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The Impact of Peer and Self-assessment on Teenage B2 Students´ Use of Present
Perfect Simple, Present Perfect Continuous and Past Perfect Simple in their
Spontaneous Spoken Production

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Research Report submitted

in partial fulfillment of the requirements for the degree of

Master in English Language Teaching – Autonomous Learning Environments

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RUNNING HEAD: THE IMPACT OF PEER AND SELF-ASSESSMENT ON TEENAGE B2 STUDENTS´ USE OF PRESENT PREFECT SIMPLE, PRESENT PERFECT CONTINUOUS AND PAST PERFECT SIMPLE IN THEIR SPONTANEOUS SPOKEN PRODUCTION.

4

Abstract

This qualitative action research study investigated the impact of peer- and self-assessment strategies on enhancement of oral competence. The 17 participants were semi-fluent B2 (CEFR) speakers of English. However, at the beginning of the study, they communicated only through relatively basic grammar structures. This research study was framed upon the belief that one of the abilities underlying speaking proficiency is grammatical competence, which consists of grammar, vocabulary and pronunciation (Oxford, 1989). Similarly, Gu (2010) believes that Learners supported by learning strategies can maximize their outcome and, therefore, improve their oral production. Peer-assessment contributes to the development of self-directed learners (Boud, 1991), and provides more tools for self-evaluation (Cheng & Warren, 2005). Additionally, self-assessment improves learner motivation, reduces frustration, increases productivity and autonomy, and leads to higher retention.

The study showed that these two self-monitoring strategies have a positive impact on the participants' oral competence. The learners became more aware of their use of tenses as they were able to identify their own mistakes, provide feedback to their peers and reflect on the value of peer and self-assessment. Additionally, they became more autonomous as to set new action plans in order to improve their use of perfect tenses.

Key words: self-assessment, peer-assessment, oral competence, self-monitoring, self-directed learners.

Resumen

Este estudio cualitativo de Investigación-Acción explora el impacto de estrategias de

evaluación de pares y autoevaluación para mejorar la competencia oral. Los 17

participantes son hablantes semi-fluidos de Inglés, B2 (CEFR). Sin embargo, en la etapa

inicial del estudio, se comunicaban solo usando gramática básica. Este estudio se basa en

la creencia de que una de las habilidades que incluye la proficiencia oral es la competencia

gramatical, que consiste en gramática, vocabulario y pronunciación (Oxford, 1989). Así

mismo, Gu (2010) cree que los estudiantes apoyados por estrategias de aprendizaje pueden

maximizar sus resultados, y entonces, mejorar. La evaluación de pares contribuye al

desarrollo de estudiantes autónomos (Boud, 1991), y provee más herramientas para la

auto-evaluación (Cheng & Warren, 2005). Adicionalmente, la auto-evaluación incrementa

la motivación de los estudiantes, reduce la frustración, incrementa la productividad y la

autonomía, y conlleva a mayor retención.

Este estudio demostró que estas dos estrategias se auto-monitoreo tienen un impacto

positivo en la competencia oral de los participantes. Los estudiantes se hicieron mas

conscientes de su uso de los tiempos verbales ya que pudieron identificar sus propios

errores, proveer retroalimentación a sus compañeros y reflexionar en el valor de la

evaluación de pares y la auto-evaluación. Adicionalmente, llegaron a ser mas autónomos al

proponer planes de acción para mejorar su uso de los tiempos perfectos.

Palabras Clave: Auto-evaluación, evaluación de pares, competencia oral, auto-monitoreo,

estudiantes autónomos.

Tabla de contenido

Chapter One: Introduction

Oral communication in English is one of the main purposes of teaching; in fact, according to Scarcella and Oxford (1992), input, output and interaction constitute the three main elements for the context in which language learning develops. Besides, Ur (1991) suggested that as most language learners are interested in learning how to speak first, having students produce language spontaneously should be one important objective of every language teacher.

However, communicating spontaneously in the second language does not necessarily mean the speaker's language is accurate. An important factor to consider would be the role of grammar or oral accuracy, which has been a major concern in the recent years in ELT (Hedge, 2000). Therefore, some questions arise: should learners pay attention to the structures they use? Should they only care about being fluent and merely understood by the listener? These questions are answered only by the context in which the language is taught and the purpose of learning. Hedge (2000) stated two possible scenarios; learners who are interested in linguistic accuracy or the ones who are focused on negotiation of meaning and aim at fluency.

At the institution in which this study took place, a bilingual international school, the students belong to a program called the International Baccalaureate (IB, hereafter); this means that they needed to fulfill specific international requirements. One of those requirements was to pay attention to the two scenarios Hedge proposed: oral fluency and oral accuracy at the same time. Students were required to use a variety of tenses, including complex structures, in their spontaneous oral production (IBO, 2011). This ability was of great benefit for the learners as they became more competent in their L2 and might be able

to consider the possibility to study in an Anglophone culture or have better job
opportunities in the future.

Not does only the institution need to fulfill these international standards but also
the ones the Ministerio de Educacion Nacional (MEN, hearafter) has established at a
national level. In 2005, the MEN released a new project in which bilingualism was
fostered. The main purpose of this project was to improve the communicative competences
in English as a foreign language at all educational levels. The project (MEN, 2005) expects
that by 2019, all the high school students will be at least B1 according to the Common
European Framework standards. This means that, this research project aimed at helping the
target learners to fulfill both national and international standards.

Consequently, as this study aimed to enhance the oral production process by
making it more accurate and effective by the implementation of self and peer-assessment
strategies, it was of great benefit for the ELT community in general. Additionally, it could
enrich current ELT research in terms of the effectiveness of these strategies for polishing
students' production.

The first chapter outlines the general idea of the project, a description of the
population and a rationale on why this is a problem in the research context and what
motivated the researcher to work on the topic. Next, it shows the objectives expected to
achieve in terms of spoken production on the students.

In the theoretical framework or second chapter, the main constructs are considered
and discussed as grounds for this research project. This chapter provides a review of the
literature on oral production and grammar competence. Next, it addresses self-monitoring
as the umbrella term for peer and self-assessment (metacognitive strategies). Finally, some

similar studies done on oral production, grammar competence and peer and self-assessment is also reviewed.

Later on, the third chapter deals with the research design and goes deeper into the context of this study and its participants. Additionally, it explains the teacher's role, the data collection instruments and procedures used throughout this research study.

In chapter four, the pedagogical intervention is explained in detailed. After dealing with the problem, proposing a solution and planning the research design, it is now necessary to plan the intervention and design the instruments to be used in the process.

Chapter five deals with the data analysis and results of the implementation process, explaining the categories, sub categories and core category. The research question is answered and some conclusions given.

Finally, in chapter six the main results are explained along with the pedagogical implications of this research study. What is more, the limitations and further research are shared.

Statement of the Problem

The student participants of this project belong to the Gimnasio del Norte School, a certified international institution, these learners had been studying English for about seven years at the moment this study began. Learners were higher intermediate students aiming to achieve their diploma in English B – higher level. According to the Common European Framework, these learners would be placed in B1 – B2 level. Language B class was taken four days a week, with one hour and fifteen minutes spent in every session. These learners had studied basic (e.g simple present tense) and complex grammar structures (e.g. perfect

tenses) in previous courses; hence, they were expected to use them at the end of the

process when they took their diploma examination.

Two of the objectives (International Baccalaureate Organization, 2011, p.53) of the

Language B Diploma Program are the following:

- Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- Understand and use language to express and respond to a range of ideas with accuracy and fluency.

As part of the requirements of the IB, students need to present an international exam

called "Diploma", which is taken in the second year of the course, at the end of eleventh

grade. One of the sections of this exam is called Internal Assessment, which represents the

30% of the final diploma score. The Internal Assessment is based on two oral activities:

one of them is called *Interactive Oral Activities*, it consists of a set of three activities done

in the classroom along the two years. The other one is the *Individual Oral,* which is a

recording with the teacher; this activity is based on two possible topics: Health and

Science and Technology. Students are shown a picture and they must relate it to one of the

options and an Anglophone culture (International Baccalaureate, 2011).

Even though these activities are evaluated by the teacher, the IB sends the assessment

criteria, which the teacher must follow rigorously as the activities will be externally

moderated after completion. There are two aspects to evaluate:

a. Criterion A: Productive skills

b. Criterion B: Interactive and receptive skills

Band 5 -6	language is generally correct, *varied* and idiomatic
Band 7 – 8	language is *accurate*
Band 9-10	language is *varied* and idiomatic

Table 1. Assessment Criteria for individual Oral. Criterion A.

Most of the diploma students at Gimnasio del Norte do not use a wide range of

grammar when presenting their individual and interactive oral activities for their internal

assessment. Therefore, for this research project, the focus will be on Criterion A

"Productive Skills" and more specifically on how accurate and varied the language of

the student is (linguistic competence). Table 1 shows the specific aspect of the assessment

criteria that will be studied during this project (IBO, 2011), it is criterion A: Productive

skills, which deal with how accurate and varied the language is. Language in Table 1 refers

to vocabulary and grammar; the research project will be focused on the latter.

In order to carry out the needs analysis to validate the area of this research, two

instruments were applied: a natural conversation that students recorded in pairs about a

topic of their selection and a questionnaire. The natural conversation was further analyzed

by using a tally sheet. The purpose of this instrument was to see the range of grammatical

structures students used when communicating spontaneously. It demonstrated that students

are mostly fluent when discussing a topic, but most of them fail to use perfect tenses in

their spontaneous oral production. Data analysis revealed that these learners show a

tendency to use simple tenses and present and past progressive only. Only one participant
used present perfect simple throughout the six minutes interaction.

