The Influence of Peer Assessment of Voice Recordings on Sentence Stress Patterns

in Secondary School Students

Héctor CLEVES

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Directed by First María Catalina CARO TORRES

Department of Foreign Languages and Cultures

Universidad de La Sabana

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Declaration

I hereby declare that my research report entitled:

"The Influence of Peer Assessment of Voice Recordings on Sentence Stress Patterns

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- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;

- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;

- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;

- has been submitted by or on the required submission date.

Date: March 27, 2020

Full Name: Héctor Eduardo Cleves Díaz

Signature: *Héctor Eduardo Cleves Díaz*

Acknowledgments

Abstract

Sentence stress plays an important role in language learning. Previous research has found that self-assessment of metacognitive learning and goal setting strongly affect students' intelligibility in terms of stress and intonation when they learn a second language, but little attention has been paid to the impact of peer evaluation to influence the stress patterns of your prayers in oral production. This qualitative action research study will use voice recordings, checklists, questionnaires and interviews to collect data on students' ability in peer evaluation using voice recordings. The data, which was analyzed using the grounded theory approach, revealed that students improved their oral production using everyday tools such as their cell phones. This process allowed the participants to identify their mistakes by giving each other feedback by increasing trust and positive perception towards implementation by reflecting on the value of peer evaluation in EFL contexts. This led to support for the notion that peer evaluation is an effective approach to improve oral production through the improvement of sentence stress patterns.

Key words: sentence stress; peer-assessment; oral production; voice recordings.

Resumen

El énfasis de las oraciones juega un papel importante en el aprendizaje de idiomas. Investigaciones anteriores han descubierto que la autoevaluación del aprendizaje metacognitivo y el establecimiento de objetivos afectan fuertemente la inteligibilidad de los estudiantes en términos de énfasis y entonación cuando aprenden un segundo idioma, pero se ha prestado poca atención al impacto de la evaluación por pares para influir en los patrones de énfasis de sus oraciones en producción oral. El presente estudio de investigación de acción cualitativa utilizará grabaciones de voz, listas de verificación, cuestionarios y entrevistas para recopilar datos sobre

la capacidad de los estudiantes en la evaluación por pares utilizando grabaciones de voz. Los datos, los cuales se analizaron utilizando el enfoque de la teoría fundamentada, revelaron que los estudiantes mejoraron su producción oral utilizando herramientas cotidianas como sus teléfonos celulares. Este proceso permitió a los participantes identificar sus errores al retroalimentarse mutuamente aumentando la confianza y una percepción positiva hacia la implementación al reflexionar sobre el valor de la evaluación por pares en contextos EFL. Esto llevó a apoyar la noción de que la evaluación por pares es un enfoque efectivo para mejorar la producción oral a través de la mejora de los patrones de estrés de las oraciones.

Palabras claves: Énfasis en las oraciones; Evaluación por pares; Producción oral; Grabaciones de voz.

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Chapter 1: Introduction

1.1   Introduction to the study

Bilingualism is a product of extensive contact between people speaking different languages; it manifests both at the national and community level and the individual level (Wei, 2006). Currently, the Colombian government is attempting to implement programs such as *Colombia Bilingüe* Fandiño (2014). The effectiveness of this type of project depends on several factors, some of which do not have to do with policies or standardization but with the kinds of academic requirements and issues that could be neglected when focusing on the outcome rather than on the process of helping learners become proficient in a second or foreign language (L2) (Solarte, 2008). Even though foreign language speaking anxiety is a common phenomenon when learning English as a foreign language, teachers do not always identify anxious students and often attribute their unwillingness to participate in speaking tasks to factors such as lack of motivation or low performance (Tsiplakides & Keramida, 2009).

Teachers should seek to promote students' intelligibility (Raissi & Nor, 2013). Therefore, pronunciation should be taught both as a means to strengthen speaking skills generally and because English pronunciation, in particular, can be challenging for learners in a foreign language learning environment. According to Gilakjani (2012) learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. However, teaching pronunciation is often relegated to simple drilling and error-correction of specific sounds or words (Hismanoglu, 2006).

Even if teachers have more time to devote to pronunciation, they may not know how to teach it and so once again only carry out error-correction. Particularly in Colombia, many teachers of English do not have even a Common European Framework of Reference (CEFR) B2 level in the language (Sánchez, 2013). This situation creates an affective barrier in them towards teaching pronunciation, which they cannot teach by modeling; thus, the use of peer assessment can be a useful strategy in the classroom to develop both linguistic and social skills, which are highly required in today´s society (Derwing & Rossiter, 2002).

1.2   Rationale for the study

Speaking intelligibly is a key aspect of efficient communication in a globalized world where there is no single standard form of spoken English, but rather a great variety of ways to speak it (Munro & Derwing, 1995). This does not mean that all kinds of pronunciation are accepted, but that there are important aspects of pronunciation that people who are not native speakers need to take into account to be understood (Saito & van Poeteren, 2012). Likewise, one of the key aspects of intelligibility is to make emphasize on the most important words inside the message that the speaker gives (Munro & Derwing, 1995). From observing and reflecting on the needs analysis (see **Error! Reference source not found.**), the need to incorporate more pronunciation work in the classroom emerged. The results of the needs analysis led the researcher to consider peer assessment as a strategy to help students improve their sentence stress and intelligibility (see 1.2.2).

1.2.1   Rationale for the problem of the study

1.2.1.1   Needs analysis and problem statement.

The present research study was conducted with 15 students, aged 14 to 15, with CEFR A2-level English at a private, single-sex school located in Neiva, Colombia using an international curriculum from Cambridge Language Assessment (see further **Error! Reference source not found.**). The teacher-researcher observed that speaking was the skill that generated the most anxiety in the participants. Participants took speaking exams every two weeks as part of the English course of the semester, and the teacher-researcher evaluated participant performance on these utilizing a rubric (see **Error! Reference source not found. Error! Reference source not found.**) that included pronunciation as one of the aspects of speaking to be evaluated. However, 9 out of 15 participants were evaluated as performing poorly in these oral examinations, and the teacher-researcher noted that pronunciation received some of the lowest scores in comparison to other aspects of speaking, such as grammar or range of vocabulary. In reviewing lesson plans, the teacher-researcher found that, although pronunciation was evaluated in the exams, it was not being taught explicitly but only using error correction.

An additional needs analysis was performed by implementing a survey as a data collection instrument (See Appendix B: Needs analysis survey). First, 15 participants attended an interview in groups of five, and an analysis of data collected showed that, although they were able to communicate, they had problems in terms of coherence, vocabulary, and grammar. However, what most affected participants' messages was pronunciation; they not only mispronounced some words, but they also spoke without using the natural rhythm of English. They did not emphasize important words and made pauses that broke the meaning of the ideas. The test rubric from the needs analysis also showed that participants had some issues with coherence, vocabulary, and grammar, as well as pronunciation. This situation led the teacher-

researcher to understand and conclude that participants struggled with their oral production

because of lack of awareness regarding various aspects of pronunciation but, most particularly,

sentence stress.

Thereafter, a survey was conducted with the same 15 participants to examine their

perceptions of the English class (see **Error! Reference source not found. Error! Reference

source not found.**). It was found that, concerning motivation, most of them felt the class was

insufficiently interesting to participate in and pay attention to it, and they expressed

unwillingness to learn in the lessons. Therefore, the present study focused on the problem of

motivation as it relates to the learning and use of appropriate sentence stress in English.

1.2.1.2   Justification of the problem's significance

It is increasingly acknowledged in applied linguistics that non-native speakers of English

outnumber native speakers (Seidlhofer, 2012). The spread of English as an international lingua

franca (ELF), like other aspects of globalization, calls for a reconsideration of conventional ways

of thinking (Finstad, 2006). This situation is persistent, as conveyed in the evolution of student

performance on standardized English tests, which has been characterized by an absence of

significant progress (Sánchez, 2013).

Likewise, CLT demands special attention to students' needs to improve their

communication skills rather than focusing on linguistic structures (Raissi & Nor, 2013), but it

also highlights the function intelligibility has on communication in a world where English is not

a single standard language but in which there are many variations of "Englishes". Raising

students' awareness about the essentials of intelligible English pronunciation patterns and

studying how to help people who are not native English speakers develop their speaking ability, their pronunciation, and more specifically their use of sentence stress, can improve their confidence in being understood and their ability to communicate more effectively, not only inside but outside the classroom (Gilakjani, 2012).

1.2.2   Rationale for the strategy selected to address the problem of the study

It is generally assumed that second language (L2) learners find it difficult to self-assess their pronunciation skills. The present study intended to look for a strategy that could help students to improve their pronunciation, specifically their use of sentence stress by highlighting principles of the communicative English classroom such as cooperation. Peer assessment arose as a suitable strategy for this study since it enhances learner-centered environments where students are actively cooperating with each other (Talmy & Richards, 2011), different to self-assessment where cooperation among learners does not take a paramount role. Hence, th research aimed to analyze how the use of peer assessment of voice recordings affected students' use of sentence stress.

Despite the popularity of peer assessment (PA) regarding its application in different fields for improvement purposes, gaps in the literature make it difficult to describe exactly what constitutes effective PA (Hung, 2018). Moreover, the dominance of PA processes using grades can undermine the potential of peer feedback for improving student learning (Liu & Carless, 2006). However, PA's psychometric qualities can be improved by (a) the training and experience of peer assessors; (b) the development of domain-specific skills benefits from PA-based revision; (c) the development of PA skills benefits from training, related to student

thinking styles and academic achievement; and (d) the training and experience of students themselves, which has a positive influence on student attitudes towards PA (van Zundert, Sluijsmans & van Merrinboer, 2010). Accordingly, the present study identified peer assessment as a strategy that could help students improve their pronunciation, and specifically their use of sentence stress, by highlighting principles of the communicative English classroom such as cooperation.

1.3   Research question(s) and objective(s)

The present study aimed to analyze how the use of peer assessment of participants' voice recordings, which gave participants' the opportunity to be part of the assessment process through giving feedback, reflecting, and identifying strengths and weaknesses to create action plans for improvement (Gielen, Peeters, Dochy, Onghena, & Struyven, 2010), affected participants' use of sentence stress. Accordingly, the research question that guided the study was: How does peer assessment of participants' recordings influence sentence stress patterns of high school students with A2 level (CEFR) L2 English?

The present study involves three objectives. First, to analyze the inclusion of PA strategies in the curriculum to help students recognize explicit sentence stress patterns and apply them to produce a more natural and appropriate speech. Second, to examine whether the use of voice recordings could help to improve pronunciation in terms of intelligibility. Finally, it attempts to understand how helpful the implementation of the strategy proposed was for students' pronunciation.

1.4   Conclusion

Chapter 1 examines the reasons why this study investigated how peer assessment can be

used to help students work on their use of sentence stress. A needs analysis showed that although the participants were able to communicate, they needed to improve their pronunciation, as problems here were affecting certain aspects of their speech. As there is no single standard form of spoken English, many researchers such as Raux and Kawahara (2002), Levis (2007) and Gilakjani (2012) argue that intelligibility should be the central criterion for pronunciation assessment. Therefore, language teachers should devote more class time to pronunciation instruction, but they should know whether students' problems with pronunciation are related to specific sounds or whether the problem has to do with prosody (Neri, Mich, Gerosa & Giuliani, 2008).

Likewise, Murphy (2014) argues that those aspects of pronunciation that build intelligibility should be the principal criterion in pronunciation assessment (Tanner & Landon, 2009). Thus, the goal of the current study was to focus on the issue of sentence stress, using peer assessment as a strategy to enhance cooperation among the participants (Engwall & Bälter, 2007).

Similarly, additional to allowing students to work through different types of tasks and with different people, PA helps to optimize the pedagogical use of technological tools since they are usually seen just as entertainment-purpose devices and to enhance assessment for learning. For instance, Boud, Cohen, and Sampson (1999) claimed PA has been a great idea to foster initiatives to create academic communities around the globe as they have been founded to solve collaborative learning needs. There has also been an increase in student motivation when evaluating, since when they focus on giving comments on the text, generally using constructive, helpful, kind, caring and positive language, they feel more engaged in every activity and encouraged to learn from others.(Vurdien, 2013).

Finally, it has been concluded that students, when making use of evaluation rubrics during the evaluation of their peers, become more aware of the evaluation criteria, achieve greater understanding of the objectives of the activity and improve the quality of their own productions (Spiller, 2012).

Chapter 2: Literature Review

2.1   Introduction

The present study examined how peer assessment of the participants' recordings of their

spoken performances could help them to improve their use of sentence stress. A theoretical

review in the present chapter clarifies how this study understands sentence stress and peer

assessment, and a state of the art on these concepts which demonstrates numerous studies that

have considered how the assessment of voice recordings can influence learners' oral production.

However, little research has been conducted specifically regarding how peer assessment affects

sentence stress—although there is considerable support for the general value of peer assessment

as a learning strategy.

2.2   Theoretical framework

2.2.1   Sentence stress patterns in pronunciation

According to Suzuki (2011), the growing use of English language in different contexts

due to its Second Language (L2) speakers has suggested different changes in English Language

Teaching (ELT), particularly in traditional English as Foreign Language (EFL) countries.

Therefore, the present study was conceived with consideration for students' proficiencyin

international communication with other L2 speakers who might use a variety of different accents.

To implement the kinds of changes required for such a teaching and learning focus, appropriate

teacher education and training would be necessary (Pengelley, 2014).

According to Lehiste (1970), stress is a crucial constituent of intonation, and it reveals the L1

background of the speaker, which indicates that stress has to do with the relative force or

prominence given to different syllables as produced by the speaker's muscular effort. However, regardless of how accurate one's grammar, or even how one pronounces individual sounds, a marked "foreign" accent when speaking an additional language cannot be avoided unless one has mastered the stress, rhythm, and intonation of that language (Dale & Poms, 2005). Likewise, Underhill (2005) argues that comprehension itself becomes difficult without the correct stress patterns since each word in a sentence needs to be stressed in a given situation which depends mainly on the context, and the choice of where to place stress can affect meaning as well as simple intelligibility. Accordingly, the purpose of the present study was to examine the sentence stress problems of ELT learners and draw attention to the reasons they exist—as well as how to best address them.

In the study conducted by Kucukoglu (2012) it was demonstrated that learning how to speak a new language is more than just learning words and sentences. Thus, languages can differ in terms of rhythm, and this is sometimes discussed in terms of syllable-timing and stress-timing. In the ideal syllable-timed language, each syllable would take up the same amount of time, or be isochronous, whereas, in the ideal stress-timed language, it is the stress-foot that would be isochronous. The stress-foot consists of a stressed syllable plus any unstressed syllables that intervene before the next stressed syllables. Deng and Zou (2016) stated that Turkish, French, and Spanish (the L1 of the participants in the present study) are good examples of syllable-timed languages, while English is a good example of a stress-timed language. For such stress-timed languages, the stress in a spoken sentence occurs at regular intervals, and the time it takes to say something depends on the number of stressed syllables rather than the number of syllables itself. However, the natural habit of unconsciously applying the schemata of the L1 to the L2

frequently means that learners whose L1 is a syllable-timed language (such as Spanish) have

problems producing a naturalistic intonation pattern in a stress-timed L2 (such as English).

Wiese (2006) described prosody as the result of a combination of stress and rhythm

together with intonation. Similarly, Bauman (2009) observed that the combined effect of

intonation, stress, and tempo is referred to as the rhythm of a particular utterance or language.

These rhythm and stress models of speech acquired in childhood are hard for an adult to change

which establishes that acquiring the correct articulation is better done before the end of the

critical period (Ren, 2017). Therefore, the learner may acquire a new language system before

he/she is nine years old as the critical period hypothesis suggests to attain a native-like accent,

considering that learning the target language should start before the end of the critical period.

Neurolinguistically, the rhythm as well as other functions of the language can be best acquired at

younger ages, when a child is at their maximum performance in terms of neurons (Hartshorne,

Tenenbaum, & Pinker, 2018). After the critical period, a learner would have more difficulty

perceiving which syllables are stressed and which are unstressed. Since stress is the main cue to

word boundaries in spoken language, after reaching a certain age (9 years old) when learning

becomes slower, learners would be expected to have more problems figuring out where words

begin and end. Peer assessment on voice recordings would provide learners with the opportunity

to identify, correct and improve their understandingof sentence stress in pronunciation through

peer assessment, which might contribute to avoiding difficulties in their oral performance.

2.2.1 Peer assessment

The idea that assessment is intrinsic to effective instruction is traced from early experiments on the individualization of learning through reviews of the impact of feedback on learners in classrooms (Wiliam, 2011). Then, understanding the impact that assessment has on learning requires a broader focus than the feedback intervention itself, particularly the learner's responses to the feedback, and the learning milieu in which the feedback operates (Sun, Harris, Walther, & Baiocchi, 2014). Consequently, different definitions of the terms *formative assessment* and *assessment for learning* are discussed and subsumed by different studies within a broad definition that focuses on the extent to which instructional decisions are supported by evidence. Although language teaching methodology has become more communicative, testing remains within the traditional paradigm, consisting of discrete items, lower-order thinking and a focus on form rather than meaning (Jacobs & Farrell, 2003).

