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PEER FEEDBACK TO IMPROVE EFL STUDENTS' SPEAKING SKILL

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INNOVATIVE PEDAGOGIES IN ENGLISH TEACHING

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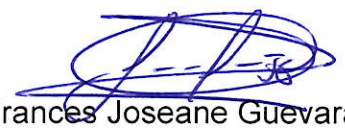
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DEDICATION

I dedicate this research project to my parents Ivan and Mayra, for their unconditional support and for believing in me from day one. Thank you for your sacrifice, for your love and for teaching me never to surrender to the obstacles of life.

This achievement is also yours.

ACKNOWLEDGEMENT

I would like to thank in these lines the help that many people have given me during the process of investigation and writing of this work. First of all, I would like to thank my parents who have supported and helped me to fulfill each of my projects and dreams. My brother and sister for trusting and always motivating me to be a better professional and person. To my family, for having guided me in all the moments that I needed their advice and their unconditional support.

I thank all the professors who with their wisdom, knowledge and support, motivated me to develop as a person and professional throughout my life. But above all, I want to thank the person who although not physically present, his light continues to accompany me day by day.

Joseany G.

SUMMARY

La habilidad para comunicarse eficazmente en inglés es crucial para el éxito académico y profesional de los estudiantes. En Ecuador, el dominio del inglés es limitado, lo que afecta negativamente el desempeño de los estudiantes en este idioma, especialmente en el área de la expresión oral. Hablar en inglés es una habilidad compleja que requiere la integración de diversas competencias lingüísticas y cognitivas, como la pronunciación, el vocabulario, la gramática y la fluidez, además de la capacidad para interpretar y responder de manera adecuada en contextos conversacionales.

El proyecto titulado "Retroalimentación de Pares para Mejorar la Habilidad de Hablar de los Estudiantes de Inglés como Lengua Extranjera" tiene como objetivo potenciar la capacidad de expresión verbal de los estudiantes a través de la retroalimentación constructiva proporcionada por sus compañeros. Este enfoque se basa en la premisa de que la interacción y la crítica constructiva entre pares pueden ofrecer perspectivas valiosas y oportunidades para el aprendizaje que no siempre se logran en un entorno de enseñanza tradicional. La investigación involucra a 30 estudiantes de la Universidad Nacional de Chimborazo en Riobamba, y emplea un diseño cuasi-experimental que incluye la aplicación de pruebas diagnósticas antes del inicio de la intervención y otra posterior para evaluar el progreso y los cambios en la habilidad de hablar.

Los resultados indican que la retroalimentación de pares tiene un impacto positivo en el desarrollo de la habilidad de hablar en inglés, evidenciado por las mejoras significativas en la expresión verbal de los participantes. La intervención demuestra que la colaboración entre estudiantes no solo mejora la confianza y la competencia comunicativa, sino que también fomenta un ambiente de aprendizaje más dinámico y participativo.

Palabras clave: competencias lingüísticas, retroalimentación, colaboración.

ABSTRACT

The ability to communicate effectively in English is crucial for the academic and professional success of students. In Ecuador, English proficiency is limited, negatively affecting students' performance in the language, particularly in the area of oral expression. Speaking in English is a complex skill that requires the integration of various linguistic and cognitive competencies, such as pronunciation, vocabulary, grammar, and fluency, in addition to the ability to interpret and respond appropriately in conversational contexts.

The project titled 'Peer Feedback to Improve the Speaking Ability of English as a Foreign Language Students' aims to enhance students' verbal expression through constructive feedback provided by their peers. This approach is based on the premise that interaction and constructive criticism among peers can offer valuable insights and learning opportunities that are not always achieved in a traditional teaching environment. The research involves 30 students from Universidad Nacional de Chimborazo in Riobamba and employs a quasi-experimental design that includes diagnostic tests administered before the intervention begins and another afterward to assess progress and changes in speaking ability.

The results indicate that peer feedback has a positive impact on the development of English-speaking skills, as evidenced by significant improvements in participants' verbal expression. The intervention demonstrates that collaboration among students not only enhances confidence and communicative competence but also fosters a more dynamic and participatory learning environment.

Keywords: linguistic competencies, feedback, collaboration.

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INTRODUCTION

In the field of teaching English as a foreign language, the acquisition of communication skills, particularly in the area of oral expression, occupies a central place. The ability to communicate effectively in a second language is not only an essential tool for academic success but also for social and professional integration in an increasingly globalized world. Developing English speaking skills is often a challenge for many students, especially those whose mother tongue is different.

Competition in English does not only imply the ability to produce sounds and correct grammatical structures but also the ability to communicate effectively in real situations. However, many students face significant challenges in trying to reach this level of proficiency, due to several factors including limitations on language exposure, limited educational resources, and socio-economic barriers.

In many Spanish-speaking countries, learning English has been recognized as an educational priority because of its international relevance. However, despite efforts to improve the teaching of English as a foreign language, significant challenges remain, especially in the development of speaking skills. In Ecuador, a nation struggling with low proficiency in this language, oral competence in English is crucial for effective communication in diverse contexts, from everyday conversations to academic and professional presentations. Thus, mastering this skill requires the simultaneous use of a large amount of cognitive and communicative skills.

Within the Spanish-speaking educational context, English learners often face difficulties in reaching a satisfactory level of oral skills. This problem raises the urgent need to investigate effective strategies that contribute to the improvement of oral expression skills in the English language among Ecuadorian students. Within the specific context of Ecuador, where access to educational resources may be limited and exposure to English may be scarce outside the classroom, "peer feedback" could offer a promising solution to improve students' English-speaking skills.

Peer feedback refers to a process in which, students offer constructive feedback and suggestions about their peers' language performance. This practice not only allows students to reflect on their own learning and language skills but also fosters a collaborative classroom environment where students can benefit from each other, by promoting group cohesion, the development of social and communicative skills, since this approach involves the classmates themselves in the evaluation and correction of their colleagues' oral productions.

Among the countless challenges that arise when learning English, speech proficiency arises as a major concern. Unlike other language skills that can be cultivated through memorization or structured exercises, speaking requires a perfect integration of language, cognitive, and interpersonal skills. The ability to articulate thoughts and ideas consistently in real time requires not only linguistic mastery but also confidence and fluency, a feat that is often difficult for many students to achieve.

In response to this pressing need, peer feedback emerges as a promising a pedagogical strategy. Rooted in the principles of collaborative learning, peer feedback allows students to actively engage with peers in the learning process, providing them with constructive support and criticism. By leveraging the group’s collective knowledge and experiences, peer feedback not only improves language skills but also fosters a sense of camaraderie and mutual support among students. Therefore, the present research focused on the use of Peer Feedback as a strategy to improve the oral skills of students of English as a foreign language by systematically integrating peer evaluations into the classroom.

In order to conduct this study, the following hypothesis has been proposed:

Implementing a structured peer feedback system can significantly improve speaking skills in English as a Foreign Language (EFL) students. This improvement reflected in an increase in fluency, accuracy, and confidence in students' oral communication. In addition, peer feedback promoted a supportive and collaborative environment among students, which in turn fostered motivation and commitment to language learning. As students saw tangible progress in their skills, they became more invested in their studies, eagerly participating in activities and seeking out additional resources to further their knowledge.

The general objective established in the present research is:

To evaluate the effectiveness of peer feedback as a tool to improve speaking skills in English as a Foreign Language (EFL) to students, identifying the key factors influencing its implementation and its impact on the development of communicative skills in this educational context.

On the other hand, the specific objectives are the following:

1. To investigate existing academic literature on the use of peer feedback in improving oral expression skills in English as a Foreign Language (EFL), in order to understand the different approaches and results reported in this field.

2. To conduct an empirical study by examining the application of peer feedback as a pedagogical strategy to specifically improve the oral expression skills of EFL students, assessing their impact in terms of fluency, accuracy, pronunciation, and consistency.

3. To identify factors that may influence the effectiveness of peer feedback in the context of EFL teaching, including student preparation, the feedback criteria used, group dynamics, and the relationship between participants, in order to enhance the overall impact of peer feedback on improving oral expression skills.

4. To propose practical recommendations and pedagogical guidelines based on the findings of the study, to optimize the implementation of peer feedback as an effective strategy to improve oral expression skills in students of English as a foreign language.

Research justification

In order to enhance the oral proficiency of English as a Foreign Language (EFL) students, a comprehensive bibliographic and documentary review of previous research was conducted to tailor existing findings to the current study. This research aims to explore the question: How can peer feedback improve speaking skills in EFL students? To address this question, the study is guided by the hypothesis that peer feedback contributes to improvements in students' English-speaking abilities.

The research employs a quantitative approach, supplemented by a quasi-experimental design, to assess the impact of peer feedback on oral competence. The study will involve 15 participants from the Universidad Nacional de Chimborazo, selected through intentional sampling to ensure diverse representation across various demographic factors. Participants will be randomly assigned to either the experimental or control group to evaluate the effectiveness of peer feedback in enhancing their speaking skills.

The investigation began with a pre-test administered to both groups to establish basic levels of competence. The pilot group then underwent a series of peer feedback sessions, facilitated by a trained instructor, over a designated period. Meanwhile, the control group received traditional instruction without feedback interventions from their peers. At the end of the intervention, both groups will perform a subsequent test to evaluate the impact of peer feedback on oral competition.

Data analysis will include a quasi-experimental study, including descriptive statistics and inferential analysis, to compare pre-and post-test scores between the experimental and control groups. Therefore, a beginning test and a test at the end will be carried out, which will provide information about the evolution of the participants with feedback from their peers. This design will allow the results and individual progress of each student to be compared during the intervention period.

It is anticipated that the application of peer feedback will lead to a significant improvement in English-speaking proficiency among participants in the experimental group. By providing students with opportunities for collaborative learning and constructive feedback, peer feedback has the potential to address deficiencies in traditional instructional methods and empower students to become active agents in their language acquisition process.

This study seeks to contribute to the existing body of knowledge on language education by elucidating the role of peer feedback in improving oral competence. By closing the gap between theory and practice, this research strives to inform

pedagogical approaches that respond to the diverse needs and challenges of language students at the Universidad. Nacional de Chimborazo in Ecuador.

The proposal for this research is justified by the following reasons:

The teaching of English as a foreign language (EFL) in Latin America faces unique challenges, influenced by linguistic, cultural, and socio-economic factors. In this context, improving the speaking skills of EFL students is fundamental to their communicative competence and their success in a globalized world. This research proposes to explore the use of "Peer Feedback" as a strategy to improve these skills, focusing on the specific context of Ecuador and the Universidad Nacional de Chimborazo.

According to data from the World Bank, in Latin America, only 9% of the population speaks English, which highlights the urgent need to improve skills in this language (Bank, 2023). In addition, the Organization of American States (OAS) reports that English is the most studied language in the region, with more than 60% of higher education students opting for English courses (OAS, 2021). This underscores the importance of researching effective strategies to improve speech skills in EFL students in Latin America.

Ecuador faces unique challenges in teaching English, with data from the Ministerio de Educación showing that only 10% of secondary school students reach a basic level of proficiency in English (Ministerio de Educación, 2023). In addition, according to the Encuesta Nacional de Empleo y Desempleo (ENEMDU), English proficiency is associated with higher job opportunities and higher wages in Ecuador (ENEMDU, 2024). This highlights the importance of improving the English-speaking skills of Ecuadorian students for their future success.

The Universidad Nacional de Chimborazo is a leading institution in higher education in Ecuador, with a diverse student population and varied academic programs. However, according to internal data from the institution, students' English proficiency level varies considerably, suggesting the need for specific interventions to improve these skills. In addition, the institution has expressed interest in adopting

innovative approaches in the teaching of English, which makes it an enabling environment for the implementation of strategies such as "Peer Feedback".

Previous studies have demonstrated the effectiveness of "Peer Feedback" in improving speech skills in EFL students. For example, a systematic review by Li and Barnard (2011) found that the use of "Peer Feedback" was associated with significant improvements in fluency, accuracy, and oral comprehension in EFL students. However, most of these studies have been conducted in English-speaking contexts, highlighting the need to investigate their effectiveness in Spanish-speaking contexts, such as Ecuador.

The choice of Peer Feedback as an intervention is based on its potential to provide students with immediate and contextualized feedback, as well as its ability to foster collaboration and peer learning. Through active participation in peer-to-peer feedback sessions, students are expected not only to improve their speaking skills but also to strengthen their self-confidence and ability to receive and apply constructive criticism.

Ultimately, this study not only seeks to contribute to the body of knowledge in the field of teaching English as a foreign language but also provides practical insights for educators interested in implementing effective strategies for the development of communication skills in their teaching contexts. In conclusion, the proposal of this research is justified by the urgent need to improve the English-speaking skills of EFL students in Latin America, specifically in Ecuador and at the Universidad Nacional de Chimborazo. By exploring the use of "Peer Feedback" as a strategy to address these needs, research has the potential to contribute significantly to educational, linguistic, and socio-economic development in the region.

CHAPTER I. STATE OF ART AND PRACTICE

1.1. Ability to speak english as a foreign language

It refers to the ability to communicate effectively in English orally by people whose native language is not English. This skill involves the ability to express ideas, opinions, and emotions clearly, coherently, and effectively, as well as to understand and to respond appropriately to different types of verbal interactions in English (Brown D. , 2007).

The ability to speak in English as a foreign language encompasses a series of linguistic and communicative competencies that allow students to express themselves with fluency, precision, and coherence in both formal and informal situations. According to Nunan (2003), this skill involves not only the production of sounds and words in English but also the understanding of the sociolinguistic and pragmatic norms that govern oral communication in different cultural contexts. The development of this skill requires constant practice and significant exposure to the language, as well as opportunities to receive constructive feedback on the student's performance (Ellis, 2008).

Speaking English as a foreign language not only facilitates communication between people from different countries but also opens doors to work and educational opportunities internationally. As Brown (2019) points out, English is the dominant language in key sectors such as technology, finance, and tourism, making it a highly in-demand skill in the globalized labor market. Furthermore, in the academic field, mastering English allows access to a wide range of resources and study opportunities at renowned institutions around the world (Smith, 2018).

However, learning to speak English as a foreign language can be challenging for many people due to various linguistic and cultural barriers. For example, some students may face difficulties in pronunciation and intonation due to phonetic differences between English and their native language (Jenkins, 2000). Additionally, fear of ridicule or making mistakes can inhibit active participation in English conversations, which can hinder the development of oral fluency.

To overcome these challenges, it is essential to implement effective pedagogical approaches that encourage the development of oral skills in English as a foreign language. According to Richards and Rodgers (2001), communicative activities focused on real everyday situations can be especially beneficial in improving students' fluency and confidence when speaking in English. Similarly, the use of educational technologies, such as language learning apps and online platforms, can provide additional opportunities to practice and receive feedback (Stockwell, 2019).

Furthermore, it is important to take into account the influence of socio-cultural factors in the process of learning English as a foreign language. For example, regular exposure to the English language and culture through extracurricular activities, such as conversation clubs and cultural events, can enrich the learning experience and motivate students to improve their communication skills (Kramsch, 2009).

In conclusion, the ability to speak English as a foreign language is essential in today's globalized world, both on a personal and professional level. While facing significant challenges, with effective pedagogical approaches and an understanding of the socio-cultural factors involved, it is possible to overcome these obstacles and develop strong communication skills in English. As individuals and as a society, we must recognize the importance of this skill and work together to facilitate its acquisition and improvement.

Bilingualism and English acquisition

Bilingualism can be understood as a person's ability to communicate effectively in two languages. However, its nature goes beyond simply mastering two linguistic codes. According to Grosjean (2010), bilingualism implies not only linguistic competence but also communicative and sociocultural competence in both languages. This holistic view of bilingualism is crucial to understanding its impact on the acquisition of English as a second language.

The acquisition of English as a second language is a complex process that can be influenced by a variety of factors, such as the age of onset, linguistic environment,

and learning strategies. In his "Interdependence of Languages" model, Cummins (1979) argues that mastery of English as a second language is facilitated by prior development in the native language. This approach highlights the importance of bilingualism in the English acquisition process, as transferable skills between languages can improve performance in the second language.

Recent research has shown that bilingual speakers tend to have cognitive, social, and academic advantages over monolinguals Bialystok, (2017). In the specific context of acquiring English as a second language, bilingualism can provide a solid foundation for the development of linguistic skills, such as metalinguistic awareness and code-switching ability. Additionally, bilingualism can promote a positive attitude toward language learning and a greater appreciation of linguistic and cultural diversity.

In the classroom, it is crucial to recognize and value the linguistic diversity of bilingual students, as well as use pedagogical approaches that encourage the balanced development of both languages. The "bilingual education" approach integrates the mother tongue and English as a second language into the school curriculum, recognizing the value of both languages in the learning process. Additionally, strategies such as language modeling, the use of meaningful content, and collaboration between teachers from different areas can improve English acquisition in a bilingual environment (García & Kleifgen, 2010).

Thus, bilingualism plays a crucial role in the acquisition of English as a second language, providing a solid foundation for linguistic development and promoting cognitive and social advantages. By recognizing and harnessing the richness of bilingualism in the classroom, educators can create more inclusive and effective learning environments for all students. Ultimately, bilingualism not only enriches individual experiences but also enriches our understanding and appreciation of linguistic and cultural diversity in the contemporary world.

Cultural aspects in the teaching of English within the Latin American context

Teaching English in Latin America faces the challenge of balancing the acquisition of language skills with the understanding of English-speaking culture. As

Kumaravadivelu (2008) points out, the communicative approach in language teaching suggests that learning a foreign language is not limited to grammar and vocabulary, but also includes the cultural sensitivity necessary to communicate effectively in intercultural situations. In the Ecuadorian context, this cultural sensitivity takes on particular importance due to the country's cultural diversity and its growing integration into the global economy.

Ecuador, with its rich ethnic and cultural diversity, faces specific challenges in teaching English. According to data from the National Institute of Statistics and Censuses (INEC), a minority in Ecuador, which highlights the need to promote linguistic competence in this language to improve the educational, speaks English and employment opportunities of Ecuadorians in a changing world increasingly globalized (INEC, 2015).

One of the main challenges is how to effectively integrate English-speaking culture into the English curriculum without neglecting the promotion of Ecuadorian cultural identity. As Byram suggests, intercultural education seeks to develop students' intercultural competence, which involves not only knowledge of other cultures but also reflection on one's own culture. In this sense, English teaching in Ecuador could adopt an approach that encourages comparison between cultures, thus promoting a deeper understanding of cultural diversity (Byram, 2008).

Effective integration of culture in the English classroom requires adequate resources and appropriate pedagogical strategies. Various authentic materials, such as songs, films, and literary texts, can be used to familiarize students with English-speaking culture. Additionally, intercultural activities, such as exchanges with English-speaking students or collaborative online projects, can be organized to encourage direct contact with the target culture.

It is crucial that educators in Ecuador receive adequate training in intercultural competence in order to effectively integrate culture into their English teaching. As Byram (2008) points out, teachers play a vital role in promoting intercultural understanding among students, acting as role models and facilitators of intercultural learning.

In conclusion, the teaching of English in Latin America, including Ecuador, goes beyond learning a foreign language; involves understanding and appreciation of English-speaking culture. Effective integration of culture in the classroom not only enriches students' learning experience but also promotes greater intercultural understanding and a stronger cultural identity. However, to achieve this, a pedagogical approach is necessary that values and promotes the cultural sensitivity of both educators and students.

English speaking assessment

English-speaking assessment presents several challenges for both assessors and students. One of the main challenges lies in the subjective nature of oral evaluation. According to Weigle (2002), oral assessment tends to be more subjective than written assessment due to factors such as pronunciation, intonation, and fluency, which may be interpreted differently by different assessors.

Furthermore, English-speaking assessment also faces challenges related to the authenticity and validity of the assessment instrument. Standardized tests, such as the TOEFL and IELTS, often use artificially constructed speaking tasks that may not accurately reflect the communication skills needed in real-world situations. This discrepancy between the assessment task and authentic communication can affect the validity of the assessment results (McNamara, 1996).

Additionally, integrating technology into English-speaking assessment can offer significant benefits. Recording students' oral interactions and subsequent analysis using speech recognition tools and automated linguistic analysis can provide objective data on pronunciation, fluency, and other aspects of speech (Levy & Stockwell, 2006). This automated feedback complements human assessment and can help improve the consistency and objectivity of English-speaking assessment.

Assessing English speaking proficiency presents significant challenges due to its subjective nature and the discrepancy between assessment tasks and authentic communication. However, using clear rubrics, targeted feedback and innovative technology, it is possible to improve the validity and reliability of English-speaking

assessment, which in turn contributes to the effective development of English learners' communication skills, as a foreign language.