Moreover, the questionnaire showed some interesting data regarding students'
perceptions of the importance of the use of these complex structures in their oral
production and some background information. All the participants reported they have been
studying English for more than three years and they expressed they considered themselves
fluent speakers of the language (ranging from good to very good). Two participants
reported they felt their fluency was poor. And these same two learners reported they did
not feel confident when speaking the language while others said they felt rather confident
or very confident when using L2 for oral production. On further enquiry, participants
reported they agreed with the following statement "It is important to use a variety of tenses
when you speak". This suggests that students are aware of the great relevance of the use of
complex grammar for their spontaneous oral production. Additionally, this implies that
even though they are already fluent speakers, they need to work on their linguistic
competence in terms of including complex structures in their speech.

The analysis also showed that some participants used some strategies to improve
their oral production. Among the strategies they use, listening to music and watching
movies in English were the most recurring ones, which suggests that self-monitoring and
self-evaluation had not been used as part of their action plan for improvement. Although
all the participants who answered the survey reported they would like to improve their oral
production skills, most of these learners are fluent and able to maintain a conversation on
any topic spontaneously, but because they are unable to convey complex grammar when
communicating, they do not score higher than Band 6 for Criterion A (See Table 1).

Regarding this issue, Ellis (2006) pointed out that some learners have shown the ability of mastering a wide range of complex grammar structures. For example, Green and Hetcht's (1992) study supported Ellis' point by stating that some German learners of English could explain 85% of their own grammatical errors, which proves that they know the grammar structures in question but are unable to use them accurately and spontaneously. It is predicted in this study that if learners are able to achieve that kind of expected awareness, they will be able to include the present perfect simple, continues and the past perfect in their spontaneous oral production.

As the learners were fluent speakers of the language, but had not been able to include the complex structures they had already learnt in their spontaneous oral production, the researcher thought necessary to take them through a process of self-monitoring to solve the problem. If students realize they are not using the structures by self-monitoring they might have the opportunity to be aware of this issue and start working on an action plan to include them in future speech.

Research Question

It was observed that students did not use a wide range of grammar but most of them were very fluent in the language. It is believed that with the implementation of self-monitoring strategies, such as peer and self-assessment, students might be able to include high order grammar in their production.

How might peer and self-assessment impact teenage B2 students´ use of present

perfect simple, present perfect continuous and past perfect simple in their

spontaneous spoken production?

Main Objective

- To determine the impact of self-monitoring strategies on the use of complex

  grammar (perfect tenses) in spontaneous oral production.

  Specific objectives.

  1. To examine how self-assessment might influence students' usage of complex

     grammar in spontaneous oral production.

  2. To examine how peer-assessment might influence students' usage of complex

     grammar in spontaneous oral production.

  3. To analyze the impact of self and peer-assessment in students' use of the tenses

     in question.

Rationale

Students at Gimnasio del Norte are required to fulfill some requirements to obtain

their Diploma; one of those requirements is to use a wide range of grammar in their oral

production to have high marks in Criterion A.

Because many students have repeatedly been unable to meet this objective, the

researcher believes that it is necessary to use self-monitoring to help students develop the

ability to include higher order language in their spontaneous speech. As Gu (2010) stated,

learners supported by learning strategies, such as self-monitoring ones, can improve their

role in managing and controlling their learning process, therefore, maximizing their

outcomes of learning.

According to Oxford (1989), one of the abilities underlying speaking proficiency is

grammatical competence, which consists of *grammar*, vocabulary and pronunciation. This

competence empowers students to use and understand grammatical structures, hence, they become more fluent. In this study, the researcher has focused on the grammatical aspect only, leaving vocabulary and pronunciation aside.

Oxford (1989) also stated that one of the main factors affecting the development of *grammatical competence* is that learners are not provided with speaking activities to develop oral fluency and accuracy. This study provided the participants with those activities to foster the inclusion of complex structures in their spontaneous oral production. Considering that oral production is a very important area for learners, and given that they needed to develop the ability to include complex grammar in their speech throughout their daily communication, the implementation of self-monitoring practices was taught to be the way to tackle these situations in their EFL classroom context.

Chapter Two: Theoretical Framework

This framework provides a review of the literature on oral production and grammar competence as the main constructs of this research. Next, it addresses self-monitoring and self-evaluation (metacognitive strategies). Finally, some similar studies on oral production, grammar competence and metacognitive strategies are also discussed.

Oral Production and Grammar Competence

According to Scarcella and Oxford (1992), input, output and interaction represent the immediate linguistic context in which language develops. This means that oral production is a key component of language development. Regarding oral production, Ellis (1999) proposed some stages for unplanned or spontaneous production. He stated there is a *silent period* where the learner is acquiring all the necessary tools to communicate. Then, the learner experiences *formulaic speech,* which the author refers to as the stage in which some chunks of language are learnt and used in communication, for example, expressions such as "May I go to the bathroom", "Thank you", "How are you" and so forth. After this period, the learner enters another stage called *structural and semantic simplification*, in which he simplifies meaning and structures with the aim of communicating his ideas. In this final stage, the purpose of communicating is more important than grammar competence; therefore, the learner's attention is focused on conveying meaning. According to the needs analysis, the participants of this research were going through this last stage, in which their focus was communicating, without paying attention to the use of complex structures in their oral production.

Ellis (2006) stated that learners might omit parts of speech or grammar either because learners have not yet acquired the necessary linguistic forms or because they are unable to access them in the production of specific utterances; while Corder (1981) suggested that if students use a simple grammar or code, it is because that is what they possess, so he would refer to the students' language as "simple", not "simplified". For the purpose of this study, the researcher agrees with Ellis' point of view in which the participants are omitting certain structures they already know because they are unable to make use of them while communicating spontaneously.

This dichotomy can also be explained as *competence-performance* relationship. *Competence* suggested an underlying language capability to convey infinite sentences, and *performance* referred to the system itself in use (Chomsky, 1965). Therefore, the issue would be to determine the system of rules that have been mastered and that are used in actual performance from the data of performance and then, by the use of self-monitoring, attempt to have students use them spontaneously.

It is important to consider as well the role oral production has for students to master as many structures as possible in a natural form. If learners are given the opportunity to practice language structures naturally in order to achieve grammatical competence (Swain, 1985), their production will likely be increased and it will also aid acquisition. According to Ellis (1999), production forces the learners to focus their attention on the means of expression and therefore, move from semantic to syntactic processing. This last process is the one the participants achieved at the end of the pedagogical intervention; they were able to move from only conveying meaning to actually doing it by using complex grammar accurately. They achieved this by implementing two self-monitoring strategies: peer and self-assessment, which are explained in detail in the following section.

Self-Monitoring

To talk about self-monitoring strategies it is necessary to introduce two concepts: Metacognitive strategies and self-directed learning (SLD, hereafter). This section covers both.

There are various definitions of learning strategies. Chamot (1987) defined them as techniques, approaches or deliberate actions that learners use with the aim to facilitate learning; similarly, Oxford (1989) stated that learning strategies are behaviors or actions that students assume in order to have a successful process when learning a language, strategies are self-directed and enjoyable. In this study, learning strategies are conceived and defined as deliberate actions that learners assume, which make their process self-directed, and help them achieve success in their learning experiences, such as the one of including complex grammar structures in their oral production.

Regarding the benefit of the use of metacognitive strategies, Oxford (2011) stated that when learners are supported by tutors and curricula they play a much more active role in managing and controlling their learning experiences and therefore maximizing the outcomes of learning. In addition, she states that by using learning strategies learning becomes more productive and more lasting. This implies that by using self-monitoring the participants' learning process will be affected positively and, therefore, the outcomes will be impacted as well.

Numerous taxonomies have appeared to categorize learning strategies. Chamot (1987) categorized learning strategies into metacognitive strategies, cognitive strategies and social/affective strategies. Oxford (2011) proposed a different taxonomy by including

sociocultural-interactive strategies. This study focuses on the field of metacognitive strategies, with special emphasis on self-monitoring.

Metacognitive strategies, such as self-monitoring, make use of what the learners know about cognitive processes and intend to regulate learning by the use of planning, monitoring and evaluating (Ellis, 1999). Similarly, Oxford (2011) referred to these strategies as the construction manager as their job is, among others, to plan, coordinate, monitor and evaluate the construction of L2 knowledge.

Oxford (2011) stated that one of the most used strategies is monitoring cognition (self-monitoring); among some examples, she mentions monitoring performance during a task by finding mistakes while writing in L2 using the spelling and grammar checker on the computer. Similarly, self-monitoring helped the participants of the present study, as they were able to monitor their own performance, outline their mistakes and then take some action to include complex structures in their spontaneous oral production.

Chamot (1987) defined self-monitoring as the ability to connect one's speech for accuracy in different levels: vocabulary, pronunciation, grammar or register. He also defined self-evaluation as paying attention and assessing one's own language learning against an internal parameter of accuracy. When the participants of this study were able to assess their own performance and realized they could include complex structures in their production, they achieved the accuracy Chamot mentioned, and therefore, they were more likely to obtain better results in their IB oral examinations.

In order to achieve this goal, the participants must also become self-directed or self-regulated learners. Self-regulation refers to self-generated thoughts, feelings and actions that are consciously planned and adapted to achieve personal goals (Boekaerts, Pintrich & Zeidner, 2005). This is why the participants of this study were guided through a

process of planning and adapting their performance to achieve the ultimate goal, which is to include complex grammar in their oral production. The adaptation stage in this study was achieved by having the participants self-assess and peer-assess followed by reflection on the outcomes.

Schunk and Zimmerman (2008) referred to self-regulated learning as the means to improve achievement through a process of activating and sustaining cognition, affects, and behaviors systematically oriented to the main goal. Hence, setting goals becomes a key factor for learners to become self-directed as it allows them to focus their attention, increase their effort to attain them, sustain persistence in pursuing them, increase their affective reactions to targeted outcomes and exert higher levels of efforts. As all these characteristics were present during the pedagogical intervention of this study, the participants achieved better outcomes at the end of this learning process.