In his research study, Lam (2016) stated testing is often misunderstood and confused with the assessment. Tests are formal administrative procedures that take place within strict time limitations when learners' responses of a specific domain are measured and evaluated, whilst assessing is an ongoing process that does not only measure responses (Brown & Hudson, 1998). Also, Richards (2006) uses the term alternative assessment to say that new forms of assessment are needed to replace traditional multiple-choice and other items that test lower-order skills. Therefore, differentiating traditional from the alternative assessment is important in the present study because its objective is not only to help students get better results in tests but to raise learners' awareness of their use of sentence stress as a way to convey meaning, making intelligibility the central criterion for assessment (McKay, 2006).

Ndebele (2009) claims that there are different forms of assessment: informal, formal, formative, and summative. Informal assessment is incidental or unplanned, while formal assessment is systematically planned. In this sense, all tests are formal assessments, but not all formal assessment is testing (Brown & Hudson, 1998). The formative assessment seeks to build students' competencies and skills and requires a process where feedback is provided; therefore, informal assessment is not formative. Summative assessment, on the other hand, attempts to measure the knowledge that a student has acquired, so formal assessment usually is summative (Tang, 2016). The present study used both informal and formative assessments.

Similarly, the Common European Framework is aimed at bringing the learner back to the center of the teaching-learning process (Beresova, 2017). This indicates that, as teachers, we should become helping mediators intended to raise the learners' awareness of their potential. Within the framework previously mentioned, peer assessment gains more importance than it has usually been given. Peer assessment was selected for use in the present study due to its connections with CLT principles such as cooperative learning, it is grounded in philosophies of active learning, and because it is seen as a manifestation of social constructionism (Falchikov & Goldfinch, 2000).

Kane and Lawler (1978) affirmed that peer assessment is the process of having the members of a group judge the extent to which each of their fellow group members has exhibited specified traits, behaviors, or achievements. Likewise, as Sloman and Thompson (2009) noted, peer assessment enhances learner-centered environments and collaborative education and helps

students see the benefit of teaching each other something, which proposes four guidelines for peer assessment. First, the students´ awareness towards the purpose of the assessment since teachers must help students discover their own weaknesses, so that they understand the need to improve. Second, teachers should define the tasks clearly to ensure that students know what they are supposed to do. Third, impartial evaluation has to be encouraged. Therefore, teachers need to provide students with clear criteria to avoid subjectivity while students need to commit to being honest and provide each other with objective opinions. Finally, beneficial washback needs to be ensured. This means that there need to be follow-up tasks, making the process ongoing (Sun et al., 2014). The aforementioned guidelines help peer assessment to be reliable and valid. After all, reliability relates to internal consistency, this is the amount of agreement among assessors; thus, an assessment of a product is reliable when assessed by different people with similar measures, claiming that validity refers to stating clear criteria before the assessment process (Ellis & Smith, 2017). Having clear and detailed criteria ensures that teachers and students have a common understanding of what is to be assessed and ensures valid assessment outcomes (Boud et al., 1999).

2.2.1   Collaborative learning

In general terms, collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers (Saha & Singh, 2016). In all situations where people come together in groups, suggesting a way of dealing with peoplethat respects and highlights individual group members' abilities and contributions, there is a sharing of authority and acceptance of responsibility among group members for the groups' actions (Forbes, 2016). Therefore, the

underlying premise of collaborative learning (CL) is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. CL practitioners apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people (Panitz, 1999). Cooperative learning is defined by a set of processes which help people interact together to accomplish a specific goal or develop an end product that is usually content specific (Wicaksono, 2013), which means it is more directive than a collaborative system of governance and closely controlled by the teacher.

A major component of learning includes training students in the social skills needed to work cooperatively (Laal & Ghodsi, 2012). As Stafford (2017) claims, CL develops social interaction skills, which will be later extended to their activities outside of class. Then, students will contact each other to get help with questions or problems they are having, and they will often continue their communications for similar purposes. As students are actively involved in interacting with each other regularly in an instructed mode, they can understand their differences and learn how to resolve social problems. Therefore, this interaction may create a stronger social support system fostering a natural tendency to socialize with the students on a professional level (Lin, Preston, Kharrufa, & Kong, 2016).

However, there is still a high possibility the students may encounter some difficulties inside and outside of class as they are not trained appropriately in how to perform well collaboratively.

Higher-level thinking skills are developed by CL (Simonin, 1997). Therefore, students are committed to the learning process. Students working together represent the most effective form of interaction (Stafford, 2017). Thus, when students work in pairs one person is listening while the other partner is discussing the question under investigation. Both are developing valuable problem-solving skills by formulating their ideas, discussing them, receiving immediate feedback, and responding to questions and comments.

To develop critical-thinking skills, students need a base of information to work from. Acquiring this base often requires some degree of repetition and memory work. When this is accomplished individually the process can be tedious, boring, or overwhelming. Bloom (2009) argues that when students work together, the learning process becomes interesting and fun despite the repetitive nature of it. Students are often asked to assess themselves, their groups, and class procedures. This means the high level of interaction and interdependence among group members leads to deep rather than surface learning (Garofalo & Paulo, 2018). CL is student-centered, leading to an emphasis on learning as well as teaching and to more student ownership of responsibility for that learning.

CL leads to self-management by students (Bruffee, 1995), since students are trained to be ready to complete the tasks and work together within their groups and they must understand the subject that they plan to contribute to their group. Also, they are given time to process group behaviors such as checking with each other to make sure homework assignments are not only completed but understood (Kaendler, Wiedmann, Rummel, & Spada, 2015). These interactions help students learn self- management techniques.

Therefore, this study intends to implement CL which compared with competitive and individualistic efforts, has numerous benefits and typically results in higher achievement and greater productivity, more caring, supportive, and committed relationships; and greater psychological health, social competence, and self-esteem.

2.3   State of the art

2.3.1   Previous research on sentence stress

Speaking skills and pronunciation has been a topic of considerable interest in several recent studies. For instance, a study carried out in China by Chen, Robb, Gilbert, and Lerman (2001) on the acoustic characteristics of American English sentence stress produced by native Mandarin speakers who were advanced English learners, concluded that although there was L1 interference in the production of L2, there was no critical divergence in how Mandarin speakers implemented American English stress patterns. On the other hand, Hahn (2004) reports on the findings of her doctoral dissertation carried out in the United States how non-native speakers (NNSs) of English frequently violate stress patterns and studied how such violations affected their intelligibility and the way they were perceived by native speakers (NSs), concluding that suprasegmentals should be taught in the English classroom for learners to enhance intelligibility.

In Colombia, Wilches (2014) investigated the benefits of using voice tools for the reinforcement of oral skills. That study accounted for the learners' perceptions towards using voice tools and it found that students acknowledged that the success of using the recordings depended on how they used them; thus, self-awareness and the possibility to exchange information arose as key elements for voice tools to be effective. Similarly, another research

study carried out in Colombia by Mancera (2014) approached pronunciation and the effects that

using self-recording has on it. Although that study regarding the pronunciation of different

phonemes which the present study disregards, the current research acknowledges the fact that it

proved the effectiveness of having students record themselves to foster autonomy and

motivation, as well as the fact that it proposed the use of metacognitive strategies such as self-

reflection for further research. Later on, Montilla, Ospina, and Pineda (2016) analyzed the

impact of using audio blogs to improve students' oral fluency and anxiety finding that the use of

audio blogs lowered learners' anxiety levels and that it helped students raise awareness of their

mistakes so that they could show improvements in fluency.

Furthermore, Liu (2018) investigated the role of imitation, metalinguistic awareness, and

L1 prosody in English prosody teaching at Boston University in the United States with 48

participants randomized into four groups. After examining the efficacy of three prosody teaching

methods: imitation-based prosody teaching (IT), monolingual metalinguistic awareness-based

prosody teaching (mono-MAT) and crosslinguistic metalinguistic awareness-based prosody

teaching (cross-MAT), participants' use of sentence stress was assessed and rated by six native

English speakers based on a 9-point Likert scale. The results suggest that metalinguistic

awareness plays a critical role in prosody learning expanding the breadth of pronunciation

teaching by exploring the prosodic similarities across languages and increasing the depth of

pronunciation teaching by encouraging a paradigm shift from imitating the prosodic patterns.

Likewise, Calderon (2017) implemented self-assessment in her research study in

Colombia to enhance spoken fluency through audio-video recording and highlighted the role

such a tool had on learners' motivation. Similarly, Peñuela (2015) used metacognitive learning strategies such as goal-setting, overviewing, and self- evaluating to affect students' intelligibility to improve stress and intonation. Similarly, Ahmad (2018) designed and implemented a set of techniques and activities regarding English pronunciation on suprasegmental features (intonation and stress) with 16 students from the English education department at Terbuka University in Indonesia. The results showed that the awareness of the importance of suprasegmental features in their oral production tasks increased their performance since they understood how to use rising and falling intonation.

All in all, studies on sentences stress conducted in Colombia as well as other countries around the world have focused on the matter of the present study by using different metacognitive learning strategies whilst studies conducted in Colombia have either focused on the use of recordings to affect more general aspects of pronunciation other than sentence stress or used strategies other than peer assessment to address students' problems with intelligibility. Therefore, the present study examines how peer assessment of learners' recordings could influence their awareness and performance of sentence stress patterns in English.

2.3.2   Previous research on peer assessment

In recent years, several studies like the ones carried out by Chen et al. (2001), Lee et al. (2013) and Wilches (2014) have implemented the use of recordings to impact students' speaking skills. Likewise, the studies of Caicedo, (2016) in Colombia and Tarighat and Khodabaksh (2016) in Iran have not only had students record themselves but also self- and peer-assess speaking performance in terms of fluency and segmental aspects of pronunciation. However, a

few studies like the ones carried out by Chen et al. (2001) in China and Peñuela (2015) in Colombia have focused on suprasegmental aspects of pronunciation such as stress or intonation conducting peer assessment to affect those pronunciation aspects.

For instance, Saito (2018) examined the effects of training on peer assessment and comments provided regarding oral presentations in EFL (English as a Foreign Language) classrooms at Ibaraki University in Japan. In this study, both the treatment and control groups received instruction on skill aspects, but only the treatment group was given additional 40-minute training on how to rate performances. The results showed that the treatment group was superior in both quality and quantity of comments arguing that peer assessment is a robust system in which instruction on skill aspects may suffice to achieve a certain level of correlation with the criterion variable (instructor), but training may enhance student comments and reduce misfitting raters. Furthermore, Patri (2018) investigated the impact of peer feedback at Hong Kong University in China. This study was carried out in the context of oral presentation skills of the first year undergraduate students of ethnic Chinese background. The research instrument consisted of a peer-assessment questionnaire designed to evaluate the organization of the presentation such as content, use of language and interaction with the audience. After the participants took part in a training and practice session on peer-assessment before engaging in the assessment tasks, the findings showed that, when assessment criteria are firmly set, peer-feedback enables students to judge the performance of their peers in a manner comparable to those of the teachers enhancing their oral performance in terms of pronunciation.

Therefore, the present study analyzed how peer assessment affected students' use of

sentence stress. As some researches like Sun et al. (2014), in the United States, Sloman and

Thompson (2009) and Broadfoot (2016) in the United Kingdom and Liu and Lee (2013) in

Turkey have examined the use of peer assessment, there is substantial evidence that peer

assessment can result in improvements in the effectiveness and quality of learning, which is at

least as good as gains from teacher assessment (Topping, 2009). Similarly, Gómez (2016)

studied in Colombia the impact of peer and self-assessment on the use of grammar forms in

spontaneous speaking production and concluded that these strategies had a positive impact on

participants' oral competence as they became more aware of their use of perfect tenses and were

able to identify mistakes, provide feedback, and set action plans for improvement. Also, Tarighat

et al. (2016) used a social network application (WhatsApp) to conduct participants' peer

assessment of general speaking competence. Their findings showed that students perceived the

tool as motivating while it also raised awareness regarding speaking and collaboration. As the

present study was interested in strategies that foster collaborative practices in the Language

classroom, peer assessment appeared to be a suitable a strategy to affect this goal while also

improving participants' awareness of sentence stress.

2.3.3   Previous research on peer assessment to address pronunciation issues

In his research carried out in the United Kingdom, Topping (2009) offered considerable

insights regarding how assessment techniques, including peer assessment, influence students'

awareness of their speaking production, though with a focus on segmental aspects of

pronunciation, specifically the endings of regular verbs in past. Likewise, Caicedo (2016) studied

the effects of peer-correction and peer assessment on students' spoken fluency which relates

more to suprasegmental aspects of pronunciation but is still a broader area than the one the

current study regards. In Singapore, Aryadoust (2015) trained forty students for 12 weeks to

deliver effective presentations considering three subscales as a rubric (verbal communication,

non-verbal communication, and content and organization) which was later used to assess their

peers showing positive effects on both students' oral presentation performance and peer

assessment. Similarly, Hung (2018) investigated in Taiwan the implementation of group PA of

oral performance in English-as-a-foreign-language (EFL) classes in Taiwan. A mixed

methodology research design integrated analysis of teacher- and peer-assessment ratings for each

presenting group, post-assessment survey data, and an instructor interview, documenting the

perceptions and attitudes toward PA of 130 upper elementary students (ages 10–12) and their

instructor. The results show that the ratings by fifth and sixth graders, but not fourth graders,

were significantly correlated with those of the instructor.

Furthermore, Aryadoust (2015) investigated the effect of teacher, self and peer correction

on the pronunciation improvement of Iranian EFL learners in oral productions at Trenggalet

University in Indonesia. To do this, 45 participants were selected from among 60 English

language learning students by assigning a PET test and they were divided into three groups.

Some picture series were given to the participants to make and then tell a story based on the

scripts. In the self-correction group, every participant had to correct her pronunciation errors

individually, in the peer-correction group the participants in pairs corrected each other's

pronunciation errors and for the third group, their errors were corrected by the teacher. After the

pre-test and post-test were administered, the results showed that not only did the peer-correction

group outperformed the teacher-correction group but, the pronunciation of the peer-correction

group improved more than the other two groups since they were aware of the main aspects to assess their peers. Likewise, Lim (2018) conducted a fortnight's task-based learner training program aimed to develop the learners' abilities in metalinguistic strategies whose objective was to enable learners to understand and interpret their peers' feedback by using two oral performance tasks. The results of this study showed that learners were able to assess their performances more accurately with repeated practice increasing their oral and written production skills.

2.3.4   Justification of research question/objectives

All in all, none of the studies reviewed (see previous subsections of 2.3) implemented peer assessment as a strategy to affect suprasegmental aspects of pronunciation, particularly sentence stress. However, as a result of the previous theoretical framework (2.2) and state of the art (2.3), it was concluded that voice recordings could be used effectively to affect learners' oral competence, that peer assessment could help raise students' awareness of their strengths and weaknesses while enhancing collaborative work, and that intelligibility is directly connected with suprasegmental aspects of pronunciation which therefore are worth teaching. Hence, the present study considered how peer assessment could help students to be able to collaborate, and through both these approaches improve their intelligibility and use of sentence stress.

2.4   Conclusion

The present chapter reviewed the theoretical literature and results from research on sentence stress, peer assessment, and collaborative learning in different countries and settings. Consequently, it is suggesting that teaching suprasegmental aspects of pronunciation can have an important effect on learners' intelligibility and that peer assessment can likewise have a positive

impact on learning, aid the process of formative assessment, and enhance collaboration among

learners—all of which plays into a CLT framework. However, despite this apparent combination

of potential benefits, it was also concluded that there has been little previous research bringing

together the three key elements of the present study: peer assessment, sentence stress, and voice

recordings. Therefore, the present study intends to fill this gap in the literature and provide

evidence of the effect and impact of peer assessment on language learners.

Chapter 3: Research Design

3.1   Introduction

The existing research on teaching pronunciation illustrates the importance of providing

students with tools that help them become intelligible and shows how suprasegmental aspects of

pronunciation such as sentence stress play an important role in intelligibility. For this reason, this

study focused on raising participants' awareness of the importance of sentence stress and

implementing peer assessment of voice messages through a social network application to help

students improve their oral communication skills. Therefore, this chapter is intended to clarify

and specify how the strategy and tool will be implemented to assess sentence stress accuracy and

support peer assessment of audio recordings using a rubric designed to help participants analyze

their peers' recorded speech and a questionnaire to understand and to be aware of participants'

beliefs, feelings, and thoughts towards their ability to peer-assess.

3.2   Context

This action research project was carried out at a private high school in Neiva, Colombia

which follows an international curriculum supported by Cambridge International Assessment

Education. This curriculum is divided into three main stages: Cambridge Primary, Cambridge

Lower Secondary, and Cambridge Higher Secondary. At the end of the three stages, students

take different international standardized exams called International General Certificate for

Secondary Education (IGCSE) in different subjects such as Mathematics, English as a Second

Language, Biology, and others. As a result, this curriculum requires a higher level of proficiency

in the student's communicative and linguistic skills, especially in those subjects required for

international certification. Therefore, English lessons are focused on the development of the four

communicative skills (Listening, Reading, Writing and speaking), as well as test-taking skills.

These lessons are taught in 1-hour classes every week during the academic year.