1.2. Learning theories and feedback in learning english

Learning a new language, such as English, is a complex process that involves a combination of cognitive, social, and affective factors. Learning theories offer an in-depth look at how individuals acquire knowledge and language skills, while feedback plays a crucial role in the process of continuous improvement.

Effective feedback is essential for progress in learning English. As Hattie (2012) points out, “feedback has one of the greatest effects on student learning”. Feedback can be both intrinsic coming from the student himself or extrinsic provided by teachers, classmates, or learning materials, and can manifest itself in various forms, such as grammatical corrections, praise for effort, and suggestions to improve pronunciation, among others.

Additionally, feedback must be specific, timely, and constructive to be effective. In the context of learning English, this means that teachers must provide clear and helpful corrections on grammar, pronunciation, and vocabulary, while also recognizing and reinforcing students' efforts and achievements. Moreover, feedback should be part of an ongoing feedback process, where students have the opportunity to apply suggestions.

Constructivism theory

The theory of constructivism is a philosophical and epistemological current that has significantly influenced various disciplines, from psychology to education and sociology. This theory proposes that knowledge is constructed by the individual through interaction with their environment and interpretation of the available information. In other words, constructivism maintains that reality is a mental and social construction, rather than being an objective and static entity.

Constructivism, as an educational theory, is based on the idea that knowledge is constructed through experience and interaction. Jerome Bruner, a prominent

psychologist and educator, summed up this idea by stating: "Learning is a constructive process. It is not about absorbing information, but constructing it". This quote encapsulates the essence of constructivism, highlighting those students are not passive containers who simply absorb knowledge, but rather active agents who construct their understanding through exploration, reflection, and reinterpretation of information (Bruner, 1996).

One of the main exponents of constructivism was Jean Piaget, who focused his research on the cognitive development of children. Piaget postulated that individuals not only passively absorb information from the outside world, but also interpret and organize it according to their mental structures. According to Piaget, knowledge is constructed through the interaction between the assimilation of new information and its accommodation to existing cognitive structures. In Piaget's own words: "Knowledge is not a copy of reality; it is a construction of the mind" (Piaget, 1973).

Peer feedback

Peer feedback has emerged as a fundamental practice in the educational field, especially in the teaching of foreign languages such as English. When applied to the development of speaking skills in English as a Foreign Language (EFL) learners, peer feedback becomes a powerful and effective tool. This approach is based on the idea that classmates can provide valuable and constructive feedback on the linguistic performance of their peers. In the context of teaching English as a foreign language, this means that students can evaluate and provide feedback on the pronunciation, fluency, grammar, and other aspects related to the oral expression of their classmates.

This practice not only benefits the student receiving the feedback but also the student offering it, as it encourages the development of linguistic analysis skills and the consolidation of linguistic knowledge (Lee, 2008). Several studies on the application of peer feedback to improve speaking skills in EFL learners have yielded encouraging results. Peer feedback has been found not only to improve linguistic accuracy but also to contribute significantly to the development of students' confidence and self-efficacy in their ability to communicate in English (Tsui & Ng,

2000). Additionally, peer feedback fosters a collaborative and mutually supportive learning environment, where students feel more comfortable taking linguistic risks and actively participating in speaking activities.

However, for peer feedback to be effective, it is crucial to establish clear practices and guidelines. First, students should receive guidance on how to provide constructive and respectful feedback. This involves teaching them to identify specific aspects of their classmates' linguistic performance and offer concrete suggestions for improvement. Additionally, students must learn to receive feedback receptively, recognizing that feedback, even when critical, is intended to help them improve.

Successful implementation of peer feedback also requires a favorable classroom environment and the creation of structured activities that encourage regular practice of this technique. Teachers can design speaking activities in which students work in pairs or small groups, providing them with frequent opportunities to offer and receive feedback. Additionally, the use of technological tools, such as audio or video recordings, can facilitate the feedback process and allow students to review their performance more effectively.

Peer feedback emerges as a promising strategy to improve speaking skills in EFL learners. Through this practice, students not only improve their linguistic accuracy but also develop the confidence and ability to communicate effectively in English. However, for peer feedback to be successful, it is necessary to establish clear practices and provide adequate guidance to students. With the right support, peer feedback can become an invaluable tool in the foreign language teaching and learning process.

Collaborative learning

Collaborative learning is based on the idea that students can learn best when they interact with their peers to solve problems, discuss concepts, and construct knowledge together. According to Johnson and Johnson (1999), collaborative learning is characterized by positive interdependence, individual responsibility, social and leadership skills, and group evaluation. This methodology is based on

Vygotsky's sociocultural theory, which emphasizes the fundamental role of social interaction in the learning process.

Collaborative learning offers several both academic and social-emotional benefits for students. First, it promotes greater engagement with the content by allowing students to actively engage in their learning. As Kagan (1994) states, “Collaborative learning activates students as responsible participants in the learning process.” Additionally, it encourages the development of critical thinking, problem-solving, and interpersonal communication skills, preparing students to face real-world challenges (Slavin, 2014).

Although collaborative learning offers numerous benefits, it also presents significant challenges. For example, some students may resist working in groups due to individual differences in learning style or interpersonal conflicts (Webb, 2009). Furthermore, effective implementation of collaborative learning requires careful task design, time management, and evaluation of group performance (Dillenbourg, 1999).

Social learning theory

Social learning is a fundamental phenomenon in human development, which occurs through observation and interaction with other individuals in the social environment. From the earliest stages of life, humans learn not only through direct instruction but also by observing models and imitating behaviors. It is based on the social learning theory of Albert Bandura, who postulated that individuals acquire new behaviors by observing others and reproducing them in similar situations. Bandura introduced the concept of "vicarious learning," whereby people can learn from the experiences of others without needing to experience them directly. In his famous Bobo doll experiment (Bandura, 1961), he demonstrated how children imitate aggression observed in adults.

Furthermore, social learning involves complex cognitive processes, such as selective attention, retention of information, reproduction of observed behavior, and motivation to imitate. According to Bandura (1977), perceived efficacy, that is, the

belief in one's ability to act, plays a crucial role in determining whether or not an observed behavior will be imitated.

The social environment plays a crucial role in facilitating social learning. Relationships with family, friends, coworkers, and other social groups provide opportunities for observation, interaction, and sharing of knowledge and experiences. In this sense, Vygotsky (1978) emphasized the role of social interaction in the construction of knowledge, through the zone of proximal development, where individuals receive help and guidance from their more expert peers.

Social learning is not limited to the acquisition of specific skills but also influences the formation of identity and the development of cultural norms and values. Socialization understood as the process through which individuals internalize social norms and expectations, is a central aspect of social learning (Aronson, 2008). Through interaction with others, individuals learn how to behave appropriately in different social contexts and how to adapt to established social norms and roles.

Vygotsky's sociocultural theory

Lev Vygotsky's Sociocultural Theory emerges within the field of developmental psychology, challenging behaviorist and cognitivist paradigms by focusing on the interaction between the individual and their social and cultural environment. Vygotsky, a 20th-century Russian psychologist and pedagogue, postulated that human development cannot be understood simply as an internal process of the individual, but as a dynamic construction mediated by culture and social interaction.

Vygotsky argues that the human mind is not predefined, but is shaped and developed through participation in cultural and social activities. In his masterpiece "Thought and Language", Vygotsky (1934) states: "The cultural development of the child is a dialectical process that begins outside of him, before his birth, and is internalized as part of the development process".

At the core of his theory is the concept of the "zone of proximal development" (ZPD), which represents the gap between what an individual can achieve independently

and what he can achieve with the guidance and support of others. competent. Vygotsky (1978) highlights: "What the child can do today with help, tomorrow he will be able to do alone."

The importance of language and communication in the formation of thought and cognition is another fundamental aspect of sociocultural theory. Vygotsky (1962) emphasizes: "Language and thought are mentally mediated processes. The word is how thought becomes a conscious thought."

The role of cultural and social context in development is also crucial in Vygotsky's perspective. He emphasizes that culture not only influences individual development but is also co-constructed by the individuals who participate in it. As Vygotsky suggests: "Each function in the child's cultural development appears twice: first, at the social level, and then, at the individual level; first, between people interpsychological, and then, within the child intrapsychological" (Vygotsky L. S., 1978).

Vygotsky's sociocultural theory has profound implications in the field of education and learning. He highlights the importance of learning environments that encourage social interaction and peer collaboration, as well as the importance of teacher mediation in moving the students toward their ZPD. As Vygotsky (1978) expresses: "Learning is an active and social process, in which individuals construct new knowledge through interaction with others and with their environment".

Constructive feedback

This approach plays a vital role in the development and growth of students. Unlike traditional feedback, which is often limited to pointing out errors, constructive feedback focuses on highlighting positive aspects, identifying areas for improvement, and providing guidance for progress.

Constructive feedback has the power to transform the educational experience by turning mistakes into learning opportunities. As Carol Dweck mentions, "In a world of growth, mistakes are seen as opportunities to learn, grow, and improve" (Dweck,

2006). This perspective fosters a growth mindset in students, where challenges are perceived as part of the learning process and not as insurmountable obstacles.

In addition to promoting a growth mindset, constructive feedback also strengthens students' self-efficacy. Albert Bandura points out that "self-efficacy refers to people's beliefs about their abilities to organize and execute actions required to produce results" (Bandura, 1994). By receiving constructive feedback that recognizes their efforts and suggests strategies for improvement, students develop greater confidence in their abilities and feel more motivated to meet academic challenges.

Likewise, constructive feedback promotes metacognitive reflection, allowing students to be more aware of their learning process. According to John Hattie, “When students actively engage in self-regulation of their learning, they have greater control over their outcomes” (Hattie, 2009). By receiving constructive feedback that encourages them to reflect on their work, students gain metacognitive skills that help them monitor their progress and adjust their learning strategies as necessary.

Lastly, constructive feedback contributes to the creation of a positive and collaborative learning environment. As Ken Blanchard mentions, Feedback is the food of the champion, constructive feedback is the key to improving performance. When educators provide constructive feedback regularly and effectively, students feel valued and supported, which fosters a sense of community in the classroom and promotes academic success for all (Blanchard, 2003).

Formative evaluation

Formative assessment is based on several fundamental principles that guide its effective implementation in the classroom. One of these principles is timely and specific feedback. Hattie and Timperley (2009) maintain that effective feedback should be clear, specific, and focused on the student's learning process, guiding how to improve.

Another principle is the active participation of the student in their learning process. Sadler (1989) highlights the importance of involving students in formative assessment, allowing them to reflect on their progress, identify areas for

improvement, and set learning goals. This type of assessment plays a fundamental role in the educational process by providing timely and relevant information to both students and educators.

According to Black and William (1998), "formative assessment is any activity used as part of the learning process that provides information to the student and the teacher about the student's performance, to be used as feedback for improvement" This definition highlights the dynamic and collaborative nature of formative assessment, which seeks to improve learning rather than simply measure it.

Numerous studies have demonstrated the positive impact of formative assessment on student academic performance and engagement. For example, Black and William (2009) conducted a comprehensive review of research on formative assessment and found that it has a significant effect on student learning, with improvements in academic performance and a reduction in the achievement gap between students.

Overall, formative assessment emerges as a powerful tool to improve learning in the educational context. By focusing on timely feedback, active student participation, and continuous improvement, formative assessment not only helps students reach their full potential but also strengthens the relationship between teacher and student, fostering a collaborative environment and mutual growth.

Metacognitive reflection

Metacognitive reflection understood as the process of thinking about one's thinking, plays a fundamental role in the educational field by enhancing the meaningful learning of students. It has also been supported by numerous studies and research. For example, Flavell (1979) defines metacognition as "the knowledge and control that a person has over his or her cognitive processes." This capacity for cognitive self-regulation is closely related to academic success and problem-solving (Schraw & Dennison, 1994).

In the educational context, metacognition can be promoted through various pedagogical strategies. For example, implementing learning journals, in which

students regularly reflect on their thinking processes and study strategies, can improve metacognitive awareness (Moon, 1999). Likewise, explicitly teaching self-regulation strategies, such as planning, monitoring, and evaluating, can help students develop stronger metacognitive skills (Zimmerman, 2002).

In addition to improving academic performance, metacognitive reflection can also promote autonomous learning and the transfer of knowledge to new situations. As Hattie and Timperley (2007) point out, when students are aware of their thinking processes, they are better able to identify effective strategies and apply them in diverse contexts. This not only strengthens their understanding of the material but also empowers them as self-directed and adaptable learners.

However, it is important to recognize that promoting metacognitive reflection is not a simple or linear process. It requires a holistic approach that integrates both teaching metacognitive strategies and fostering a culture of critical thinking in the classroom. Additionally, educators must be prepared to provide effective support and feedback to students as they develop their metacognitive skills (Brown A. L., 1987).

1.3. Strategies to learn to speak in english

Learning strategies are fundamental tools to facilitate the process of acquiring linguistic skills. As Oxford (1990) points out, "learning strategies are specific actions, taken by the learner, to make learning easier, faster, more enjoyable, more effective and more transferable to new situations. Applying specific strategies, students can optimize their time and effort, thereby maximizing their progress in learning oral English.

Implementing appropriate strategies can significantly contribute to improving both fluency and accuracy in English speaking. According to Skehan (1998), learning strategies can improve fluency by focusing the student's attention on effective communication, rather than focusing exclusively on grammar and linguistic accuracy.

The use of strategies in learning oral English can also contribute to strengthening students' confidence and self-efficacy. As Bandura (1994) mentions, "self-efficacy refers to a person's belief in his or her ability to achieve certain goals." By implementing effective strategies and experiencing success in oral communication in English, students can increase their confidence in their language skills, which in turn can motivate greater commitment and persistence in learning.

Using level tests to identify areas for improvement

Level tests are instruments designed to evaluate a person's linguistic skills in English, covering aspects such as listening comprehension, oral expression, reading comprehension, and writing. These tests can vary in format and complexity, from multiple-choice questionnaires to structured oral assessments. Its main objective is to determine the level of language proficiency of an individual and provide detailed information on the areas in which improvement is needed.

According to Brown (2004), English-level assessment is crucial to identify the specific needs of learners and design effective teaching programs. Placement tests allow educators and students to understand the starting point and set realistic goals for future progress. Additionally, these assessments provide an objective basis for measuring progress over time.

One of the most significant advantages of placement tests is their ability to identify specific areas that require improvement in English speaking. For example, a pronunciation test may reveal difficulties in producing specific vowel or consonant sounds, while a listening comprehension test may flag problems with accent recognition or speech rate. According to Richards and Schmidt (2010), detailed analysis of placement test results allows educators and students to identify recurring error patterns and areas of weakness. This knowledge is essential for developing personalized teaching strategies that effectively address individual student needs.

Once areas for improvement have been identified through placement testing, it is crucial to implement effective interventions to address these deficiencies. These interventions may include specific practice activities, reinforcement exercises, individualized tutoring, or online learning programs. According to Nunan (2003),

interventions designed to improve English speaking must be varied and contextualized to be relevant and meaningful to students. Additionally, it is important to provide constructive feedback and frequent opportunities for practice and feedback.

Linguistic immersion

Linguistic immersion, a pedagogical method that immerses the student in an environment where the target language is the predominant language, has been widely recognized as one of the most effective ways to acquire fluency in a foreign language. In particular, learning English through immersion has proven to be highly beneficial, providing an authentic and contextualized learning experience. This approach is not only limited to the classroom, but also encompasses everyday situations outside of it, such as social interactions, recreational activities, and work tasks.

By constantly facing English in various contexts, students are forced to practice and improve their language skills naturally and organically. This approach offers several significant advantages for students seeking to master English as a second language. First, it provides intensive exposure to the language, facilitating rapid absorption of vocabulary, grammar, and pronunciation. As Krashen (1982) points out, in the Input theory, exposure to understandable language is fundamental for linguistic development.

Language immersion offers just that by immersing students in an environment where English is used in an authentic and relevant way. In addition, it encourages the development of practical communication skills, by interacting with native speakers and other language learners in real-world situations, students have the opportunity to practice listening, speaking, reading, and writing in an integrated and functional way. This allows them to not only acquire linguistic knowledge but also develop the confidence and fluency necessary to communicate effectively in English in various contexts.

Although language immersion offers numerous benefits, it also presents significant challenges for students, especially those who have a beginning level of language

proficiency. Constant exposure to English can be overwhelming for some, leading to language anxiety and difficulty communicating effectively. Additionally, students may experience frustration when faced with situations in which they do not fully understand what is being said or cannot express themselves clearly.

Despite the challenges, language immersion has a significant impact on the development of students' language skills. Research has shown that students who participate in language immersion programs tend to achieve higher levels of proficiency in the target language compared to those who do not prolonged exposure to English in a variety of contexts strengthens language comprehension and production, leading to greater fluency and accuracy in communication (Genesee, 1987).

Self-assessment and progress monitoring

Self-assessment is an essential component in the process of learning any skill, including language proficiency. When learning to speak English, students should be able to reflect on their abilities, identify areas for improvement, and set realistic goals. As Hattie (2012) point out, "self-assessment that includes reflection on oneself and the learning process can have a positive effect on student achievement".

By conducting an honest self-assessment, students can identify common errors, incorrect pronunciation patterns, or grammatical deficiencies. This allows students to run their practice more effectively and focus on areas that need additional attention. Furthermore, self-assessment fosters student autonomy and promotes a self-regulated attitude toward learning (Zimmerman, 2000).

Monitoring progress is equally crucial to ensure continued development in English speaking proficiency. By regularly monitoring their progress, students can evaluate the effectiveness of their learning strategies and adjust them as necessary. As Hattie (2012) states, “Feedback on progress is one of the most powerful interventions to improve learning”.

This process can take many forms, such as keeping track of new words learned, recording speech samples to assess pronunciation and fluency, or taking listening and speaking tests. These activities not only allow students to measure their progress but also allow them to celebrate their achievements and stay motivated throughout the learning process.

Study groups

The use of study groups in learning oral English is an effective strategy that enhances the development of communication skills. These groups offer a collaborative environment where students can practice conversation in a friendly and mutually supportive context. According to a study by Cohen and Weaver (2018), group learning facilitates exposure to different speaking styles and accents, which enriches the learning experience and improves oral fluency.

Additionally, study groups provide opportunities to receive immediate feedback from peers, which contributes to error correction and pronunciation refinement. In the words of Vygotsky (1978), learning is enhanced through social interaction, and study groups offer an environment conducive to this type of cognitive exchange. This peer-to-peer interaction fosters self-confidence and reduces anxiety associated with learning a new language (MacIntyre, 2017).

Finally, study groups can incorporate playful and dynamic activities that make the learning process more entertaining and motivating. According to Richards and Rodgers (2001), incorporating games and role-playing activities in the context of study groups not only increases student participation but also strengthens retention of vocabulary and grammatical structures. In summary, study groups are a valuable tool for improving English speaking skills by offering a space for collaborative and enriching practice.

Overcoming psychological barriers

Overcoming psychological barriers when learning to speak English can be challenging, especially when faced with fear of ridicule or making mistakes. However, as Carol Dweck, psychologist and author of "Mindset: The New

Psychology of Success", points out, adopting a growth mindset can be critical in this process. Dweck emphasizes that “people with a growth mindset believe they can improve with effort, while those with a fixed mindset believe their abilities are static” (Dweck, 2006). By understanding that learning a language is a continuous process of improvement, you can overcome the fear of failure and embrace mistakes as opportunities for growth.

In addition to the fear of failure, communication anxiety can be another significant obstacle when learning a new language. According to psychologist Albert Bandura, the author of social learning theory, self-efficacy plays a crucial role in overcoming anxiety. Bandura defines self-efficacy as "one's belief in one's ability to succeed in specific situations or accomplish a specific task". By developing self-confidence in language skills and practicing gradual exposure to English-speaking situations, anxiety can be reduced and communicative competence increased (Bandura, 1994).

However, it is important to recognize that overcoming psychological barriers is not a linear process. As Angela Duckworth, psychologist and author of Grit: The Power of Passion and Perseverance, suggests, perseverance is essential in the pursuit of language mastery. Duckworth argues that true mastery of any skill requires consistent, long-term dedication. Accepting that there will be ups and downs along the way and committing to moving forward despite the challenges can be key to achieving success in learning English. Overcoming psychological barriers when learning to speak English involves adopting a growth mindset, developing self-efficacy, and cultivating perseverance (Duckworth, 2016).

Spaced repetition practice

Spaced repetition practice is an effective strategy for learning to speak English, as it takes advantage of the psychological principle of temporal spacing to improve long-term retention and recall. As Bjork (1992) points out, this method involves distributing practice sessions over time, allowing for better storage and retrieval of information. Therefore, by applying this technique to learning English, students can consolidate their linguistic knowledge more effectively.