Within self-directed learning, learners are motivated to convey self-judgments on their performance, which involve evaluating their own process and attributing casual significance to the outcomes (Schunk & Zimmerman, 2008); in other words, learners went through a process of self-assessment in order to adapt their outcomes, they fined tune them over time and across tasks. One of the most important benefits of self-assessment is the individualization of learning, the reflection and level of motivation this practice fosters. When the learners do all this they are taking responsibility for their own learning, which includes monitoring their own process (Gardner, 2000). This process of individualization is important because the students themselves can focus on areas where guidance is needed, when it is needed the most (Gardner, 2000), which takes the learner to reflection on his own process, and therefore, self–awareness. This, in turn, increased the participants' level of motivation. Similarly, Strosinski (2003) stated that the learner provides feedback by

rethinking his actions, getting engaged and assessing personal work, which means that if learners are involved and reflecting on their own products, then learning is more likely to take place

Another important assessment strategy within self-monitoring that was used for this study is peer-assessment. This concept is closely related to self-regulated learning as it develops their reflective skills (Schon, 1983), increase their awareness of a range of solutions to different problems (Gibbs, 1981), and contribute to the development of self-directed learners (Boud,1991). By doing peer assessment, the participants of the present study became more aware of how to achieve their own goals and were more familiar with the assessment criteria with which they were assessed. This brought countless benefits to their own process.

Many authors have studied the benefits of peer-assessment in language learning; it is believed that by training students to assess their peers, they will also have more tools to be able to evaluate their own language skills, and therefore, improve themselves (Cheng and Warren, 2005). Moreover, Nakamura (2002) pointed out that when students do peer assessment they are able to understand the assessment criteria better, which will help them prepare their own presentation to achieve their goals. In addition, assessing their peer fosters learners' responsibility. Cheng and Warren (2005) claimed that when learners practice this assessment tool, they are taking responsibility in considering and evaluating both the learning process and the one of their peers, another benefit of peer-feedback is that learners enhance their audience awareness and become more accurate as they learn from the feedback they are provided (Mi-mi, 2009).

In conclusion, peer and self-assessment are powerful tools to be used in the classroom and according to all the authors cited, it brings countless benefits to learners.

State of the Art

Having explored the main constructs related to this research, some studies done on the implementation of peer and self-assessment are reviewed. These studies reveal important data for the development of this study as their findings enrich the researcher's knowledge on the use of metacognitive strategies in the ELT field. The following section first refers to studies done on peer and self-assessment, and also some studies conducted in each one of the strategies. Additionally, some of the research mentioned focuses on oral competence, which is, in turn, one of the most relevant aspects in the present study.

An important study conducted on the use of peer and self-assessment was done by Willey and Gardner (2010), this study aimed to investigate if exposing students to the use of self and peer-assessment for different purposes, receiving feedback in different contexts and providing opportunities to practice, promoted effective peer learning, increased engagement and encouraged students to learn. The learners were provided with a platform to give peer-feedback about different activities and practices. This study revealed that the feedback they received increased engagement and successfully supported them to learn.

Similarly, Tamjid and Birjandi (2011) conducted a study with 59 TEFL students at Islamic Azad University in which they investigated if the implementation of peer and self-assessment promoted learners' autonomy in writing classes. The results revealed that these two evaluation strategies played a role in enhancing students' autonomy. The authors stated that the learners should be provided with opportunities to peer and self-assess as it will help them improve metacognition, which in turn, leads to better thinking and learning.

An important study done to improve reading comprehension through the use of metacognitive strategies was carried out in Payame Noor University, Iran. Takallou (2011)

studied "The Effect of Metacognitive Strategy Instruction on EFL Learners' Reading Comprehension Performance and Metacognitive Awareness". Takallou used self-monitoring and self-evaluation to improve reading comprehension in the participants. The research reported that these two strategies helped learners enhance their results in reading comprehension tests. The researcher used two groups, one control group with no instruction in metacognitive strategies and the experimental group, which received such instruction. The experimental group outperformed the control group, suggesting that the use of these two strategies had an impact on student performance. Takallau concluded that raising learners' awareness on the use of strategies should be a vital aim of teachers.

Another study done in Iran highlights the importance of the use of metacognitive strategies in ELT. Torkamani (2010) studied the influence of metacognitive strategies, monitoring comprehension and evaluating progress specifically, on the participants' reading comprehension. He reported that "teachers should implement learning strategy instruction to help less successful students learn how to use metacognitive strategies to plan, monitor, and evaluate themselves throughout their learning efforts" (p.54).

An important study conducted on the use of peer-feedback to enhance oral skills was conducted by Ojeda (2011), the researcher wanted to help 6 adult Colombian students improve their speaking accuracy through awareness-raising strategies, which involved peer- feedback and self-reflection. The results revealed that these strategies successfully helped learners improve their speaking accuracy in authentic interactions. This study seems relevant to the one the researcher conducted as it shows how the strategies implemented already worked in a similar local context.

Similarly, Spies (2012) conducted another local study on the use of peer-assessment to improve lexical variety within oral communicative skills; the study was

done with sixteen A2 learners who worked on different speaking activities and peer-assessed by following specially designed rubrics. The results revealed that the learners seemed to understand more their peers' feedback that the teachers' one as it was more supportive and it was given by someone with the same English proficiency. Additionally, they were actively engaged in the process of peer-feedback. The learners became more aware of the importance of analyzing their own performance instead of waiting for the teachers' feedback. At the end, the results revealed that the participants used a higher variety of words after the implementation of the strategies, which suggests that the strategies actually helped learners achieve their goal.

Another relevant study was conducted by Huang (2008) on the use of metacognitive strategies in oral production, which is closer to this research in question. It is called "raising learner-initiated attention to the formal aspects of their oral production through transcription and stimulated reflection". This study was conducted in Northern Taiwan. Throughout the research, 72 college freshmen, higher intermediate level learners analyzed their own oral production by recording their performance for later analysis. Learners were supposed to pay attention to different aspects of language, such as grammar structures, and they proved to be very analytical (metalanguage skills).

As a result, Huang (2008) reported that the learners were able to successfully pay close attention to their own mistakes according to their level of proficiency. In addition, results suggested that, with almost no instruction time, this approach is effective in making students more aware of their own process. Having students analyze their own performance and fostering reflection made them more aware of their own mistakes. The use of metacognitive strategies in this study, such as selective attention, self-monitoring and self-evaluating, had a positive impact on the learners. He leaves the question open as to say that

it is still to be seen and researched if this awareness pays off in the long run on students'
performance.

Another relevant study for the purpose of this state of this art was conducted in
Taiwan (Peng, 2009); the researcher studied the impact of peer-assessment in oral
presentations in an EFL context. Eighty-eight college students participated in this study,
and they were provided some training on peer-assessment. The participants discussed the
assessment criteria with the teacher and did some peer-assessment practices before the
implementation. The researcher reported that the learners' attitudes became significantly
more positive after experiencing peer-assessment. In addition, he stated that with careful
planning and training peer-assessment is a viable alternative assessment in higher
education.

A similar study done on peer-assessment is the one carried out in Croatia by Kovac
and Sirkovic (2012), who worked with thirty-three first year native speakers. These
participants had received 8 to 9 years of formal instruction. The study aimed to implement
peer-assessment of oral presentation in order to explore the engagement of the students in
this practice. The researchers reported that peer-assessment influenced the student learning
in a positive way. They claim that if students are reminded to pay attention to the accuracy
of their peers, they notice incorrect usage of tenses more frequently. Moreover, this type of
assessment ensures the development of monitor skills and lessens speaking anxiety.

In conclusion, as the former review suggests, peer and self-assessment have proved
to be a useful tool throughout these studies as the results show that participants improved
their performance on different skills, including oral competence, after the implementation
of these metacognitive strategies. In addition, these studies show that by using the
strategies, learners become more aware of their own process and, therefore more

autonomous and self-regulated. Another important conclusion drawn for the purpose of

this study is that peer and self-assessment makes learners' attitudes towards their own

learning significantly more positive, and they show gradual improvement.

Chapter Three: Research Design

This chapter describes the methodology followed, the characteristics of the context and participants, the researcher's role, the data collection instruments and procedures used throughout this study.

Type of Study

This is an exploratory qualitative action research study. Qualitative research has been defined as an empirical systematic way of making inquiry into meaning (Shank, 2002). Being systematic means that it follows some specific order or that it is planned, and being empirical means that it analyses experiences. Qualitative research is in essence interpretative and naturalistic, which suggests qualitative researchers study things in natural settings with the idea of making sense of them or interpret certain phenomena in terms of what they mean to people. For the purpose of this research study, qualitative data was gathered, such as the participants' perceptions of peer and self-assessment, and their natural comments on their own work and that of their peers.

One of these qualitative methods is called action research, which involves taking a self-reflective, critical and systematic approach to analyzing and exploring the researcher's context (Burns, 2003)

Action Research has a clear approach or what Burns (2003) called "reflective research cycle", which consist of planning, acting, observing and reflecting. Seen like this, Action Research enables and empowers practitioners to investigate and evaluate their work, which makes it a very useful tool to fix problems presented in the researcher's immediate context. Burns (2003) stated that teachers usually see problematic situations in the classroom or situations that are not the way they should be; these situations could be

subjected to questioning and some new ideas or alternatives could be developed by following his reflective research cycle. Consequently, action research seemed suitable for this study as it aimed to analyze how the participants could include complex grammar structures such as the perfect tenses in their spontaneous oral production. This problem arose in the researcher's context and the suggested alternative to solve it is self-monitoring. The participants of this study were guided to use self-assessment and peer-assessment (as a cycle) to be aware of their learning process and be able to consciously include perfect tenses in their spontaneous oral production at the end of the pedagogical intervention.

Researcher's Role

The teacher plays two roles in this study, one as a researcher and the other one as a participant. The teacher is investigating his own context and at the same time observing and evaluating data related to the research problem. This is what makes action research distinctive; practitioners themselves do it and not professional researchers, or outsiders, who are not experiencing the problem to be solved (McNiff & Whitehead, 2006). By being participant and researcher at the same time, the teacher becomes an insider researcher, this means, they see themselves as part of the situation they are investigating and make informed decisions by following the procedures of action research. This might cause bias in the researcher's point of view, however, the date analysis must be as objective and systematic as possible to avoid this issue.