3.2.1   Type of study

The study examines the influence that peers assessing recordings made with a mobile

voice messaging application has on the production of sentence stress patterns in secondary

school students. An action research methodology was chosen, due to its characteristics that

provide educators with the opportunity to carry out systematic procedures in which they can

reflect, gather information, and search for solutions to real, everyday problems they face inside

the classroom through direct observation (Creswell, 2012).

Moreover, a mixed-methods approach, in which "a researcher combines elements of

qualitative and quantitative aspects obtain deep understanding and corroboration" (Johnson,

Onwuegbuzie & Turner, 2007) was also used. Different types of instruments were used to collect

data to provide a deeper understanding about of the research problem than either the quantitative

or qualitative approaches alone could (Creswell, 2015).

The study was conducted with a particular group and in a specific context in which the

participants evidenced certain difficulties with their oral production due to sentence stress issues,

and the researcher determined that peer assessment would be an effective means to help the

participants improve in this area.

3.2.2   Participants

The group of participants of the present study was comprised of 15 male secondary school students, aged 14-15 years. Of these, 12 were from Neiva, Colombia, and its surrounding towns, while three were from other Colombian cities. Participants had the ability to communicate in English by using simple grammar structures and vocabulary through slow talk (corresponding to the CEFR's characteristics of an A2 level). With regard to their affective needs, they were in the last stage of the international curriculum program, as situation that carries challenges for students. They were also facing an imminent transition from secondary-school life to university life, and thus it seemed appropriate to teach them strategies that could help them work collaboratively, such as peer assessment (Hung, 2018).

3.2.3   Researcher's role

Empirical scientific research within the social science tradition is often seen to favor objective, quantitative measurements, since much social science research intends to duplicate the ways research is carried out within the natural science tradition. Favoring such quantitative research techniques is founded within the positivistic paradigm (Bannan-Ritland, 2003). During the present action research study, the researcher sought to facilitate participants' learning and peer assessment while gathering and analyzing data based on observation. Furthermore, as a teacher-researcher, the researcher took part in the research by acting as an observer, a role that allows the teacher-researcher to monitor the effects of their own teaching and adjust instruction accordingly, though it needs to be remembered that this "can influence the research findings" (Mills, 2000).

3.2.4   Ethical considerations

The integrity, reliability, and validity of research findings rely heavily on adherence to ethical principles (Polonsky & Waller, 2011). Research must be done in an ethical and responsible manner (Burns, 2010). Therefore, this study was conducted under three ethical principles: informed consent, privacy and confidentiality, and protection from harm (Norton, 2009). In order to guarantee adherence to these principles, two types of informed consent were obtained. Firstly, the researcher informed participants about the existence and development of the project, as well as its goals and data collection instruments verbally.

Participants were provided with a consent letter (see Appendix C: Participants' consent letter) asking them whether they agreed to participate in the project or not. Also, through this letter, participants were informed about three important aspects. First, all their personal information was to be protected and anonymous through the study. Second, that they could leave the project if they considered they did not want to be part of it and third, their participation would not have any impact on the class assessment. Secondly, an institutional consent letter (see Appendix D: Institutional consent letter) with similar information was provided to the participants' school principal to request appropriate approval to carry out the research project. Third, considering this study is conducted with minors, a consent letter (see Appendix E: Consent letter for legal guardians) was sent to the students' legal guardians in order to inform them about both the nature and purpose of the study and get their permission to proceed.

3.3   Data collection instruments

Instruments were designed to measure two aspects. The first aspect was related to the effect of peer assessment on the accuracy of the participants' sentence stress in English by completing a form based on a rubric and providing useful feedback after every session. The second aspect concerned the participants' beliefs regarding the use and effectiveness of peer assessment as a learning strategy.

3.3.1   Descriptions and justifications

3.3.1.1   Artifacts.

Artifacts are sources of information produced by the participants of a study that help researchers understand what happens in the classroom (Mills, 2000). When studying a culture, social setting, or phenomenon, collecting and analyzing the texts and artifacts produced and used can help the researcher better understand the participants and their context (Seale, 1999). The present study used two kinds of artifacts.

Firstly, to help the researcher analyze the effects of peer assessment on participants' oral production, WhatsApp voice messages were recorded by participants. WhatsApp (https://www.whatsapp.com/) is a text- and voice-messaging application for mobile devices. It allows participants to capture real-time voice recordings on their smartphones, which avoids the need to go to a language lab. Also, it was selected for its availability and accessibility to the participants. The voice-recording artifacts could be produced autonomously by the participants, and likewise they could be easily shared with peers for the purposes of peer assessment.

Secondly, a checklist was created for participants to help them analyze their peers'

recordings more objectively in terms of sentence stress and to help the researcher analyze the

participants' capabilities in terms of peer assessment. Checklists have played an important role in

conferring respectability on qualitative research and in convincing potential sceptics of its

thoroughness (Silverman, 2011). The checklist used in the present study was designed using a

Likert scale (Millis, Gay, & Airasian, 2012) validated by an external reviser, and used after each

voice recording task took place.

3.3.1.2   *Questionnaires.*

Questions form the bases of numerous different data collection instruments; in fact, they

are the primary data collection tool of the social sciences (Ruane, 2005). Thus, the types of

questions that are used for data collection should make participants feel comfortable and they

should be posed in a non-intrusive way (Dooly & Moore, 2017). Questionnaires are used to

collect large amounts of data in a short time (Mills, 2000). A characteristic that made

questionnaires an appropriate data collection instruments for the present study (Walker & Loots,

2018). They were used to check participants' beliefs, feelings, and thoughts about the relative

value of peer assessment and their abilities to peer-assess (see Appendix F: Questionnaire).

3.3.1.3   *Interviews.*

Interviewing is an essential tool in research (Kvale, 1996) and it has long been used in

applied linguistics to investigate an wide variety of phenomena (Talmy & Richards, 2011)

including cognitive processes in language learning, lexical inferencing, motivation, language

attitudes, program evaluation, language classroom pedagogy, language proficiency, and learner

autonomy (Chacra, 2002). Interviewing is used very widely in qualitative research, and takes

many different forms (Peters & Halcomb, 2015), constantly evolving in response both to

theoretical and technological developments. In the present study, interviews were used to capture

data on participants' thoughts about the effects and process of peer-assessment of voice

recordings as a learning strategy (see Appendix G: Interview).

3.3.1.4   *Teacher`s journal*

Journals are widely used by researchers interested in gathering qualitative data (Ridley,

Kelly, & Mollen, 2011). In journals, teacher-researchers can record their thoughts, assessments,

and perceptions of their implementation and their students' behavior (Brown, 2004).

Furthermore, journals are written responses to teaching situations that allow for later reflection

(Richards, 2006). Therefore, in the present study, the teacher-researcher recorded observations in

a journal to support reflection on classroom practices related to the teaching of sentence stress

and the participants' implementation of peer assessment. These practices helped the researcher

analyze both the participants' linguistic competences as well as their ability to perform peer

assessment.

3.3.2   Validation and piloting

Validation and piloting are procedures that help researchers to accurately gather data

needed to answer a research question. One method used to provide evidence that an instrument is

valid is to consult an expert's opinion (Schmidt et al., 2009). Therefore, the instruments used in

this study were validated by teachers who were teaching the same English level as the researcher

and by the department coordinator. They read about the purpose of the instruments for them to

measure what they were intended to measure. Also, the questionnaire was tested before it was administered (Loyens, Magda, & Rikers, 2008). It was piloted with a group of people similar to the population of the study. The results of the piloting stage provided the researcher with valuable information that helped reshaped the questions to be clearly understood by the participants.

3.4   Conclusion

This chapter presents the design for the current action research study. It provides a description of the participants who were enrolled in English lessons in order to train and certify their English level as a requirement to approve their academic year. The pedagogical implementation, as well as the data gathering and analysis process was in charge of the researcher; thus, ethical measures were taken to guarantee that instruments would collect appropriate, relevant, and enough information to answer the research question. It explains how the instruments provided the researcher with both qualitative and quantitative data, making the study to have a mixed method approach to analyzing data.

Chapter 4: Pedagogical Intervention and Implementation

4.1   Introduction

This section aims to provide a detailed description of the pedagogical intervention done in order to achieve the main objectives of this research previously stated in section 1.4 where it is important to evidence if the study helped students recognize explicit sentence stress patterns based on an hour-training lesson, a rubric to support the peer assessment process and forms to help students report to their peers their comments in order to produce a more natural and appropriate speech as well as to improve pronunciation in terms of intelligibility using voice recordings and, finally to verify how helpful the use of peer-assessment on voice recordings was for students' pronunciation.

4.2   Visions of language, learning, and curriculum

4.2.1   Vision of language

Gunn (2003) and Kumaravadivelu (2001) recognized language as a concept with different aspects to account for: as a linguistic system, as self-expression, as culture and ideology, and in its functional perspective. Although all of them are to be considered as important, this research focused its attention on language as doing things. It has to do with Hymes' theory of communicative competence, and the social role of language, which leads to a speech community and a framework of structures that are meaningful for a group of speakers, considering the context of the L2 learner and what he/she wants to learn.

The private school to be intervened takes into consideration that the vision of language is directly related to the communicative approach that is based on the idea that learning a language through the communication of real meaning helps learners to get involved in real communication, and therefore their natural strategies for language acquisition will be activated in order to allow them to use the language.

Likewise, this vision of language influences both the teaching practices and research proposals at the school. Teachers are supposed to enhance the development of the four communicative skills and to expose learners to different contexts that are contemporary to the English-language world. The school accepts research proposals as long as they contribute effectively to the learning process of the students.

4.2.2   Vision of learning

The vision of learning at the school is related to the meaningful learning model that, according to Moreira (1997), consists of activating previous knowledge and restructure it using the new information. For him, the most important single factor influencing learning is what the learner already knows (Moreira, 1997). This definition fits the institutional objective of having students learning for their lives and not for the moment. As Head, Van Hoeck & Garson (2015) remark, lifelong learning is a purposeful learning process that aims to improve learners' skills at acquiring knowledge to become competent when using the language.

According to Van Bruggen (2005) when he refers to peer-assessment as one of the best and perfect successes in educational history and to the vision of learning presented above, the current research was structured around the peer-assessment foundation. . Pedagogically, Jones

and Alcock (2014) state that peer assessment improves students' learning through a sense of ownership and responsibility, motivation, and reflection of the students' own learning. This form of assessment is recommended by Falchikov and Goldfinch (2000), and Topping (2009) as one of the effective approaches for classroom evaluation. It can also be considered as an opportunity for students to become learning facilitators and also used as a tool for instructors to obtain a clearer and more obvious picture of learner's performance (Boud et al., 1999). Based on the authors mentioned above, the activities of this research provide learners with different peer-assessment tools to gain communicative competence regarding pronunciation, specifically sentence stress.

Vision of curriculum

In the institution, there is stated vision of curriculum called Language Policy. The school has adopted and adapted the standards of English that the Ministry of Education has established for all the institutions, official and private, in Colombia and the International curriculum from Cambridge Assessment and International Education CAIE whose main objective is to provide the necessary contents for each level to allow them to communicate in the foreign language, use the acquired knowledge in an appropriate way in real communicative situations (Sánchez, 2013). As most of the students are placed in an A2 level, the school has a course for the intensification of English where the objective is to make students achieve a C1 level according to the Common European Framework of Reference (Little, 2006). The standards from Cambridge CAIE and the CEF used in this school work as a tool to both provide specific references in terms of competence and proficiency of learners, and make the required adjustments regarding the specific needs of the students.

Both Colombia and the school are aiming at having bilingual citizens. The Ministry of Education has two specific components to reach this: training teachers and quality and articulation to accomplish this goal (Sánchez, 2013). In the same way, the school is working on this goal, and it has implemented approaches like Content Language Integrated Learning (CLIL). According to McDougald (2015) through this approach students can be supported in their language acquisition process by helping them develop their language skills and subject knowledge. It is also a mean of fostering bilingualism at the school and a way to improve the teachers' practices at teaching the foreign language to students. Thus, the vision of curriculum in the school favors the project because it helps to guarantee the development of different skills such as critical thinking, collaborative work, creativity, and communication (Cotterall, 2000).

Richards (2013) considered three types of curriculum development depending which part of the teaching-learning process the emphasis is on: the input (forward design), the methods (central design) or the outcome (backward design). As a peer-assessment places its attention on the methodology, the curriculum of this study created a central design. This design refers to the planning of a sequence of activities and techniques that could be adapted to the necessary content and outcome expected from students and that could develop abilities students might need. Therefore, this curriculum was based on student-driven and learner-centered policies.

4.3   Instructional design

4.3.1   Lesson planning

Seidlhofer (2012) declared that Lesson planning is the process of taking everything we know about teaching and learning, along with everything we know about students in front of us, and putting them together to create a roadmap for what a class period will look like. In

accordance with the previous assertion, using lesson plans permitted us to become acquainted with the class objectives, the intended language and learning goals to be attained throughout classes.

By the same fashion, Burns (2010) suggests that it is important to consider two kinds of goals: language goals that focus on the target language learners want to improve (e.g., grammar, pronunciation) and learning goals that are centered on the students' learning process (e.g., working on improving skills, developing abilities to set goals, learning how to select pertinent strategies for particular tasks). Thereby, it is important to follow every pedagogical procedure systematically as to get the most benefit in favor of the students.

This study adopted a lesson plan template designed to carry out specific class procedures aimed at helping students adopt peer-assessment behaviors and improve their understanding towards sentence stress in pronunciation (See Appendix H: Lesson plan). In this line, classes were focused on language learning activities and collaborative learning objectives, including the corresponding criteria to assess both language and the use of the strategies. Groups were organized considering students' strengths, individual characteristics, and tasks to perform as a result of interaction between students. During each class the teacher-researcher recalled distinct roles participants could assume such as note taker, organizer, timekeeper, reporter, etc. Finally, when tasks were done by learners according to the lesson plan, data collection instruments were used to encourage reflective practice and to facilitate the gathering of information for posterior analysis. Likewise, considering the CLIL approach principles claimed by Frigols (2011) and Dalton (2011) the lessons were divided into five main stages: Motivation (to activate prior knowledge and create expectations in students in order to engage them since the beginning),

Presentation (to show them by different activities to develop the main topic), Practice (to provide

evidence of the students understanding towards sentence stress), Assessment (to apply the peer

assessment strategy carried out in this study) and Wrap up (to help them understand the results

and continue the applying the strategy the next lesson).

4.3.2   Implementation

This pedagogical intervention was planned from October to November 2018 as displayed

in the following table:

Table 1.

Pedagogical Implementation plan

Date	CD	Time (hours)	Task
October 24th	F2F	2	Lesson 1 – Pronunciation principles
October 25th	F2F	2	Lesson 2 – PA principles
October 26th	F2F	2	Lesson 3 – Activity 1 (observation and journal 1)
October 29th	F2F	2	Lesson 4 – Activity 2 (observation and journal 2)
October 30th	F2F	2	Lesson 5 – Activity 3 (observation and journal 3)

October 31st	F2F	2	Lesson 6 – Activity 4 (observation and journal 4)
November 6th	F2F	2	Lesson 7 – Activity 5 (observation and journal 5)
November 7th	Online	1	Lesson 8 – Survey application
November 8th	Online	1	Lesson 9 – Questionnaire
November 9th	F2F	2	Lesson 10 – Interviews

Five lessons plans/interventions were conducted for one month as the main component of the implementation. Through five interventions peer assessment on voice recordings was implemented. The first one was addressed to students in order to raise their awareness about the importance of pronunciation as well as their understanding on sentence stress.by teaching them basic content on the topic. First, learners were taught to differentiate between content and structure words in a poem, and how the time in every word affected the rhythm of the entire sentence. The second intervention allowed the teacher-researcher to implement peer-assessment by presenting, explaining and modeling the rubric that would be used later in the different activities. Finally, a short workshop was given to learners in order to provide feedback on key terms and practices to deal with throughout the study. The following interventions fostered speaking activities performed by the students in order to apply peer assessment on their sentence stress patterns. In those lessons, learners were given specific tasks to audio record. After the task was done, students got in pairs randomly and used the rubric to assess their peers. If, at any moment, the peer evaluator felt unsure of his assessment, he would look for another student in the class for support. In the case that the doubt persisted, the teacher supported his assessment in order to ensure reliability and validity of the activity. Through the use of language contents and

the gradual development of interaction among participants who worked based on collaborative

principles they broke down the task into different sub-tasks so everyone in the group could

cooperate to succeed in the final result. In this sense, the students were invited to put the

principles into practice with the objective of enhancing their self-directedness.

By means of the third, fourth and fifth interventions, the teacher-researcher took some

minutes at the beginning of every lesson to review and model again the use of the rubric on a

random audio already assessed by a learner. The teacher and students listened to the audio and

with the whole class, the audio´s peer assessment was revised so that students were increasingly

aware of their own learning and also of the roles to perform when working in teams. As the

activities were performed and peer assessed, different students showed in the rubric results an

increase in their score since they learned some aspects they could improve from the peer

assessment process carried out in the previous activity. This step aimed to help students to do

their tasks collaboratively and encouraged them to reach agreements on social rules and team

commitments. To fulfill this purpose, specific roles were provided: the ones related to team

maintenance: a questioner, a timekeeper, and a noise monitor; and the ones related to skills: a

summarizer, and a reporter (Jacobs & Ward, 2000). The instructions on the distinct roles

individuals can perform within collaborative learning and their distribution among participants

helped students be aware of the importance of taking responsibility of their own roles when

working under a collaborative mode.