Additionally, spaced repetition encourages an active and continuous learning process. As Pimsleur (1967) mentions, by practicing regularly and spaced out, students are forced to remember and retrieve information repeatedly, which strengthens the neural connections related to the language. This constant practice not only improves speaking fluency but also increases the student's confidence in their ability to communicate in English.

Technical statistics is an invaluable tool in the process of learning oral English. By optimally distributing practice sessions over time, students can improve their language retention and proficiency significantly (Dempster, 1989). This systematic, evidence-based approach not only facilitates the acquisition of English as a second language but also promotes a deeper and more lasting understanding of the language.

Evaluation and feedback

Evaluation and feedback in the oral English learning process are fundamental elements for the student's progress and continuous improvement. The evaluation provides an objective measure of linguistic performance, allowing the identification of areas of strength and weakness in oral expression. By receiving specific feedback, the student has the opportunity to correct errors, improve their pronunciation and fluency, and consolidate their understanding of the language.

As Brown points out in his work "Principles of Language Learning and Teaching", formative assessment, which includes constant feedback during the learning process, is essential for the development of effective communication skills. Likewise, according to Nation and Newton in “Teaching ESL/EFL Listening and Speaking,” accurate and timely feedback provides students with the guidance needed to adjust their oral production and achieve higher levels of linguistic proficiency.

Feedback also fosters a student's motivation and self-confidence by providing recognition for her achievements and guidance in overcoming obstacles. In the words of Hattie and Timperley in "The Power of Feedback", when feedback is delivered in a way that is constructive and focused on improvement, the student

feels empowered to continue their learning process with determination and enthusiasm (Hattie, 2009).

In essence, effective evaluation and feedback are fundamental pillars in the development of linguistic skills, especially in the learning of oral English. By providing accurate and continuous guidance, they contribute significantly to the student's growth and communicative competence.

CHAPTER II. METHODOLOGY DESIGN

2.1. Research and research approach

A retrospective, observational, and descriptive analysis was carried out which focused on collecting the relevant and necessary information to carry out this research, for which books, scientific articles, as well as reports and proposals made by experts within the area, were used. Approximately 45 articles were examined during the literature search, of which only 32 were selected, as they were the ones that best detailed effective strategies for learning and improving student's oral skills in English through peer feedback.

Likewise, some theoretical studies were not included due to a lack of scientific support. In addition, a dialogue was carried out in Spanish and English with 15 participants to identify useful strategies to know the perspective of English students on peer feedback, to later carry out an initial test, and to know the diagnosis of the students.

The effectiveness of this research was evaluated through the statistical analysis of the application of a pre-test to evaluate the oral skills in English of the students since it is crucial to apply an initial test when planning to apply peer feedback for several reasons. First, it provides a baseline for understanding each student's initial skill level, which helps identify areas for improvement and set realistic goals. In addition, it allows the teacher to understand the individual strengths and weaknesses of the students, which facilitates the formation of effective work groups for peer feedback.

Correspondingly, the pre-test helps students become familiar with the evaluation format and the type of feedback they will receive, which can reduce anxiety and improve their active participation in the collaborative learning process. This helps identify areas of specific improvement and personalize the teaching process according to individual needs and then to apply a post-test and check if the objectives were met.

On the other hand, the post-test allowed us to evaluate the progress of the students after the implementation of peer feedback and determine the effectiveness of this

peer feedback strategy. Comparing the pre-test and post-test results provided an objective measure of student growth and helped evaluate the effectiveness of using this method. Conducting both assessments is essential to understand the impact of peer feedback on the development of students' English oral skills and to adjust pedagogical strategies as necessary. Finally, the validation of the research instruments was carried out through expert evaluation, with the participation of three professors specialized in the area.

Research type

Regarding the research approach, it stands out for its qualitative as well as quantitative nature. Qualitative is based on the compilation and analysis of concepts, opinions, and experiences of various authors, with the purpose of understanding and explaining how students' oral skills in English can improve through peer feedback.

On the other hand, the quantitative dimension is evidenced in the use of the collection and analysis of statistical data to validate the study hypothesis, exploring the specific properties and characteristics of the processes and strategies that support effective English language instruction in this group of students.

Research modality

The research adopted a socio-educational approach by collecting and analyzing data linked to the educational field. Its purpose is to validate concepts and propositions about the interaction between the educational system and society. Therefore, this approach allowed the researcher to understand the real environment of a specific group of students who needed to improve their oral skills. The collaboration of 15 students who have tried to improve their oral skills without obtaining the expected results was essential to carry out this study.

Research depth level

Regarding the type of research study, it merges both descriptive and exploratory aspects at its level. The proposed research study adopted a quasi-experimental

approach to evaluate the impact of peer feedback on the development of speaking skills in EFL learners, adopting a descriptive approach by systematically presenting and summarizing the information, leading to the obtaining meaningful generalizations that contribute to the application of peer feedback.

To support this methodological approach, relevant theories on foreign language learning will be reviewed. Additionally, previous research on the impact of this method in educational contexts will be incorporated. This will provide a solid theoretical framework and methodology for the research, offering an overview of the study and enabling the collection of background information on this challenging situation.

Population and sample

The sample of this study was carried out globally, including a total of 15 English students, who seek to improve their oral skills through the application of peer feedback, as specified in this research. This group of participants was crucial for the researcher since it made it possible to carry out a study that collected data based on his expertise and knowledge of the subject.

Table 1: Total of Participants

Population group	
Sample of persons involved	Number Percent
Foreign language students	15 100

Note: This table indicates the total number of people involved during this study research
Source: Guevara, F. (2024).

The present study was conducted at the Universidad Nacional de Chimborazo in Ecuador between October and December 2022, throughout which the researcher became acquainted with the participants' proficiency in oral English.

During interventions and group conversations, participants frequently exhibited certain deficiencies regarding fluency and pronunciation in speaking activities, which motivated the researcher to conduct a study to improve these deficiencies.

Once the research focus was established and with the approval of the relevant authorities, the selection of students for data collection began.

Table 2: Task Group (Gender of the whole group Bilingual L2).

Indicators	Men	Women	Total
A2	6	9	15

Note: This table indicates the total number of men and women involved during the research of this study.
Source: Guevara, F. (2024).

Initially, students from an intermediate-level English course were invited to participate; these students had an A2 level in English 15 students were randomly selected to form the workgroup.

They were subsequently instructed to respond orally to 10 questions in English, for which they had to use specific vocabulary and conjugation, where pronunciation, fluency, and speech were evaluated in word management within the initial phase task.

Table 3: Task Group (Experimental Group).

Indicators	Experimental group	Total	Percentage
A2	7	7	46.67%

Note: This table indicates the total number of participants belonging to the experimental group involved during the investigation of this study.
Source: Guevara, F. (2024).

Table 4: Task Group (Control Group).

Indicators	Control group	Total	Percentage
A2	8	8	53.33%

Note: This table indicates the total number of participants belonging to the control group involved during the investigation of this study.
Source: Guevara, F. (2024).

The participants in this research were made up of an experimental group and a control group. The control group was made up of 8 students who had better oral

skills and an experimental group that was made up of 7 students, the participants belonged to the same course at the Universidad Nacional de Chimborazo, at the time the data were collected.

2.2. Data collection

Techniques and instruments

To achieve the objectives of the research and ensure the best possible choice of the information collection mechanism within the study, it is essential to choose and analyze certain instruments that will be used in the research, such as the approach, the methodology, and the participants and the objectives proposed within the research.

In this phase of data collection, a pre-test was used as an elementary tool to evaluate and adjust the measurement instrument before its final application. As it stands, the researcher collected the initial information through the questions applied regarding the research topic and the foundations of the study. The 15 participants, 7 from the experimental group and 8 from the control group who have better linguistic skills completed the respective pre-test questionnaire to be evaluated.

These questions were answered orally online in Google Forms, where students completed them. The forms used to collect critical linguistic information data are presented in the tables below.

Table 5: Task Group (Questionnaire carried out as an Initial Test).

Number	Question
1	What's your name? How do you spell your surname?
2	Where are you from? Where do you live?
3	How old are you? What is your date of birth?
4	Did you learn English at school? For how many years?
5	What do you do now? Do you work or are you a student?
6	Do you like sports? What sports do you like?
7	What do you do every day? What time do you get up/start work?
8	Tell me something you could do well at school
9	Tell me about your best friend. What is he or she like?
10	Let's talk about your house or home. How would you describe it?

Note: These are the initial 10 questions that students answered to find out the initial level of their oral skills.
Source: Guevara, F. (2024).

The initial pre-test that was implemented is composed of 10 questions to evaluate the initial level of the participants. For the evaluation of this pre-test, the researcher has designed a rubric that qualifies three key parameters: pronunciation, vocabulary use, and oral expression. Each of these parameters is rated on a scale ranging from "Excellent" to "Low." specific areas of improvement in students' oral skills to be identified.

The rubric with the detailed parameters to consider is presented below:

Table 6: Task Group (Rubric with established parameters).

Evaluation Criteria	Excellent	Outstanding	Good	Acceptable	Low
Pronunciation	Pronounce clearly and with a proper intonation and rhythm.	Pronounces most sounds correctly in English and shows acceptable intonation and rhythm.	Pronounces most English sounds understandably and uses basic intonation and rhythm.	Pronounce some English sounds in an incomprehensible way and show difficulties in intonation and rhythm.	Incomprehensible pronunciation and no control of intonation and rhythm.
Vocabulary	Uses a wide and varied vocabulary in everyday situations.	Use appropriate vocabulary in most everyday situations.	Use basic vocabulary in everyday situations.	Uses a limited vocabulary and shows difficulties communicating in everyday situations.	Uses a very limited vocabulary and is unable to communicate in everyday situations.
Oral expression	Expresses him/herself clearly and coherently, using appropriate grammatical structures.	It is expressed in an understandable way, using correct grammatical structures in most cases.	It is expressed in a basic way, using simple grammatical structures and with some inaccuracies.	Has difficulty expressing him/herself coherently and uses incorrect or limited grammatical structures.	He/she cannot express him/herself coherently and does not use appropriate grammatical structures.

Source: Guevara, F. (2024).

In this study, the rubric applied in the pre-test allowed 15 students to be evaluated in terms of pronunciation, vocabulary use, and oral expression. The clarity and specificity of the rubric ensured that each student was evaluated fairly and accurately, providing a solid foundation for analysis of results and subsequent peer feedback. Detailed evaluation tables with the results of these 15 students are presented below, illustrating how the established criteria were applied.

Initial test results

Table 7: Task group (Initial test applied to student n°1).

	Pronunciation	Vocabulary	Oral Expression
1.**What's your name? How do you spell your surname?**	Outstanding	Excellent	Outstanding
2.Where are you from? Where do you live?	Outstanding	Outstanding	Good
3.How old are you? What is your date of birth?	Excellent	Outstanding	Outstanding
4.Did you learn English at school? For how many years?	Good	Outstanding	Outstanding
5.What do you do now? Do you work or are you a student?	Outstanding	Good	Acceptable
6.Do you like sports? What sports do you like?	Outstanding	Good	Outstanding
7.What do you do every day? What time do you get up/start work?	Good	Outstanding	Outstanding
8.Tell me something you could do well at school	Outstanding	Excellent	Outstanding
9.Tell me something about your best friend? What is he or she like?	Outstanding	Excellent	Excellent
10.Let's talk about your house or home. How would you describe it?	Good	Acceptable	Good

Note: This table shows the results of the initial test of student n°1, based on the criteria established in the rubric).
Source: Guevara, F. (2024).

In conclusion, student number 1 demonstrates a solid command of English, especially in Pronunciation and Vocabulary. However, the variability in Oral Expression scores and the specific areas that need attention, such as the description of their home and their current situation, suggest the need for a more focused pedagogical approach in these areas.

A personalized study plan that includes specific activities and exercises to improve fluency and coherence in oral expression, as well as the ability to describe everyday contexts in detail, will help the student achieve an even higher level of proficiency in the English language.

Table 8: Task group (Initial test applied to student n°2).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Good	Good	Outstanding
2.Where are you from? Where do you live?	Good	Acceptable	Good
3.How old are you? What is your date of birth?	Good	Good	Outstanding
4.Did you learn English at school? For how many years?	Good	Acceptable	Good
5.What do you do now? Do you work or are you a student?	Acceptable	Acceptable	Outstanding
6.Do you like sports? What sports do you like?	Good	Acceptable	Good
7.What do you do every day? What time do you get up/start work?	Good	Acceptable	Good
8.Tell me something you could do well at school	Acceptable	Acceptable	Good
9.Tell me something about your best friend? What is he or she like?	Good	Good	Acceptable
10.Let's talk about your house or home. How would you describe it?	Acceptable	Low	Acceptable

Note: This table shows the results of the initial test of student n°2, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

To conclude, student number 2 shows moderate proficiency in Pronunciation and Vocabulary, with certain areas needing significant reinforcement, such as describing his home and daily activities. Oral Expression, although generally strong, also has variability and can benefit from more focused practice. A personalized study plan that includes specific exercises to expand vocabulary and improve pronunciation, as well as activities that encourage detailed and coherent oral expression, would be beneficial for the student to reach a more balanced and advanced level in their command of English.

Table 9: Task group (Initial test applied to student n°3).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Excellent	Excellent	Good
2.Where are you from? Where do you live?	Excellent	Excellent	Outstanding
3.How old are you? What is your date of birth?	Excellent	Outstanding	Outstanding
4.Did you learn English at school? For how many years?	Outstanding	Outstanding	Outstanding
5.What do you do now? Do you work or are you a student?	Excellent	Outstanding	Outstanding
6.Do you like sports? What sports do you like?	Outstanding	Good	Outstanding
7.What do you do every day? What time do you get up/start work?	Outstanding	Outstanding	Outstanding
8.Tell me something you could do well at school	Outstanding	Good	Outstanding
9.Tell me something about your best friend? What is he or she like?	Excellent	Outstanding	Outstanding
10.Let's talk about your house or home. How would you describe it?	Outstanding	Good	Outstanding

Note: This table shows the results of the initial test of student n°3, based on the criteria established in the rubric).

Source: Guevara, F. (2024).

In conclusion, student number 3 demonstrates a remarkable command of the English language in all assessed areas. Although performance in Vocabulary is generally very strong, specific attention to less prominent details, such as sports-related vocabulary and house descriptions, could provide opportunities for even greater perfection. Maintaining and strengthening this high level of competence will require ongoing practice to reinforce both fluency and accuracy in all areas of English.

Table 10: Task group (Initial test applied to student n°4).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Excellent	Excellent	Outstanding
2.Where are you from? Where do you live?	Excellent	Excellent	Outstanding
3.How old are you? What is your date of birth?	Outstanding	Outstanding	Outstanding
4.Did you learn English at school? For how many years?	Outstanding	Outstanding	Good
5.What do you do now? Do you work or are you a student?	Outstanding	Good	Outstanding
6.Do you like sports? What sports do you like?	Good	Outstanding	Outstanding
7.What do you do every day? What time do you get up/start work?	Excellent	Outstanding	Outstanding
8.Tell me something you could do well at school	Good	Outstanding	Outstanding
9.Tell me something about your best friend? What is he or she like?	Outstanding	Outstanding	Good
10.Let's talk about your house or home. How would you describe it?	Outstanding	Good	Outstanding

Note: This table shows the results of the initial test of student n°4, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

In summary, Student Number 4 exhibits a solid and advanced command of English in the three assessed areas. While performance in Pronunciation and Vocabulary is generally excellent, with only a few minor areas for improvement, Oral Expression is also outstanding, with few areas needing attention. Focusing on improving these minor areas and maintaining advanced skills will allow the student to sustain their high level of competence and continue developing in the English language.

Table 11: Task group (Initial test applied to student n°5).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Good	Acceptable	Acceptable
2.Where are you from? Where do you live?	Good	Acceptable	Good
3.How old are you? What is your date of birth?	Good	Low	Acceptable
4.Did you learn English at school? For how many years?	Acceptable	Low	Low
5.What do you do now? Do you work or are you a student?	Low	Acceptable	Acceptable
6.Do you like sports? What sports do you like?	Acceptable	Acceptable	Acceptable
7.What do you do every day? What time do you get up/start work?	Low	Acceptable	Acceptable
8.Tell me something you could do well at school	Good	Acceptable	Low
9.Tell me something about your best friend? What is he or she like?	Acceptable	Good	Good
10.Let's talk about your house or home. How would you describe it?	Acceptable	Low	Low

Note: This table shows the results of the initial test of student n°5, based on the criteria established in the rubric).
Source: Guevara, F. (2024).

Overall, student number 5 necessitates substantial enhancement across all evaluated domains. Both Pronunciation and Vocabulary require significant reinforcement to achieve a higher level of competence. Furthermore, Oral Expression indicates an urgent need for development to ensure clearer and more fluent communication.

An intensive focus on advancing pronunciation and fundamental vocabulary, coupled with rigorous practice of oral expression in diverse contexts, will be essential for improving the student's overall proficiency in English.

Table 12: Task group (Initial test applied to student n°6).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Excellent	Excellent	Excellent
2.Where are you from? Where do you live?	Excellent	Excellent	Outstanding
3.How old are you? What is your date of birth?	Excellent	Outstanding	Outstanding
4.Did you learn English at school? For how many years?	Outstanding	Excellent	Outstanding
5.What do you do now? Do you work or are you a student?	Outstanding	Excellent	Outstanding
6.Do you like sports? What sports do you like?	Outstanding	Excellent	Excellent
7.What do you do every day? What time do you get up/start work?	Excellent	Outstanding	Outstanding
8.Tell me something you could do well at school	Outstanding	Excellent	Excellent
9.Tell me something about your best friend? What is he or she like?	Outstanding	Outstanding	Excellent
10.Let's talk about your house or home. How would you describe it?	Outstanding	Excellent	Outstanding

Note: This table shows the results of the initial test of student n°6, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

An examination of student number 6 performance reveals an exemplary mastery of the English language across all assessed areas. Their consistently high scores in Pronunciation, Vocabulary, and Oral Expression reflect a sophisticated level of proficiency and command. This advanced capability is evident in their nuanced understanding and application of the language.

Despite the already high level of competence demonstrated, it is imperative that the student continues to engage in targeted practice aimed at reinforcing and further developing these advanced skills. Such ongoing and deliberate efforts will be crucial not only to maintain their current level of excellence but also to further enhance their overall proficiency and adaptability in the English language.

Table 13: Task group (Initial test applied to student n°7).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Good	Good	Acceptable
2.Where are you from? Where do you live?	Good	Outstanding	Good
3.How old are you? What is your date of birth?	Acceptable	Acceptable	Low
4.Did you learn English at school? For how many years?	Good	Acceptable	Acceptable
5.What do you do now? Do you work or are you a student?	Acceptable	Acceptable	Low
6.Do you like sports? What sports do you like?	Good	Low	Low
7.What do you do every day? What time do you get up/start work?	Acceptable	Good	Good
8.Tell me something you could do well at school	Acceptable	Low	Acceptable
9.Tell me something about your best friend? What is he or she like?	Good	Acceptable	Acceptable
10.Let's talk about your house or home. How would you describe it?	Acceptable	Low	Low

Note: This table shows the results of the initial test of student n°7, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

An analysis of student number 7 performance indicates that they encounter considerable challenges in the areas of Pronunciation, Vocabulary, and Oral Expression. While there are notable strengths observed in vocabulary usage within specific contexts, Pronunciation and Oral Expression demand significant attention and development. To address these areas of need effectively, it will be essential to implement a curriculum focused on enhancing articulation clarity, broadening vocabulary acquisition, and refining communication skills. Such a targeted approach will be crucial in elevating the student's overall proficiency in English and ensuring a more comprehensive and effective command of the language.

Table 14: Task group (Initial test applied to student n°8).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Acceptable	Acceptable	Acceptable
2.Where are you from? Where do you live?	Good	Acceptable	Acceptable
3.How old are you? What is your date of birth?	Acceptable	Acceptable	Good
4.Did you learn English at school? For how many years?	Good	Good	Acceptable
5.What do you do now? Do you work or are you a student?	Acceptable	Low	Low
6.Do you like sports? What sports do you like?	Low	Acceptable	Acceptable
7.What do you do every day? What time do you get up/start work?	Acceptable	Low	Good
8.Tell me something you could do well at school	Acceptable	Acceptable	Good
9.Tell me something about your best friend? What is he or she like?	Low	Low	Acceptable
10.Let's talk about your house or home. How would you describe it?	Acceptable	Low	Low

Note: This table shows the results of the initial test of student n°8, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

Upon evaluating student number 8 performance, it becomes evident that they face multiple challenges in Pronunciation, Vocabulary, and Oral Expression. While there are discernible strengths in vocabulary usage and expression within specific contexts, there is an urgent need to enhance clarity in pronunciation and improve overall communication capabilities.