Context

This research study took place at Gimnasio del Norte School in Bogota. This private institution has been offering educational services for more than thirty years, its

objective it to provide learners with the necessary tools so they can "learn to live", as its

slogan states. Their educational proposal fulfills not only national requirements but also

those stated by the IBO (International Baccalaureate Organization). Gimnasio del Norte

counts with the three IB programs, which are, Primary years program (PYP), middle years

program (MYP) and the Diploma program (DP). One if its main objectives is to be well

recognized as an institution that offers national and international standards in education

and also as an institution that form citizens of the world or students who can be successful

within a national or international context.

Regarding the teaching of English, one of its main objectives is to offer excellent

bilingual academic preparation, which facilitates learners' access to national and

international educational systems. This is why learners take English as language B in their

curriculum since preschool until they graduate. Learners should achieve level B2

according to the Common European Framework of Reference (CEFR) by the time they

leave the institution in eleventh grade.

Participants

The participants for this study are 17 teenagers studying in tenth grade. They are

between 16 to 17 years old. They have all been studying English for about nine years,

which makes them be considered as fluent speakers of English. They take four sessions of

English lessons a week, each session of one hour. Two of these learners take Biology in

English, which would count as more exposure to the second language.

Overall, their English level corresponds to B1-B2 according to the Common

European Framework of reference (CEFR), though one learner demonstrated difficulties

with expressing himself in the second language so he has been placed in A2. These

learners are able to communicate in English and discuss different topics, however, they

need to reinforce and polish reading comprehension techniques and their linguistic

competence in the two productive skills: writing and speaking.

This group of learners enjoys working in groups and holding debates and class

discussions on topics of their interest. Their motivation towards learning English lays on

the fact that they consider this language important for their academic and future

professional lives. In the first place, they are very interested in passing their diploma

language B exam, which will open a lot of doors for their future academic life. Secondly,

they feel they will be more competent if they are bilingual professionals. What is more,

most of them travel regularly to Anglophone countries so they need the language as means

of communication.

As of affective needs, most of these learners were confident users of the language

and demonstrated it by participating a lot in class. Two of the participants were rather quiet

and lacked confidence when communicating in their L2. As they were teenagers, they

tended to feel vulnerable to criticism or rejection from peers, therefore, it was important to

create a good environment in the classroom. These learners were in the process of

becoming more critical and independent.

Ethical Considerations

Involving other people in research demands a consideration of ethical issues

(McNiff & Whitehead, 2006). This research study has been conducted in a moral and

responsible way. Therefore, as the participants are underage, they were informed about the

objectives of the study and their parents were given consent letters in which they agreed

for their children to participate in the study. The participants and their parents were also

told about the anonymity principle to be maintained throughout the whole process (Appendix A). In addition, the principal of the institution authorizing everything related to the study and giving permission to send the consent letters to the learners' parents also singed a consent letter.

Data Collection Instruments and Procedures

Data collection instruments in this study aimed to collect information on the students' self-monitoring processes and to analyze to what extend these influenced their inclusion of complex grammar structures, such as the present perfect, in their spontaneous oral production.

The instruments were designed with the purpose of guiding students through a self-monitoring process in which they plan, and evaluate their performance.

First stage

During the first stage of the implementation, the researcher decided to administer a questionnaire (Appendix A) to have students reflect on how independent they were and their insights on self- monitoring strategies. This questionnaire was adapted from the one Spratt, Humphreys and Chan (2002) used in their study about language learning autonomy and motivation. For the purpose of this study the questionnaire was shortened and some questions irrelevant to the study were removed, therefore, the final version is shorter than the one Spratt, Humphreys and Chan (2005) used.

According to Dörnyei (2003), questionnaires have proved to be a useful tool since they are based on simple and precise questions that become easily available for reflection and analysis. After the questionnaire was administered the participants had a reflection session on the importance and relevance of self-monitoring strategies for their learning

process. The main objective of this stage was to provide learners with an idea of self and peer assessment and prepare them for the second and third cycle.

Second stage

During this stage the participants had the opportunity to self and peer-assess with the same task, and later on, compare their results in both. Three instruments were used throughout this cycle: an interview, a peer-assessment form, instrument 2 hereafter (See annex B) and a self-assessment form, instrument 3 hereafter (See Appendix C).

The participants recorded a twelve minutes interaction in pairs. At the beginning of this cycle, they selected a topic and prepared a three minutes presentation. The interview was structured as follows: Student A introduced his topic in three minutes while student B listened; then they discussed student A's topic for three minutes. Then, the same process was followed for student B.

According to Cohen, Manion and Morrison (2007), interviews are a flexible and powerful implement for researches as they may be controlled and still give space for spontaneity. The interview in this cycle was controlled as they selected the topics previously but there was a section for discussion, which was more spontaneous for both parts. After the interviews were recorded, the participants had some time for self and peer-assessment. When they had done both by means of listening to the recorded interview as many times as necessary, they sat together to receive feedback from their partner on the peer-assessment. Afterwards, some time for self-reflection was given.

The two forms on self and peer-assessment were designed by following the principles of these two self-monitoring strategies outlined in the theoretical framework.

Third stage

During this last stage the participants recorded another interview, but this time they had an interaction with the teacher-researcher. The same form of the interview for cycle two was followed. After the interview was recorded, the participant used the self-assessment form, instrument 4 hereafter (See Annex B) to chart improvement and assess his work. To finish all the process, the participants of this study had the opportunity to reflect on the impact of peer and self-assessment by responding to a questionnaire (Appendix D).

Validity and Triangulation

To validate the instruments used to collect data in this research study, three experts were requested to revise them – in this case the research professor and two colleagues. They were asked to analyze the appropriateness of each instrument, whether or not they allowed the researcher to collect sensible data, draw conclusions and obtain useful outcomes.

The instruments for self and peer assessment were piloted also with a group of learners from the institution where the researcher works. The group used for the piloting possesses similar characteristics to the participants of this study. After the validity and piloting, some adjustments were made having in mind the feedback received from the research professor, colleagues and students.

This chapter has described the methodology followed, the researcher's role, the characteristics of the context and participants, and the data collection instruments and procedures. The next chapter presents the pedagogical implementation and intervention designed to carry out this study.

Chapter Four: Pedagogical Intervention

This chapter provides a rationale of the pedagogical intervention, then the vision of language, learning and curriculum for this study. Finally, it gives a detailed explanation of the instructional design and procedures followed during the implementation process.

Rationale

This study aimed to determine the impact of self-monitoring strategies on the use of complex grammar structures (perfect tenses) in the participants' oral production. To do so, the researcher selected peer and self-assessment as part of the self-monitoring process, to see how they influenced the students' oral production in terms of grammar competence.

As part of the pedagogical intervention, the participants were subjected to guided training on the target self-monitoring strategies in order to provide an adequate context for their use during the implementation.

Vision of Language

Oral production is a key component for language development and there are many factors to take into account when communicating. One of these factors is grammar competence. According to Ellis (1999) learners might omit parts of speech or grammar because they are unable to access them in the production of specific utterances. The participants of this research exemplify this problem. They fail to make use of certain grammatical structures such as perfect tenses in their spontaneous oral production.

Ellis (1999) also stated that production forces the learners to focus attention on the means of expression and therefore, move from semantic to syntactic processing. This last

process is the one the participants achieved at the end of the pedagogical intervention; they were able to move from only conveying meaning to actually doing so through the use of complex grammar to be more precise in the expression of their ideas in academic contexts.

Vision of Learning

According to Brown (2007), when the critical period finishes around puberty, learners' left hemisphere of the brain becomes more dominant that the right one. The left hemisphere controls analytical and intellectual factors while the right one controls emotions. This means that young adult learners are more likely to analyze grammar structures, making them explicit learners.

The participants of this study are young adults, 16 to 18, which suggests that they should be able to analyze chunks of grammar and reflect on their learning process. The strategies implemented in this study fostered grammatical language analysis while encouraging autonomy among learners.

Thus, by applying self-monitoring strategies to their own learning process, the participants of this study were thought to be able to manage their own learning and design action plans for improvement. In other words, learners started the path of becoming self-regulated; Schunk and Zimmerman (2008) referred to self-regulated learning as the means to improve achievement through a process of activating and sustaining cognition, affects, and systematically oriented to the main goal. The main goal in this case would be to include complex structures, such as the perfect tenses, in spontaneous oral production and achieve learning.

For the purpose of this research study, learning is perceived as a metacognitive process in which learners need to be autonomous and independent and to own their learning process and manage it to fulfill their objectives.

Vision of Curriculum

According to Braslavsky (2004), the term curriculum is mainly used to refer to the contract between society, the State and the educational professionals regarding the education the learners at the institution should undergo. In other words, the curriculum embodies the educational foundations and contents, their sequence taking into account the amount of time available for the learning experiences, the special characteristics of the teaching institution, the characteristics of how learning takes place, this regarding the methods to be used, and the resources used to achieve this learning process.

The Gimnasio del Norte School, institution in which this study took place, recognizes that its curriculum does not only abide by the principles and standards of the Colombian Ministry of Education but also by those of the IBO. The main emphasis is on the IB curriculum, which aims to help develop the intellectual, emotional, social, and personal skills to live, learn and work in a rapidly globalizing world (IBO, 2012). This means IB students should be prepared to be not only competent learners but also high quality professionals.

Consequently, Language B is one of the main subjects in this curriculum. By having competent students in the second language, the institution is working to prepare students for this rapidly globalizing world, in which being bilingual is key to achieve success in different places around the globe. The participants of this study are aiming to

improve their grammatical oral competence, which will, in turn, help them meet the

curriculum objectives.