Nevertheless, some challenges were encountered throughout the intervention. First, some

students' reluctance was apparently affecting their performance during the first session of the

intervention as they did not feel engaged enough to participate and complete all the task. In order

to address this situation, the teacher-researcher talked and explained to them how peer assessment could be used as a strategy to improve their understanding on sentence stress patterns in pronunciation - an aspect they did not consider relevant at that moment. Second, the teacher-researcher discovered that although the students were trained to peer assess each other, some of them were not peer assessing based on their criteria found in the rubric but based on their own perception about the students they were peer assessing. Although the teacher-researcher understood it could be part of the process, he decided to talk to them to create a greater sense of awareness on the importance of an objective peer assessment process. After all the adjustments were applied in the first session, a better performance by students was evident in the following ones.

4.4   Conclusion

The intervention and implementation stage allowed participants to understand the different aspects regarding sentence stress in pronunciation in order to perform better in oral production activities. The implementation also considered how different visions of language, learning, and curriculum conform a specific teaching/learning context. Throughout the implementation, data such as audios, forms, and teacher's journals were collected to gain insights about the problem under study. The results of the intervention explain the influence of peer assessment in the development of participants' pronunciation skills, as is analyzed in the next chapter.

Chapter 5: Results and Data Analysis

5.1   Introduction

Throughout this paper, the theoretical foundations that have addressed the pronunciation difficulties experienced by this group of learners have been examined. Furthermore, this project has illustrated the implementation process carried out on the population under study to mitigate these issues. In this chapter, the data management and data analysis procedures are presented. These findings will enable the researcher to assess the effect that peer-assessment had on students' sentence stress patterns.

This section of the paper is based on the approach of Corbin and Strauss (2008) for data analysis, according to whom, the data analysis process deals with the researcher`s ability to present the participants' perspective through the data. Consequently, it enables the researcher to develop conclusions regarding students' thoughts and opinions. The instruments administered during the process enabled the researcher to gather information that later needed to be classified in different categories and subcategories. This data will reveal the possible outcome of attempting to assess the impact on students' pronunciation after the implementation.

5.2   Data management procedures

For the accomplishment of the research question and objectives, it was necessary to implement five instruments: teacher´s journal, audio recordings, rubrics, questionnaires and a survey.

Teacher´s journals were used in five sessions. This instrument was implemented to elicit the teacher´s perceptions and opinions in regard to the strategies proposed to address the problem during the implementation. This information was collected and digitalized in an Excel spreadsheet (See Appendix J: Teacher´s journals).

It was also necessary to record students' performances in order to obtain more accurate information regarding students' sentences stress change or increase. These recordings were stored and used in every lesson when the teacher chose at random one or two to model and revise with the class if the peer assessment on that recording was appropriate. This process served to determine the effect of the strategy on the participants since the students who peer-assessed listened to their classmates' oral production and asked for support and opinion to other peers and the Teacher as well in order to assure reliability in the results obtained.

Rubrics were essential for the collection of the data since they enabled the researcher to measure the possible improvement in fluency from the participants during spoken performances. This instrument measured sentence stress patterns that refers to the emphasis placed on certain words within a sentence (Bresnan, 2006). This rubric was administered by the peer student randomly chosen, appropriately supported by other students and the Teacher at the end of every session during the implementation process to evaluate the students' performance. The results of the rubric were color-coded and digitalized within an Excel sheet (See Appendix K: Rubrics).

A questionnaire was subdivided into three sections and administered at the end of the implementation to elicit final insights regarding students' perceptions towards the implementation of peer- assessment strategies. This instrument contained open-ended questions, multiple choice and dichotomous questions in order to obtain more reliable information and to

complement the data gathered from the other instruments (See Appendix L: Questionnaires

results). The kind of questions made the coding process easier and allowed the researcher to

categorize the responses more appropriately.

This procedure enables the researcher to collect plenty of data that later served to be

categorized, coded, and analyzed.

5.2.1   Validation

The validation of data is essential to determine the effectiveness of the instruments used

during the implementation process. The information collected within the process enabled the

researcher to filter, assess and disregard the data obtained (Celce-Murcia, Brinton & Goodwin,

1998). According to Ritchie and Lewis (2003) the validation of the information involved the use

of sources to evaluate the purity of assumptions obtained from the data in connection with both

the data and the conclusions reached. It was necessary for the researcher to have a constant

interactive process with the data which involved reading, thinking, analyzing, posing questions,

and filtering codes and information to obtain preliminary and final outcomes (Celce-Murcia,

2001).

After the implementation process, it was necessary to digitize and transcribe the data

since the amount of information was immense. All the information was digitized in an Excel

sheet. In addition, the participants' anonymity was respected for ethical considerations. In

keeping with best practices for coding participants (Corbin & Strauss, 2008) all learners were

given a number/letter combination as identifying codes.

5.2.2 Data analysis methodology

Qualitative research studies involve specific methodological approaches for the analysis of the data. Therefore, this paper focuses on Grounded Theory for the interpretation of the information collected. According to Glaser and Strauss (2019) the analysis of data is a methodical process that involves analyses, coding, categorization and identification of multiple variables contained in the data obtained. The researcher opted for Grounded Theory as the method to analyze the data to explain the current phenomenon and to determine the possible effect on the students' oral performance after the implementation of the strategy. This analysis enabled the researcher to classify the relevance of the information and generate theory based on reasoning (Cohen, Manion & Morrison, 2018).

Grounded Theory can be defined as an interactive process with data that is used to create a frame for the theory (Corbin & Strauss, 2008). This qualitative method permits researchers to approach the data to establish a continuous comparison to draw initial and final assumptions and conclusions from the findings. Grounded Theory proposes several stages of analysis aimed at reducing, conceptualizing, and categorizing data. These stages are open, axial, and selective coding. Open coding refers to the process of generating initial concepts from data; axial coding refers to the association through inductive and deductive process; selective coding refers to the transformation of simple codes into core categories to develop a theoretical frame. These types of coding allowed the researcher to make a progressive judgment of those assumptions during the intervention (Glaser et al., 2019).

Following Grounded Theory principles, the process of analysis initiated with open coding in order to identify simple units of information to facilitate the study of the phenomenon under

study. Several codes emerged from the data. These codes helped to build categories that later served to identify the core category.

After the information was codified in single units, it was necessary to analyze data with axial coding to identify patterns within the preliminary codes in order to sort them into categories. Several codes were examined to create associations with the existing theory. According to Corbin and Strauss (2008) axial coding consists of constructing series of interlinking patterns to build a category that illustrates the general coding (Cohen et al., 2018). The researcher linked similar responses to create a code and the corresponding category.

Finally, selecting coding served to identify the core category in order to relate it to the initial codes at the initial stage of the data analysis. This type of coding served to consolidate the main or umbrella category after an extensive analysis. According to Corbin and Strauss (2008) the core category represents the main phenomenon of the study that shows the focus of the results.

5.3   Categories

5.3.1   Overall category mapping

As a result of the data analysis process, four categories emerged from the coding stage that addressed the research question. These categories were: **Peer assessment to help improve sentence stress, Rubrics to support peer assessment process, Voice recordings as a tool to develop communicative competences and Collaborative work to develop social competences.**

These categories arose from an extensive comparative analysis aiming at connecting the categories with the research question. This permitted the researcher to associate similarities in patterns within the four instruments administered during the implementation. The following chart illustrates the category mapping carried out in the process. See **Table 3**:

Table 2.

Overall category mapping

How does peer assessment of participants' recordings influence sentence stress patterns of high school students with A2 level (CEFR) L2 English?			
Peer assessment to help improve sentence stress	Rubrics to support peer assessment process	Voice recordings as a tool to develop communicative competences	Collaborative work to develop social competences

5.3.2   Discussion of categories

5.3.2.1   *Peer assessment to help improve sentence stress*

The analysis carried out after the implementation provided the researcher with vast information that needed to be sorted and coded in main categories to analyze the possible assumptions and findings. The aim of this study was to assess the effect that peer-assessment had on students' pronunciation. This first category, which identified students' own self-perception of better pronunciation, emerged because most of the participants claimed to be more aware of the

appropriate form to pronounce after the intervention as a result of the strategy implemented to

increase their oral production. This improvement could be seen from the first session onward and

was perceived within the students' answers in the interview where participants described their

experience. The emergence of this category proves that the participants produced better language

during the intervention triggering an improved perception of pronunciation when speaking and

confidence. Observe the following answer to a question of peer-assessment of pronunciation.

> "I felt well because the teacher provides me a rubric with all the information to
> asses a person, so it was easy to me to make the choice what was the level of my
> partner in the rubric. So, I learned from their mistakes and improved the aspects I
> was assessing." (Excerpt, S11 Interview)

This excerpt above shows that the student had both a sensation of accomplishment after

the implementation since he felt confident assessing his classmates during the activities and an

improvement of his pronunciation by being more aware of the correct form to pronounce to

succeed in the next task. This demonstrates peer assessment on voice recordings helped learners

to enhance their perception towards their own pronunciation when producing language.

> "I discovered I didn´t some things about pronunciation. After some sessions,
> especially the first ones, I took into account some things about pronunciation and
> now I feel I use them to speak better and I want to continue improving."
> (Excerpt, S3 Interview)

This sample demonstrates that while peer-correction strategies were being implemented,

learners perceived an enhanced perception of pronunciation when interacting with their peers.

The immediate feedback provided by their classmates allowed them to be aware of their own mistakes, thus creating an enhanced perception of better pronunciation. The activities planned by the teacher enabled the students to produce more language and to participate more within the activities. Lundstrom and Baker (2009) also found this strategy successful, since it helped learners to take care of their mistakes, to clarify grammar rules, to enhance students' awareness and the most important factor was that students enjoyed working with their peers reducing the affective filter. As expected, learners felt freer to speak in a less threatening environment. In this study, the participants highlighted the value of the strategy for their pronunciation in speaking, mainly those learners who claimed to have improved their grammar use and lexis after the implementation of peer-assessment.

The two excerpts above show that peer assessment as a strategy had a positive impact on students' pronunciation by encouraging motivation to produce language continuously due to the interaction experienced by the teacher, and the peer-correction and assessment. This exposure to the language enabled learners to practice more and to have access to new language patterns and vocabulary that triggered cooperative learning, strengthened self-confidence, and enhance fluency. Gholami (2016), Sun et al., (2014) and Topping (2009) concur with the effectiveness of this strategy as students become responsible for their learning progress foster students' communication and collaboration skills, and encourage reflection and metacognition. These assumptions lead the researcher to infer that students who implemented the strategy might increase their spoken fluency and enhance their confidence as a consequence of the safe environment created by the implementation.

5.3.2.2   *Rubrics to support Peer assessment process*

Participants acknowledged the increase of confidence when assessing their peers' work in different speaking activities.

> "I really liked to do the evaluation to my classmates because I felt good and sure. The Teacher helped me sometimes, but I almost always asked my classmates and they asked me."
>
> (Excerpt, S9 Questionnaire – section 3, Question #2)

> "The Teacher let us work together and with the rubric he gave us. It was a good activity because I wasn´t under pressure and I learned from my other classmates."
>
> (Excerpt, S6 Questionnaire – section 3, Question #2)

As shown in the excerpts above, participants stated that without the intervention of the teacher, speaking activities caused fewer inhibitions and less nervousness. The majority of the learners agreed that they felt more comfortable and confident being assessed by their peers with the support of the rubrics to provide a more objective assessment as Reddy and Andrade (2010), and Jonsson and Svingby (2007) suggested. In other words, the procedure carried out during the intervention enabled the participants to interact constructively and more often with their peers rather than negatively, and less frequently, with the teacher. This process supported by a single criterion to follow when peer assessment seems to have encouraged the learners to be more independent and confident.

> "I had the opportunity to evaluate other classmates. When I did it, I learned some
>
> things I didn´t know before. The rubric helped me understand the best form to
>
> speak and not make mistakes."
>
> (Excerpt, S3 Questionnaire – section 3, Question #2)

Jonsson and Svingby (2007) highlighted the importance of self-confidence as the most important determinant of attitude and effort towards the learning of a new language. In this case, the excerpt demonstrates the commitment and determination of the student when assessing others as the correct form to learn by assessing. This category illustrates that the strategy indeed impacted students 'oral production since the more language learners assess, the more aspects they consider when producing and performing better throughout the process. This was a key aspect when speaking in the classroom since learners recognized that the aspects they considered producing their speech, in this case, pronunciation, were relevant when producing intelligible oral utterances.

> "When I talked to my classmates I felt well because we were friends and always
>
> helped the others. Giving and receiving comments is good because you feel you
>
> improve. It was better than when my Teacher evaluates me." (Excerpt, S14
>
> Questionnaire – section 3, Question #4)

These excerpts show that the students felt more comfortable and optimistic interacting with their peers, and their confidence and fluency were determined by how amenable the learning environment was to producing language. This demonstrated the effectiveness of the strategy in producing an environment of comfort and tranquility for the students. This result is

supported by Gielen et al. (2010) who affirmed that peer-correction is less threatening than teacher correction since students are more likely to feel more comfortable with their classmates' feedback; hence, being corrected by classmates evokes less anxiety and pressure than having a teacher do so.

5.3.2.3   *Voice recordings as a tool to develop communicative competences*

For the researcher, it was important to introduce peer assessment skills formally as it helped students to develop their oral communication competencies throughout the process by providing opportunities to identify key suprasegmental aspects they were not first considering in their speeches such as sentence stress patterns in pronunciation. However, the use of WhatsApp voice recordings, a technological and incredibly accessible tool they have every day, definitely supported the strategy boosting students' interest in learning while using their cell phones. Therefore, using the voice recordings as a tool to peer assess the others' performance resulted in an entertaining, engaging and innovative form to apply every-day technology in their language learning process since voice recordings gave each student a chance to develop, practice and rehearse their speech privately before submitting, with as much or as little practice as they chose. Then, they would receive feedback on their performance as part of the assessment process, in line with good teaching and learning practice (Brown & Hudson, 1998).

> "I think is a very helpful tool because it's the way I could, or we could understand each other better because we could try several times until we made a very good recording. I think it was the perfect way." (Excerpt, S5 Interview, Question #1)

This excerpt proves the acceptance of most of the students towards the use of technology in the classroom as their communicative performance increased due to the lower levels of anxiety and higher levels of confidence as they were expected to voice record, practice and restart their speech if needed.

> "It´s the easiest way to make something and maybe using paper is too old and boring, and using the technology is the best way to make the classes better."
> (Excerpt, S14 Questionnaire – Interview, Question #3)

As Waters (2009) suggests, innovation in English Language Education (ELE) has become a major 'growth area' in recent years, in this excerpt, it is clear students are always looking for a different form to learn since their perception towards the inclusion of technology is very positive as it brings new opportunities for them to understand a phenomenon from a different perspective. This leads to the idea that technology in the educational space allows the use of more interactive tools that keep students' engagement more easily. In addition, social networks and Web 2.0 involve sharing points of view and discussing ideas, which helps children and adolescents develop critical thinking at a time when their brains are developing. Likewise, because of its flexibility and ability to adapt students can follow different rhythms in their learning (Kern, 2006).

Certainly, using technology in the academic environment is not something new. However, how this technology is used has changed a lot over the years, allowing greater flexibility, efficiency and use of educational resources which involves higher quality training for students.

5.3.2.4   *Collaborative work to develop social competences*

As Usma and Frodden (2003) stated collaborative learning focuses on enhancing the abilities of each student from the exchange of knowledge between peers. That is to say, that working collectively, each student manages to stand out for their abilities. As a teacher, it is clear that not all students learn in the same way and that each method of learning has different effects on students. Everyday efforts are made so students can make their passage through the classroom as nutritious as possible for their future and precisely because of that single goal, missing the opportunity to promote collaborative learning in the classroom should not be an option.

> "This activity helped me realize I can improve with the help of my other classmates. When we work together and when we are disciplined we can improve and get better scores." (Excerpt, S10 Questionnaire – section 3, Question #7)

This excerpt demonstrates the importance of working together to accomplish a single goal, which means each member plays an important role as the others to obtain expected results. This means that dividing the tasks into small teams of students to work on a common objective, in which they learn the assigned theme through the collaboration of all the members of the group, allows different dynamics that can be carried out to promote collaborative learning (Nunan, 1987).

> "Different opinions can help me to see the mistakes I make. This is important in our lives." (Excerpt, S17 Questionnaire – section 3, Question #7)

This excerpt illustrates how collaborative work helps students improve their academic knowledge, proving that they can develop abilities such as those related to soft skills, which are

currently important in different settings, especially in job environments as Mondahl and

Razmerita (2014) state. This learning approach works equally at all educational levels and

subjects. The only difference is that the complexity of the experiences is greater as the students

grow. Therefore, it is possible to indistinctively apply collaborative work to both scientific and

humanistic and linguistic subjects.

