

Speaking assessment rubric

Date:_____

Student's name:_____

Categories	0– inadequate	1.75 – needs improvement	2 – meets expectations	2.5 – exceeds expectations
Vocabulary	Uses only simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly.	Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions.	Uses varied vocabulary and expressions learned in class, and makes only a few errors in word choice.	Uses appropriate expressions and a wide range of vocabulary learned in and out class.
Grammar	Uses only basic structures and makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors.	Uses a variety of sentence structures but makes some errors.	Uses many different structures depending on contexts with only a few grammatical errors.
Pronunciation	Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand.	Pronunciation, rhythm and intonation errors sometimes make it difficult to understand the student.	Pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand.	Pronunciation, rhythm and intonation are almost always clear and accurate.
Overall fluency	Speaks with much hesitation, which often interferes with communication.	Speaks with some hesitation, which sometimes interferes with communication.	Speaks with some hesitation, but it doesn't usually interrupt the flow of conversation.	Speaks smoothly with little hesitation and doesn't interrupt the flow of conversation. Speaks with confidence.

Adapted from TFU foreign language assessment rubrics (2018).

Rating	Equivalence
9.0 to 10	Excellent
8.0 -8.9	Very well
7.0-7.9	Good
4.0-6.9	Fair
0.0-3.9	Poor

According to student evaluation system of the Universidad Técnica de Ambato (2017).

(Annex 2) RUBRIC 2 Intervention

Peer assessment rubric

Date:_____

Student being assessed:_____

Student making the assessment:_____

For each aspect, mark an X to assess your partner's work and provide a comment for his/her improvement.

General aspects	Specific aspects	Poor	Fair	Good	Excellent	Comment for improvement
Peer process	Asked useful questions and answers (exchange their ideas about the topic)					
	Communicated constructively to the discussion					
	Encouraged and assisted other group members					
The task	Made an intellectual contribution to the achievement of the task					
	Contributed a significant amount (measure in ideas) to the graphic organizer					
	Supported to the sequence of the oral presentation					
Overall	Based on your rating and comments above, this student's contribution overall to this procedure					

Adapted from *Assessing Group Tasks*. Teaching and Educational Development Institute,Queensland,Australia by Issacs, G. (2002)

Annex 3. Students' survey

<div align="center">

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</div>

Name:_____

Date: _____

Instructions: Please put a (X) in the appropriate column for each item.

Questions	Always	Usually	Occasionally	Seldom	Never
1. How often do you receive feedback from your teacher in an oral presentation?					
2. How often do students need support from their classmates to improve and reinforce their oral production?					
3. How often do you support your classmates to enhance their oral presentation in the classroom?					
4. How often do you receive feedback from your classmate before an interactive activity in the classroom?					
5. How often do you receive feedback from your classmate after an interactive activity in the classroom?					
6. How often do you practice your oral production before an oral presentation?					

Author : Valdivieso, B. (2020)

Annex 4. Materials

PRE-TEST
Activity: Discussion - Question and Answers
Topic: Pollution
Time: oral presentation of 1 minute and half por each pair work.
Suggested questions: -What are some types of pollution? - Is plastic good or bad? Why ? -Why do we need plastic? - How can we prevent plastic pollution? -Where do plastics in the ocean come from? -How can we prevent ocean pollution due to plastics? -How do you contribute to the solve this problem? -Do you usually drink bottled water? Why or Why not? -Do you have any ideas on how to minimize the use of plastic bags and Styrofoam boxes? -Do you recycle plastic at home? Why (not)? -How has the world changed since you were a child? (technology, values, environment, health) -What types of energy are popular in your native country? -What can you do to make this world a better place?

POST-TEST
Activity: Discussion - Question and Answers
Topic: Humans vs machines jobs
Time: oral presentation of 1 minute and half por each pair work.
Suggested questions: - Will machines replace humans at work in 2021? - Which jobs will be in demand in the next 10 years? -What are the things that humans can do and machines can't? - Do you think English teacher will be replace by robot? - Do you think technology (apps of language) will replace English teachers in the future? -Do you think machines are more important than humans? Why? - How will automation affect the supply of labor?

-Where machines could replace humans—and where they can't (yet)
-Which jobs will or won't be replaced by machines?
-Do you think that technology steals people's jobs?
-In what type of job might a human be happy to have a robot take over some tasks?
-How can we change the education to prepare new generations for automation?
-If robots take on some tasks currently performed by humans, how might the humans' jobs change?
-Who might be affected positively and negatively by the addition of robots in the workforce?

INTERVENTION

Session 1

Current journal: "Online classes vs traditional classes."

1. Make a brainstorming about the topic using Zoom whiteboard.

2. Read the following article carefully:
   https://www.goodwin.edu/enews/online-classes-vs-traditional-classes/#:~:text=Online%20classes%20also%20give%20students,work%20at%20an%20individualized%20pace.&text=Today%2C%20about%201%20in%20every,in%20a%20traditional%20classroom%20setting

3. Make a graphic organizer about the advantages and disadvantages of the topic using
   https://drive.google.com/drive/folders/1VOJm_hDjiWfNeyLfax9_kfQreM55cvnA?usp=sharing

4. Divide into two groups with breakout room

5. Peers from experimental group provide feedback about the graphic organizer in order to enhance that using the rubric
   https://forms.gle/d8PqNXKaptWwRvqP6

6. Both groups make an oral debate about online classes vs traditional classes

Session 2
Topic: "How is a job interview"
1. Watch the following video: https://www.youtube.com/watch?v=KCm6JVtoRdo&t=1003s&ab_channel=CareerVidzhttps://www.youtube.com/watch?v=KCm6JVtoRdo&t=1003s&ab_channel=CareerVidz   2. Make a graphic organizer with the most common questions in an interview.   3. Peers provide feedback about the graphic organizer in order to enhance that using the rubric https://forms.gle/d8PqNXKaptWwRvqP6   4. Make an interview presentation in pairs
Session 3
Topic "Making a reservation"
1. Make a brainstorming about the topic using Zoom whiteboard.   2. Make a graphic organizer about the topic.   3. Peers provide feedback about the graphic organizer in order to enhance that using the rubric. https://forms.gle/X8vqkuoYf7Ry9Hr3A   4. Make a role play in pairs

Peer assessment rubric

https://forms.gle/d8PqNXKaptWwRvqP6

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CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Mg. Xavier Manuel Sulca Guale with, I.D. No. 1802447548, certify that I conducted the expert judgment on this instrument designed by Byron Miguel Valdivieso Castro, with I.D. No. 150086385-5 for the Final Degree Project entitled "PEER FEEDBACK AND THE ORAL PRODUCTION" since it is a fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, November 10th, 2020.

Sincerely,

Firmado electrónicamente por:
MANUEL XAVIER SULCA GUALE

_____

Mg. Xavier Manuel Sulca Guale

I.D. 1802447548

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
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EXPERT JUDGMENT EVIDENCE

I, Lic. Edgar Encalada Trujillo with, I.D. No.0501824171, certify that I conducted the expert judgment on this instrument designed by Byron Miguel Valdivieso Castro, with I.D. No. 150086385-5 for the Final Degree Project entitled "PEER FEEDBACK AND THE ORAL PRODUCTION" since it is a fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, November 12th, 2020.

Sincerely,

Lic. Edgar Encalada Trujillo
I.D. 0501824171

Urkund analysis

URKUND

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