To address these critical areas, it is essential to adopt a comprehensive approach that emphasizes the development of fundamental pronunciation skills, the expansion of vocabulary, and the enhancement of oral expression. Such a focused strategy will be instrumental in elevating the student's overall proficiency in English and achieving a more coherent and effective use of the language.

Table 15: Task group (Initial test applied to student n°9).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Excellent	Excellent	Excellent
2.Where are you from? Where do you live?	Excellent	Excellent	Outstanding
3.How old are you? What is your date of birth?	Outstanding	Excellent	Outstanding
4.Did you learn English at school? For how many years?	Outstanding	Outstanding	Outstanding
5.What do you do now? Do you work or are you a student?	Outstanding	Excellent	Excellent
6.Do you like sports? What sports do you like?	Excellent	Outstanding	Outstanding
7.What do you do every day? What time do you get up/start work?	Outstanding	Outstanding	Excellent
8.Tell me something you could do well at school	Outstanding	Excellent	Outstanding
9.Tell me something about your best friend? What is he or she like?	Outstanding	Outstanding	Outstanding
10.Let's talk about your house or home. How would you describe it?	Outstanding	Excellent	Outstanding

Note: This table shows the results of the initial test of student n°9, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

An assessment of student number 9 performance reveals an exceptional command of English across all evaluated domains, characterized by consistent high achievement in Pronunciation, Vocabulary, and Oral Expression. Despite the student's already impressive level of proficiency, it is crucial to persist in strengthening and refining these advanced skills to ensure the maintenance and potential enhancement of their linguistic excellence.

To achieve this, a strategic focus on continuous practice and exposure to diverse contexts will be essential. Such an approach will not only consolidate their current level of expertise but also further expand their remarkable proficiency in the English language.

Table 16: Task group (Initial test applied to student n°10).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Excellent	Excellent	Excellent
2.Where are you from? Where do you live?	Excellent	Excellent	Excellent
3.How old are you? What is your date of birth?	Excellent	Excellent	Outstanding
4.Did you learn English at school? For how many years?	Excellent	Outstanding	Outstanding
5.What do you do now? Do you work or are you a student?	Outstanding	Excellent	Outstanding
6.Do you like sports? What sports do you like?	Outstanding	Outstanding	Outstanding
7.What do you do every day? What time do you get up/start work?	Outstanding	Excellent	Outstanding
8.Tell me something you could do well at school	Outstanding	Outstanding	Excellent
9.Tell me something about your best friend? What is he or she like?	Excellent	Outstanding	Outstanding
10.Let's talk about your house or home. How would you describe it?	Outstanding	Outstanding	Outstanding

Note: This table shows the results of the initial test of student n°10, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

An evaluation of student number 10 performance reveals an exceptional mastery of the English language, with notable achievements in Pronunciation, Vocabulary, and Oral Expression. While the student already demonstrates a very high level of competence, it is imperative to continue perfecting these advanced skills to ensure the consolidation and potential enhancement of their outstanding proficiency.

To support this, a consistent focus on maintaining regular practice and exploring diverse communication contexts will be crucial. Such a comprehensive approach will not only help the student sustain their current excellence but also further expand their capabilities and continue their exceptional performance in English.

Table 17: Task group (Initial test applied to student n°11).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Good	Outstanding	Outstanding
2.Where are you from? Where do you live?	Acceptable	Outstanding	Outstanding
3.How old are you? What is your date of birth?	Good	Acceptable	Acceptable
4.Did you learn English at school? For how many years?	Good	Low	Low
5.What do you do now? Do you work or are you a student?	Acceptable	Good	Good
6.Do you like sports? What sports do you like?	Low	Acceptable	Acceptable
7.What do you do every day? What time do you get up/start work?	Acceptable	Low	Low
8.Tell me something you could do well at school	Good	Acceptable	Acceptable
9.Tell me something about your best friend? What is he or she like?	Acceptable	Low	Low
10.Let's talk about your house or home. How would you describe it?	Low	Low	Acceptable

Note: This table shows the results of the initial test of student n°11, based on the criteria established in the rubric).

Source: Guevara, F. (2024).

Upon review, it becomes apparent that student number 11 demonstrates inconsistent performance across Pronunciation, Vocabulary, and Oral Expression. Despite showing strengths in vocabulary and oral expression in specific contexts, the student struggles significantly with pronunciation and general communication skills.

To effectively improve performance, it is imperative to adopt a rigorous approach that emphasizes intensive practice in pronunciation, the expansion of vocabulary, and the enhancement of communication abilities. A well-structured curriculum addressing these particular areas will be instrumental in addressing the student's weaknesses and advancing their overall English proficiency in a holistic manner.

Table 18: Task group (Initial test applied to student n°12).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Good	Good	Acceptable
2.Where are you from? Where do you live?	Good	Acceptable	Acceptable
3.How old are you? What is your date of birth?	Acceptable	Good	Good
4.Did you learn English at school? For how many years?	Acceptable	Acceptable	Good
5.What do you do now? Do you work or are you a student?	Acceptable	Low	Good
6.Do you like sports? What sports do you like?	Low	Low	Acceptable
7.What do you do every day? What time do you get up/start work?	Low	Acceptable	Acceptable
8.Tell me something you could do well at school	Good	Low	Acceptable
9.Tell me something about your best friend? What is he or she like?	Acceptable	Acceptable	Good
10.Let's talk about your house or home. How would you describe it?	Acceptable	Low	Good

Note: This table shows the results of the initial test of student n°12, based on the criteria established in the rubric).
Source: Guevara, F. (2024).

An in-depth analysis of student number 12's performance shows notable challenges in Pronunciation, Vocabulary, and Oral Expression, with significant variability in these areas. While the student has some strengths in vocabulary usage and expression, there is a critical need to improve clarity in pronunciation and fluency in oral expression.

To address these deficiencies, a targeted instructional approach is essential, focusing on consistent pronunciation, expanding vocabulary, and refining communication skills. A curriculum designed to address these areas will significantly improve the student's English proficiency and promote more uniform language development.

Table 19: Task group (Initial test applied to student n°13).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Excellent	Excellent	Excellent
2.Where are you from? Where do you live?	Excellent	Excellent	Outstanding
3.How old are you? What is your date of birth?	Excellent	Outstanding	Outstanding
4.Did you learn English at school? For how many years?	Outstanding	Excellent	Excellent
5.What do you do now? Do you work or are you a student?	Excellent	Outstanding	Excellent
6.Do you like sports? What sports do you like?	Outstanding	Excellent	Outstanding
7.What do you do every day? What time do you get up/start work?	Excellent	Outstanding	Excellent
8.Tell me something you could do well at school	Outstanding	Outstanding	Excellent
9.Tell me something about your best friend? What is he or she like?	Outstanding	Outstanding	Excellent
10.Let's talk about your house or home. How would you describe it?	Outstanding	Good	Outstanding

Note: This table shows the results of the initial test of student n°13, based on the criteria established in the rubric).
Source: Guevara, F. (2024).

An evaluation of student number 13 performance reveals an exceptional command of the English language across all assessed domains. The student's consistent and outstanding performance in Pronunciation, Vocabulary, and Oral Expression underscores a remarkably high level of proficiency.

Despite already achieving an excellent level, the student must continue regular practice and exposure to diverse contexts. Ongoing engagement and new challenges are essential to maintain and enhance their advanced linguistic skills, ensuring continued distinction in their competence.

Table 20: Task group (Initial test applied to student n°14).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Outstanding	Excellent	Outstanding
2.Where are you from? Where do you live?	Excellent	Excellent	Outstanding
3.How old are you? What is your date of birth?	Outstanding	Excellent	Excellent
4.Did you learn English at school? For how many years?	Outstanding	Outstanding	Outstanding
5.What do you do now? Do you work or are you a student?	Excellent	Good	Outstanding
6.Do you like sports? What sports do you like?	Outstanding	Outstanding	Outstanding
7.What do you do every day? What time do you get up/start work?	Outstanding	Excellent	Outstanding
8.Tell me something you could do well at school	Excellent	Outstanding	Outstanding
9.Tell me something about your best friend? What is he or she like?	Outstanding	Good	Outstanding
10.Let's talk about your house or home. How would you describe it?	Outstanding	Good	Outstanding

Note: This table shows the results of the initial test of student n°14, based on the criteria established in the rubric).
Source: Guevara, F. (2024).

An examination of student number 14's performance reveals exceptional competence in English across most areas, with outstanding achievements in Pronunciation and Oral Expression. However, some variability in Vocabulary indicates a need for targeted efforts to achieve greater consistency.

To sustain and further enhance their high level of proficiency, it is essential for the student to continue developing these skills through regular practice and exposure to diverse contexts. Persistent improvement and the pursuit of new challenges will be crucial in ensuring that the student maintains and even surpasses their current level of linguistic excellence.

Table 21: Task group (Initial test applied to student n°15).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Good	Excellent	Excellent
2.Where are you from? Where do you live?	Good	Outstanding	Outstanding
3.How old are you? What is your date of birth?	Good	Good	Outstanding
4.Did you learn English at school? For how many years?	Acceptable	Good	Good
5.What do you do now? Do you work or are you a student?	Acceptable	Good	Good
6.Do you like sports? What sports do you like?	Good	Good	Outstanding
7.What do you do every day? What time do you get up/start work?	Good	Good	Acceptable
8.Tell me something you could do well at school	Acceptable	Acceptable	Good
9.Tell me something about your best friend? What is he or she like?	Acceptable	Low	Low
10.Let's talk about your house or home. How would you describe it?	Low	Low	Low

Note: This table shows the results of the initial test of student n°15, based on the criteria established in the rubric).
Source: Guevara, F. (2024).

An assessment of student number 15 performance reveals notable strengths in Vocabulary, where the student demonstrates exceptional proficiency. Pronunciation is generally good but shows room for improvement. However, Oral Expression exhibits a broader range of capabilities, varying from outstanding to significantly deficient.

To enhance overall performance, it is essential for the student to focus on improving pronunciation and increasing fluency and coherence in Oral Expression. Implementing a curriculum that incorporates intensive practice in pronunciation and effective communication will be crucial in addressing these areas and elevating the student's overall proficiency in English.

Validity and reliability

The instruments and methods were validated, and guided through the research process in order to verify the reliability before the main data was collected to obtain the necessary results. Students from the task group were from the same L2 English level A2. Indicating that Spanish is their mother tongue and English the language

being learned. All the participants from the control group and task group are students that volunteered for this research.

The validation of the instruments took about four weeks from its application until the final approval by the research tutor. During that period, changes were made to the questionnaires to get the necessary information of the subjects and main data collection, since the example sentences were too many, they had to be reduced to make it more reliable.

After the interview process, students were encouraged to use the technological Quizizz and Google Forms applications, which were aimed to help the participants during a period of approximately two months, helping them with valid feedback to improve in speech performances. After the two months of usage, the students of the task group and control group were interviewed again and new information was received for the validation of the instruments. Finally, the research information was finished in order to give way to their application for its analysis and interpretation.

Data analysis and data processing

The data processing and analysis were based on the collection of high-quality information from accessible sources. In particular, a pre-test was carried out to evaluate the initial level of oral skills of the students who participated in the study.

This was done to collect and analyze the data obtained, subsequently implement peer feedback, and apply a post-test, evaluating the results after applying this strategy. Therefore, these data were recorded and organized in tables, and the necessary statistical analysis was carried out to interpret the results.

Processing and analysis of information

Analysis of results

With the data obtained from the initial test applied to the 15 English as a Foreign Language student who participated in this research, tables were created to analyze and interpret the information. The purpose was to identify the initial oral skills of the students in both the control and the experimental group, before implementing the

peer feedback strategy to improve the English oral skills of these students. The information collected allowed us to verify the hypothesis and formulate conclusions and recommendations.

Interpretation of the data

Once the data collection instruments were applied, the collected information was analyzed and interpreted. This process involved organizing the data into tables and graphs to facilitate a clear and detailed understanding of the results. The information obtained through this analysis is crucial, as it will provide the basis for the final conclusions of the research. These findings will reveal the influence of peer feedback on English as a Foreign Language learners' oral skills.

In particular, it will examine how interaction and mutual corrections between students impact their ability to communicate in English, identifying both specific improvements and potential areas of difficulty. Furthermore, the results of this study will make it possible to offer practical recommendations for the implementation of similar pedagogical strategies in other educational contexts, thus contributing to progress in the teaching of English as a foreign language.

Table 22: Question 1 of the pre-test.

What's your name? How do you spell your surname?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	6	9	5	20	44.44%
Outstanding	2	1	4	7	15.56%
Good	6	3	1	10	22.22%
Acceptable	1	2	5	8	17.78%
Low	0	0	0	0	0%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 1 of the pre-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024).

Analysis and interpretation

The analysis of 'Table 22: Question 1 of the pre-test' provides a detailed overview of how the 15 students performed on the first question, which assessed both the

naming and spelling of the surname. In the category of Pronunciation, 44.44% of students achieved an excellent rating, reflecting clear and accurate pronunciation. Additionally, 22.22% of students performed well, and only one student (17.78%) received an acceptable rating. Notably, there were no low scores recorded in this category, which is a positive outcome.

Regarding Vocabulary, the majority of students (44.44%) demonstrated an excellent use of lexical resources, with 22.22% achieving a good rating and 17.78% presenting an acceptable level of vocabulary usage. Similarly, there were no low scores in this category. However, Oral Expression displayed greater variability: 44.44% of students exhibited excellent oral expression, while 22.22% had a good performance and 17.78% presented an acceptable level.

Despite this variability, no low scores were noted, which is encouraging. In summary, students generally performed well in Pronunciation and Vocabulary, though Oral Expression revealed a wider range of ratings, indicating that additional focus on improving fluency and clarity in communication could be beneficial. These results provide valuable insights for refining teaching strategies and offering targeted support to enhance overall English language skills.

Table 23: Question 2 of the pre-test.

Where are you from? Where do you live?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	7	7	1	15	33.33%
Outstanding	1	4	8	13	28.89%
Good	6	0	4	10	22.22%
Acceptable	1	4	2	7	15.56%
Low	0	0	0	0	0%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 2 of the pre-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024).

Analysis and interpretation

An examination of 'Table 23: Question 2 of the pre-test' offers a comprehensive insight into the performance of the 15 students on the second question, which

assessed their knowledge of origin and residence. In the area of Pronunciation, 33.33% of students achieved an excellent rating, indicating precise and clear pronunciation. Additionally, 22.22% demonstrated good performance, while only 15.56% received an acceptable rating. Notably, no low scores were recorded in this category, which is a positive outcome.

Regarding Vocabulary, 33.33% of students utilized an excellent range of lexical resources, and 28.89% displayed outstanding vocabulary use, particularly in oral expression. However, 22.22% employed good vocabulary, and 15.56% presented an acceptable level, with a significant absence of low scores. In the domain of Oral Expression, there was considerable variability: 28.89% achieved an outstanding performance, while 33.33% earned an excellent rating. Furthermore, 22.22% had a good performance and 15.56% presented an acceptable level. This variability suggests that while many students performed well, there is room for improvement in fluency and clarity.

In summary, students excelled in Pronunciation and Vocabulary, with varied results in Oral Expression. While most students achieved commendable results, the data indicates that focusing additional support on enhancing fluency and accuracy in Oral Expression could be beneficial in achieving a more uniform level of competence.

Table 24: Question 3 of the pre-test.

How old are you? What is your date of birth?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	6	3	1	10	22.22%
Outstanding	2	5	9	16	35.56%
Good	4	3	2	9	20.00%
Acceptable	3	3	2	8	17.78%
Low	0	1	1	2	4.44%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 3 of the pre-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024)*.*

Analysis and interpretation

An analysis of 'Table 24: Question 3 of the pre-test' provides insight into the performance of the 15 students on the third question, which focused on age and

date of birth. In the area of Pronunciation, 22.22% of students achieved an excellent rating, demonstrating clear and precise pronunciation. Additionally, 20.00% performed well, while 17.78% received an acceptable rating. The absence of low scores in this category indicates a generally acceptable level of pronunciation proficiency.

In terms of Vocabulary, 35.56% of students exhibited outstanding lexical usage, and 22.22% attained an excellent rating. Only 20.00% employed good vocabulary, and 17.78% demonstrated acceptable vocabulary use. Notably, 4.44% of students presented low vocabulary proficiency, highlighting that while many students displayed adequate or outstanding vocabulary skills, some required additional support in this area.

Regarding Oral Expression, 35.56% of students demonstrated outstanding performance, and 22.22% achieved an excellent rating, reflecting strong verbal communication skills. Meanwhile, 20.00% presented a good level of oral expression, and 17.78% achieved an acceptable rating. The presence of 4.44% with low performance in this area suggests that certain students faced challenges with fluency and clarity in oral expression.

In summary, the results indicate that most students performed well in Pronunciation and Vocabulary, with a high percentage achieving outstanding ratings in Oral Expression. However, the variability in performance across students suggests a need for a more individualized approach to enhance fluency and accuracy in Oral Expression, as well as to further develop vocabulary skills.

Table 25: Question 4 of the pre-test.

Did you learn English at school? For how many years?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	1	2	1	4	8.89%
Outstanding	6	6	6	18	40.00%
Good	5	2	4	11	24.44%
Acceptable	3	3	2	8	17.78%
Low	0	2	2	4	8.89%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 4 of the pre-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024)*.*

Analysis and interpretation

The findings from 'Table 25: Question 4 of the pre-test' shed light on the performance of the 15 students regarding their prior experience in learning English and its duration. In the domain of Pronunciation, only 8.89% of students achieved an excellent rating, reflecting superior proficiency. A further 24.44% earned a good rating, and 17.78% were assessed as having acceptable pronunciation. The lack of low scores suggests that most students achieved an adequate level of pronunciation.

When examining Vocabulary, 40.00% of students demonstrated outstanding proficiency, showcasing exceptional command of lexical resources. Another 24.44% exhibited good vocabulary usage, while 17.78% had acceptable vocabulary skills. However, 8.89% of students received a low rating, highlighting that despite generally strong vocabulary performance, some students faced significant challenges.

Regarding Oral Expression, 40.00% of students excelled with an outstanding rating, and 24.44% achieved a good rating. An additional 17.78% presented an acceptable level of oral expression. Similarly, 8.89% of students were rated poorly, indicating that a subset struggled with fluency and clarity in verbal communication. In summary, the data suggest that prior English learning experience positively influences performance, especially in Vocabulary and Oral Expression, with a notable proportion reaching high levels of proficiency. However, the variation in performance across different areas points to the need for targeted interventions to address weaknesses in Pronunciation and Vocabulary among students with lower ratings.

Table 26: Question 5 of the pre-test.

What do you do now? Do you work or are you a student?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	3	3	2	8	17.78%
Outstanding	5	2	6	13	28.89%
Good	0	5	3	8	17.78.22%
Acceptable	6	3	2	11	24.44%
Low	1	2	2	5	11.11%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 5 of the pre-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024)*.*

Analysis and interpretation

The evaluation of 'Table 26: Question 5 of the pre-test' provides insights into the performance of the 15 students concerning their current occupation, whether as workers or students, and its relation to their English proficiency. In the area of Pronunciation, only 17.78% of students achieved an excellent rating, indicating that a limited number of students demonstrated superior pronunciation skills. Additionally, 24.44% received an acceptable rating, while 11.11% were rated poorly. This distribution suggests considerable variability in students' pronunciation abilities, with some displaying notable proficiency and others requiring significant improvement.

In Vocabulary, 28.89% of students achieved an outstanding rating, 17.78% demonstrated good usage, and 24.44% were rated as acceptable. However, 11.11% received a poor rating, indicating difficulties for some students. Similarly, in Oral Expression, 28.89% excelled with an outstanding rating, 17.78% were rated as excellent, and 24.44% were deemed acceptable. Yet, 11.11% received a poor rating, suggesting a need for improvement in fluency and clarity for some students.

In summary, the results from this question of the pre-test suggest that students' current occupations impact their English performance. While some students demonstrate outstanding proficiency in Vocabulary and Oral Expression, others exhibit significant areas for improvement, particularly in Pronunciation and Vocabulary. This reflects a diverse range of linguistic skills among the students, with varying levels of achievement and challenges in their English language learning.

Table 27: Question 6 of the pre-test.