5.3.3   Core category: Peer assessment, supported by rubrics, voice recordings and collaborative work improves sentence stress patterns.

The improvement in self-reliance towards sentence stress patterns development emerged

from the process of coding participants 'perceptions and assumptions. The increased exposure to

the language implementing the strategy during the implementation strengthened their confidence,

transforming their perception of their being more intelligible in speaking (Peñuela, 2015). These

instruments allowed the students to reflect on the significance of these strategies for the

development of their pronunciation.

The previous factors were enhanced through improved confidence, cooperative work, and

a growing sense of independence. Although these participants cannot be considered fluent since

the time of intervention was short, nevertheless, the researcher could measure these

improvements thanks to the instruments administered (See Appendix J: Rubrics). Rate of

speaking and intonation were the aspects in which the improvements were most noticeable as it
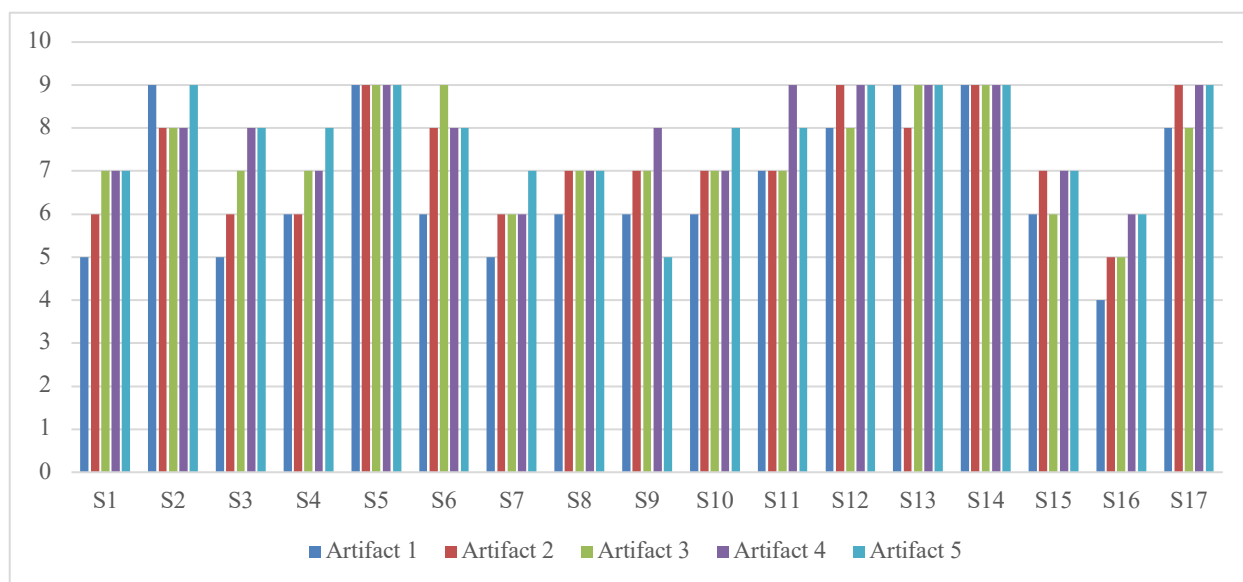
was indicated in the rubric as it is indicated below.

Figure 1. artifacts to Peer Assess students' performance.

As shown in the graph above, it is clear that although the class is not homogenous in terms of language needs, most of them (except for Subjects 7, 9 15 and 16) demonstrated they increased their task points based on the rubric which evidences that this implementation process nurtured students' learning processes since participants had opportunities to reflect upon their progress with the language and were encouraged to monitor their improvements. Every session served to construct new perceptions of learning by attempting to make students more competent by strengthening confidence. Their self-confidence and awareness of language made noticeable improvements that helped them to convey meaning more fluently. This proves that peer-assessment strategies effectively impacted students' oral production and created an enhanced perception of fluency since they had the opportunity to learn by assessing different classmates as well as to interact with each other when they did not feel confident enough grading someone else's work. Furthermore, this practice first helped them to keep motivated and engaged as they had control over most of the results (always supported by the teacher) and second, avoid

misinterpretation and subjectivity since they constantly reported and looked for other classmates seeking support.

Even though some students claimed to feel certain discomfort with the implementation due to reliance on their peer´s feedback, the rubric revealed that even these participants had a moderate increase in their oral production. Also, they displayed respect and acceptance towards their peers' correction and assessment. In general, the participants' responses were essential to understanding their perception and feelings towards the phenomenon and the strategies implemented. Their answers demonstrated that peer assessment, supported by rubrics, voice recordings, and collaborative work allowed students with A2 level (CEFR) L2 English to improve their sentence stress patterns and therefore, their oral production.

5.4   Conclusion

In this analysis, the researcher assessed the significance of the strategies and the perceptions and feelings of students during the intervention and identified that the strategies had a positive impact. The intervention helped learners to be more aware of their language (indicated through the survey and the questionnaires) that learning became a more conscious process. The analysis also revealed that the students increased their self-confidence which enabled them to speak more freely without a sense of being judged. This positive feeling allowed them to have an enhanced perception of their pronunciation and may increase learning through gained motivation. Students' assumptions towards the implementation improved over time, as evidenced by the survey and questionnaires. Therefore, applying Peer Assessment on voice recordings can be considered an effective strategy to improve students' speaking skills by enhancing a suprasegmental aspect, in this case, sentence stress patterns.

Chapter 6: Conclusions and Pedagogical Implications

6.1   Introduction

This project has illustrated the process and the mechanisms that the researcher implemented to address the phenomenon of pronunciation issues among a group of high school students. These mechanisms led the researcher to utilize peer-assessment to improve language development, and subsequently, to evaluate the impact of this strategy on students' pronunciation.

In this chapter, the conclusions derived from the data analysis present promising outcomes. As a consequence of implementing this learning strategy, participants were able to increase their speaking rate, reduce pauses, and improve continuity in their speech. These results may contribute to the EFL context addressing similar issues in different settings.

The results of this study are also analyzed to assess their significance for the EFL context in Colombia. These results support the conclusion that such strategy improved students' confidence since participants were encouraged to take risks and indeed, the students themselves indicated to have improved confidence in oral performance. This paper highlights confidence as the most positive effect of the implementation.

This final section of the research also examines the limitations of this study and also suggests insights for further research into alternatives methods for improving students' pronunciation in language learning classes.

In sum, this chapter   concludes the intervention and the analysis of the data produced by the instruments.

6.2   Comparison of results with previous studies' results

While speaking generally has been a major concern among EFL researchers (Brown, 2008), this paper departs from generalities by focusing specifically on sentence stress patterns as a suprasegmental aspect of pronunciation. The researcher concluded that factors such as confidence, language awareness, cooperative work, and positive perceptions assisted learners in increasing their speaking rate and reducing hesitation and long pauses (Rahman, 2010).

In addition, the implementation process demonstrated that negative emotional factors made students reluctant to produce language. The researcher acknowledges that the strategies did not impact on the whole group, but showed moderate, objectively-measurable (through rubrics) improvement in the majority of the participants which led the researcher to conclude that spending more time on these strategies in the classroom may result in students reaching higher levels of performance in speaking.

 Derwing, Munro, Thomson, and Rossiter (2009), Hilton (2008) and McCarthy (2010) carried out similar studies that reported similar results. Their projects focused on using peer-assessment to improve students' fluency in speaking and concluded that peer formative assessment provided a dynamic process for daily assessments and led to measurable improvements within a limited time frame. This is similar to the current study, although the increase in participants' pronunciation was not as evident--most likely due to the decreased time frame. The majority of the participants in this study experienced a moderate increase in their oral

production after the process. The remaining participants claimed to feel more comfortable with the teacher´s corrections and seemed to be reluctant about implementing new strategies.

Boud et al. (1999) and Gielen et al. (2010) reported similar results, as students in these studies also expressed reluctance towards peer-correction due to determinants such as age and personality. Their findings revealed that young learners relied more on the teacher´s feedback rather than on their peers´. However, other teachers in the institution viewed peer- correction as a useful technique, although they affirmed that the technique would only be beneficial if the teacher confirmed the validity of the feedback. Gielen et al. (2010), concluded that teacher feedback is crucial and should be administered daily to have a long-term positive effect on students' ability to monitor others' performance. It is important to bear in mind the participants of this study were teenagers, so this outcome might be linked to the age group. However, the reluctance rate in this group was low, and the students generally demonstrated comfort with their peers' corrections.

Gielen et al. (2010) and Jones and Alcock (2014) concluded that peer-feedback helped learners to become autonomous and at the same time to become more active participants in their learning processes. This process project demonstrated that participants were able to increase their oral production, and results were also noticeable in their degree of independence and confidence. This process enabled learners to peer-monitor oral production.

Topping (2009) and Spiller (2012) examined the usefulness of different learning strategies in EFL contexts. Their findings revealed no significant differences in terms of attitudes between the high- and low-intermediate students. However, these participants displayed an increasing use of advanced tenses during spoken activities during the implementation. This

indicates that the strategy fostered improvement in students' use of the language. In terms of

attitudes, the participants of this study showed positive feelings when corrected and assessed by

their peers which, in turn, promoted confidence and reduced the affective filters.

In sum, all the studies related to peer-assessment yielded similar outcomes: most

acknowledged the importance of different types of corrective feedback that the students receive

and the value of different strategies in different contexts. The majority of the studies aimed at

specific features of the language such as linguistic patterns and attitudes but none of them

addressed students' affective needs around assessment.

6.3   Significance of the results

Peer-assessment indeed had an impact on students' oral production and feelings towards

the production of language in this study. Even though the increase in their pronunciation was

relatively small, this was probably due to the short period of implementation. These strategies

cannot be expected to affect all populations, nor all members of a population, in the same way of

the current participants since not all learners believed in the effectiveness of peer feedback.

However, these results provide an alternative to teacher feedback and without exposing learners

to its attentive negative affective factors that may cause reluctance to participate.

The significance of the results within the EFL context relies on students' self-confidence,

willingness to participate, and their oral production as evidence. Addressing the affective factors

was essential since the social pressure that teachers and large audiences produce hindered

students' normal language development. The comfort level and environment experienced by

students during the implementation, fostered interaction, cooperative learning and assisted the learners in producing continuous speech.

In sum, these strategies resulted in improved perceptions that participants had toward peer assessment by modifying the paradigm that placed the teacher as the source of all knowledge in the classroom, and empowered students to see themselves, and their peers, as authorities in their language production.

As has been indicated, the implementation period of this project was relatively brief. Therefore, it is suggested that future researchers should aim to include more sessions over a longer period for the developments in pronunciation to be more noticeable. Even though this project was carried out in a high school, it could be adapted in different settings such as language institutions and universities. The results of an extensive implementation may fundamentally change students 'perceptions and the paradigms of teacher-centric educational models in EFL learning.

6.4   Pedagogical challenges and recommendations

Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language, or as Nunan (1987) suggested, success is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom, they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

Speaking is a conversational activity that requires both transactional and interactional approaches for ensuring its effectiveness and smooth performance. Pedagogy in speaking is interdependent on how teachers adopt the ways to encourage students in speaking, how they implement their plans and procedures in a classroom environment and why they face complexity in teaching speaking. Teaching speaking like other skills requires systematic procedures and strategic ways, though in many cases it becomes almost impossible to execute all fixed plans and procedures in real-life speaking environment.

6.5   Research limitations on the present study

Although this study demonstrated the effectiveness of the strategies chosen to address the research question, nevertheless, some constraints delayed the research process. The first limitation that hampered the normal development of the study was the students' class attendance. The study initially started with seventeen students, but unfortunately, only fourteen to sixteen students attended all classes normally. This made it difficult to monitor all students' perceptions and performance. Moreover, valuable data and student feedback were not collected from those students who were absent on days when such data points were recorded, or data-collection instruments employed.

During the training stage at the beginning of the implementation, the participation from the participants was limited. The researcher had to modify the timeline to give learners more time to become familiar with the instruments and the new methodology of the class. Furthermore, the attitudes of some learners did not enable the researcher to develop smooth transitions between the training and the pedagogical intervention. Late-comers added

significantly to the logistical challenges and administrative burden of the study during both the training and the implementation.

These limitations delayed the project for some weeks, but the researcher managed to overcome all complications that arose. It should be noted that researchers are people themselves, and subject to imperfect and even undesirable conditions and limitations in their lives that affect the outcome. Neither the classroom nor the students' lives occur in laboratory conditions, and personal hardships may have a great effect on the results of any study. A parting piece of wisdom would be to design research with plans to address potential interruptions and other external challenges that may arise in the course of normal events.

6.6   Further research

After assessing the impact of peer-assessment and determining the effectiveness of the strategies on students' oral production, several interesting features arose. Among them:

Researchers should take into account effective considerations that impact students 'oral production. It would be interesting to investigate to what extent assessment activities might mitigate affective factors in spoken interaction. Likewise, students' attitudes are another aspect that may influence the success of an implementation. It would be interesting to assess the incidence that attitudes have within a pedagogical intervention to evaluate to what extent these attitudes negatively or positively affect language production. Also, most of the participants claimed to feel comfortable interacting with their peers. However, some participants disagreed with the method of implementation and preferred to rely on the teacher's feedback and assessment. Future researchers could focus on determining the improvement in students' oral

production through a comparative study between an intervention where only the teacher's

correction and assessment was used (as a control), and a second intervention that relied upon

peer-assessment. Such a study might challenge the old paradigm that accepts the teacher as the

source of all knowledge. In addition, it would be interesting to focus further research on the

improvement of learners' pronunciation by self-assessment strategies. Such a study may help

learners to expand their vocabulary to enhance their intelligibility and speaking in general.

6.7   Conclusion

This chapter has illustrated final insights from this study of a high school-level

intervention to improve students' pronunciation through the use of peer-assessment. The

comparison to the results of other studies revealed similarities in the results which reflect

positively on the methodology of this research project. Furthermore, despite the multiple

constraints and limitations, the study was completed, and overall, an analysis of the data

collection process indicated the significance of the study by highlighting the benefits peer-

assessment contributed to these students' pronunciation. Improvements to the classroom culture

that facilitated improvement included a safe, non-judgmental environment, cooperative work and

increased opportunities to interact and participate. All of these resulted in improved involvement

with the students in their learning processes.

The combination of this strategy was novel for this study; no similar study of the impact

of this strategy in tandem as a means to improve pronunciation could be found in prior research.

That makes this a groundbreaking method for generating feedback and producing results in EFL

learning environments.

The contribution of the study may help other populations increase their fluency and mitigate possible affective factors that would deprive learners of opportunities for language development. The researcher contends that new research into the use of these synergistic strategies would bring breakthroughs in teaching methodology and training, contributing meaningfully to the development of students' communicative competence, both in and beyond the context of EFL classrooms in Colombia.

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Appendix A: Needs analysis speaking test rubric

To understand participants' oral proficiency, a speaking test was conducted as part of the needs analysis stage (see section **Error! Reference source not found.**) with three groups of five participants each. The teacher-researcher adapted a speaking test from an international exam frequently used in the participants' school Luoma (2004), to ensure the participants' were familiar with the kind of questions used. To achieve a clear concept of the participants' performance, the teacher-researcher evaluated them using an adapted rubric Luoma (2004) that focused on different aspects of oral products such as fluency, vocabulary, grammar, and pronunciation.

Table 1.

Rubric used to analyze participants' oral performance.

	1-2 *Does Not Approach Expectations*	*3* *Approaching Expectations*	*4* *Meets Expectations*	*5* *Exceeds Expectations*
TASK COMPLETION	Task minimally complete. Provides little or no information.	Partially completes task; lacks important information or response is too basic.	Completes task appropriately.	Completes task by elaborating on theme, with high level of detail and/or creativity

| | *1-2* | *3* | *4* | *5* |
	Does Not Approach Expectations	*Approaching Expectations*	*Meets Expectations*	*Exceeds Expectations*
COMPREHENSIBILITY	Most parts of the response not comprehensible to the listener.	Some parts of the response are comprehensible; others require interpretation on the part of the listener.	Response comprehensible; requires minimal interpretation on the part of the listener.	Response readily comprehensible; requires no interpretation on the part of the listener.
FLUENCY	Speech halting and uneven with long pauses or incomplete thoughts.	Speech choppy and/or slow with frequent pauses, most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.	Thoughts expressed completely with few pauses or hesitation.

	1-2 *Does Not Approach Expectations*	*3* *Approaching Expectations*	*4* *Meets Expectations*	*5* *Exceeds Expectations*
PRONUNCIATION	Multiple problems with pronunciation/intonation that may interfere with communication.	Thoughts expressed completely with few pauses or hesitation.	Sounds somewhat natural.	Sounds somewhat natural.
VOCABULARY	Vocabulary does not convey meaning most of the time; too basic for level.	Vocabulary does not convey meaning some of the time; too basic for level.	Vocabulary conveys appropriate meaning most of the time; appropriate for the level.	Vocabulary conveys appropriate meaning most of the time; appropriate for the level.

	1-2 ***Does Not Approach Expectations***	*3* ***Approaching Expectations***	*4* ***Meets Expectations***	*5* ***Exceeds Expectations***
GRAMMAR	Vocabulary does not convey meaning most of the time; too basic for level.	Grammar is sometimes accurate and/or not appropriate for the level.	Grammar is mostly accurate and appropriate for the level.	Grammar is consistently accurate and appropriate for the level.