Instructional Design

The researcher designed an action plan for data collection and implementation,

which includes the stages mentioned in the research design. The data collection

instruments were designed in line with the information discussed in the theoretical

framework on self-assessment and peer-assessment. Table 2 outlines the steps to follow for

the pedagogical intervention.

During the pre-intervention stage, learners received training on the use of self and

peer-assessment as self-monitoring strategies. The researcher had the participants take a

questionnaire on autonomy (see appendix A) to measure students' perceptions before the

implementation started. After this form was completed, students had a quick warm-up with

vocabulary related to the implementation to activate knowledge they might have had

already. Then, the participants were guided to prepare an oral presentation based on a

picture and to discuss it with a partner, this is a similar activity to the one they have to

prepare for their internal assessment for the IB. The idea of this activity is that they do peer

and self-assessment for later reflection on both strategies. Learners were guided to have a

reflective discussion by answering questions and, later, the whole class discussed and

arrived at conclusions about what was learnt through the use of these two self-monitoring

strategies (See Annex D).

Stage	Time	Instrument and Activity
Pre-implementation	March 29th	• Questionnaire on self-monitoring and autonomy. • Learning by doing: Learners will have an exercise on peer and self-assessment. • Discussion on the strategies (peer and self assessment) based on the previous activity.
	April 2nd	• Training on creating objectives and its importance. • Explanation of the activity and the whole process. Learners create their objective for this implementation.
	April 3rd and 4th	***Diagnosis review of the tenses. Present perfect simple, present perfect continuous, past perfect.*** **Training on the target tenses (If necessary)**
Implementation	(3 sessions April 8thth – April 10th)	• Recordings in pairs.
	April 12th	• PEER ASSESSMENT SESSION. (Instrument)
	April 15th	• SELF – ASSESSMENT SESSION. (Instrument) General discussion on the benefits of peer and self-assessment for improving my use of complex grammar in oral production. Journal. Monitoring objective Shaping plans of action.
	(1 week and a half) April 16th – April 19th	Recordings with the teacher.
	April 22th	SELF ASSESSMENT Self assessment Chart improvement Monitor the objective.
	April 23nd	Apply questionnaire again
Post and while Implementation	**From March 29th to April 23rd.**	Gathering and Analysis of data

Table 2. Intervention process

Another important factor was that each participant set realistic goals for the post intervention stage. As the participants had previously stated the importance of the use of varied grammar in oral production during the needs analysis, they reflected on their use of it during the peer and self-assessment and revised. From that point on, the researcher introduced the objectives of this research to the students and made them aware of the importance of including perfect tenses in their spontaneous talk. Then, in pairs they created their own objective based on achievable goals offered by the teacher. At the end, the class created only one objective. This is in keeping with what Hadfield (1992) stated, that it is fundamental for the success of a group to have a common purpose and a sense of direction. The learners wrote the common goal in their reflective journal. This training stage was allotted two hours.

Before the intervention started, a review was done on the use of the perfect tenses targeted in this research. Questions were administered to the participants to prompt the use of the structures and then they were asked to define the context in which each structure was used. As they showed low command of the structures, the researcher prepared a brief training on these tenses.

The while-intervention stage focused on the implementation of self and peer-assessment of a recorded interaction between two participants. (see Appendices B and C). During a week, the learners recorded their conversations based on a picture from an option of the course: health or science and technology. The learners were shown a picture first, after which they prepared their presentation for ten minutes, finally they went to the radio station with a partner and recorded as follows:

2 minutes	Participant A presents his topic
2 minutes	Both participants discuss participant A's topic
2 minutes	Participant B presents his topic.
2 minutes	Both participants discuss participants B's topic.

Table 3. Structure of the recordings

In total, every pair recorded for about eight minutes. When this cycle finished, the researcher held one lesson on peer-assessment on the recording and another one on self-assessment. The learners worked with the same pair they recorded for these two sessions. The researcher administered two instruments (see appendices B and C).

At the end of each session, a reflection session was carried out in order to share findings and possible strategies to improve. The learners wrote in their journals about how they were or not achieving the objective and shaped their plan of action for future oral production.

To finish, the participants recorded another interaction, this time with the teacher, then, they self-assessed it and charted improvement by monitoring the objective and by looking at their previous performance. At the end of the intervention, the questionnaire in autonomy was administered again (See Appendix A) to see what the participants' perception on the use of peer and self-assessment was after the implementation. The intervention took place over approximately 20 hours.

Chapter Five: Data Analysis

This chapter describes the data analysis procedures followed for this research study along with the findings derived from it.

The analysis was based on data collected from the four instruments presented in Chapter Four. The instruments helped the researcher gather data on the impact of self and peer-assessment in the participants' usage of complex grammar in spontaneous oral production. The first instrument applied was the peer-assessment form (see Appendix C), which identified key information in terms of the participants' being more aware and autonomous by giving rich feedback to their partners. The second instrument applied was the self-assessment form (see Appendix B), which evinced participants' identification of mistakes and the plan of action they proposed to chart their improvement. This instrument was used twice following the same parameters and pursuing the same objectives. Additionally, the fourth instrument applied was the questionnaire on the impact these strategies had on the participants' overall performance during the implementation (see Appendix D). This last tool aided the researcher to gather data on the students' insights about the use of the two self-monitoring strategies.

Grounded Theory

For this qualitative study the researcher used the Grounded Theory approach, which provides a systematic way to gather and analyze data (Strauss & Corbin, 1990). This approach seeks to derive theory inductively from data gathered through a research process with the aim to discover categories, codes and properties and their interrelationship (Strauss & Corbin, 2008). Grounded Theory is used to analyze data in qualitative action research studies, and was suitable to conduct this data analysis on the impact of self and

peer-assessment on the learners' use of complex grammar structures (present perfect simple, past perfect simple and present perfect continuous) in their spontaneous oral production, because it helped the researcher organize and analyze the data gathered systematically and inductively. One of the benefits of Grounded Theory is its ability to seek the connectedness between the phenomena being studied and reality, which gives the researcher the opportunity to understand the rich and complex phenomena he is engaged in.

Data Management

During the process of collecting and storing data, a computer folder was created for each instrument. In each folder, all the files containing the information given by each student were saved. Considering the anonymity assured to the participants of this study, each one of them was assigned a number, therefore the files were saved with the initial P (of participant) and the number assigned (e.g., P6). Then, a document with all the students' answers for each instrument was organized for later analysis in Microsoft *Excel.* (see Data Analysis and Findings section for further details)

Data Analysis and Findings

As stated in chapter one, the research question for this study is to understand the impact of peer and self assessment on the participants' use of present perfect simple, present perfect continuous and past perfect simple in their spontaneous oral production. Thus, in order to determine this impact, the following objectives were set. The first examined how self and peer-assessment might influence students' usage of complex grammar in spontaneous oral production. Additionally, the researcher aimed to analyze the impact of self and peer-assessment in the students' use of the tenses in question.

Research question
How might peer and self-assessment impact teenage B2 students´ use of present perfect simple, present perfect continuous and past perfect simple in their spontaneous spoken production?

Core category
Learners showed initial steps towards becoming more aware and autonomous in terms of their oral production.

Becoming more aware of their perfect tenses use when speaking	Becoming more autonomous in order to improve their use of perfect tenses in their oral production
- Identifying mistakes on the use of perfect tenses through peer and self-assessment. - Giving feedback. - Reflecting on the value of peer and self assessment.	- Setting a self-action plan in order to improve their use of tenses.

Table 4. Categories that emerged in Open Coding and Axial Coding.

To analyze the data gathered, the researcher first applied open coding and then

axial coding, which are procedures based on the Grounded Theory approach to data

analysis. Open coding refers to the process in which concepts are identified and their

dimensions and properties then deduced in the data (Strauss & Corbin, 2008). Axial

Coding is the next process, during which the data is put together, organized and compared

in order to seek causal relationship between categories and sub-categories.

The researcher first organized all the instruments in a MS Excel™ spreadsheet,

then, relevant patterns or themes were identified in each instrument. Color-coding was

used to organize the data to better determine relevant patterns and categories. The

researcher also used numbers for each emerging code to be able to filter them later and see

the repetitive patterns (see Appendix F).

Subsequently, axial and selective coding helped the process through which concepts and categories are related to each other in order to define a core category (Strauss & Corbin, 2008), which was used to answer the research question. Through patterns shown in the instruments, the researcher found the core category. These were organized into a chart in table 4, which was modified as the two coding processes took place.

Categories

The categories that emerged are explained in detail in the following section. As a general idea to bear in mind through the analysis, the participants of this study began the implementation process, as stated in chapter 4, in a learning stage called structural and semantic simplification (Ellis, 1999), in which they simplify meaning and structures with the aim of communicating their ideas. This means, they were not aware of the structures they used, hence, not attention was paid to their grammar competence. Because of this, learners were guided through a process of reflection on their own production and that of their peers.