Do you like sports? What sports do you like?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	1	2	1	4	8.89%
Outstanding	6	4	8	18	40.00%
Good	4	3	1	8	17.78.22%
Acceptable	1	4	4	9	20.00%
Low	3	2	1	6	13.33%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 6 of the pre-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024)*.*

Analysis and interpretation

An analysis of 'Table 27: Question 6 of the pre-test' sheds light on the performance of the 15 students regarding their handling of the topic of sports and their preferences. In the area of Pronunciation, only 8.89% of students achieved an excellent rating, indicating limited superior performance in articulating sports-related terms. Additionally, 20% of students received an acceptable rating, while 13.33% were rated poorly. This distribution suggests significant variability in the pronunciation of sports vocabulary among students.

Regarding Vocabulary, 40% of students attained an outstanding rating, reflecting a strong grasp of sports-related vocabulary. Despite this, 20% of students achieved an acceptable rating, and 13.33% demonstrated a lower level of vocabulary proficiency. This indicates that while many students excelled in understanding sports vocabulary, there remains a need for improvement among some students. In terms of Oral Expression, 40% of students demonstrated outstanding skills, effectively communicating their ideas about sports. Another 17.78% achieved a good rating, and 20% presented an acceptable level of expression. Nevertheless, 13.33% of students struggled to articulate their thoughts on sports, highlighting areas where fluency and clarity could be enhanced.

In summary, the results show that while most students excel in sports-related vocabulary and oral expression, there is significant variability in their pronunciation skills. Some students struggle with pronunciation, which affects the consistency of their overall language performance. Addressing these pronunciation challenges is

crucial for helping these students achieve a more balanced language proficiency. Providing targeted support and practice in pronunciation could significantly improve their communication abilities, allowing them to fully complement their strengths in vocabulary and oral expression, and ultimately enhance their overall fluency and clarity.

Table 28: Question 7 of the pre-test.

What do you do every day? What time do you get up/start work?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	3	2	2	7	15.56%
Outstanding	4	6	6	16	35.56%
Good	3	2	3	8	17.78%
Acceptable	3	3	3	9	20.00%
Low	2	2	1	5	11.11%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 7 of the pre-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024).

Analysis and interpretation

A detailed examination of 'Table 28: Question 7 of the pre-test' reveals insights into the performance of the 15 students concerning their daily routines and work or study schedules. In the area of Pronunciation, only 15.56% of students achieved an excellent rating, while 11.11% received a low rating. The majority were categorized within the acceptable range (20%), reflecting a diverse level of proficiency in pronouncing terms related to daily routines.

Regarding Vocabulary, 35.56% of students achieved an outstanding rating, reflecting a solid understanding of vocabulary related to daily activities. Nonetheless, 20% were rated as acceptable and 11.11% received a poor rating, suggesting that some students need further improvement. In terms of Oral Expression, 35.56% demonstrated exceptional skills, 17.78% were rated as good,

and 20% were acceptable. However, 11.11% faced difficulties, indicating inconsistencies in their ability to describe routines and schedules effectively.

In summary, while a significant proportion of students excel in vocabulary and oral expression regarding daily routines, there is an evident need for enhancement in pronunciation and certain aspects of oral expression. Addressing these areas through targeted support could help improve overall proficiency and ensure more consistent performance.

Table 29: Question 8 of the pre-test.

Tell me something you could do well at school					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	1	3	3	7	15.56%
Outstanding	6	4	5	15	33.33%
Good	4	1	3	8	17.78%
Acceptable	4	5	3	12	26.66%
Low	0	2	1	3	6.67%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 8 of the pre-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024).

Analysis and interpretation

The examination of 'Table 29: Question 8 of the pre-test' provides an overview of the 15 students' performance in describing something they excelled at in school. Regarding Pronunciation, only 15.56% of students achieved an excellent rating, while 6.67% received a low rating. The majority were rated as acceptable (26.66%), indicating that pronunciation was generally adequate but not exceptional.

Regarding Vocabulary, 33.33% of students earned an outstanding rating, showcasing a strong ability to select appropriate words to describe their academic skills. However, 26.66% received an acceptable rating, and 6.67% were rated poorly, indicating that while many students displayed commendable vocabulary skills, there remains room for improvement. In the assessment of Oral Expression, 33.33% of students excelled in articulating their academic achievements, 17.78% performed well, and 26.66% were deemed acceptable. Still, 6.67% of students faced difficulties with oral expression, highlighting challenges in effectively communicating their successes.

In conclusion, despite a substantial number of students displaying exceptional skills in vocabulary and oral expression, there is a noticeable need for improvement in pronunciation and certain aspects of expression. Targeted interventions in these areas could enhance overall performance and ensure a more consistent level of proficiency.

Table 30: Question 9 of the pre-test.

Tell me about your best friend. What is he or she like?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	2	1	3	6	13.33%
Outstanding	6	6	4	16	35.56%
Good	2	3	3	8	17.78%
Acceptable	4	2	3	9	20.00%
Low	1	3	2	6	13.33%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 9 of the pre-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024)*.*

Analysis and interpretation

The analysis of 'Table 30: Question 9 of the pre-test' provides insights into the performance of students in describing a best friend, focusing on pronunciation, vocabulary, and oral expression. In the domain of Pronunciation, 13.33% of students achieved an excellent rating, while an equal percentage (13.33%) received a low rating. The majority were rated as acceptable (20.00%), indicating that while pronunciation was generally satisfactory, there is room for improvement.

Turning to Vocabulary, 35.56% of students demonstrated outstanding performance, showcasing a rich and precise use of language to describe their friend. However, 20.00% received an acceptable rating, and 13.33% were rated poorly in this area, suggesting that although a significant portion excelled in vocabulary, others still need enhancement. Regarding Oral Expression, 35.56% of students achieved an outstanding rating, providing a clear and effective description of their friend. Nonetheless, 20.00% were rated as acceptable, and 13.33% faced difficulties, reflecting variability in their ability to articulate their descriptions effectively. In summary, while most students excelled in vocabulary and oral expression, the results indicate that improvements are needed in pronunciation and certain aspects of description to achieve a more consistent level of proficiency across all areas.

Table 31: Question 10 of the pre-test.

Let's talk about your house or home. How would you describe it?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	0	2	0	2	4.44%
Outstanding	7	1	7	15	33.33%
Good	1	4	2	7	15.56%
Acceptable	5	1	2	8	17.78%
Low	2	7	4	13	28.89%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 10 of the pre-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024)*.*

Analysis and interpretation

The examination of 'Table 31: Question 10 of the pre-test' provides a detailed overview of the students' performance in describing their home or residence, focusing on pronunciation, vocabulary, and oral expression. With regard to Pronunciation, only 4.44% of students received an excellent rating, while 28.89% were rated poorly. This indicates that pronunciation was a challenging area for many students.

In terms of Vocabulary, 33.33% of students demonstrated outstanding performance in describing their home with considerable detail. Conversely, 28.89% were rated poorly, highlighting that a significant number of students struggled with lexical richness in their descriptions. As for Oral Expression, 33.33% of students achieved an outstanding rating, showcasing effective verbal communication of their home. However, 28.89% faced significant difficulties, as indicated by their low ratings. This suggests that while some students excelled in oral expression, others experienced notable challenges.

In general, the table highlights that while vocabulary and oral expression were strong areas for some students, there remains a need for further improvement in pronunciation and specific aspects of description to achieve a more consistent level of proficiency across all evaluated areas.

2.3. Research proposal

Peer Feedback to improve EFL students' speaking skill

General information

Location of execution: Universidad Nacional de Chimborazo

Province: Chimborazo

City: Riobamba

Address: Av. Antonio José de Sucre, Kilometer 1 ½, Road Guano

Area: English as a Foreign Language

Introduction

In the field of teaching English as a foreign language, the development of communication skills, especially in oral expression, is essential. The ability to communicate effectively in a second language is crucial not only for academic success but also for social and professional integration in an increasingly globalized world. Learning to speak English represents a considerable challenge for many students, particularly those whose first language is different.

Mastering English is not limited to producing correct sounds and grammatical structures but also requires the ability to communicate effectively in real situations. However, many students face significant difficulties in achieving this level of proficiency due to various factors, such as limited exposure to the language, lack of educational resources, and socioeconomic barriers.

In many Spanish-speaking countries, learning English has become an educational priority due to its global relevance. However, despite efforts to improve the teaching of English as a foreign language, significant challenges remain, especially in the development of oral skills. In Ecuador, a country that struggles with low English proficiency, oral proficiency in English is essential for effective communication in

various contexts, from everyday conversations to academic and professional presentations.

Within the Spanish-speaking educational context, English learners often find it difficult to reach a satisfactory level of oral skills. This raises the urgent need to investigate effective strategies to improve oral expression in English among Ecuadorian students. In this specific context of Ecuador, where access to educational resources may be limited and exposure to English outside the classroom is scarce, “peer feedback” could be a promising solution to improve students' English-speaking skills.

The subject of investigation and the research question

Teaching English as a foreign language in Ecuador faces multiple challenges, one of the most notable being low performance in oral skills. Ecuadorian students frequently demonstrate an insufficient level in the four fundamental linguistic skills (speaking, writing, reading, and listening), with oral expression being the most complicated to master. This difficulty arises due to the need to use various cognitive and communicative skills, lack of language practice outside of the school environment, limited educational resources, and socioeconomic obstacles intensify this problem. How can peer feedback improve speaking skills in English as a foreign language (EFL) student at the Universidad Nacional de Chimborazo?

In response to this situation, the current research examines the implementation of peer feedback as an innovative pedagogical strategy to improve English speaking ability among students at the Universidad Nacional de Chimborazo. Peer feedback not only allows students to reflect on their own learning and language skills but also fosters a collaborative classroom environment, benefiting students through group cohesion and the development of social and communication skills.

Objectives

General objective

To evaluate the effectiveness of peer feedback as a tool to improve speaking skills in English as a Foreign Language (EFL) to students, identifying the key factors influencing its implementation and its impact on the development of communicative skills in this educational context.

Specific objectives

1. To investigate existing academic literature on the use of peer feedback in improving oral expression skills in English as a Foreign Language (EFL) student, to understand approaches, methods, and results previously reported in this field.

2. To conduct an empirical study examining the application of peer feedback as a pedagogical strategy to specifically improve the oral expression skills of EFL students, assessing their impact in terms of fluency, accuracy, pronunciation, and consistency.

3. To identify factors that may influence the effectiveness of peer feedback in the context of EFL teaching, including student preparation and the feedback criteria used, as well as the group dynamics and the relationship between the participants.

4. To propose practical recommendations and pedagogical guidelines based on the findings of the study, to optimize the implementation of peer feedback as an effective strategy to improve oral expression skills in students of English as a foreign language.

The benefits of peer feedback in English as a foreign language (including improvement in communicative competence and increased motivation and linguistic confidence).

Previous experience with peer feedback

Peer feedback has emerged as a valuable pedagogical strategy in the field of teaching English as a foreign language. This technique not only enhances students' oral skills, but also facilitates more interactive and dynamic learning. By receiving and providing constructive feedback, students actively participate in their own learning process, creating a collaborative environment that encourages critical thinking and detailed analysis.

Some studies highlight that peer feedback can significantly improve students' oral proficiency. Research shows that when receiving feedback from their peers, students feel more comfortable and less intimidated than when they are evaluated by an instructor. This, in turn, decreases anxiety and allows for greater fluency and accuracy in language use.

Another crucial aspect is that not only do students who receive feedback benefit, but also those who provide it. By analyzing and critiquing their peers' presentations, students develop a greater awareness of the linguistic and pragmatic aspects of English. This process of critical evaluation helps students internalize the rules of the language more effectively than with traditional teaching methods.

Peer feedback fosters greater autonomy in learning by empowering students to take ownership of their progress and develop self-assessment skills. Through this approach, students learn to recognize their strengths and identify areas needing improvement, which is essential for the ongoing enhancement of their oral skills.
In terms of practical application, peer feedback activities can include oral presentations, debates and group discussions, where students evaluate each other according to previously established criteria. This approach not only improves language proficiency but also prepares students for real-world situations where communication skills are essential.

Educational environment

Learning English as a second language is essential in a globalized world. Developing oral skills in English is crucial for effective communication and academic and professional success. The educational environment is vital in providing resources, strategies, and contexts to practice and develop language.

An immersive educational environment is essential for enhancing oral skills. When students are placed in settings where a second language is naturally used, they benefit from continuous interaction, which aids in the internalization of vocabulary and grammar.

Social interaction plays a crucial role in cognitive development, making it vital for students to engage in English with teachers and peers. Activities such as debates, presentations, and group work offer practical opportunities to practice and refine oral skills.

The advent of technology has transformed language teaching by providing tools like apps, video conferencing, and multimedia resources, which increase opportunities to practice speaking skills. These technological tools create an interactive and motivating environment that encourages students to use the language in real-world scenarios.

A communicative approach in language teaching emphasizes the importance of real-life communication. Activities like role-playing and simulations are particularly effective for developing oral skills, as they demand spontaneous and creative use of the language. Feedback is a critical component of improving oral skills. Effective feedback helps students recognize and correct their mistakes, enabling continuous improvement. Teachers play a key role by offering immediate and constructive feedback during speaking exercises.

Collaborative learning further enhances language practice by fostering interaction among peers. Working together on tasks and projects not only improves motivation and academic performance but also provides numerous opportunities for speaking and listening in English.

Student confidence

The students´ confidence in learning English, especially in the area of oral skills, is a crucial element that affects their progress and success in mastering the language. This confidence not only encourages the student to actively participate in conversations and oral practices but also influences their ability to face linguistic challenges and overcome obstacles.

Trust is fundamental for initiating and maintaining conversations in English. It serves as the foundation for effective communication in a second language. When students are confident in their language skills, they feel more at ease expressing themselves and sharing their ideas in the new language. This comfort encourages active participation in classes, study groups, and everyday situations where oral English is required.

Confidence also significantly impacts fluency and pronunciation. Students who trust their ability to pronounce words correctly and structure sentences fluently tend to communicate more clearly and naturally. This fluency boosts their linguistic self-esteem and motivates them to keep improving.

On the other hand, a lack of confidence can impede a student's progress. Insecurity about speaking English can lead to anxiety, making students hesitant to participate in oral activities. This reluctance limits their practice and exposure to the language, potentially stalling their language development. To build students' confidence in oral skills, it is important to create a learning environment that encourages active participation and offers constructive feedback. Regular opportunities to practice speaking English, along with recognition and celebration of language achievements, can help students develop greater confidence in their abilities.

Interaction and participation

The learning dynamic in the English classroom is energized by interactions among students, providing them with opportunities to practice the language in authentic and meaningful contexts. This interaction is essential for developing communicative competence, as it enables students to negotiate meanings and collaboratively build their linguistic knowledge.

Furthermore, engaging in verbal interaction enhances linguistic fluency and accuracy by allowing students to produce language in real-time and receive immediate feedback. This process helps students refine their language skills through practical experience and continual adjustment.

Illustration 1.



Source: (Guevara, 2022).

Active student participation is crucial for maximizing the benefits of classroom interaction. Engaging in activities like debates, role-playing games, and group discussions helps bridge the gap between theoretical knowledge and practical communicative skills. By creating an inclusive and supportive environment, teachers can foster students' active involvement, boosting their confidence and self-esteem in using the language.

Lexical variety

Learning English involves a fascinating exploration of your vast vocabulary, which not only expands your repertoire of words but also improves communication skills. Students immerse themselves in a vast and diverse ocean of words, navigating between varied meanings, connotations, and linguistic styles. This diversity not only characterizes the language but also reflects the multiple cultural and linguistic influences that have shaped it over time.

Recognizing the impact of lexical variety on students' communication effectiveness is crucial. A broad vocabulary is vital for achieving communicative competence in a second language. A wide range of words not only aids in accurately expressing ideas but also enhances the fluency and naturalness of speech.

Students should master an extensive vocabulary that includes common terms, idiomatic expressions, and specialized terminology. Using a varied and precise vocabulary is essential for successful communication in English. This variety involves not just selecting appropriate words but also understanding their nuances and contextual use.

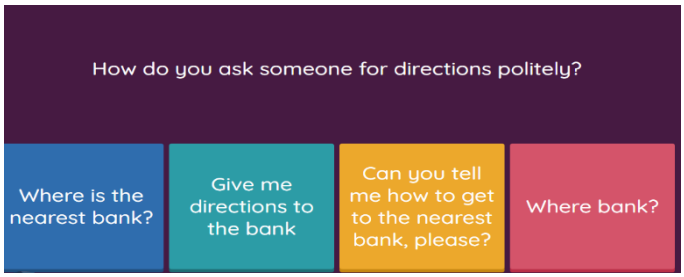
Teaching strategies play a significant role in exploring lexical diversity in English learning. Effective approaches focus on meaning and context, emphasizing activities that encourage active exploration of vocabulary and its application in real-life situations. These strategies are crucial for developing strong oral skills in English.

Procedure

During this present research focused on improving the verbal skills in English of a group of 15 students with peer feedback, two fundamental tools were applied: Quizizz and Google Forms. These platforms were strategically chosen for their ability to offer multiple-choice exercises designed to reinforce mastery of English grammar while enhancing participants' communication skills.

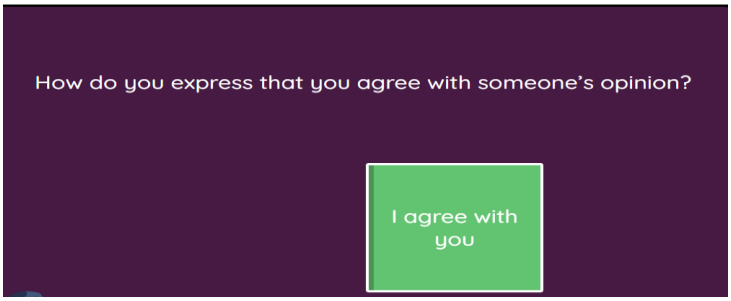
The Quizizz application was used to implement exercises focused on key grammatical aspects essential for oral expression. Comprising 10 multiple-choice questions, these exercises enabled students to practice and reinforce their grammar knowledge interactively. The multiple-choice format allowed for quick and precise evaluation, providing immediate feedback on their performance.

Illustration 2.



Source: (Guevara, 2022).

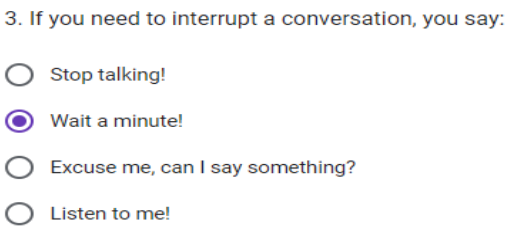
Illustration 3.



Source: (Guevara, 2022).

On the other hand, the Google Forms application was used to create additional multiple-choice forms, designed to address different aspects of the English language, such as vocabulary, listening comprehension, and grammatical structures. These forms not only offered students more opportunities to practice and strengthen their language skills but also made it possible for the researcher to collect valuable data on each student's progress.

Illustration 5.



Source: (Guevara, 2022).

A highlight of both apps is their ability to provide immediate feedback. This instant feedback is crucial in the learning process as it allows students to identify and correct errors promptly, which contributes significantly to the continuous improvement of their English skills. In addition, immediate feedback also promotes self-assessment and reflection, fundamental skills for students' autonomous development in the language.

In conclusion, the combination of the use of Quizizz and Google Forms applications in this study proved to be an effective strategy to improve the oral skills in English of a group of students. By providing multiple-choice exercises focused on grammar and offering immediate feedback, these tools contributed significantly to the learning process and the development of English communication skills.

Table 32: Task group (Questionnaire to practice oral skills).

General Knowledge Grammar Quiz		
Number	**Questions**	**Response options**
1.	What ___ you doing when I called you last night?	a) was **b) were** c) are d) is
2.	She _____ to the cinema twice this week.	**a) went** b) goes c) gone d) go
3.	If I ____ you, I would apologize.	a) am b) was **c) were** d) been
4.	I've never ____ sushi before.	a) eat b) eats c) eating **d) ate**
5.	My brother _____ his keys in the living room.	a) has always losing **b) always loses** c) always is losing
6.	I _____ when the phone rang.	a) slept b) sleep **c) was sleeping** d) sleeps
7.	We _____ a lot of money if we hadn't bought that car.	a) saved b) save c) would save **d) would have saved**
8.	_____ your homework yet?	a) Did you finished **b) Have you finished** c) Had you finished d) Do you finished
9.	She _____ to the gym three times a week.	**a) goes** b) going c) is going d) go
10.	_____ I speak to the manager, please?	**a) Could** b) Do c) Can d) Should

Source: Guevara, F. (2024).

Table 33: Task group (Questionnaire to practice oral skills).