Source: self-made

Appendix B: Needs analysis survey

To capture participants' perceptions of their then-current English class, the teacher-researcher applied a survey as part of the needs analysis stage (see section **Error! Reference source not found.**). The survey was designed and delivered through Google Forms (https://docs.google.com/forms/). It included 10 questions about basic aspects of the participants' English classes, including questions about the way they learn, the activities performed in class, and how difficult English is for them. Participants were given 10 minutes to complete the survey at the end of the lesson.

B.1   Needs analysis survey on participants' English classes

Dear students. Thank you for agreeing to take part in this survey, which is part of a research project intended to improve teaching and learning processes in language learning lessons. Be assured that all your answers provided will be kept in the strictest confidentiality. Please, indicate your answers of the questions below.

1.   Students Code.

2.   I can share my point of view about different topics in the English class.

    a.   Strongly agree

    b.   Agree

    c.   Disagree

    d.   Strongly disagree

3.   There are different types of speaking activities in the English class.

      a.   Strongly agree

      b.   Agree

      c.   Disagree

      d.   Strongly disagree

4.   I have the opportunity to use technological devices as a tool to learn in the English class.

      a.   Strongly agree

      b.   Agree

      c.   Disagree

      d.   Strongly disagree

5.   I have the opportunity to evaluate my classmate's performance in the English class.

      a.   Strongly agree

      b.   Agree

      c.   Disagree

      d.   Strongly disagree

6.   The Teacher brings interesting exercises to promote speaking in the English class.

      a.   Strongly agree

      b.   Agree

      c.   Disagree

      d.   Strongly disagree

7. I understand what pronunciation and sentence stress mean.

    a. Strongly agree

    b. Agree

    c. Disagree

    d. Strongly disagree

8. I practice my pronunciation in the English class.

    a. Strongly agree

    b. Agree

    c. Disagree

    d. Strongly disagree

Appendix C: Participants' consent letter

Apreciados estudiantes:

Actualmente llevo a cabo una investigación titulada "Uso de redes sociales para el

desarrollo de la habilidad oral y escrita en estudiantes de décimo grado" dirigida a los estudiantes

que cursen Décimo del Programa de Language Arts. Esta indagación intenta enriquecer los

procesos de aprendizaje de la lengua extranjera y mejorar las prácticas docentes. Asimismo, se

busca contribuir al mejoramiento de las competencias comunicativas del estudiante.

El objetivo de este estudio es mejorar la habilidad oral y escrita de los estudiantes usando redes

sociales. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en

Didáctica del Inglés de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración para realizar mi

trabajo de investigación, que se llevará a cabo durante el año 2018. Esto implica recolectar datos

por medio de encuestas y entrevistas. Por este motivo, debo tener acceso a los resultados de una

encuesta a estudiantes sobre sus intereses y expectativas, así como los resultados de un examen

de internacional aplicado a los estudiantes con el fin de conocer y analizar actitudes, gustos,

preferencias y su desempeño oral en inglés.

Igualmente, a los participantes se les garantizará mantener su identidad en el anonimato,

así como estricta confidencialidad con la información que se recolecte. La participación en esta

investigación es voluntaria por lo cual usted podrá retirarse en cualquier momento si así lo desea.

El proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del

curso.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Héctor Eduardo Cleves Díaz

Coordinador de Educación Internacional

<u>Acepto participar</u>

Nombre del participante: _____

Firma del participante: _____

Número de cédula: _____

Appendix D: Institutional consent letter

Cordial saludo.

Actualmente estoy realizando una investigación titulada "Uso de redes sociales para el desarrollo de la habilidad oral y escrita en estudiantes de décimo grado", dirigida a estudiantes de Décimo A de [name of institution omitted], la cual intenta contribuir y enriquecer los procesos de aprendizaje de la lengua extranjera y al mismo tiempo reorientar las prácticas docentes.

El objetivo de este estudio es mejorar la habilidad oral y escrita de los estudiantes usando redes sociales. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés de la Universidad de La Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración para realizar mi estudio de investigación, que se llevará a cabo durante el año 2018. Esto implica recolectar datos y analizar los resultados, por lo cual debo tener acceso a los resultados de una encuesta a estudiantes sobre sus intereses y expectativas, así como los resultados de un examen de internacional aplicado a los estudiantes con el fin de conocer y analizar actitudes, gustos, preferencias y su desempeño oral en inglés.

Igualmente, a los participantes se les garantizará mantener su identidad en el anonimato, así como estricta confidencialidad con la información que se recolecte. El proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Héctor Eduardo Cleves Díaz

Coordinador de Educación Internacional

Appendix E: Consent letter for legal guardians

Respetados Padres de Familia:

Teniendo en cuenta el perfil de la institución y la búsqueda continua para mejorar las estrategias pedagógicas en el aula de clase, se pretende llevar a cabo un proyecto educativo llamado "Uso de redes sociales para el desarrollo de la habilidad oral y escrita en estudiantes de décimo grado" dirigido a estudiantes de grado Décimo A con el propósito de mejorar la habilidad oral de los estudiantes usando redes sociales.

Durante la implementación de este proyecto, los estudiantes desarrollarán algunas actividades guiados por el profesor. Igualmente, se datos serán recolectados de los estudiantes durante las clases. Cabe mencionar que la ejecución de este proyecto no entorpecerá ni atrasará la planeación de clases o actividades inherentes al currículo del área y tampoco tendrá incidencia alguna en las notas correspondientes al curso.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga y completa anonimidad.

Para que quede constancia que conocen esta información y aprueban la participación de su hijo, por favor firmar el presente consentimiento.

Atentamente,

Héctor Eduardo Cleves Díaz

Coordinador de Educación Internacional

Nombre Estudiante: _____

SI _____   **NO:** _____

Nombre de padre/madre/acudiente: _____

Firma de padre/madre/acudiente: _____

Lugar: _____

Fecha: _____

Appendix F: Questionnaires

The questionnaire presented in this section was used to collect data about beliefs, feelings, and thoughts about the relative value of peer assessment and their abilities to peer-assess.

F. 1 Questionnaire – Section 1.

Dear students. Thank you for agreeing to take part in this questionnaire, which is part of a research project intended to improve teaching and learning processes in language learning lessons. Be assured that all your answers provided will be kept in the strictest confidentiality. Please, indicate your answers of the questions below.

1. Student code.

2. Does your teacher include technology in the English class?

   a. Yes

   b. No

   Why?

3. Do you consider the teacher should include (more) technology in the English class?

   a. Yes

   b. No

   c. Why?

4. Do you think using technology can support your language learning process?

   a. Yes

b. No

Why?

5. Do you think using voice recordings you can improve your pronunciation?

a. Yes

b. No

Why?

F. 2 Questionnaire – Section 2

Dear students. Thank you for agreeing to take part in this questionnaire, which is part of a research project intended to improve teaching and learning processes in language learning lessons. Be assured that all your answers provided will be kept in the strictest confidentiality. Please, indicate your answers of the questions below.

1. Student code.

2. What is pronunciation to you?

3. What is sentence stress to you?

4. Do you consider sentence stress important to understand each other?

a. Yes

b. No

Why?

5. What is peer assessment to you?

6. Do you consider peer assessment is important when learning?

a. Yes

    b. No

Why?

7. Do you consider it is important to give and receive proper feedback from peers?

    a. Yes

    b. No

Why?

8. Do you consider the teacher promotes peer assessment in the class?

    a. Yes

    b. No

Why?

9. Do you think peer assessment is a fair strategy to evaluate each other?

    a. Yes

    b. No

Why?

F. 3 Questionnaire – Section 3

Dear students. Thank you for agreeing to take part in this questionnaire, which is part of a research project intended to improve teaching and learning processes in language learning lessons. Be assured that all your answers provided will be kept in the strictest confidentiality. Please, indicate your answers of the questions below.

1. Student code.

2. Did Peer Assessment give you a better understanding of the assessment criteria?

    a. Yes

    b. No

Why?

3. Did you refer to the assessment criteria when providing feedback?

    a. Yes

    b. No

Why?

4. Was it easy to provide feedback?

    a. Yes

    b. No

Why?

5. Did Peer Assessment help you understand what the teacher expected?

    a. Yes

    b. No

Why?

6. Do you think Peer Assessment is a fair method of assessment?

    a. Yes

    b. No

Why?

7. Did you feel you were able to mark the reports adequately?

    a. Yes

    b. No

Why?

8. Do you think Peer Assessment provided you with useful feedback about your own performance?

   a. Yes

   b. No

   Why?

Peer assessment survey

Dear students. Thank you for agreeing to take part in this survey, which is part of a research project intended to improve teaching and learning processes in language learning lessons. This instrument is part of a research project which pretends to help know the perception towards peer assessment and pronunciation in English. Be assured that all your answers provided will be kept in the strictest confidentiality. Please, indicate your answers of the questions below.

QUESTIONS	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I understand what peer assessment is about					
2. It is important to learn how to give and receive proper feedback from my peers.					
3. My teacher promotes peer assessment in the classroom					

4. I understand what good pronunciation is					
5. I am aware of the importance of good pronunciation when speaking in English					
6. I have had classes where I am taught about pronunciation and sentence stress					
7. I have had classes where I am taught about pronunciation and sentence stress					
8. My teacher uses different activities to teach pronunciation and sentence stress in English					
9. I do well in the speaking activities set by the teacher after the explanation					
10. Using a checklist as the criteria to assess my peers' pronunciation is useful					
11. Using technology to assess pronunciation is a good strategy					

Appendix G: Interview

The questions presented in this section were used to guide interviews conducted with participants with the objectives of collecting data on participants' thoughts about the effects and process of peer-assessment of voice recordings as a learning strategy.

G.1   Interview questions

1. What do you think about using voice recordings in the class?

2. Did you have any difficulty? If so, which one?

3. What is the best part if using technology in the class?

4. How did you feel when you assessed your peers? Why?

5. How did you feel when you were assessed by your peers? Why?

6. Did the rubric helped you identify clear criteria to assess your peers? Why?

7. Do you think peer-assessment helped you analyze your pronunciation issues? Why?

8. Did you have easy access to the equipment and supplies you needed to do my work?

9. Did you feel comfortable making voice recording messages?

10. Did voice recordings support your assessment on your peer's performance?

11. Do you believe this exercise was useful to improve your oral production?

12. Was WhatsApp the best option for making voice recordings?

Thank you for participating.

Appendix H: Lesson plan

ASPAEN GIMNASIO LA FRAGUA			
SUBJECT: English	DATE: 24/10/18	TOPIC: Mobile phones TASK 1	AIMS: • To practice pronunciation in a controlled debate • To practice appropriate peer-assessment on sentence stress
AGE GROUP: 14-15	LEVEL: A2-B1	GRADE: 10th	MATERIALS: Mobile phones student worksheet • Further article / lesson plans: http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/britain/mobile.shtml http://learnenglish.britishcouncil.org/en/magazine/mobile-phones https://www.teachingenglish.org.uk/article/mobile-phones-0

PROCEDURE	
STAGE	DESCRIPTION
Warm up	Introduction: T the words 'What am I?' on the board and reads out the clues one at a time and tells Ss to write down what they think the item is after each clue (they can guess if they are not sure). At the end, T finds out which student guessed correctly first.

	- Almost everyone has one these days
	- I am usually in your pocket or your bag
	- I can connect you to other people
	- You can use me to do many different things
	- I can make phone calls
	(answer: mobile phone!)
	• T asks Ss to brainstorm different things that people use their mobile phone for.
	(Time limit of 3 minutes.)
	• T gives Ss Worksheet A and tells them to choose 2 extra uses (they can use some of the ones that came up in the discussion if they are not already on the list). T asks them to rank the different mobile phone uses from 1 (most frequent) to 7 (least frequent).
	• T gives Ss a few minutes to complete their ranking, then ask them to compare their answers with a partner, before feeding back as a whole class.
Lead in	Dialogue building:

	• Prior to the lesson, T cuts up the dialogue from Worksheet B and cuts up enough sets so that there is one set per pair of students.
	• T tells Ss to read the strips of paper and then to try and put them in the correct order. Ss can check their answers with other pairs, before correcting with the whole class.
	• When the Ss have their completed dialogues in front of them, T writes on the board or dictates the following questions:
	1. What is the relationship between the two people? How do you know?
	2. What is the main reason for the call?
	3. What is Sophie going to do after the call?
	• Then T asks Ss to practice reading the dialogue out loud. First drill any difficult words to focus on pronunciation, and T could drill whole sentences to focus on intonation.
Practice	Voice recording debate:
	• T put Ss into pairs or small groups.
	• T can either cut up the discussion questions into strips, and ask students to take it in turns to pick a card and ask the rest of the group their question, or give students worksheet E and ask them to work through all the questions.
	• T encourages Ss to give reasons for their answers and opinions. Monitor and make a note of any good language or errors.
	• T asks Ss share their ideas using their cell phones via WhatsApp.

Wrap up	Peer-assessment:
	T asks Ss to listen to the assigned peer and use the criteria given in the rubric to assess the correct sentence stress in their ideas.
	T provides general feedback on general pronunciation issues.
Assessment	Peer-assessment rubric on Ss' voice recordings.
Comments	

ASPAEN GIMNASIO LA FRAGUA			
SUBJECT: English	DATE: 26/10/18	TOPIC: Online Safety TASK 2	AIMS: • To develop students' speaking skills • To encourage students to think about the importance of online safety • To encourage teenagers to be safe online • To practice appropriate peer-assessment on sentence stress
AGE GROUP: 14-15	LEVEL: A2-B1	GRADE: 10th	MATERIALS: Worksheet, Role card A, Role card B
PROCEDURE			
STAGE	DESCRIPTION		

Warm up	T dictates the following words or writes them on the board for students to copy. Online Share Information Personal Privacy Password T explains that these words are all related to today's lesson theme. Ss discuss their ideas in their groups and make suggestions about the theme of the lesson.
Lead in	T shows Ss a poster about online safety. Before Ss see the poster, they do a preparation activity. Ss do the preparation activity from the worksheet focusing on vocabulary from the poster. Ss then look at the poster (on their worksheet) and do comprehension activities 1 and 2. Ss can check their answers to exercise 1 and exercise 2 by looking back at the original poster.
Practice	Ss work in pairs or small groups to classify the eight tips from the most useful to the least useful.

	T conducts feedback as a whole class. Elicit ideas for other tips for online safety. T encourage all pairs or groups to make suggestions and share them using their cell phones via WhatsApp.
Wrap up	Peer-assessment: T asks Ss to listen to the assigned peer and use the criteria given in the rubric to assess the correct sentence stress in their ideas. T provides general feedback on general pronunciation issues.
Assessment	Peer-assessment rubric on Ss' voice recordings.
Comments	

ASPAEN GIMNASIO LA FRAGUA			
SUBJECT: English	DATE: 29/10/18	TOPIC: Personal interests, likes and dislikes TASK 3	AIMS: • To help learners focus on fluency when speaking • To develop learners' communication skills • To develop learners' listening skills • To practice appropriate peer-assessment on sentence stress
AGE GROUP: 14-15	LEVEL: A2-B1	GRADE: 10th	MATERIALS: One copy of the worksheets per learner
PROCEDURE			

STAGE	DESCRIPTION
Warm up	T writes three sentences on the board about himself. I have an older sister. Last week I went ice-skating. I really like going swimming. • T tells Ss that these sentences are about him and elicits questions they need to ask to find out more about these facts, e.g. How old is your sister? What's her name? Who did you go ice-skating with? Did you fall over? How often do you go swimming? How many lengths do you usually swim? etc. • T writes the questions on the board and invites learners to ask him these and other questions. T answers their questions and explains that if a question is very personal, he can respond with 'I'd rather not answer that!' T could drill this response, as learners may need to use it later in the lesson. T elicits 'Me too!' and 'Me neither' by asking learners if they have a sister or brother (or dog, cat ...) and then responding appropriately. • T elicits what he can say if someone tells him something very surprising, e.g. 'Really?', 'No way!', 'You're joking!' and so on.

Lead in	T displays a copy of worksheet 1 on the board, or hands out copies, and tells Ss that they shouldn't write anything yet. • T explains that they are going to listen to him completing the sentences with his own ideas and they need to listen and ask him questions or give a response after each sentence. • T draws their attention to the useful language at the bottom of the worksheet and asks them to use these prompts to ask him questions or give a response. • T reads out your finished sentences one by one and invites Ss to put up their hands to ask him questions or respond. • T feeds in quick corrections and language as necessary. • T asks Ss to complete the sentences with their own ideas about themselves. • T gives Ss about five minutes (or longer if necessary) and discourages them from reading what their neighbors have written as they are going to talk about their sentences later.
Practice	• T sets up the classroom so that the Ss are in two rows facing each other.