Throughout constant comparison and analysis, the researcher found a core statement around which all the data was focused. This category is strongly related to the categories and sub-categories aforementioned; therefore, it becomes a core category named "Learners showed initial steps towards becoming more aware and autonomous in terms of their oral production" (Figure 1)
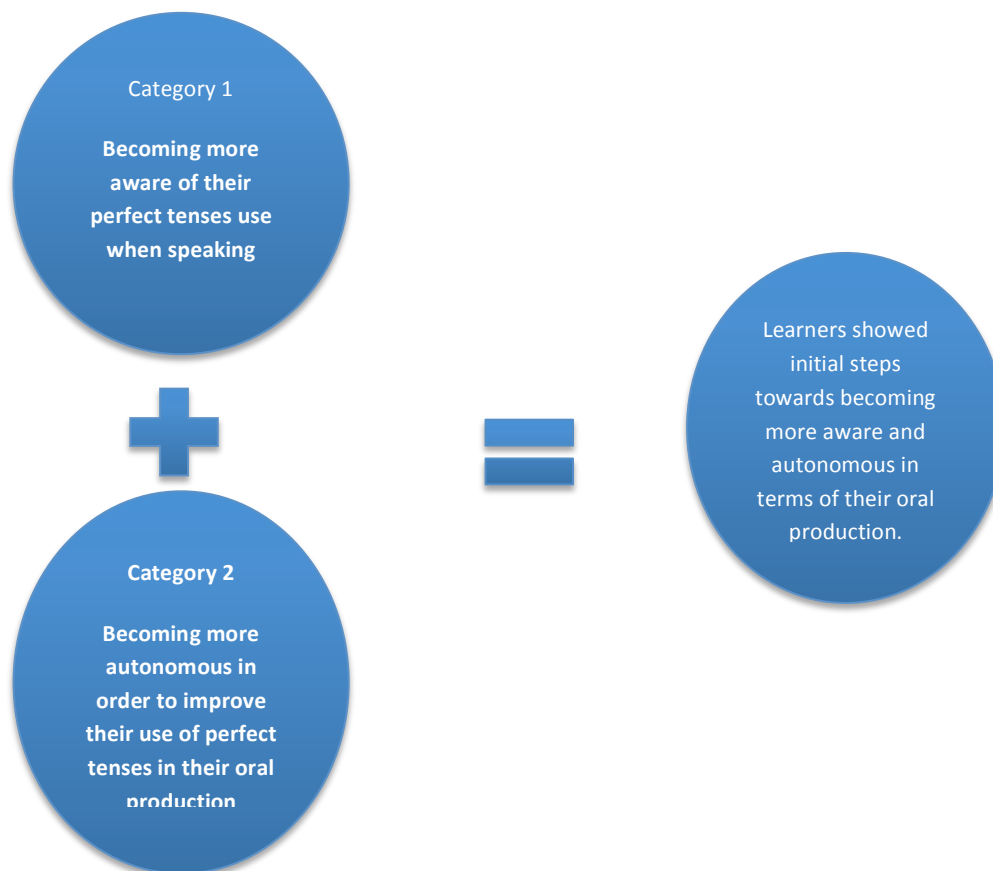
Figure 1. Final Categories

Core category

The two main categories that emerged after the data analysis account for the

positive influence of peer and self-assessment as self-monitoring strategies in the learners'

use of perfect tenses in their spontaneous oral production. Learners' perceptions,

participation and their reactions to the material and methods in this study informed the

researcher about how they felt about their spontaneous oral production and about the two

strategies proposed, self and peer-assessment. They peer and self-assessed their

spontaneous oral production, created goals and the results revealed that learners showed

initial steps towards becoming more aware of their own process, and therefore, more

autonomous as they proposed different ways to improve.

Nunan (1997) stated different levels in the process of autonomy, awareness is the first one, and then comes involvement. This is the main reason why the researcher decided to separate awareness and autonomy in the two main categories; learners might reach the first level Nunan mentions, but they might not go on towards becoming autonomous. Similarly, Scharle & Szabò (2000) identified three phases of involvement in which raising awareness is the first step, then changing attitudes and then transferring roles, this statement is in keeping with the process the participants of this study undertook, they first raised awareness and then started to see how they could change in order to improve their oral competence.

The core category states the process the students followed and the result this study revealed. Kohonen (1991) pointed out that raising awareness of one's own learning and understanding how we learn is a key factor in the development of autonomous learning. The participants therefore, gave their initial steps towards being more self-directed but had to undergo a process of self-awareness first.

Category one: becoming more aware of their perfect tenses use when speaking.

Within the peer and self-assessment processes of this study, some subcategories emerged through the analysis of the data collected, the learners identified their partner's and their own mistakes on the use of perfect tenses, they reflected on the value of peer and self-assessment and they were able to provide feedback on possible ways to improve.

Subcategory: identifying mistakes on the use of perfect tenses.

One of the main objectives of self-assessment is to convey self-judgments on one's performance, which involves evaluating their own process (Schunk & Zimmerman, 2008); the learners went through this process and ended up identifying some difficulties during

their spontaneous oral production. The most recurring problems were that some learners

did now know when to use the tenses. Even though they were trained on their use, and

provided examples on how and when to use the perfect structures, some learners still

needed more time to use them accurately in their spontaneous oral production. Some

extracts of learners' responses to different sources of data are shown below:

I don't know when I can use it. (Inst.2.P3)

Try to find the correct moment to use the perfect tenses (Inst.3.P13)

Subcategory: reflecting on the value of peer and self-assessment.

The data gathered in this respect provides an idea of the impact these two strategies

had on the learners' learning processes. Regarding peer-assessment, sixteen out of

seventeen learners expressed they liked and enjoyed this practice because they became

more aware of their mistakes and, also, they thought it was useful to be evaluated from a

different perspective, their peers'.

These excerpts provide examples of the learners becoming more aware of their own

mistakes:

I did like it because it makes us realize the mistakes we had. (Inst.4. P4)

I liked it because it helped me to find out about some things that I do that
affect me that I haven't noticed before. (Inst.4. P6)

She did make a remark on the mistakes I usually do but I´m not aware of.
(Inst.4. P7)

As Boud (1991) said, being aware of their own flaws, the learners will become

more self-directed and will start thinking of a range of solutions to different problems.

This sense of awareness provides learners with an idea of where they are in terms of their

L2 learning process.

Similarly, the learners said that they prefer peer-assessment over self-assessment

because it provides greater enrichment:

> I liked the feedback I just received from my partner because she has gave
> me another perspective of what my mistakes are , making me able to
> improve much better than if I just do my assessment myself. (Inst.4. P1)
> I liked it since it was from another's person point of view. (Inst,4. P7)
>
> I liked it a lot , I think it was very useful, and a really good way in which
> you can get constructive criticism , because you get that outer point of view
> that really helped me improve. (Inst.4.P11)

This suggests peer-assessment was a helpful and useful strategy for this group of

learners as it helped them improve and become more aware of their own process. When

using self-assessment the participants of this study were influenced positively by peer-

assessment given that they paid close attention to their partners' accuracy, which helps

them pay more attention to their own process.

The benefits of self-assessment have been discussed during this study and the

participants outlined the following advantages to their own learning process.

To begin with, the learners highlighted that this strategy made them more aware of

their own mistakes, and said that it was a very good idea to self assess as you hardly ever

pay attention to your own performance and mistakes when learning. These excerpts evince

the positive impact in terms of language awareness:

> Because it made me concentrate in what I'm doing and makes me pay
> attention to my mistakes with more attention than before. (Inst.4.P6)
> Because it helps you to evaluate yourself, most of the times when we do a
> work for any subject, we never evaluate if we did it ok or if we did it wrong,
> because we think it is alright, but when we do the self- assessment we can
> notice our mistakes and give a better work. (Inst.4.P10)
>
> Because it helped me to get awarded about the difficulties I have with
> manage of the tenses and the exaggerated use of some words during my
> recordings. It also showed me that I need to plan more my oral interactions,
> improve on the organization of the ideas before the recording. (Inst.4.P11)

Being aware of your own mistakes and the language you use to convey ideas is a strategy for improving. However, in order to make this a reality, the participants need to look for ways to overcome those difficulties they are now aware of. As of the most important aspects regarding why they liked self-assessment, the participants reported they found that they had to find ways to improve on their own. This is in keeping with self-regulated learning, which is defined as the means to improve achievement through a process of activating and sustaining cognition and behaviors systematically oriented to the main goal (Schunk and Zimmerman, 2008). The participants in this study set a goal at the beginning of the implementation and their action plans are directed to achieve that goal, as seen in the following extracts about self-assessment:

> Because they (Self-assessment practices) permit the auto-reflexing about my work in the subject, and this can permit to implement the correct actions to improve. (Inst.4.P5)

> Because it makes you realize what you are missing and you can also think of ways of improving. For example; the nervousness we could notice by hearing ourselves again. (Inst. 4.P4)

All in all, the participants believe self-assessment helped them to be more aware of their own flaws and to think of ways to improve and keep on learning and advancing. In general terms, it can be inferred by the data analysis that self-assessment had a positive impact on the learners as it made them more aware of their own processes and therefore, more autonomous.

Subcategory: giving feedback

As Schon (1987) stated, training students to assess their peers increased their awareness of a range of solutions to different problems as they were able to think of suitable advice so their partners could overcome their difficulties. The data analyzed gave

account of these two factors, as they were keen on providing solutions to their partners'

problems.

As demonstrated in the excerpts below, the participants suggested their partners

should practice more the use of the tenses in their daily speech or participating more in

class. The students perceived practice as a powerful tool for improvement:

> You can practice more and then improve. You can talk more in class , I
> mean participate more and you can use your new tenses. (Inst. 1. P1)
> I think you should start trying to add more this tense in your daily speech.
> (Inst.1. P2)

> you should practice more in the use of present perfect and past perfect
> tenses, because in the recording you never used them, you should try to
> include them in sentences. (Inst.1. P9)

> practice more all the tenses in the class and house. (Int.1. P12)

These examples suggest the participants were willing to provide useful advice from

their perspectives on how the person being assessed could improve in future productions.

Additionally, some learners expanded their advice to give model examples of how to

include the perfect tenses in question during their spontaneous oral production. This is in

keeping with Chen and Warren's (2005) findings that more proficient learners take peer-

assessment as a responsible tool to evaluate their partner's outcomes. The following

extracts show some of the examples provided:

> You could have used it when you described anorexia; for example:
> "Anorexia has been something that has been affecting teenagers…"... when
> you talked about the consequences you could have said: "That is something
> that has been affecting her for quite a while… (Inst.1. P3)

> You should try to include them in sentences, such as I´ve watched, or I have
> researched. (Inst.1.P9)

> You could have said: 50% of girls in USA have admitted to eat and then
> puke... (Inst.1. P17)

These comments are likely to make the person receiving the feedback more aware

of his own possibilities to include these tenses in future productions and, therefore, to

become more self-directed. By the same token, the learners helped their partners not only

by providing ideas on how to improve or giving specific examples on how and when to use

the tenses, but also provided praise to reinforce good performance.