Questionnaire designed to evaluate the oral skills of English learners		
Number	**Questions**	**Response options**
1.	How would you start a conversation with someone you just met at a party?	a) Where are you going? b) Do you have the time? **c) Hi, I'm [Your Name]. How do you know the host?** d) Can I borrow your phone?
2.	You didn't understand what someone just said. How do you ask them to repeat?	a) What did you say? **b) Can you say it again, please?** c) Speak louder.
3.	If you want to offer someone help, you say:	a) Do you help me? b) I will help you. **c) Can I help you?**
4.	How do you express that you agree with someone's opinion?	a) I don't think so. **b) I agree with you.** c) You are wrong. d) It's not true.
5.	If you're late for a meeting, you say:	a) I don't care. **b) I'm sorry I'm late.** c) It's your fault. d) I'm never late.
6.	How do you ask someone for directions politely?	a) Give me directions to the bank. **b) Can you tell me how to get to the nearest bank, please?** c) Where bank?
7.	If you want to invite someone to a party, you say:	a) You come to my party. b) Come to my party! **c) Do you want to come to my party?** d) Party at my house.
8.	How do you politely refuse an invitation?	a) I don't want to go. **b) Sorry, but I can't make it.** c) I will not come.
9.	If someone asks for your opinion, you start with:	a) I don't care. **b) I think...** c) You're wrong.
10.	How do you express gratitude?	a) Whatever. **b) Thanks a lot!** c) You should help me.

Source: Guevara, F. (2024).

Table 34: Task group (Questionnaire to practice oral skills).

Questionnaire designed to evaluate the oral skills of English learners		
Number	**Questions**	**Response options**
1.	How do you ask someone if they want to join you for lunch?	a) You want lunch? **b) Do you want to come for lunch with me?** c) Lunch now? d) I eat lunch, you?
2.	How would you respond if someone thanks you for a favor?	**a) No problem.** b) It's not my business. c) You owe me.
3.	If you need to interrupt a conversation, you say:	a) Stop talking! b) Wait a minute! **c) Excuse me, can I say something?**
4.	How do you ask for the time politely?	a) What's the time? b) Time? c) Give me the time. **d) Could you tell me the time, please?**
5.	If you want to express that you didn't understand something, you say:	a) What? b) I don't get it. **c) Could you explain that again, please?**
6.	How do you accept an invitation to a party?	a) No way! b) I suppose so. **c) I'd love to!** d) Maybe.
7.	If you want to apologize for bumping into someone, you say:	a) Watch out! **b) Sorry about that.** c) Move! d) Your fault.
8.	How do you express excitement about good news?	a) Oh no! **b) That's great!** c) Whatever.
9.	How do you suggest going to a movie?	a) You come to movie. b) Movie now? **c) Let's go to a movie**.
10.	How do you ask someone how they are doing?	a) What do you want? **b) How are you?** c) You good?

Source: Guevara, F. (2024).

Table 35: Task group (Questionnaire to practice oral skills).

Exercise to practice oral skills		
Number	**Questions**	**Response options**
1.	How do you ask for someone's opinion on a movie?	a) You like movie? **b) What do you think of the movie?** c) Movie is good, yes? d) Your thoughts on movie?
2.	If you need to get someone's attention, you say:	a) Hey you! **b) Excuse me.** c) Look here! d) Come here!
3.	How do you offer someone something to drink?	a) Drink this. **b) Do you want a drink?** c) You must be thirsty.
4.	If someone offers you help and you accept, you say:	a) No thanks. **b) Yes, please.** c) I don't need it.
5.	How do you politely ask someone to speak more slowly?	a) Slow down! b) Speak slower! **c) Could you speak more slowly, please?** d) Stop talking so fast!
6.	If you want to show that you are listening, you say:	a) Whatever. b) I don't care. **c) I see.** d) Stop talking.
7.	How do you ask someone to pass you the salt at the dinner table?	a) Give me salt. **b) Can I have the salt, please?** c) Salt now! d) Pass salt.
8.	If you want to express that you are surprised, you say:	**a) No way!** b) Of course. c) Maybe later.
9.	How do you ask someone about their weekend plans?	a) What do you do? b) Are you free this weekend? **c) Any plans for the weekend?** d) You busy this weekend?
10.	How do you ask someone to repeat what they just said?	a) Say it again. b) What did you say? **c) Excuse me?**

Source: Guevara, F. (2024).

Table 36: Task group (Questionnaire to practice oral skills).

Exercise to practice oral skills		
Number	**Questions**	**Response options**
1.	How do you ask someone if they need help with something?	a) Need help? b) What do you need? **c) Do you need any help?** d) Help now?
2.	If you want to make a suggestion, you say:	a) You should do this. **b) I suggest we do this.** c) You must do it this way. d) Do this now.
3.	How do you ask someone to clarify what they mean?	a) What? **b) Can you explain what you mean?** c) Say it again. d) I don't understand you.
4.	If you need to ask for permission, you say:	a) Let me do this. b) I will do this. **c) May I do this?** d) I want to do this.
5.	How do you politely decline an offer?	a) No, I don't want it. b) No way. **c) No, thank you.** d) I don't care.
6.	If you want to show interest in a conversation, you say:	a) Whatever. **b) That's interesting.** c) I don't care.
7.	How do you ask someone how they are feeling today?	**a) How are you feeling today?** b) You okay? c) What's up?
8.	If someone asks you a question and you don't know the answer, you say:	**a) I don't know.** b) You should know. c) It's not my problem. d) Why are you asking me?
9.	How do you start a conversation with a colleague about a project?	a) We need to talk. **b) Let's discuss the project.** c) I need to tell you something.
10.	How do you end a conversation politely?	a) I'm done talking. b) Bye. **c) I have to go now. It was nice talking to you.**

Source: Guevara, F. (2024).

CHAPTER III. ANALYSIS OF THE RESULTS OF THE INVESTIGATION

3.1. Analysis and interpretation of results

In this section, the current research is analyzed in comparison with other studies that have similar contexts or comparable characteristics, allowing some benchmarks to be examined and compared.

The effectiveness of peer feedback in developing students' oral skills in English has been widely studied, consistently showing its advantages and benefits. This method is based on peer feedback, where students offer each other comments on their oral skills, facilitating a considerable improvement in their communicative skills.

Within this research, before implementing the online tools that provide immediate feedback into the participants' study routine for approximately four weeks, the research topic was clearly and concisely explained to the participants. Subsequently, they were asked to complete an initial questionnaire of 10 questions, called “pre-test”, with the aim of evaluating the students' oral skills in English at the beginning of the research.

Based on the results obtained from the pre-test, the research population was divided into two groups. The control group, made up of 8 students, demonstrated outstanding oral skills and superior to the other group, known as the experimental group, which was made up of 7 students.

Over four weeks, digital tools offering immediate feedback were used to enhance students' grammatical skills and oral expression. Students were also encouraged to participate actively in class and engage in peer feedback. This approach led to improved performance and more effective interactions in English.

In this context, the control group played a crucial role in supporting the experimental group, since students with deficiencies were able to improve and learn from those with better oral skills, promoting joint improvement. To verify these advances, a test

called "post-test" was implemented after applying the techniques and methods used. This test confirmed the improvement and progress of the students, the results of which are presented below.

Post-test results

Table 37: Task group (Post-test applied to student n°1).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Excellent	Excellent	Outstanding
2.Where are you from? Where do you live?	Excellent	Outstanding	Outstanding
3.How old are you? What is your date of birth?	Excellent	Outstanding	Outstanding
4.Did you learn English at school? For how many years?	Outstanding	Excellent	Excellent
5.What do you do now? Do you work or are you a student?	Outstanding	Outstanding	Outstanding
6.Do you like sports? What sports do you like?	Outstanding	Outstanding	Excellent
7.What do you do every day? What time do you get up/start work?	Outstanding	Outstanding	Outstanding
8.Tell me something you could do well at School.	Excellent	Excellent	Outstanding
9.Tell me something about your best friend? What is he or she like?	Outstanding	Excellent	Excellent
10.Let's talk about your house or home. How would you describe it?	Outstanding	Outstanding	Outstanding

Note: This table shows the results of the post-test of student n°1, based on the criteria established in the rubric).
Source: Guevara, F. (2024).

The analysis of the post-test results for student number 1 indicates a substantial improvement in linguistic skills compared to the pre-test. In the area of Pronunciation, the student has achieved an 'Outstanding' rating in nearly all responses, reflecting remarkable precision and clarity in the articulation of words.

In Vocabulary, most responses received an 'Outstanding' rating, indicating significant growth in the student's lexical repertoire and use of complex terms. For Oral Expression, the majority of responses were rated 'Outstanding', with one exception rated 'Excellent', showing a marked improvement in the student's ability to communicate ideas clearly and fluently.

Overall, these results highlight significant improvement in the student's pronunciation, vocabulary, and oral expression, indicating enhanced proficiency in using English effectively across different contexts.

Table 38: Task group (Post-test applied to student n°2).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Outstanding	Outstanding	Outstanding
2.Where are you from? Where do you live?	Outstanding	Outstanding	Outstanding
3.How old are you? What is your date of birth?	Outstanding	Outstanding	Outstanding
4.Did you learn English at school? For how many years?	Outstanding	Good	Good
5.What do you do now? Do you work or are you a student?	Good	Good	Outstanding
6.Do you like sports? What sports do you like?	Good	Good	Outstanding
7.What do you do every day? What time do you get up/start work?	Good	Good	Outstanding
8.Tell me something you could do well at School	Good	Good	Outstanding
9.Tell me something about your best friend? What is he or she like?	Outstanding	Outstanding	Good
10.Let's talk about your house or home. How would you describe it?	Good	Acceptable	Acceptable

Note: This table shows the results of the post-test of student n°2, based on the criteria established in the rubric).
Source: Guevara, F. (2024).

The post-test analysis for student number 2 shows significant improvement in English skills compared to the pre-test. Pronunciation was rated 'Outstanding' in nearly all responses, indicating clear and precise pronunciation. Vocabulary also improved, with most responses rated 'Outstanding', though an 'Acceptable' rating in describing their home suggests room for improvement in specific contexts. Oral Expression saw considerable progress, with many 'Outstanding' ratings reflecting increased fluency. However, a lower rating in describing their home indicates the need for further refinement. Overall, the results show notable gains, with opportunities for further development in detailed description and specific vocabulary usage.

Table 39: Task group (Post-test applied to student n°3).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Excellent	Excellent	Outstanding
2.Where are you from? Where do you live?	Excellent	Excellent	Outstanding
3.How old are you? What is your date of birth?	Excellent	Outstanding	Outstanding
4.Did you learn English at school? For how many years?	Outstanding	Outstanding	Excellent
5.What do you do now? Do you work or are you a student?	Excellent	Outstanding	Outstanding
6.Do you like sports? What sports do you like?	Outstanding	Outstanding	Outstanding
7.What do you do every day? What time do you get up/start work?	Outstanding	Outstanding	Excellent
8.Tell me something you could do well at school	Outstanding	Outstanding	Excellent
9.Tell me something about your best friend? What is he or she like?	Excellent	Outstanding	Outstanding
10.Let's talk about your house or home. How would you describe it?	Outstanding	Outstanding	Outstanding

Note: This table shows the results of the post-test of student n°3, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

The post-test analysis for student number 3 shows exceptional performance, with 'Outstanding' ratings in nearly all areas. Their Pronunciation was clear and precise, and they excelled in Vocabulary, demonstrating a broad and effective use of language.

In Oral Expression, the student excelled, receiving 'Outstanding' ratings in nearly all responses, demonstrating remarkable fluency and clarity, even in describing their home. Overall, Student No. 3's post-test results show continued improvement and high proficiency in pronunciation, vocabulary, and oral expression, reflecting exceptional command of English.

Table 40: Task group (Post-test applied to student n°4).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Excellent	Excellent	Outstanding
2.Where are you from? Where do you live?	Excellent	Excellent	Outstanding
3.How old are you? What is your date of birth?	Outstanding	Outstanding	Excellent
4.Did you learn English at school? For how many years?	Outstanding	Outstanding	Outstanding
5.What do you do now? Do you work or are you a student?	Outstanding	Outstanding	Excellent
6.Do you like sports? What sports do you like?	Outstanding	Outstanding	Outstanding
7.What do you do every day? What time do you get up/start work?	Excellent	Excellent	Excellent
8.Tell me something you could do well at school	Outstanding	Excellent	Outstanding
9.Tell me something about your best friend? What is he or she like?	Outstanding	Outstanding	Outstanding
10.Let's talk about your house or home. How would you describe it?	Outstanding	Outstanding	Excellent

Note: This table shows the results of the post-test of student n°4, based on the criteria established in the rubric).
Source: Guevara, F. (2024).

The post-test results for student number 4 demonstrate an exceptional performance across all evaluated areas. In the domain of Pronunciation, the student achieved 'Outstanding' ratings in nearly all questions, indicating precise and clear articulation. In Vocabulary, the student demonstrated advanced command with 'Outstanding' ratings for most responses. Their Oral Expression was also strong, with several 'Outstanding' ratings and some 'Excellent', indicating fluent and confident communication across various contexts.

Overall, the results of the post-test for student number 4 reflect outstanding competence in pronunciation, vocabulary, and oral expression, showcasing an advanced mastery of English and a significant enhancement in their linguistic skills.

Table 41: Task group (Post-test applied to student n°5)

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Outstanding	Good	Good
2.Where are you from? Where do you live?	Outstanding	Good	Good
3.How old are you? What is your date of birth?	Good	Outstanding	Outstanding
4.Did you learn English at school? For how many years?	Good	Acceptable	Good
5.What do you do now? Do you work or are you a student?	Acceptable	Good	Acceptable
6.Do you like sports? What sports do you like?	Acceptable	Good	Good
7.What do you do every day? What time do you get up/start work?	Good	Acceptable	Acceptable
8.Tell me something you could do well at school	Good	Good	Acceptable
9.Tell me something about your best friend? What is he or she like?	Good	Good	Outstanding
10.Let's talk about your house or home. How would you describe it?	Acceptable	Good	Good

Note: This table shows the results of the post-test of student n°5, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

The post-test analysis for student number 5 shows varied performance. They received 'Outstanding' ratings in Pronunciation for the first two questions, but 'Good' and 'Acceptable' ratings in later ones. In Vocabulary, they had mostly 'Good' and 'Outstanding' ratings, with some 'Acceptable' responses. In Oral Expression, they excelled in describing their best friend but had 'Good' or 'Acceptable' ratings elsewhere, indicating solid skills with room for improvement.

Overall, the results reflect a solid but uneven performance, with clear strengths in pronunciation and vocabulary, while oral expression exhibits variability that suggests a need for further practice and development.

Table 42: Task group (Post-test applied to student n°6).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Excellent	Excellent	Excellent
2.Where are you from? Where do you live?	Excellent	Excellent	Outstanding
3.How old are you? What is your date of birth?	Excellent	Outstanding	Outstanding
4.Did you learn English at school? For how many years?	Outstanding	Excellent	Excellent
5.What do you do now? Do you work or are you a student?	Outstanding	Excellent	Excellent
6.Do you like sports? What sports do you like?	Excellent	Excellent	Excellent
7.What do you do every day? What time do you get up/start work?	Excellent	Outstanding	Outstanding
8.Tell me something you could do well at school.	Outstanding	Excellent	Excellent
9.Tell me something about your best friend? What is he or she like?	Outstanding	Outstanding	Excellent
10.Let's talk about your house or home. How would you describe it?	Outstanding	Excellent	Outstanding

Note: This table shows the results of the post-test of student n°6, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

The post-test analysis for student number 6 shows exceptional performance in all areas. They consistently received 'Excellent' ratings in Pronunciation and Vocabulary, indicating clear articulation and a strong command of the language. In Oral Expression, they achieved 'Outstanding' ratings in most questions, especially in detailed responses like describing their home or speaking about their best friend.

Overall, the results for student number 6 indicate outstanding performance in all evaluated areas, with strong consistency in pronunciation, a broad vocabulary, and fluid and detailed oral expression. These results reflect high proficiency in English and suggest that the student has developed advanced skills in comprehension and oral communication.

Table 43: Task group (Post-test applied to student n°7).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Outstanding	Outstanding	Good
2.Where are you from? Where do you live?	Outstanding	Outstanding	Good
3.How old are you? What is your date of birth?	Good	Good	Acceptable
4.Did you learn English at school? For how many years?	Good	Good	Acceptable
5.What do you do now? Do you work or are you a student?	Acceptable	Acceptable	Acceptable
6.Do you like sports? What sports do you like?	Good	Acceptable	Good
7.What do you do every day? What time do you get up/start work?	Good	Good	Good
8.Tell me something you could do well at school.	Acceptable	Acceptable	Good
9.Tell me something about your best friend? What is he or she like?	Good	Acceptable	Acceptable
10.Let's talk about your house or home. How would you describe it?	Acceptable	Acceptable	Acceptable

Note: This table shows the results of the post-test of student n°6, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

The post-test analysis for student number 7 showed varied performance. They had 'Outstanding' ratings in Pronunciation and Vocabulary for the first questions, but 'Good' and 'Acceptable' ratings later, indicating inconsistency. Oral Expression ranged from 'Good' to 'Acceptable', showing strong initial skills but challenges in more complex contexts.

Overall, the results for student number 7 reflect a basic proficiency in English, with strengths in simpler areas and difficulties in more complex ones. The inconsistency in pronunciation, vocabulary, and oral expression indicates that the student could benefit from further practice and reinforcement in all areas to achieve a more uniform and advanced level of competence.

Table 44: Task group (Post-test applied to student n°8).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Good	Acceptable	Acceptable
2.Where are you from? Where do you live?	Good	Good	Acceptable
3.How old are you? What is your date of birth?	Good	Good	Good
4.Did you learn English at school? For how many years?	Good	Good	Good
5.What do you do now? Do you work or are you a student?	Acceptable	Acceptable	Acceptable
6.Do you like sports? What sports do you like?	Acceptable	Acceptable	Acceptable
7.What do you do every day? What time do you get up/start work?	Acceptable	Acceptable	Outstanding
8.Tell me something you could do well at school.	Acceptable	Good	Good
9.Tell me something about your best friend? What is he or she like?	Acceptable	Acceptable	Good
10.Let's talk about your house or home. How would you describe it?	Good	Acceptable	Good

Note: This table shows the results of the post-test of student n°8, based on the criteria established in the rubric).
Source: Guevara, F. (2024).

The analysis of the post-test for student number 8 showed varied performance. They had 'Outstanding' ratings in Pronunciation and Vocabulary for the first questions, but these dropped to 'Good' and 'Acceptable' later, indicating inconsistency. Oral Expression ranged from 'Good' to 'Acceptable', showing initial effectiveness but challenges in more detailed contexts.

Overall, the results for student number 8 reflect a basic proficiency in English, with strengths in simpler areas and difficulties in more complex ones. The inconsistency in pronunciation, vocabulary, and oral expression indicates that the student could benefit from further practice and reinforcement in all areas to achieve a more uniform and advanced level of competence.

Table 45: Task group (Post-test applied to student n°9).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Excellent	Excellent	Excellent
2.Where are you from? Where do you live?	Excellent	Excellent	Outstanding
3.How old are you? What is your date of birth?	Outstanding	Excellent	Outstanding
4.Did you learn English at school? For how many years?	Outstanding	Outstanding	Excellent
5.What do you do now? Do you work or are you a student?	Excellent	Excellent	Excellent
6.Do you like sports? What sports do you like?	Excellent	Outstanding	Outstanding
7.What do you do every day? What time do you get up/start work?	Outstanding	Outstanding	Excellent
8.Tell me something you could do well at school.	Outstanding	Excellent	Outstanding
9.Tell me something about your best friend? What is he or she like?	Outstanding	Excellent	Excellent
10.Let's talk about your house or home. How would you describe it?	Outstanding	Excellent	Outstanding

Note: This table shows the results of the post-test of student n°9, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

The post-test results for student number 9 are exemplary, showing consistently high ratings in pronunciation, vocabulary, and oral expression. The 'Outstanding' and 'Excellent' ratings across all tasks highlight a strong grasp of the language and effective application in various contexts.

In summary, the analysis of Table 45 indicates that student number 9 has reached a high level of linguistic competence, with particular strengths in pronunciation and the ability to use a rich vocabulary. The student's performance in oral expression also highlights their capacity to articulate thoughts and ideas with clarity and coherence, making them highly proficient in English.