	• Learners now have one minute to talk to the person directly facing them about the first sentence only. They should take turns to read out their finished sentence to each other and ask follow-up questions or respond as they did previously with the teacher. T reminds Ss that they can respond with 'I'd rather not answer that!' if asked about something too personal. T makes sure they don't go on to the next sentence, and stop them after one minute (or sooner if they are running out of things to say) by raising his arm and shouting, 'Stop!' • T has Ss all move one place to the left so that they are now facing a different person. T repeats as before with new pairs talking about the second sentence and stops them again after about a minute. • T continues in the same way with the rest of the sentences or until Ss run out of steam. T monitors and encourages Ss to keep speaking English if necessary. • T asks Ss to share their most interests, likes and dislikes using their cell phones via WhatsApp.
Wrap up	Peer-assessment: • T asks Ss to listen to the assigned peer and use the criteria given in the rubric to assess the correct sentence stress in their ideas. • T provides general feedback on general pronunciation issues.
Assessment	Peer-assessment rubric on Ss' voice recordings.

Comments	

ASPAEN GIMNASIO LA FRAGUA			
SUBJECT: English	DATE: 30/10/18	TOPIC: Reasons not to smoke/to give up smoking. TASK 4	AIMS: • Raise awareness of the many reasons not to smoke, or to give up smoking. • Extend students' vocabulary to talk about health risks and other issues connected with smoking. • To develop students' oral fluency as well as their ability to work together to design a poster and present it to their peers. • To practice appropriate peer-assessment on sentence stress
AGE GROUP: 14-15	LEVEL: A2-B1	GRADE: 10th	MATERIALS: • Before your lesson, you will need to find 4 images from anti-smoking campaigns. Below are suggested images with a creative commons licence: - Related to smoking and health: Crosswalk anti-smoking message, Singapore by Cory Doctorow - Related to how smoking affects appearance: antismoking08 by xkorakidis

			- Related to how smoking affects others: Anti-smoking-campaign by J.A - Related to smoking and money: Anti-smoking store @ Orchard Rd by Kevin Lim • Student worksheet • Poster paper and suitable pens to make a poster if available
PROCEDURE			
STAGE	**DESCRIPTION**		
Warm up	• T writes the title of the lesson 'smoking stinks' on the board and explains the double meaning – that smoking smells bad and that smoking is a bad or unpleasant thing. • If relevant, T explains that 31st May is the World Health Organization (WHO) No Tobacco Day. Each year the WHO encourages people to give up for at least that day, and tries to raise awareness of the negative effects of smoking.		
Lead in	• T gives out worksheet 2 and asks Ss to work together to categorize the words and phrases under the four headings given. Ss might need to use dictionaries for some of the words (wrinkles, asthma, lungs, stains). This is a relatively subjective task, but suggested answers are: A: anxiety (some people think it relieves anxiety, but it actually causes it as the withdrawal symptoms start) asthma, lungs, cancer, heart disease, blood		

	pressure, addiction, colds and flu (you are likely to catch more of these), pregnant (smoking can damage the baby and make you less likely to get pregnant in the first place).
	B: wrinkles, bad breath, yellow stains (on fingers and teeth)
	C: expensive addiction (you have to buy them), save (you could save a lot of money by giving up)
	D: passive smoking, second-hand smoke, asthma (children of smokers have much higher levels of asthma)
	• T carries out feedback and encourages Ss to explain why they chose to put the words and phrases under each heading. This should push them to use all the language they have at their disposal.
	• T makes notes of good points and any other useful topic-related language which comes up.
Practice	• T shows Ss the anti-smoking images (see materials above) and asks them to discuss the message and which they find most/least effective and why.
	• T briefly provides feedback as a class. T asks students:
	- what other posters or adverts they have seen which they thought were effective.
	- whether they think cigarettes should be sold in plain packaging.
	• T asks Ss to share the worst consequences smoking can cause on their cell phones via WhatsApp.

| Wrap up | Peer-assessment:

• T asks Ss to listen to the assigned peer and use the criteria given in the rubric to assess the correct sentence stress in their ideas.

• T provides general feedback on general pronunciation issues. |
|---|---|
| Assessment | Peer-assessment rubric on Ss' voice recordings. |
| Comments | |

ASPAEN GIMNASIO LA FRAGUA			
SUBJECT:

English | DATE:

06/11/18 | TOPIC:

Film reviews

TASK 5 | AIMS:

• To encourage students to join in a discussion

• To develop students' writing skills

• To train learners to spend time planning before they write.

• To practice appropriate peer-assessment on sentence stress |
| AGE GROUP: 14-15 | LEVEL: A2-B1 | GRADE: 10th | MATERIALS:

Film review work sheet |
| PROCEDURE | | | |
| STAGE | DESCRIPTION | | |

Warm up	T puts Ss into pairs or small groups and asks them to think of a film they have both seen. T gives Ss time to think and discuss their choices and then ask each pair to tell you which film they have chosen. T displays these 10 questions on the board: 1. What is the title of the film? 2. What genre is it? 3. What is it about? 4. Is it based on a book? 5. Where is the film set? 6. When is the film set? 7. Who stars in the film? 8. Who plays the main role(s)? 9. Who is your favorite character in the film? (Why?) 10. What kind of person would like this film? T makes sure Ss understand all of the questions and explains any new vocabulary if necessary. T gives Ss time to discuss each question and to make notes about the answers. T goes around the class, asking learners different questions about their chosen films.
Lead in	T gives each learner a copy of the Film review worksheet. Learners work in pairs to do activity 1. T makes sure learners understand that all the information

	has been included in the film review and encourage them to notice how the review has been organized into 3 paragraphs. Ss do activity 2 individually. T monitors Ss as they write to make sure they are following the steps. Ideally learners should choose a different film from the film they spoke about at the beginning of the lesson.
Practice	T displays all the reviews on a classroom wall or, alternatively upload the reviews onto a shared document (E.g. Google Docs, Padlet) and get Ss to vote on the most interesting film. T asks Ss to share their film reviews (with supportive ideas if possible) using their cell phones via WhatsApp.
Wrap up	Peer-assessment: • T asks Ss to listen to the assigned peer and use the criteria given in the rubric to assess the correct sentence stress in their ideas. • T provides general feedback on general pronunciation issues.
Assessment	Peer-assessment rubric on Ss' voice recordings.
Comments	

Appendix I: Teacher´s journals

December 3rd, 2018

Time: 2:45 p.m.

Well, the class is over, and I feel comfortable with the first impressions I have from my students. They were very receptive and seemed interested in the topic because they used to know pronunciation was important communicate, but they didn´t know what sentence stress it was nor how influences pronunciation when they speak. Once I started with motivation activity, they seem to be curious about the topic because they had never had a pronunciation-based class. Then, in the presentation stage most of the students were really engaged because they could notice the way meanings changed when the sentence stress changed. After the main activities were done, they noticed the importance of sentence stress to guarantee intelligibility or in simple words, to communicate with each other, so they liked the topic and were really involved in the rest of the class. However, some of them needed a little of extra support because they didn´t pay attention in the presentation stage because were distracted using the cell phones. Maybe, I should have insisted in more strict rules while using their cell phones. Besides, I could also notice a student was reluctant towards the lesson because he was not interested in the topic and wanted to do something else. Also, I feel some of them were not completely sincere during the peer assessment stage. I believe I must take some minutes next class to help them reconsider the main aspects about peer assessment and how honesty and objectivity are required to assess successfully. Anyway, I feel my students have given the first step in this process because they are now aware of the importance of sentence stress.

December 4th, 2018

Time: 2:45 p.m.

       Ok, the class is over, and my students seem to have understood relevant aspects about sentence stress in communication and the big importance of assessing their peers objectively because the results from toady´s lesson seem to be more realistic considering their oral production. Considering the main parts of the lesson, I must say they feel engaged to the topic because it was interesting for them. I could say all of them participated actively because they were asking each other and producing even more than the first class, which was a little strange for me. This means I mustn´t take for granted that if I think the topic is cool, it will mean the same for them. Anyway, once the activities started, they were participating a lot and also asking for extra help in terms of vocabulary. This makes me think I should have taken some extra support to help them with their vocabulary. However, we overcame that situation as they used their cell phones as tools to find some meanings and tell each other, which was great for me, working collaboratively. When the main activity came, some of them made some questions to have a clearer idea and succeed in their speech. Some of them repeated several times their speech because they knew they could improve it by applying the correct stress in some parts of their recordings. Some of them feel a little frustrated but with my support and some patience, they felt confident enough to speak. After all the activities, they assessed their peers and I must say they improved their perception towards peer assessment. Now, they do it as I expected. They really needed that extra time to internalize the real meaning of peer assessment.

December 5th, 2018

Time: 9:00 a.m.

Well, the class has ended and now I feel my students use sentence stress more consciously. We worked on some sentence stress and intonation exercises before starting the main activities to reinforce their knowledge and application of them in the main task. Surprisingly, they did the exercise very well and their oral performance was much better than the ones I revised from the other lessons. I believe the topic for today´s lesson has also influenced their production because it let students talk more confidently and they feel even happy to share their interests with others. However, some students still feel unconfident and that affects the way they participate, learn and produce in the lesson. I have talked to them to support and make them feel comfortable enough to share even if they find some parts of the activities difficult to do. In the end. They overcame their difficulties and started working hard on the exercise. I feel great because they like using their cell phones to do more than just leisure activities, which means they are developing awareness towards the importance of using their cell phone for more productive purposes as well as learning and performing in English. Also, I found out they truly rely on the rubric designed to assess their peers and have a deeper sense of responsibility when providing feedback to their peers. They use vocabulary related to the field and show evidence with the audios to their peers as well. I hope next task has as many positive aspects as this one.

December 6th, 2018

Time: 2:45 p.m.

Ok, the class has ended again, and my students are doing well. They were very receptive and active in the lesson. Although, there is one student who seems to dislike the activity, not because he thinks is inappropriate, but because he feels is not necessary for him. Surprisingly, he performed better today than in the other opportunities, which is a little confusing. Anyway, I talked to him – once again – and made him realize this type of exercises are worth the time and effort because it improves his speaking skills and therefore, his opportunities to succeed in an international or standardized test. Well, coming back to the main activities of today´s lesson, most of the students identify some common mistakes when they speak and rehearse for their speech. Actually, I could notice some of them help each other even before recording the WhatsApp audio. This means they are now working together to guarantee an expected outcome. Also, their peer assessment skills are improving as they feel really confident using the rubric to support their feedback. Although the topic was not as interesting for them as the others previously used, they felt connected and completed the task because this time I took some extra activities to support their vocabulary need in order to make it easier for them to speak. Besides, the topics requires certain vocabulary which is not usual for them and their usual contexts.

December 7th, 2018

Time: 2:45 p.m.

Ok! It is the last intervention lesson and I feel happy to experience how my students worked collaboratively to learn, apply and produce. Toady´s class was much more interesting than the previous ones because it stated a more challenging task, so they participated, asked and helped each other to produce a film review. Also, I tried to support them not only with topic-related vocabulary but with different models, so they fully understood what was expected as the final outcome. The student who struggled the whole week was more confident and comfortable working with us because he found the true purpose of the different tasks and now, he feels he can perform well although he needs more support and time to improve. Considering the others, they felt challenged at the beginning of the lesson because they thought it was long and full of expressions to suggest and persuade people. However, during the process, they seemed comfortable and used the rubric to record and repeat their pieces of work as expected. This shows me they are more engaged and committed to their language learning process. Somehow, I believe all of them learnt how to pronounce better by considering the impact of sentence stress in their speeches. Of course, there should be more work with them and others to improve their awareness of producing more comprehensible messages when speaking.

Appendix J: Rubrics

Stress and intonation			
Date:	**Topic:**		
Assessment by:			
Assessment to:			
Instruction: Listen to your peer´s voice recording and use the descriptors below to assess his performance on stress and intonation.			
POOR ___ (Flat intonation)	**FAIR** ___ (Inadequate use of intonation)	**GOOD** ___ (Adequate use of intonation)	**EXCELLENT** ___ (Good use of intonation)
It is almost impossible for me to understand my peer´s message.	It is very difficult for me to understand my peer´s message without compensation.	It is fairly easy for me to understand my peer´s message, although there are occasional lapses.	It is easy to understand my peer´s message.
My peer hardly makes the key words or tonic syllables prominent.	My peer makes little effort to make important words or syllables stand out.	My peer´s message is sometimes impeded by making the wrong syllables prominent.	My peer´s message is almost never impeded by insufficient or misplaced prominence.

Appendix K: Questionnaires results

Questionnaire – Section 1

Student code

17 responses
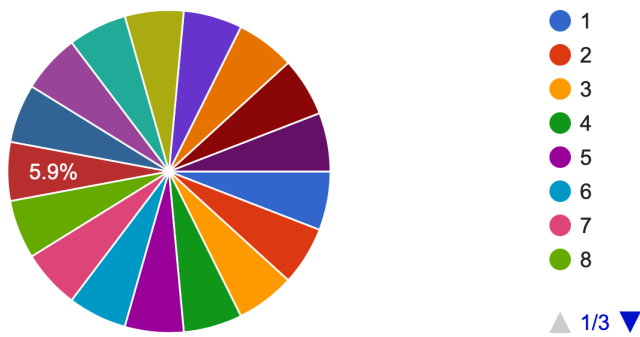
Legend: 1, 2, 3, 4, 5, 6, 7, 8 — 1/3

5.9%

Does your teacher include technology in the English class?

17 responses

Legend: Yes, No

11.8%

88.2%

Do you consider the teacher should include (more) technology in the English class?

17 responses

- Yes
- No

29.4%

70.6%
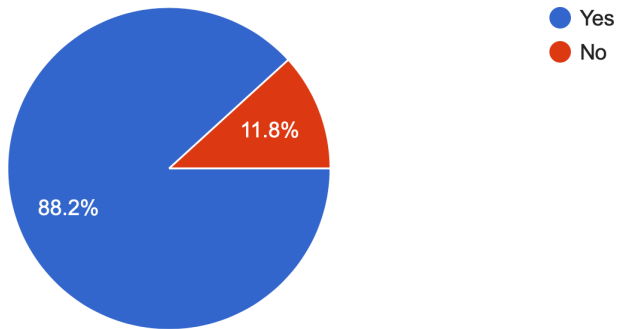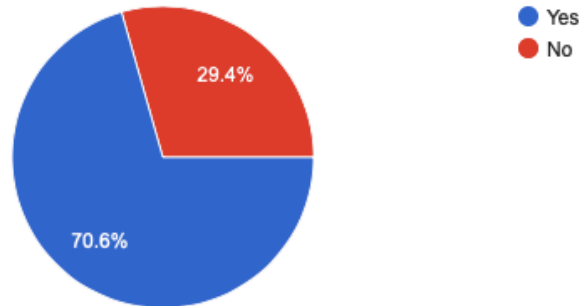
Why?

17 responses

We rarely use technology

Because it helps us look for new vocabulary and info

Because we are on the 21st century

Only the cellphone

Because the technology is more advanced

Because its the right way

because these in some cases help learning and make the classes more dynamic

since it is an easier way to learn

Because he can permit the facts to learn more about the topic

Because use this devices is good for the class but we also need to work with the books and the notebook, not only with the technology.

because we can use more technology tools rather than just the phone

We make enough use of technology by now.

Do you think using technology can support your language learning process?

17 responses

○ Yes
○ No

100%

Why?
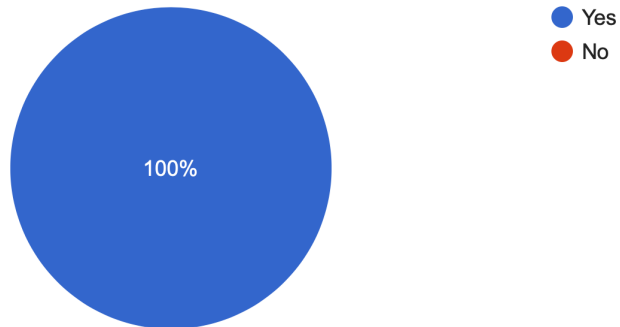
17 responses

Because there are a lot of ways and programs to improve our skills
Because we can use tools like "traductor"
because we access different websites that help us strengthen
Because on internet you can improve the skills, and there are many apps that them objective is the languages
We can search for definitions or information we don't know faster that in a dictionary or encyclopedia
Through technology we can learn in a more didactic English
Because it's a very helpful tool
Because we can practice with technology
Because this facility the learning
Because the Technology have some tools to learn English
Because that can help us
because on the internet there are many very good tools that help to correct errors and to better understand other languages

Questionnaire – Section 2

Student code

17 responses

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

5.9%

▲ 1/3 ▼
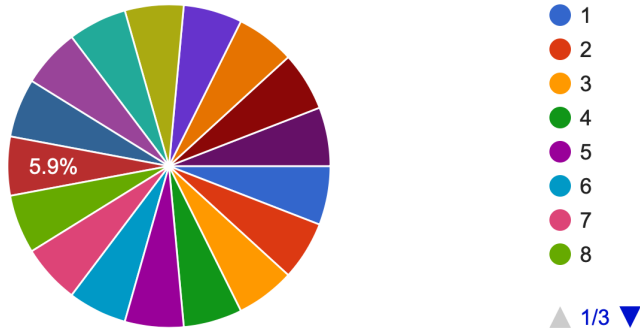
What is pronunciation to you?