> Diana the use of the present perfect continuous tense is very good. (Inst.1 P9)

> In my opinion Camila have an excellent level of comprehending and use of perfect tenses because in the recordings the perfect tenses sound naturally and I don't identify any problem with this tenses and for Camila sound easy to work with perfect tenses. (Inst.1. P11)

> I think you can improve a lot in perfect tenses, because you know how to make them, and you had no problem with the participle verbs (Inst1. P15)

These comments may provide a sense of achievement for those being assessed and

might motivate them to have an engaged and continuous improvement process.

Category 2: Becoming more autonomous in order to improve the use of tenses in their spontaneous oral production.

The data gathered revealed that the learners were taking actions in order to improve

their oral productions, which implies they were beginning their path towards autonomy.

According to Nunan (1997) learners undergo a process which involves certain levels, he

states that after being aware, the learners then get involved and take action, this is what

this category revealed, the actions the participants of this study took in order to improve.

The learners set plans in order to overcome their difficulties in oral production.

Subcategory: setting a plan.

As stated in the theoretical framework, the learners were asked to monitor their

performance, outline their mistakes and then take action to include the perfect tenses in

their spontaneous oral production. Self-assessment, within self-regulated learning, refers to

self-generated thoughts, feelings and actions that are consciously planned and adapted to

achieve personal goals (Boekaerts, Pintrich & Zeidner, 2005). Among the action plans that

the participants proposed to follow, they suggested they should practice and read more.

The following extracts evince how they suggested practice as a viable way to

include the perfect tenses in their natural speech:

> Practice saying this tenses more, so I will use it in a normal way.
> (Inst.2.P1)
> Practice more tenses and create a paper in wich says the real and correct
> way for use them. (Inst.3.P2)
> practice with more oral interactions. (Inst.2.P12)

The learners believe that they need more practice in order to achieve their language

goals completely. According to Swain (1985) if learners are given the opportunity to

practice language structures naturally in order to achieve grammatical competence, their

productions will be likely to be increased. This means that learners are on the right track

by suggesting they need practice as a means of improvement. Nonetheless, through the

implementation most of the learners included the perfect tenses in their interaction.

By the same token, the data analysis suggested that learners believe they might be

able to improve if they read more in the second language. Below are extracts from

different data sources to evince this issue:

> Also reinforce the way I can include them, by making reference to the
> things I researched about and special issues of my topic. (Inst.3.P3)

> Read more and investigate more. (Inst.2.P4)

> To do exercise of relax and use natural relaxants an read more about the
> topic. (Inst.3.P5)

These two ideas might help learners become more accurate in the use of the perfect tenses in their spontaneous oral production. Reading will give them enough input as to gain vocabulary and implicit use of the structures and, as discussed above, the advantages of practicing.

This chapter has described the data analysis method and procedures applied in this study. The findings from the data analysis were also presented. In general terms, the main conclusion that the data analysis revealed was that peer and self-assessment had a positive impact on the participants' learning process as, in the end, they included the prefect tenses in question in their oral production, which was the main objective of this research study. Additionally, the learners were more aware of their mistakes, not only in the use of the perfect tenses but they went beyond as to mention difficulties regarding other aspects. These aspects might be interesting to bear in mind for future research. Another important factor is that the participants enjoyed the fact of finding their own ways to improve and they were willing to help their partners by providing advice and examples for them to learn and improve their spontaneous oral production to attain their objectives.

Chapter 6: Conclusions, Limitations, pedagogical
Implications and further research

The goal of this study was to analyze the impact of peer and self-assessment in the

participants' spontaneous oral production as to include the perfect tenses. The data

collected helped the researcher to identify the categories and subcategories that described

how the above-mentioned strategies influenced the participants' learning. The participants

of this study improved on the use of the structures in their spontaneous oral production and

became more aware of their process.

As these participants moved from semantic to syntactic processing, their

production forced them to focus their attention on the way they communicate not only on

the message being conveyed (Ellis, 1999). The use of the strategies helped them become

more aware of the syntactic part of their production and focus their attention on accuracy.

In this way, the participants were able to assess their peers, identify their peers' difficulties

and then, assess themselves. Both practices gave them the opportunity to monitor their

own performance and identify their weaknesses, which made them more aware of and

responsible for their own process.

Peer-assessment gave the learners the opportunity to help each other by giving

advice on the use of the tenses and how to improve. The learners assumed the

responsibility to evaluate their partners' outcomes, which made them more aware of their

own process (Chen & Warren, 2005). In this respect, the peer-assessment led the

researcher to conclude that the learners were actually including the perfect tenses in their

spontaneous oral production; however, some of them suggested some practice as to

improve the use of the structure in the future. Another aspect to highlight is that the

learners expressed that by doing peer-assessment they were more aware of their own

mistakes and they also enjoyed the fact of having a different evaluation perspective of their own work.

Regarding the impact of self-assessment, the participants displayed an increasing use of the perfect tenses in their oral production, which leads the researcher to conclude that the strategy actually helped the learners be more aware of their use of grammar when speaking. The participants expressed they enjoyed finding new ways to improve and that self-assessment definitively made them more aware of their own oral production, which is in keeping with the fact that being aware of their own flaws, the learners will become more self-directed and will start thinking of a range of solutions to different problems (Buod, 1991).

With perfect tenses as one of the main focuses of this study, a rubric was created in the first two instruments in order to gather some data on the state of their usage. The results suggest the majority of the participants achieved the highest bands in the rubric, which evinces the inclusion of the perfect tenses in question in the students' oral production.

Thus, six learners were placed in the rubric three: "The use of perfect tenses is generally correct", while three of them were placed in the rubric four "The use of perfect tenses is accurate". This implies that even though some learners achieved their objective, there are still some constraints as to use them accurately at all times. However, as Nakamura (2002) said, by assessing their peers, the learners are becoming more aware of the rubric descriptors and, consequently, will be more aware of how to achieve their own goal, which in turn resulted in learners using the perfect tenses spontaneously.

This placement exercise demonstrates improvement on the inclusion of perfect tenses in the participants' oral production, given that during the needs analysis, as stated in chapter one, the use of these tenses was poor.

Limitations and Constraints

Although the findings of this research were significant, some constraints were found during the process. One constraint included that during the implementation process some sessions could not be done because of last minute activities such as flag raising ceremonies or random meetings of the students with the coordinator. This made the implementation process longer as the researcher had to re-schedule some sessions. Even though this happened, the study could be finished and all the stages were carried out.

Pedagogical Implications

Overall, this research study was an accomplishment of the researcher's objectives set for this project; however, some improvements could be implemented when a similar study is done in the future. Despite the fact that peer and self-assessment are effective tools to promote awareness and improve learning, it is still challenging for the students to get used to this kind of evaluation. This type of evaluation is not part of the educational culture and background of the learners; thus, learners should be more exposed to these strategies before the actual implementation. Some recommendations are:

1.   Take more time for training students on the use of the strategies as to provide more examples and guide students when filling in the forms.

2.   If possible, talk to some colleagues and ask them to include these two strategies in their courses to accustom the learners and have them fully engaged in this assessment culture.

It is also recommended to use a reflection instrument after each peer and self-assessment form is completed, as it will give the researcher rich data on the impact the strategies are having at each stage.

One of the main pedagogical implications of this study is how it improves the teaching practice. Being able to realize how learners can become more autonomous and aware of their own process has countless benefits not only for the researcher, but also for other English teachers seeking to improve their pupils' oral competence.

Further Research

Researchers interested in consolidating research proposals in the field of the impact of self-monitoring strategies on oral production are advised to design more material to self and peer- assess. It would be interesting to see how the learners can include technology in this type of studies, maybe hold conversations online with a pen-pal and then designing virtual tools so both can self and peer assess. Researchers are advised to analyze the impact of these strategies in a virtual environment as our learners nowadays are more immersed in this technological culture.

On the other hand, the participants of this study proposed "practice" as an important tool to improve and include the perfect tenses naturally in their oral production. Future research could be done on the impact of this practice experiences on the improvement on the learners' oral production as, apparently, it is an important strategy for the learners.

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Appendices

Appendix A

GIMNASIO DEL NORTE
Aprender a vivir

LANGUAGE B
HIGHER LEVEL
DIPLOMA PROGRAM
Self-monitoring and
autonomy

The Roles of Learners and Teachers
Section 1 – Responsibilities

In your English class, indicate to what extent it should be "your" or "your teacher's" responsibility
to accomplish the following:
Please indicate your opinion after each question by putting an 'X' in the appropriate box beside both "Yours" and "Your teacher's" boxes.

		Not at all	some	Completely
1. make sure you make progress during lessons.	Yours			
	Your teacher			
2. make sure you make progress outside class.	Yours			
	Your teacher			
3. stimulate your interest in learning English.	Yours			
	Your teacher			

4. identify your weaknesses in English.	Yours	Your teacher
5. decide what you should learn next in your English lessons.	Yours	Your teacher
6. evaluate your learning.	Yours	Your teacher
7. decide what you learn outside class.	Yours	Your teacher

Section 2 - Abilities

If you have the opportunity to perform the following activities, how good do you think you would be at:

Please indicate your opinion after each question by putting an 'X' in the box that best indicates your view.

	Very bad	Bad	OK	Good	Very Good
9. choosing learning objectives in class.					
10. evaluating your learning.					
11. identifying your weaknesses in English.					
12. deciding what you should learn next in your English lessons.					

Appendix B

LANGUAGE B

HIGHER LEVEL

DIPLOMA PROGRAM

Self-assessment form

Dear participants,

The following instrument will be used with the purpose of analysing your performance in spontaneous oral production. It will take you about 20 minutes to finish this self-assessment. You should be very honest while filling it in. Please, use the following documents to guide your self-assessment:

- Assessment criteria for the Individual Oral HL
- Chart of tenses in your portfolio

The results of this analysis will be used only for educational purposes. This means that the information will only be shared for the thesis results but the identity of the participants will be protected. In addition, it means it will not represent any grade in the course.