Table 46: Task group (Post-test applied to student n°10).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Excellent	Excellent	Excellent
2.Where are you from? Where do you live?	Excellent	Excellent	Excellent
3.How old are you? What is your date of birth?	Excellent	Excellent	Outstanding
4.Did you learn English at school? For how many years?	Excellent	Outstanding	Outstanding
5.What do you do now? Do you work or are you a student?	Outstanding	Excellent	Outstanding
6.Do you like sports? What sports do you like?	Outstanding	Outstanding	Excellent
7.What do you do every day? What time do you get up/start work?	Excellent	Excellent	Outstanding
8.Tell me something you could do well at school.	Outstanding	Outstanding	Excellent
9.Tell me something about your best friend? What is he or she like?	Excellent	Excellent	Outstanding
10.Let's talk about your house or home. How would you describe it?	Outstanding	Outstanding	Outstanding

Note: This table shows the results of the post-test of student n°10, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

The post-test results for student number 10 highlight an exceptional performance across all areas. They received 'Excellent' and 'Outstanding' ratings in pronunciation, demonstrating clear and precise articulation. Their vocabulary was impressive, with 'Excellent' and 'Outstanding' ratings showing extensive and accurate knowledge. In oral expression, the student also excelled, achieving high ratings that reflect their ability to communicate coherently and fluently in various contexts.

In summary, student number 10 demonstrated advanced proficiency in English, excelling in pronunciation, vocabulary, and oral expression, indicating solid preparation and comprehensive command of the language.

Table 47: Task group (Post-test applied to student n°11).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Outstanding	Outstanding	Outstanding
2.Where are you from? Where do you live?	Good	Outstanding	Outstanding
3.How old are you? What is your date of birth?	Good	Good	Good
4.Did you learn English at school? For how many years?	Good	Acceptable	Acceptable
5.What do you do now? Do you work or are you a student?	Good	Good	Good
6.Do you like sports? What sports do you like?	Acceptable	Acceptable	Acceptable
7.What do you do every day? What time do you get up/start work?	Acceptable	Good	Acceptable
8.Tell me something you could do well at school.	Outstanding	Good	Acceptable
9.Tell me something about your best friend? What is he or she like?	Good	Acceptable	Acceptable
10.Let's talk about your house or home. How would you describe it?	Acceptable	Acceptable	Good

Note: This table shows the results of the post-test of student n°11, based on the criteria established in the rubric).
Source: Guevara, F. (2024).

The post-test analysis for student number 11 shows varied performance. They received 'Outstanding' ratings in pronunciation for key questions but had 'Good' and 'Acceptable' ratings on topics like daily routines and sports. Vocabulary performance was generally 'Good', with 'Outstanding' ratings for questions about their origin and residence.

However, specific questions about sports and descriptions of their best friend received 'Acceptable' ratings. Oral expression was mostly 'Good' and 'Acceptable', with some 'Outstanding' responses initially but more variability in daily life and friends. In summary, student number 11 excels in pronunciation and vocabulary in common situations but needs improvement in consistent oral expression and vocabulary use in specific contexts.

Table 48: Task group (Post-test applied to student n°12).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Good	Good	Acceptable
2.Where are you from? Where do you live?	Good	Acceptable	Good
3.How old are you? What is your date of birth?	Good	Good	Outstanding
4.Did you learn English at school? For how many years?	Acceptable	Good	Good
5.What do you do now? Do you work or are you a student?	Acceptable	Acceptable	Good
6.Do you like sports? What sports do you like?	Acceptable	Acceptable	Good
7.What do you do every day? What time do you get up/start work?	Acceptable	Acceptable	Good
8.Tell me something you could do well at school.	Outstanding	Acceptable	Acceptable
9.Tell me something about your best friend? What is he or she like?	Acceptable	Acceptable	Good
10.Let's talk about your house or home. How would you describe it?	Acceptable	Acceptable	Good

Note: This table shows the results of the post-test of student n°12, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

The post-test analysis for student number 12 shows mostly acceptable performance with some strong areas. Pronunciation was 'Good' for questions about their name, origin, and age, but 'Acceptable' for specific topics like describing their house. Vocabulary responses were mostly 'Acceptable', with some 'Good' ratings, particularly regarding age and English study duration.

The student's oral expression varied widely, ranging from 'Acceptable' to 'Outstanding'. They excelled with an 'Outstanding' rating for questions about their age but had more modest performance in other areas, mostly 'Good' and 'Acceptable'. In summary, student number 12 shows solid basic skills in pronunciation and vocabulary but needs to improve consistency and fluency in oral expression for higher proficiency.

Table 49: Task group (Post-test applied to student n°13).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Excellent	Excellent	Excellent
2.Where are you from? Where do you live?	Excellent	Excellent	Outstanding
3.How old are you? What is your date of birth?	Excellent	Outstanding	Outstanding
4.Did you learn English at school? For how many years?	Outstanding	Excellent	Excellent
5.What do you do now? Do you work or are you a student?	Excellent	Outstanding	Excellent
6.Do you like sports? What sports do you like?	Outstanding	Excellent	Outstanding
7.What do you do every day? What time do you get up/start work?	Excellent	Outstanding	Excellent
8.Tell me something you could do well at school.	Excellent	Outstanding	Excellent
9.Tell me something about your best friend? What is he like or she like?	Outstanding	Outstanding	Excellent
10.Let's talk about your house or home. How would you describe it?	Outstanding	Outstanding	Outstanding

Note: This table shows the results of the post-test of student n°13, based on the criteria established in the rubric).
Source: Guevara, F. (2024).

Overall, student number 13 excelled in all areas, earning 'Excellent' and 'Outstanding' ratings in pronunciation, vocabulary, and oral expression. Their performance reflects clear articulation, extensive vocabulary, and strong communication skills.

Particularly, the student shows a strong ability to express themselves fluently and clearly, excelling in questions about their place of origin, daily activities, and the description of their home. In summary, student number 13 displays a very high level of competence in English, with advanced skills in pronunciation, vocabulary, and oral expression, suggesting a solid mastery of the language and the ability to communicate effectively in various situations.

Table 50: Task group (Post-test applied to student n°14).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Outstanding	Excellent	Outstanding
2.Where are you from? Where do you live?	Excellent	Excellent	Outstanding
3.How old are you? What is your date of birth?	Outstanding	Excellent	Excellent
4.Did you learn English at school? For how many years?	Outstanding	Outstanding	Outstanding
5.What do you do now? Do you work or are you a student?	Excellent	Outstanding	Outstanding
6.Do you like sports? What sports do you like?	Excellent	Outstanding	Outstanding
7.What do you do every day? What time do you get up/start work?	Outstanding	Excellent	Excellent
8.Tell me something you could do well at school.	Excellent	Outstanding	Outstanding
9.Tell me something about your best friend? What is he or she like?	Outstanding	Outstanding	Excellent
10.Let's talk about your house or home. How would you describe it?	Outstanding	Outstanding	Outstanding

Note: This table shows the results of the post-test of student n°14, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

In the post-test, student number 14 excelled across all areas. Their pronunciation was mostly rated 'Outstanding,' indicating clear and precise articulation. Vocabulary was also strong, with 'Excellent' and 'Outstanding' ratings, showing a wide and effective use of terms. Their oral expression was similarly impressive, with 'Outstanding' ratings on nearly all responses, demonstrating advanced communication skills.

Demonstrating remarkable proficiency, student number 14 effectively communicates details about their name, residence, age, education, and daily activities. Their outstanding abilities in pronunciation, vocabulary, and oral expression reflect a high level of English skill suited for both every day and academic contexts.

Table 51: Task group (Post-test applied to student n°15).

	Pronunciation	Vocabulary	Oral Expression
1.What's your name? How do you spell your surname?	Outstanding	Excellent	Excellent
2.Where are you from? Where do you live?	Outstanding	Outstanding	Outstanding
3.How old are you? What is your date of birth?	Good	Outstanding	Outstanding
4.Did you learn English at school? For how many years?	Good	Good	Outstanding
5.What do you do now? Do you work or are you a student?	Acceptable	Good	Good
6.Do you like sports? What sports do you like?	Good	Outstanding	Outstanding
7.What do you do every day? What time do you get up/start work?	Outstanding	Good	Good
8.Tell me something you could do well at school.	Good	Good	Outstanding
9.Tell me something about your best friend? What is he or she like?	Acceptable	Acceptable	Acceptable
10.Let's talk about your house or home. How would you describe it?	Acceptable	Acceptable	Acceptable

Note: This table shows the results of the post-test of student n°15, based on the criteria established in the rubric).
Source: Guevara, F. (2024)*.*

The analysis of the post-test for student number 15 reveals uneven performance across pronunciation, vocabulary, and oral expression. In pronunciation, the student demonstrates a high level of competence on questions about their name and place of residence, achieving Outstanding ratings. However, their performance is more variable on other questions, particularly when describing their home, where they received an Acceptable rating. In the vocabulary domain, the student shows strong skills, particularly in information about their place of residence and sports, with Outstanding ratings.

Nonetheless, in some instances, such as the question about their name, the rating is Excellent, indicating a lack of consistency. Regarding oral expression, the student excels in topics like their birth date and educational experiences, achieving Outstanding in these areas, but shows weaknesses in more complex descriptions, such as their best friend or their home, receiving Acceptable ratings. Overall, while student number 15 demonstrates a high level of proficiency in several areas of English, there are specific aspects where improvement is needed to achieve greater uniformity in their language skills.

Analysis and Interpretation of post-test results

Table 52: Question 1 of the post-test.

What's your name? How do you spell your surname?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	7	9	5	21	46.67%
Outstanding	6	3	6	15	33.33%
Good	2	2	2	6	13.33%
Acceptable	0	1	2	3	6.67%
Low	0	0	0	0	0%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 1 of the post-test applied to the 15 students of English as a foreign language based on their initial oral skills.

Source: Guevara, F. (2024).

Analysis and interpretation

The results of the post-test for the question "What's your name? How do you spell your surname?" show outstanding performance in most of the evaluated categories. Regarding pronunciation and vocabulary, students demonstrated a considerably high level of skill, with most achieving Excellent and Outstanding ratings. This performance indicates that students have a good understanding and articulation of the required terms. In oral expression, although the levels of Excellent ratings were lower compared to pronunciation and vocabulary, most students still obtained notable results.

The absence of Low ratings and the low number of Acceptable responses across all categories highlight a significant overall improvement in students' oral skills, reflecting the success of the teaching program in strengthening their language competencies.

Table 53: Question 2 of the post-test.

Where are you from? Where do you live?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	8	7	1	16	35.56%
Outstanding	4	5	10	19	42.22%
Good	3	2	3	8	17.78%
Acceptable	0	1	1	2	4.44%
Low	0	0	0	0	0%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 2 of the post-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024).

Analysis and interpretation

The results of the post-test for the question "Where are you from? Where do you live?" reflect a notable advancement in students' language skills. In terms of pronunciation, Excellent remains the most frequent rating, with most students showing a clear improvement. In vocabulary, there is also a strong trend towards Excellent and Outstanding ratings, indicating a solid understanding of the terms used in the responses. However, in oral expression, the Outstanding rating was the most common, unlike other areas where Excellent ratings predominated.

This trend suggests that, while there is notable performance in oral production, there is room for improvement in verbal precision. The absence of Low ratings and the low presence of Acceptable ratings across all categories indicate that students have achieved significant development in their language skills, demonstrating an overall positive progress in their ability to communicate information about their origin and place of residence.

Table 54: Question 3 of the post-test.

How old are you? What is your date of birth?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	5	4	2	11	24.44%
Outstanding	4	6	9	19	42.22%
Good	6	4	3	13	28.90%
Acceptable	0	1	1	2	4.44%
Low	0	0	0	0	0%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 3 of the post-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024).

Analysis and interpretation

The results of the post-test for the question "How old are you? What is your date of birth?" reveal significant progress in students' language skills. In terms of pronunciation, most students received ratings of Excellent or Good, with fewer achieving Outstanding. This indicates that, while many students have reached a high level in pronunciation, there are still some who need to improve in this area.

In vocabulary, Outstanding ratings predominated, reflecting a strong ability to use appropriate vocabulary when responding about age and date of birth. However, in oral expression, the Outstanding rating was the most frequent, showing notable skill in communicating effectively about personal topics.

The absence of Low ratings and the low frequency of Acceptable ratings suggest that students have reached a fairly high level in their language skills, with notable competence in verbal expression about their age and date of birth. This overall trend highlights a significant improvement in students' ability to communicate basic personal information accurately and effectively.

Table 55: Question 4 of the post-test.

Did you learn English at school? For how many years?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	1	3	5	9	20.00%
Outstanding	8	5	4	17	37.78%
Good	5	5	4	14	31.11%
Acceptable	1	2	2	5	11.11%
Low	0	0	0	0	0%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 4 of the post-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024)*.*

Analysis and interpretation

The analysis of the post-test results for the question "Did you learn English at school? For how many years?" reveals notably positive performance among students. In terms of pronunciation, a significant majority received Outstanding ratings, demonstrating an exceptional level in the accurate pronunciation of terms and phrases.

Regarding vocabulary, there is also a high level of competence, with many Outstanding ratings, indicating that students not only know a wide range of words but also use them effectively to describe their educational experience.

Although most ratings in oral expression are Good, along with some Excellent, this suggests that students are quite capable of communicating their ideas clearly on the topic, though there is still room for improvement. The absence of Low ratings is a positive indicator, showing that all students have a solid foundation in English, and the infrequent Acceptable ratings suggest that students generally have a good command of the subject.

In summary, the results reflect a strong level of competence in English communication, with outstanding performance in pronunciation and vocabulary.

Table 56: Question 5 of the post-test.

What do you do now? Do you work or are you a student?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	4	3	4	11	24.44%
Outstanding	4	5	5	14	31.12%
Good	2	4	3	9	20.00%
Acceptable	5	3	3	11	24.44%
Low	0	0	0	0	0%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 5 of the post-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024).

Analysis and interpretation

The post-test results for the question "What do you do now? Do you work or are you a student?" show a generally positive performance among students. In terms of pronunciation, although there are a reasonable number of Excellent and Outstanding ratings, the highest percentage is at the Acceptable level, suggesting that pronunciation may still improve for some students.

Regarding vocabulary, there is a fairly balanced distribution between Outstanding and Acceptable ratings, indicating that students handle the relevant vocabulary to describe their current situation adequately, though there is room for greater precision in word usage.

Oral expression shows a similar trend, with a majority of Acceptable ratings, but with a good representation of Outstanding ratings, suggesting that students have the ability to communicate effectively about their current situation, although some might benefit from increased fluency. The absence of Low ratings in this section is encouraging and demonstrates a solid basic level of competence.

Overall, the results indicate that students have a good ability to express their current activities and occupations, with particularly strong performance in vocabulary and oral expression, although pronunciation can continue to improve.

Table 57: Question 6 of the post-test.

Do you like sports? What sports do you like?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	3	2	3	8	17.78%
Outstanding	5	7	7	19	42.22%
Good	3	2	3	8	17.78%
Acceptable	4	4	2	10	22.22%
Low	0	0	0	0	0%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 6 of the post-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024).

Analysis and interpretation

The analysis of the post-test results for the question "Do you like sports? What sports do you like?" reveals a solid overall competence among students in their ability to communicate their sports preferences. In terms of pronunciation, most students achieved Outstanding ratings, although there are fewer Excellent ratings, suggesting that, generally, students handle pronunciation well but there is still room for improvement.

Regarding vocabulary, most responses were rated as Outstanding, indicating that students are effective in using sports-related terms, although some also received Acceptable ratings, suggesting that there could be improvements in the precision and richness of their vocabulary.

For oral expression, most students received Outstanding ratings, reflecting a strong ability to communicate clearly about their sports preferences. The absence of Low ratings is a positive indicator that all students at least reach an acceptable level in this area. In summary, the results demonstrate that students are well-equipped to discuss their sports interests and use appropriate vocabulary, though they could still benefit from further refinement in pronunciation and vocabulary.

Table 58: Question 7 of the post-test.

What do you do every day? What time do you get up/start work?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	4	3	5	12	26.67%
Outstanding	5	5	5	15	33.33%
Good	3	4	3	10	22.22%
Acceptable	3	3	2	8	17.78%
Low	0	0	0	0	0%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 7 of the post-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024)*.*

Analysis and interpretation

The analysis of the results for the question "What do you do every day? What time do you get up/start work?" shows a solid overall competence among students in describing their daily routines. In terms of pronunciation, most students were rated as Outstanding, indicating that they have very precise pronunciation when describing their daily activities.

However, some Good and Acceptable ratings were also observed, suggesting that a smaller number of students could benefit from additional practice to improve their clarity in pronunciation. In terms of vocabulary, students predominantly received Outstanding ratings, reflecting solid competence in using terms related to their daily routines.

Nevertheless, some Good and Acceptable ratings were noted, indicating room for enriching the vocabulary used. Regarding oral expression, most students were rated as Outstanding, demonstrating a notable ability to communicate their routines and schedules clearly and effectively. The absence of Low ratings is a positive indicator that all students at least reach an acceptable level in this area. In summary, the results show that students are competent in describing their daily activities and schedules, but they could benefit from more focus on pronunciation and vocabulary enrichment.

Table 59: Question 8 of the post-test.

Tell me something you could do well at school					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	3	4	4	11	24.44%
Outstanding	7	4	6	17	37.78%
Good	3	5	2	10	22.22%
Acceptable	2	2	3	7	15.56%
Low	0	0	0	0	0%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 8 of the post-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024)*.*

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Analysis and interpretation

The analysis of the results for the question "Tell me something you excelled at in school" reveals an overall positive picture with identified areas for improvement. In terms of pronunciation, most students received Outstanding ratings, indicating a high level of precision when discussing their past school skills. However, some Good and Acceptable ratings were observed, suggesting that some students may need more practice to improve the clarity and accuracy of their pronunciation.

In the vocabulary aspect, most students were rated as Good and Outstanding, indicating adequate competence in expressing their school skills and achievements. However, the presence of Acceptable ratings points out that there is room to enrich vocabulary usage for more comprehensive and varied expression.

Regarding oral expression, most students received Outstanding ratings, reflecting a strong ability to effectively communicate their school strengths. The absence of Low ratings is a positive aspect, as all students have achieved at least an acceptable level in this area. In summary, the results suggest that students are competent in describing their past school skills, although they could benefit from additional focus on improving pronunciation and expanding their vocabulary.

Table 60: Question 9 of the post-test.

Tell me about your best friend. What is he or she like?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	2	3	5	10	22.22%
Outstanding	7	6	4	17	37.78%
Good	3	1	3	7	15.56%
Acceptable	3	5	3	11	24.44%
Low	0	0	0	0	0%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 9 of the post-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024)*.*

Analysis and interpretation

The analysis of the results for the question "tell me about your best friend". What are they like?" reveals that, overall, students have a solid ability to describe their friends in English. Most of them achieved Outstanding ratings in pronunciation, indicating clear and precise pronunciation when talking about their friends.

However, some Good and Acceptable ratings suggest that there is still room for improvement in achieving consistency in pronunciation among all students. In terms of vocabulary, most students were rated as Outstanding and Acceptable, reflecting an adequate ability to use relevant and appropriate vocabulary.

Nevertheless, the presence of good ratings indicates that some students could expand their lexical repertoire to provide more detailed and nuanced descriptions. Regarding oral expression, the predominant ratings were Acceptable, with some Excellent and Outstanding ratings, indicating that while many students can effectively communicate the qualities of their friends, others still need to improve fluency and coherence in their descriptions.

In summary, although students demonstrate reasonable competence in pronunciation and vocabulary, more work is needed on fluency and depth of oral expression to achieve a consistent level of excellence across all assessed areas.

Table 61: Question 10 of the post-test.

Let's talk about your house or home. How would you describe it?					
	Pronunciation	**Vocabulary**	**Oral Expression**	**Frequency**	**Percentage**
Excellent	0	2	1	3	6.67%
Outstanding	8	6	7	21	46.67%
Good	2	1	4	7	15.56%
Acceptable	5	6	3	14	31.11%
Low	0	0	0	0	0%
Total	15	15	15	45	100%

Note: This table indicates the result obtained from question 10 of the post-test applied to the 15 students of English as a foreign language based on their initial oral skills.
Source: Guevara, F. (2024)*.*

Analysis and interpretation

The analysis of the results for the question "Let's talk about your house or home. How would you describe it?" reveals notable variability in students' abilities to describe their home environment in English. In terms of pronunciation, most students received Outstanding ratings, indicating clear and precise pronunciation when describing their home. However, there was also a significant number of Acceptable ratings, suggesting that some students still need to improve in this area to achieve a consistent level of excellence. Regarding vocabulary, while most students received Outstanding and Acceptable ratings, with only a few good ratings, this indicates that most students have a good command of the vocabulary needed to describe their home.

Nonetheless, some could benefit from a broader and more specific vocabulary. In terms of oral expression, the predominant rating was Outstanding, with several Acceptable ratings and a few good ones. This suggests that while many students can effectively communicate the characteristics of their home, others may need to work on the fluency and coherence of their descriptions. In summary, students demonstrate strong competence in pronunciation and oral expression when describing their home, but there are still opportunities to improve the clarity and depth of vocabulary to achieve a richer and more precise description.