17 responses

The way how the words are correctly said
Its how we say the words
the ability to say a word well
The way I make others understand myself
Is the way that we have to pronounce a word
is the good way to speak a language well
Is the entonation when you speak
The entonation in a phrase
The correct fomento say a word or phrase.
the way in which a word is pronounced.
The way in which a word or a language is spoken.
It is the way that we have to say the words

What is sentence stress to you?

17 responses

The entonation
The intonation of the words
The volume or the focus yo put in a word
similar to intonation
Actually I don't know
it's the way we put it when speaking
is the entonation
The approach that you give to a particle of the word.
is the music of spoken English
A special concentration on a part of certain phonems.
It is the entonation that we put in the words
Is the Variation of the tone of a person's voice when speaking to express something

Do you consider sentence stress important to understand each other?

17 responses
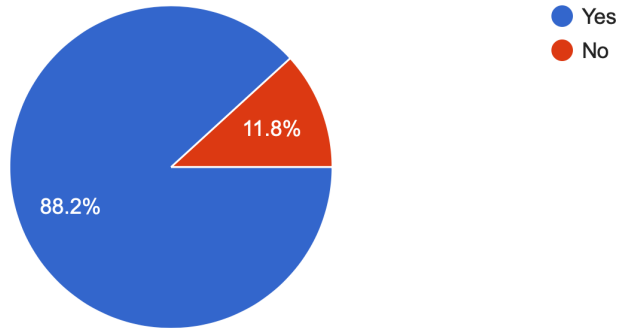
Why?

17 responses

To make a sentence have sense
Just because
Bacuse you can understand better
Makes me understand in the environment the other people is
Because I don't know what is sentence stress
because depending on how you say it, we will understand it
Because is easy to indentify the words that you tell
This give the way in the phrase
It helps you to understand on which is focusing the transmitter of the message.
is the music of spoken English
Because a phrase can be understood by the attitude or way this is said.
Because we understand more

Do you think using voice recordings you can improve your pronunciation?

17 responses

- Yes
- No

100%
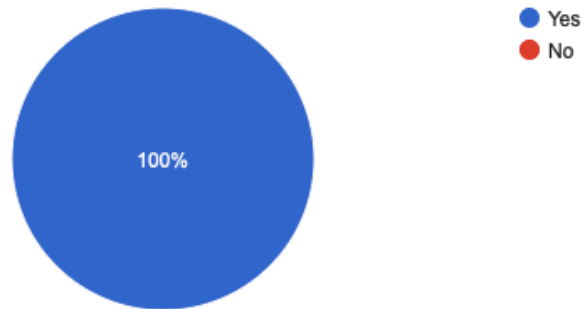
Why?

17 responses

As my mom says... you can learn only by practicing.

Because we can judge ourselves and correcto our mistakes

because we are practicing and then we can hear our mistakes

Because the voice has a good pronunciation

You speak during all the audio, no physical expretions, no written messages, only your vocabulary and grammar abilities against the audio.

Because we can listen to our audios and correct our pronunciation

It helps me evaluate myself and also lets me know that other people understand clearly

Because we can't listen and listen and listen and listen and listen again ours recording speech to see our pronunciation mistakes

This caption very good the voice

Because you can practice your fluency in the languaje

Because we are practising

What is peer assessment to you?

17 responses

Grade my partner

To judge with other perdón and correct ourselves

evaluation following some parameters

My classmate evaluating other classmates

It's evaluate someone and someone evaluate me

the way they look at us how we are

is your parther that he helps you evaluate yourself

I don't know

It is a way to teach and to learn in a bilateral way between to students.

It is a qualification

The colaboration with reviews between partners.

It si the job with different people

Do you consider peer assessment is important when learning?

17 responses

- Yes
- No

11.8%
88.2%

Why?
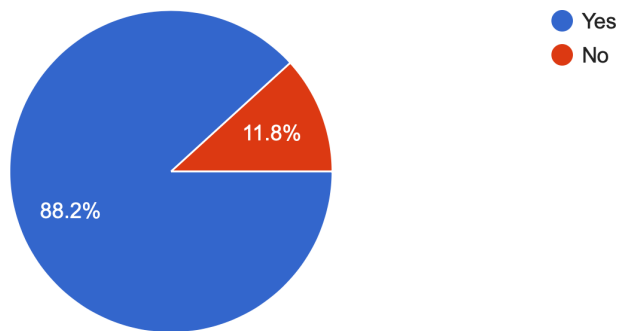
17 responses

Because it is important to know the point of views of different persons
We can have an other view point
because the other is giving you an opinion to improve
Yes to know if mi idea is shared correctly
Because we can criteria to evaluate some one
It depends on how much the other person knows because the evaluation will be the same
Because is important that your parther evaluate your knowledge
Because
Generates an atmosphere of fellowship between classmates.
It shows us our level
Yes, to take in account others opinion.
Because we learn more

Do you consider it is important to give and receive proper feedback from peers?

17 responses

Yes
No

17.6%

82.4%
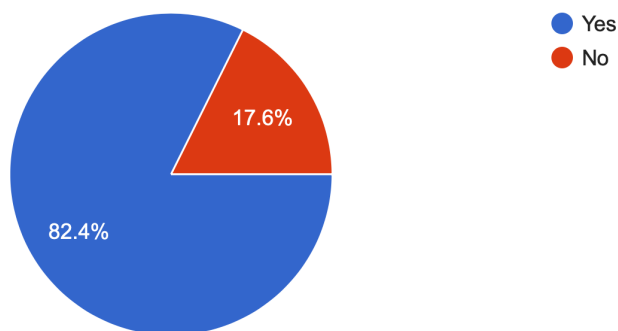
Why?

17 responses

To be more objective
To see our mistakes
because that helps you know what you did right or wrong and improve it
Because my peers are able to evaluate and me to evaluate them
Yes because we can learnd about ours mistakes
yes, to know what we are good at and how bad
Because is important that you recieve the results
This don't have any important way in this activity
Give you different perspectives of how different people recieve a spoken message of your own.
It shows us our level
To learn from the people's point of view that are around you and could be different form yours.
I dont Know

Do you consider the teacher promotes peer assessment in the class?

17 responses

- Yes
- No

82.4%

17.6%
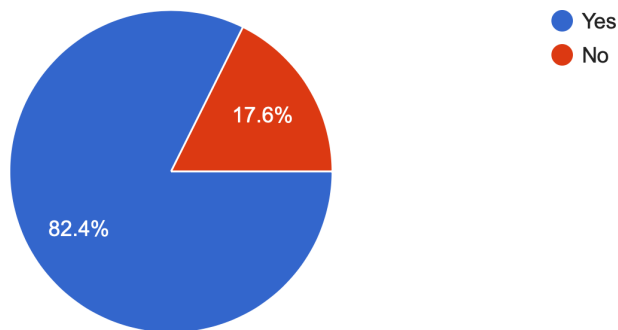
Do you think peer assessment is a fair strategy to evaluate each other?
17 responses

Legend:
- Yes
- No

35.3%

64.7%
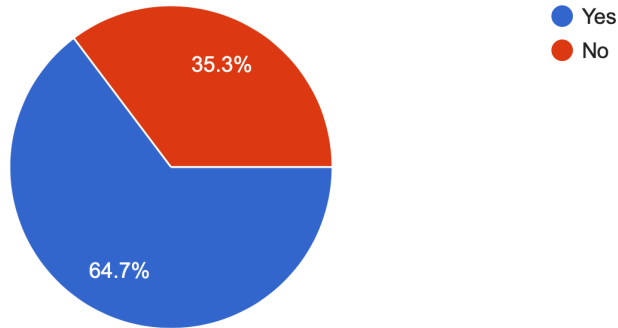
Why?
17 responses

We can both improve
Because my peer could tell my mistskes and correct them
if you get yourself a correct and judicious person, if
To know they are able enough to understand
Yes because everyone is honest
because it is necessary to listen to the opinion of several to know what we are failing
Because is funny
I don't know
Because a student doesn't know the same as a teacher, so, if someone have a mistake and the peer doesn't know that there is a mistake, what will happen?
Always at the end of the class it makes us qualify
To share your thoughts with others and make a cooperative improvement.
Because we can evaluate

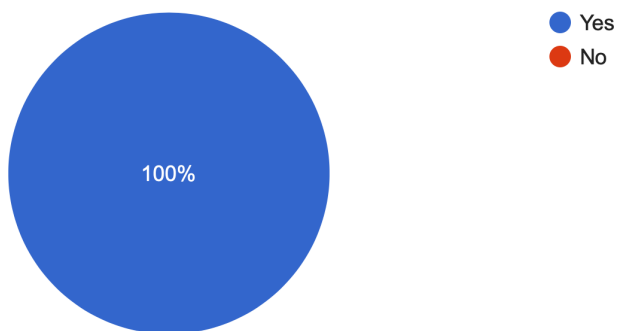Questionnaire – Section 3

Student code

17 responses
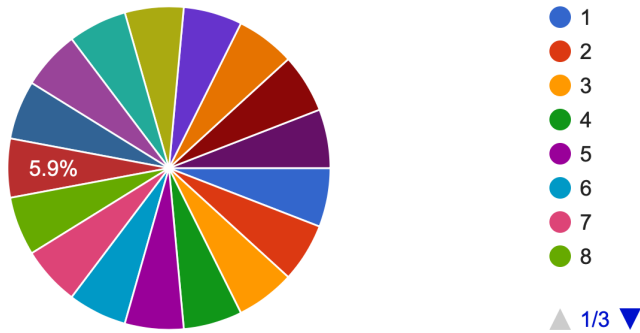
## Did Peer Assessment give you a better understanding of the assessment criteria?

17 responses

Why?

17 responses

Because the practice is really good

Cause i Learn better

better because by doing this they give us a more realistic situation when evaluating

Because i feel the capacity of grade my patner making the best of me, of what i know.

Because i understand better with classmates

Because, everytime you give the opinion of the other

Because practice the argumentative writing process in my forma of write.

Cause I learnt to work together better.

Because he give me a good criteria of the film that he tell me

I was able to gain experience on how to grade well and give feedback.

Because before this exercise I was not very clear about these

It taught me new aspects to take into account when speaking

Did you refer to the assessment criteria when providing feedback?
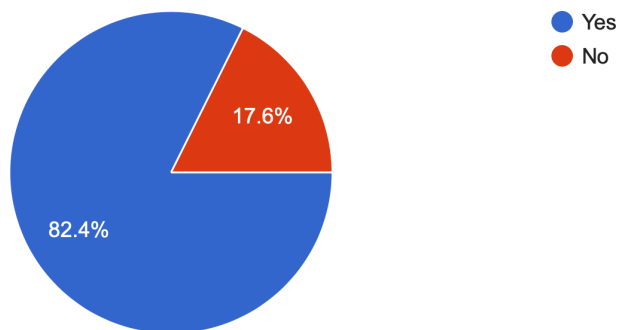
17 responses

- Yes
- No

94.1%

Why?
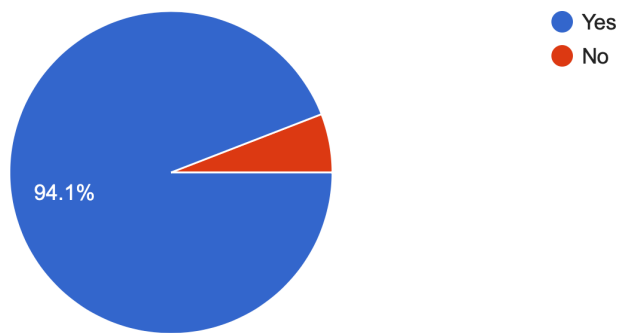
17 responses

| |
|---|
| Because is similar |
| I was doing something else |
| Because this is the most important in yhe activity |
| The rubric was very complete |
| Because I needed to help my peer to improve |
| because you have to qualify under some parameters |
| Because i can calificate my friends with the most responsability |
| Because both concepts are similar. |
| Because is important that he check my feedback |
| Because the rubric provided was understandable and also easy to explain. |
| Because it helps very much |
| Helped to give a better feedback |

Was it easy to provide feedback?

17 responses

- Yes
- No

82.4%

17.6%

Why?

17 responses

Because the practice is really good
Because we did that between us
In the auduos, it was ver easy
It was not easy to grade my partner because i had to be the most objective as i can and evaluate the knowkedge without thinking it is my friend
Because I could watch the criteria
Yes, guiding us in the evaluation parameters
Because i know my friends
Because practice was not so difficult.
Because is difficult to understand some words or phrases that my parther tell me
Because I understood all partners that were my peers. We understood each other and also debated about the topic.
Because I was very confused
Using the assessment criteria and my own knowledge helped me to advise better

Did Peer Assessment help you understand what the teacher expected?
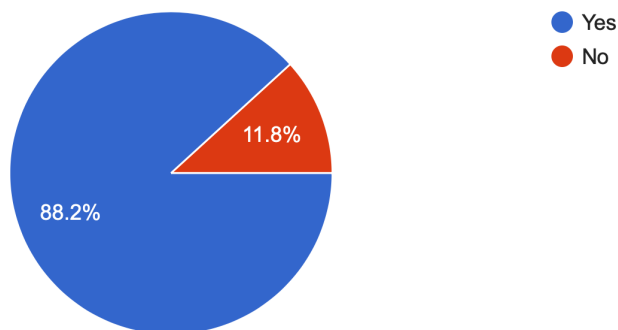
17 responses

100%

● Yes
● No

Why?
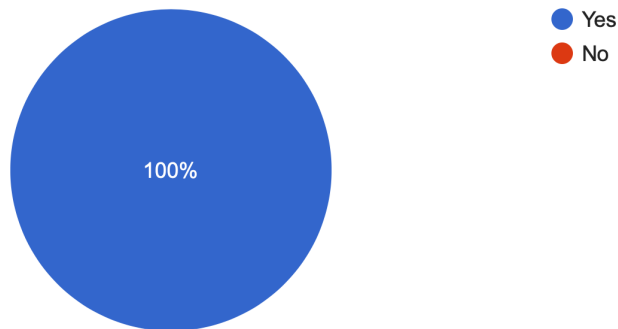
17 responses

Because that is difficult for remember

Because he evaluated me and being better

The best activity

It helped me understand better the topic and also my capacity to understand the Englis.

To improve our speaking with an audience

yes, because we become a moment what the teacher is, we become evaluators

Because we continue a series of rules

Teacher was expecting to us to work together and not only to develop but to improve our skills related to english.

Because is important that one to learn or practice your english

Because we completed the objetive proposed. It was to understand, help and give feedback about some topics, grammar and understanding of English.

Because he was very happy with the result

The assessment criteria tells some items that a student of our level should have

Do you think Peer Assessment is a fair method of assessment?
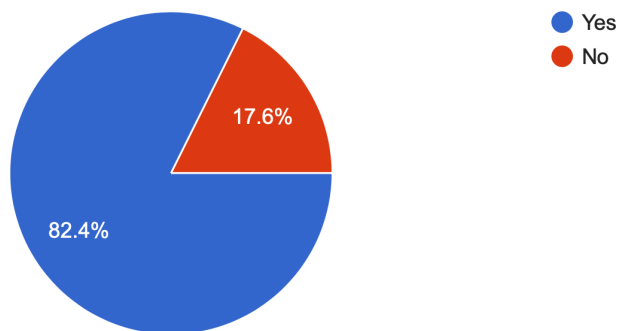
17 responses

Why?

17 responses

Yes
Because we can see the others view points
This give the realistic point
We are as older enough to know that we need to be fair to grade the peer.
Because we can evaluate our peers and notice their progress
but that depends a lot on the people who evaluate and are evaluated, but in general if the other evaluates then there is more impartiality
Because we practise the autonomy of the decision
People could have bad intentions and modify real results.
Because he measures the capabilities that you have when you speaking
Because you can give feedback to your friends, also it's better because you can work with friends that you give more confidence.
Because we learn more

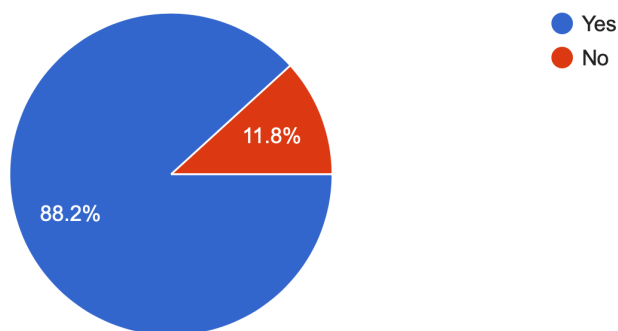## Did you feel you were able to mark the reports adequately?

17 responses

- Yes
- No

17.6%

82.4%

Why?

17 responses

Because the technology is good for work
Because i am good in english
In my oponion my vocabulary is a little bit poor
Yes, the rubric was complete enough to know how the level of the peer was.
The criteria was clear and very specific
because I have criteria and take into account the parameters
Because i am a serios person
Because I feel I didn't put attention well, although, I can give a formal opinion of the speech.
Because i have some basics knowledge when i speaking english
Because you have more confidence with the person that you work, so you can grade him better.
Because I dont have the enought criteria
I have a good english level, maybe not the best, but allows me to assess correctly

Do you think Peer Assessment provided you with useful feedback about your own performance?

17 responses

- Yes
- No

88.2%

11.8%

Why?

17 responses