Thank you very much for your participation,

Diana Gomez

Diploma Teacher

Name: _____.

Date: _____.

Simple present	Simple past	Present progressive	Past progressive	Present prefect	Present perfect continuous	Past perfect	Future (will-going to)

1. While listening to your recording, use the following chart to see how many times you used each tense. Put an X under each tense every time you hear it in the recording. Pause the recording as many times as you need. The information should be precise.

2. Which mistakes in terms of the use of the **perfect tenses** did you see?

Tense	Mistake	Correction

3. Now, select one of the descriptors to assess your performance.

1	There is some attempt to use the perfect tenses but with some inaccuracies
2	The use of perfect tenses is sometimes correct.
3	The use of perfect tenses is generally correct.
4	The use of perfect tenses is accurate

4. Make a list of the ideas you have to overcome the difficulties.

Difficulties	Plan of action

Appendix C

LANGUAGE B

HIGHER LEVEL

DIPLOMA PROGRAM

--Peer evaluation sheet--

Dear participants,

The following instrument will be used with the purpose of analysing your partner's performance in spontaneous oral production. It will take you about 20 minutes to finish this peer-assessment. You should be very honest while filling it in. Please, use the following documents to guide your self-assessment:

- Assessment criteria for the Individual Oral HL
- Chart of tenses in your portfolio

The results of this analysis will be used only for educational purposes. This means that the information will only be shared for the thesis results but the identity of the participants will be protected. In addition, it means it will not represent any grade in the course.

Thank you very much for your participation,

Diana Gomez

Diploma Teacher

Examiner:_____

Person being evaluated: _____

Use the following chart to take notes on the performance of the person being evaluated.

Criterion A **Productive skills**
- Language *Tenses:* - - - - - - Mistakes in perfect tenses - - - - -

Now, tell your partner where he/she is. Select a descriptor from 1 to 4 according to his/her performance.

1	There is some attempt to use the perfect tenses but with some inaccuracies

2	The use of perfect tenses is sometimes correct.
3	The use of perfect tenses is generally correct.
4	The use of perfect tenses is accurate

Comments on the use of perfect tenses (In here you can include advice on how to improve or anything you consider relevant for your partner to know)

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Appendix D

GIMNASIO DEL NORTE
Aprender a vivir

LANGUAGE B
HIGHER LEVEL
DIPLOMA PROGRAM
Self-monitoring and
autonomy

Name: _____

Based on your experience, please answer the following questions:

1. **How did you like the feedback received from your partner?**

_____
_____
_____
_____

2. **Did you find the peer-assessment useful?**

Yes _____

No_____

3. **why?**

_____
_____
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4. **Did you find self-assessment useful?**

Yes_____

No_____

5. **Why?**

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Appendix E

Stage	Aim	Procedure Teacher and student activity	Time and interaction
Warm up	To get familiar with some of the vocabulary about the strategies.	Before the warm up, the students answer the questionnaire. (Instrument 1) Guessing game. (Strategy, self-assessment, peer-assessment, autonomy, oral production, grammar) • Students are organized in groups of 3. • The teacher writes one Word on the board and two of them mime it so the other student guesses. The winners explain the Word.	10 minutes
Getting acquainted	To answer the questionnaire.	Students are asked to look at a picture about one of the options of the course: HEALTH (See annexes A and B), and prepare a 2 minutes presentation. (5 minutes) Annex A for student A Annex B for student B They must relate the picture to an Anglophone culture they have studied during the course and develop complex ideas. Students are shown a format to evaluate their partner and themselves (Annexes C and D). They need to use the assessment criteria to fill in the form (See Annex D). In pairs, they present what they prepared and the listener asks some questions. (2 minutes presenting − 2 discussing) 10 minutes.	20 minutes

		Student A: presents Student B: asks questions to foster discussion Then they switch roles. Fill in Annexes C and D(5 minutes)	
Interacting	To reflect about the use of the strategies.	In groups of four: • How did you feel by assessing your partner? • Do you think assessing your partner is useful? Why? • How did you feel grading yourself? • Do you think it was useful? Now…. • What should I do with my partners' feedback and mine? Each question will be given a column on the board and one representative of each group will write some words to summarize their discussion. (5 mins)	20 minutes
Wind out	To elicit on what they learnt	- What did I learn today? - How is this useful for me? Personally and academically?	10 mins.
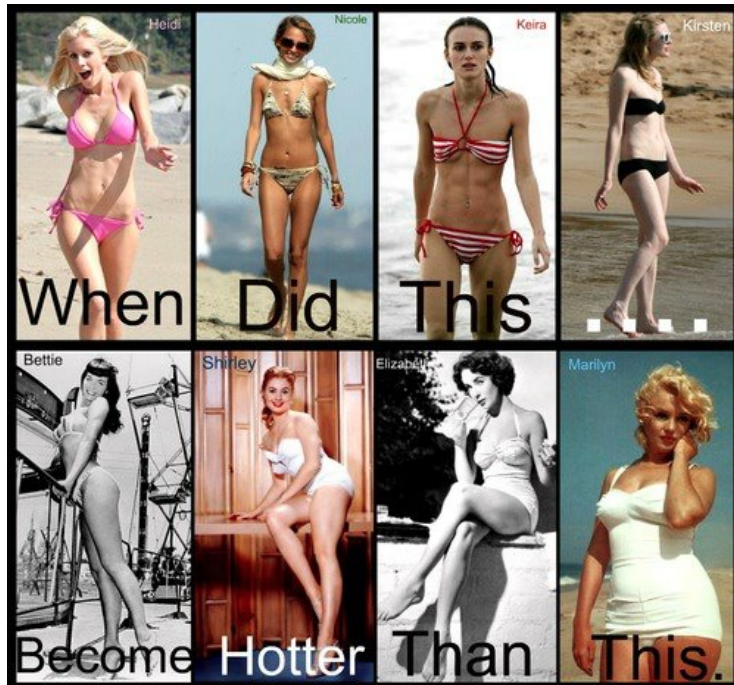
ANNEX A

ANNEX B

ANNEX C

LANGUAGE B

HIGHER LEVEL

DIPLOMA PROGRAM

--Peer evaluation sheet--

Examiner:

_____

Person being evaluated: _____

Use the following chart to take notes on the performance of the person being evaluated.
You must have the assessment criteria to guide your decision.

Criterion A Productive skills	Criterion B Interactive and receptive skills
- Fluency and authenticity - Language (Vocabulary and tenses)	Complex ideas (clearly, coherently and effectively)

	Conversation
- intonation	
Mark:	Mark:

How to improve?

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ANNEX D

GIMNASIO DEL NORTE
Aprender a vivir

LANGUAGE B

HIGHER LEVEL

DIPLOMA PROGRAM

--Self-assessment sheet--

Name:

Use the following chart to take notes on the performance of the person being evaluated.
You must have the assessment criteria to guide your decision.

Criterion A Productive skills	Criterion B Interactive and receptive skills
- Fluency and authenticity	Complex ideas (clearly, coherently and effectively)
- Language (Vocabulary and tenses)	Conversation

- intonation	
Mark:	Mark:

How to improve?

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ANNEX E

Internal assessment criteria—HL

Overview

Internal assessment is worth 30% of the overall mark.

Individual oral

Assessment criteria are used to assess the individual oral, which is awarded a total of 20 marks.

There are two assessment criteria.

Criterion A	Productive skills	10 marks
Criterion B	Interactive and receptive skills	10 marks
	Total	20 marks

Interactive oral activity

Assessment criteria are used to assess the interactive oral activity, which is awarded a total of 10 marks.

There are two assessment criteria.

Criterion A	Productive skills	5 marks
Criterion B	Interactive and receptive skills	5 marks
	Total	10 marks

Individual oral (HL)

Criterion A: Productive skills

How successfully does the student use the language in speech?

- How fluent and clear is the student's speech?
- How accurate and varied is the language used?
- How much does the student's intonation aid communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	**Command of spoken language is limited.** The production of language is hesitant and not always comprehensible. Language is often incorrect and/or limited. Intonation interferes with communication.
3–4	**Command of spoken language is fairly good.** The production of language is comprehensible and fluent at times. Language is sometimes correct, with some idiomatic expressions. Intonation does not interfere seriously with communication.

Marks	Level descriptor
5–6	**Command of spoken language is good.**
	The production of language is mostly fluent.
	Language is generally correct, varied and idiomatic.
	Intonation contributes to communication.
7–8	**Command of spoken language is very good.**
	The production of language is fluent, with a touch of authenticity.
	Language is accurate.
	Intonation enhances communication.
9–10	**Command of spoken language is excellent.**
	The production of language is fluent and generally authentic.
	Language is varied and idiomatic.
	Intonation enhances communication.

Criterion B: Interactive and receptive skills

To what extent does the student understand and demonstrate an ability to interact in a conversation?

- How well can the student express simple and complex ideas?
- How well can the student maintain a conversation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	**Simple ideas are understood with difficulty and interaction is limited.**
	Simple ideas and opinions are presented with difficulty, sometimes incoherently.
	The conversation does not flow coherently.
3–4	**Simple ideas are understood fairly well and interaction is acceptable.**
	Simple ideas and opinions are generally presented clearly.
	The conversation flows coherently at times but with some lapses.
5–6	**Simple ideas are understood well and interaction is good.**
	Simple ideas and opinions are presented clearly and coherently; there is some difficulty with complex ideas.
	The conversation generally flows coherently.
7–8	**Complex ideas are understood well and interaction is very good.**
	Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively.
	The conversation flows coherently.
9–10	**Complex ideas are understood very well and interaction is excellent.**
	Complex ideas and opinions are presented clearly, coherently and effectively.
	The conversation flows coherently in a natural manner.

Appendix F