3.2. Discussion

In this study, titled "Peer Feedback to Improve EFL Students' Speaking Skill", the impact of peer feedback on the speaking skills of English as a foreign language (EFL) student at the Universidad Nacional de Chimborazo in Riobamba, Ecuador was investigated. The sample was made up of 15 students, who were divided into two groups: a control group with 8 students who demonstrated better initial skills and an experimental group with 7 students with lower skills.

The use of digital tools, such as Quizziz and Google Forms, was an integral part of the methodology. These platforms provided immediate feedback, which is essential for language learning. Instant feedback allowed students to quickly identify and correct grammatical errors, significantly contributing to the improvement of their grammatical competence. This reduction in grammatical errors created a stronger foundation for students to participate in peer feedback activities more effectively. The implementation of peer feedback played a crucial role in improving students' oral skills, this approach allowed students to benefit from diverse perspectives and communication styles, while fostering an environment of collaboration and mutual support.

Peer feedback helped students develop greater confidence in their oral skills as they received constructive feedback from their peers in a less formal and less intimidating environment than feedback provided exclusively by instructors. Throughout the study period, a notable improvement was observed in the fluency, precision and complexity of the students' oral discourse. Students in the experimental group showed significant progress compared to the control group, evidencing that peer feedback, supported by digital immediate feedback tools, was an effective method to improve their oral skills in English. Participants learned how to give and receive constructive criticism, which is a valuable skill in both academic and professional settings.

Furthermore, the use of peer feedback promoted greater reflection on the learning process itself. Students became more aware of their strengths and areas for

improvement, allowing them to self-assess more accurately and work more directed on their weaknesses. This process of self-reflection and continuous evaluation is fundamental for the development of communicative competence in a foreign language.

Thus, this study demonstrates that peer feedback, when combined with digital tools that provide immediate feedback, can be a very effective strategy to improve EFL learners' oral skills. The results suggest that the implementation of these techniques not only improves language skills, but also fosters greater autonomy and confidence in students. Therefore, it is recommended that EFL educators consider incorporating peer feedback strategies and digital tools into their pedagogical practices to maximize the learning potential of their students. The increased confidence and resulting motivation suggest that EFL educators should integrate these techniques into their pedagogical practices to enhance the overall learning and development of their students. Below are tables that show the students' improvement, comparing the results of the pretest and the posttest.

Comparative analysis between pre-test and post-test results

Table 62: Comparative table of the results of Question 1 of the Post-test and Pre-test.

Criteria	Pronunciation%	Vocabulary%	Oral Expression%
Excellent	+2.23	+0.00	+2.23
Outstanding	+17.77	+15.56	+17.77
Good	-8.89	-8.89	-8.89
Acceptable	-11.11	-11.11	-11.11
Low	+0.00	+0.00	+0.00

Note: This table represents a comparison of the percentages obtained in question 1 of the pre-test and the post-test, highlighting the progress and changes observed.
Source: Guevara, F. (2024).

Analysis and interpretation:

In the pre-test results, students had to say their first name and spell their last name. Of the 15 students, 44.44% scored "Excellent" in pronunciation, vocabulary, and speaking, indicating strong initial proficiency in these areas. However, only 15.56% were rated "Outstanding", and a significant minority (17.78%) were rated

"Acceptable". There were no low scores, suggesting that students have a good foundation in basic personal presentation skills, although there is room to improve fluency and accuracy in oral expression.

In the post-test results, a notable increase is observed in the students who reached the "Outstanding" category, with 33.33% in pronunciation, vocabulary and oral expression, compared to 15.56% in the pre-test. Additionally, the percentage of students in the "Excellent" category also increased slightly, from 44.44% to 46.67%. This increase in the higher categories reflects a significant improvement in students' abilities to introduce themselves and spell their last name accurately and confidently.

On the other hand, the "Good" and "Acceptable" categories experienced a decrease, indicating that fewer students remained at intermediate levels of proficiency, which can be interpreted as a positive sign that more students have improved their skills. The absence of low scores on both the pre-test and post-test continues to highlight the strong foundation students have in these basic skills.

Table 63: Comparative table of the results of Question 2 of the Post-test and Pre-test.

Criteria	**Pronunciation%**	**Vocabulary%**	**Oral Expression%**
Excellent	+2.23	+0.00	+0.00
Outstanding	+13.33	+13.33	+13.33
Good	-4.44	+4.44	-4.44
Acceptable	-11.12	-11.12	-11.12
Low	+0.00	+0.00	+0.00

Note: This table represents a comparison of the percentages obtained in question 2 of the pre-test and the post-test, highlighting the progress and changes observed.
Source: Guevara, F. (2024).

Analysis and interpretation:

In the pre-test table, the students answered about their place of origin and residence. A more balanced distribution is observed, with 33.33% in "Excellent" and 28.89% in "Outstanding" in terms of pronunciation and vocabulary. The greatest variability occurs in oral expression, with 28.89% in "Outstanding" and 22.22% in "Good", which reflects that, although they have a good knowledge of vocabulary and

pronunciation, it is necessary to focus on improving fluency and the complexity of their oral responses.

The post-test results show a notable improvement, with 42.22% of students reaching the "Outstanding" category in pronunciation, vocabulary, and oral expression, up from 28.89% in the pre-test. The percentage in the "Excellent" category also rose slightly from 33.33% to 35.56%. This increase in higher performance levels indicates significant progress in students' ability to discuss their place of origin and residence with greater accuracy and confidence.

The "Good" and "Acceptable" categories decreased, suggesting fewer students are at intermediate proficiency levels and indicating overall skill improvement. The absence of low scores in both tests underscores the strong foundation students have in these basic skills. In summary, the results suggest an overall improvement in students' ability to talk about their place of origin and residence, with notable increases in the highest categories of performance, thus reflecting progress in their fluency and accuracy in oral expression.

Table 64: Comparative table of the results of Question 3 of the Post-test and Pre-test.

Criteria	**Pronunciation%**	**Vocabulary%**	**Oral Expression%**
Excellent	+2.22	+2.22	+2.22
Outstanding	+6.66	+6.66	+0.00
Good	+8.90	+8.90	+8.90
Acceptable	-13.34	-13.34	-13.34
Low	-4.44	-4.44	4.44

Note: This table represents a comparison of the percentages obtained in question 3 of the pre-test and the post-test, highlighting the progress and changes observed.
Source: Guevara, F. (2024)*.*

Analysis and interpretation:

The comparative analysis of the results of question 3 between the pre-test and the post-test reveals a series of trends and significant areas of improvement. In the pre-test, a more balanced distribution is observed in the pronunciation and vocabulary categories, with a notable increase in the "Excellent", "Outstanding" and "Good"

ratings in the post-test, suggesting general progress in these linguistic skills. However, the significant decrease in the percentage of students rated “Acceptable” indicates possible difficulties expressing specific personal details.

This may be due to the additional complexity of providing detailed information on age and date of birth. Regarding oral expression, although a high percentage remains in the "Outstanding" category, a decrease is observed in the "Excellent" ratings, possibly due to the need for greater fluency and clarity when speaking about personal topics.

Importantly, the percentage of students rated "Low" also decreased in the post-test, suggesting an overall improvement in students' communication skills. In summary, while the results show improvements in several areas, such as pronunciation and vocabulary, there is still a need to provide additional support to develop more sophisticated skills, which could improve the overall communication ability of students.

Table 65: Comparative table of the results of Question 4 of the Post-test and Pre-test.

Criteria	**Pronunciation%**	**Vocabulary%**	**Oral Expression%**
Excellent	+11.11	+11.11	+15.56
Outstanding	-2.22	-2.22	+0.00
Good	+6.67	+17.78	-6.67
Acceptable	-6.67	-8.89	-4.45
Low	-8.89	-17.78	-6.67

Note: This table represents a comparison of the percentages obtained in question 4 of the pre-test and the post-test, highlighting the progress and changes observed.
Source: Guevara, F. (2024)*.*

Analysis and interpretation:

These percentage changes reflect the differences between the students' performance in the pre-test and the post-test in each criterion evaluated. For example, in pronunciation, there was an 11.11% increase in the number of students rated "Excellent", while in vocabulary, a 17.78% increase was observed in the "Good" category. However, decreases were also recorded in some areas, such as

the percentage of students rated "Acceptable" in oral expression, which decreased by 4.45%. These changes provide an overview of how students' language skills evolved between both exams.

The comparison of results for question 4 between the pre-test and post-test reveals trends and development in students' language skills based on their prior English learning experience. The pre-test shows a varied distribution in pronunciation, vocabulary, and oral expression, with a significant percentage of students classified as "Outstanding" in all areas, indicating a solid foundation in the language.

However, a minority of students with lower scores are also identified, especially in vocabulary and speaking, indicating a diversity in students' prior experience and highlighting the importance of providing additional support to those with less prior exposure or practice in the language. In the post-test, although a general improvement is observed in pronunciation and vocabulary scores, variability in oral expression on this specific topic is evident, with some students demonstrating less developed skills compared to other aspects of the language.

These findings suggest that while most students have good ability to communicate about their English learning experience at school, there is still a need to provide additional focus to improve fluency and clarity in speaking about this particular topic. In summary, the results highlight the importance of considering diversity in students' language experiences and abilities when designing teaching strategies and providing individualized feedback to support the continued development of their English language skills.

Table 66: Comparative table of the results of Question 5 of the Post-test and Pre-test.

Criteria	**Pronunciation%**	**Vocabulary%**	**Oral Expression%**
Excellent	+6.67	+0.00	+6.67
Outstanding	-0.77	+5.23	-3.77
Good	+0.00	+0.00	-2.78
Acceptable	-16.67	+0.00	+0.00
Low	-11.11	-11.11	-11.11

Note: This table represents a comparison of the percentages obtained in question 5 of the pre-test and the post-test, highlighting the progress and changes observed.
Source: Guevara, F. (2024)*.*

Analysis and interpretation:

These percentage changes reflect the differences between the students' performance in the pre-test and the post-test in each criterion evaluated for question 5. In general, an increase is observed in the percentage of students rated "Excellent" in pronunciation and oral expression, while there were no students classified as "Good" in the pre-test for vocabulary. However, some decreases are also recorded, such as in the percentage of students classified as "Outstanding" in pronunciation and oral expression. These changes provide information about the evolution of students' language skills in relation to their ability to talk about their current occupations.

The comparative analysis of the results of question 5 between the pre-test and the post-test reveals a series of trends in the students' language skills in relation to their ability to talk about their current occupations. In the pre-test, a variety of performance levels are observed, with a notable percentage of students reaching the "Outstanding" level in pronunciation and speaking. However, a significant percentage of students with difficulties are also identified, especially at the "Low" level in vocabulary and oral expression. This suggests that some students may face challenges when talking about topics related to their daily lives and current occupations.

In the post-test, although a general improvement in student performance is observed, some areas of weakness remain, such as the decrease in the percentage of students classified as "Outstanding" in pronunciation and oral expression. This highlights the importance of continuing to provide support and practice in developing specific language skills, particularly in areas where students may still struggle to express themselves clearly and accurately.

Table 67: Comparative table of the results of Question 6 of the Post-test and Pre-test.

Criteria	Pronunciation%	Vocabulary%	Oral Expression%
Excellent	+8.89	+0.00	+8.89
Outstanding	-0.78	+20.00	+2.22
Good	-11.11	+0.00	+0.00
Acceptable	+3.33	+0.00	-2.22
Low	-13.33	-13.33	-13.33

Note: This table represents a comparison of the percentages obtained in question 6 of the pre-test and the post-test, highlighting the progress and changes observed.
Source: Guevara, F. (2024).

Analysis and interpretation:

These percentage changes reflect the differences between the students' performance in the pre-test and the post-test in each criterion evaluated for question 6. In general, an increase is observed in the percentage of students rated "Excellent" and " Outstanding" in pronunciation and speaking, while vocabulary showed a considerable increase in the "Outstanding" category.

There was a 13.33% decrease in the "Low" category for pronunciation, vocabulary, and oral expression, reflecting changes in students' skills related to discussing their favorite sports. In the pre-test, 40% of students scored "Outstanding" in oral expression, showing comfort in discussing personal interests. However, 13.33% had low scores, particularly in pronunciation, indicating a need for targeted practice to enhance clarity and precision.

On the post-test, most students showed a generally strong ability to express themselves on this topic, with the majority earning "Outstanding" scores in pronunciation, vocabulary, and speaking. This suggests widespread progress in students' language skills in this specific context.

Table 68: Comparative table of the results of Question 7 of the Post-test and Pre-test.

Criteria	Pronunciation%	Vocabulary%	Oral Expression%
Excellent	+11.11	+11.11	+11.11
Outstanding	+11.11	-1.23	-2.23
Good	+0.00	+11.11	-2.22
Acceptable	+0.00	+0.00	-2.22
Low	-11.11	-11.11	-11.11

Note: This table represents a comparison of the percentages obtained in question 7 of the pre-test and the post-test, highlighting the progress and changes observed.
Source: Guevara, F. (2024).

Analysis and interpretation:

These percentage changes reflect the differences between the students' performance in the pre-test and the post-test in each criterion evaluated for question 7. In general, an increase is observed in the percentage of students rated "Excellent" in pronunciation, vocabulary and oral expression.

However, some decreases are also recorded, especially in the "Low" category, where there was a decrease of 11.11% in pronunciation, vocabulary and oral expression. These changes provide information about the evolution of students' language skills in relation to their ability to talk about their daily routines and activities.

In the pre-test, 35.56% of students received "Outstanding" grades in vocabulary and oral expression, indicating strong language skills in everyday contexts. However, 11.11% scored low, particularly in pronunciation and oral expression, suggesting a need for targeted interventions to improve clarity and structure. The post-test results show a similar distribution in oral skills, with students demonstrating comparable abilities in discussing their daily activities and routines.

Table 69: Comparative table of the results of Question 8 of the Post-test and Pre-test.

Criteria	Pronunciation%	Vocabulary%	Oral Expression%
Excellent	+8.89	+11.11	+8.89
Outstanding	+4.45	+0.00	+4.45
Good	-5.56	+11.11	-15.56
Acceptable	-2.22	-2.22	-11.11
Low	+0.00	-6.67	-6.67

Note: This table represents a comparison of the percentages obtained in question 8 of the pre-test and the post-test, highlighting the progress and changes observed.
Source: Guevara, F. (2024).

Analysis and interpretation:

The percentage changes between the pre-test and post-test for question 8 show an overall increase in students rated "Excellent" and "Outstanding" in pronunciation, vocabulary, and oral expression. However, there was a notable decrease of 15.56% in the "Good" and "Acceptable" categories for oral expression. These changes reflect the evolution of students' language skills in discussing their school abilities.

Regarding the analysis and interpretation, in the pre-test, 33.33% of the students obtained "Outstanding" grades in terms of their school skills, while 26.66% were classified as "Acceptable". Low scores in vocabulary and speaking (6.67%) indicate that some students need to improve their ability to talk about past experiences with more detail and accuracy. In the post-test, the results show a similar distribution to the pre-test, with the majority of students obtaining "Outstanding" scores in pronunciation and speaking, while vocabulary scores are more variable.

Table 70: Comparative table of the results of Question 9 of the Post-test and Pre-test.

Criteria	Pronunciation%	Vocabulary%	Oral Expression%
Excellent	+8.89	+8.89	+8.89
Outstanding	+2.22	+0.00	-2.22
Good	+6.67	+17.78	-6.67
Acceptable	-4.44	+4.44	+0.00
Low	-13.33	-13.33	-13.33

Note: This table represents a comparison of the percentages obtained in question 9 of the pre-test and the post-test, highlighting the progress and changes observed.
Source: Guevara, F. (2024).

Analysis and interpretation:

These percentage changes reflect the differences between the students' performance in the pre-test and the post-test in each criterion evaluated for question 9. In general, an increase is observed in the percentage of students rated "Excellent" in pronunciation, vocabulary and oral expression.

However, some decreases are also recorded, especially in the "Low" category, where there was a 13.33% decrease in pronunciation, vocabulary and oral expression. These changes provide information about the evolution of students' language skills in relation to their ability to talk about their friends.

Regarding the analysis and interpretation, in the pre-test, 35.56% of the students obtained "Outstanding" scores when describing their best friend, while 20% were at an acceptable level. The low scores (13.33%) in pronunciation and vocabulary suggest areas in which students could benefit from peer feedback to improve their descriptive ability and lexical accuracy. On the post-test, the results show a similar distribution to the previous questions, with most students having strong skills in talking about their friends, although some skills, such as vocabulary, may vary more between students.

Table 71: Comparative table of the results of Question 10 of the Post-test and Pre-test.

Criteria	**Pronunciation%**	**Vocabulary%**	**Oral Expression%**
Excellent	+2.23	+4.23	+2.23
Outstanding	+13.34	+5.34	+13.34
Good	+14.22	-3.22	+14.22
Acceptable	+0.00	+5.34	+14.34
Low	-28.89	-28.89	-28.89

Note: This table represents a comparison of the percentages obtained in question 1 of the pre-test and the post-test, highlighting the progress and changes observed.
Source: Guevara, F. (2024).

Analysis and interpretation:

These percentage changes reflect the differences between the students' performance in the pre-test and the post-test in each criterion evaluated for question

10. An increase is observed in the percentage of students rated "Excellent" and "Outstanding" in pronunciation, vocabulary and oral expression, with the exception of a decrease of 28.89% in the "Low" category in all criteria. These changes provide information about the evolution of students' language skills in relation to their ability to describe their house or home.

Regarding analysis and interpretation, in the pre-test, 33.33% of the students obtained "Outstanding" scores in pronunciation and oral expression when describing their houses, while 28.89% had low scores, especially in vocabulary. This highlights the clear need to expand vocabulary related to descriptions and improve fluency when talking about topics in a personal setting. In the post-test, the results show a similar distribution to the previous questions, with the majority of students rated as "Outstanding" in pronunciation and oral expression, and a more variable distribution in vocabulary.

CONCLUSIONS

- In this study, the impact of peer feedback, complemented by the use of digital tools, on improving the oral proficiency of English as a Foreign Language learners was thoroughly investigated. The research, conducted at the Universidad Nacional de Chimborazo in Riobamba, Ecuador, analyzed how peer feedback affects two different groups: one with higher initial competence (control group) and another with lower levels of competence (experimental group).

- The methodology included the use of digital platforms such as Quizziz and Google Forms, which provided instant feedback, an essential element in language learning. This real-time feedback allowed grammatical errors to be quickly identified and corrected, significantly improving participants' grammatical competence. This improvement in grammatical competence prompted greater student engagement in peer feedback activities, thereby strengthening their linguistic competence.

- Peer feedback was revealed to be essential for honing students' oral skills, creating an environment conducive to different perspectives and communication styles, and encouraging collaboration and mutual support among students. This collaborative environment not only increased participants' confidence in their oral skills, but also facilitated a less intimidating space for constructive feedback, reducing inhibitions associated with instructor-led assessments.

- The implementation of peer feedback in this research was highlighted as essential for the development of EFL oral skills as it provided a variety of perspectives that enriched the learning process by exposing students to different communication styles. and linguistic approaches. This exchange promoted a collaborative classroom environment, where students actively contributed to the learning process.

- One of the main benefits of peer feedback was increasing students' confidence in their language skills. By receiving constructive feedback in a safe environment, students experienced an increase in their self-confidence when communicating in English. Additionally, this process fostered active learning by requiring students to reflect on their own and their peers' performance, which deepened their understanding of language concepts and skills.

- Peer feedback also promoted the development of active and receptive listening skills, crucial for effective communication. By learning to give and receive feedback effectively, students improved their ability to listen and respond reflectively to the comments of others, which benefits both academically and personally and professionally.

- Throughout the study, a notable improvement was observed in the fluency, accuracy, and complexity of the participants' oral discourse, especially in the experimental group. This differential improvement underlines the effectiveness of peer feedback, supported by digital tools that offer immediate feedback, in strengthening students' oral English skills. Furthermore, the study highlighted the development of critical skills to offer and assimilate constructive criticism, relevant not only in the academic field, but also in the professional field.

- The adoption of peer feedback also stimulated greater reflection on one's own learning process. Participants demonstrated greater awareness of their strengths and areas for improvement, which facilitated more targeted remediation efforts. This self-reflection and continuous evaluation are essential to cultivate communicative competence in a foreign language environment.

- In summary, this study confirms the effectiveness of peer feedback, reinforced by digital immediate feedback tools, as a powerful pedagogical strategy to improve the oral skills of EFL learners. The results highlight the

importance of educators integrating these techniques into their pedagogical approaches, not only to improve language skills, but also to foster autonomy and self-confidence among students. Therefore, incorporating peer feedback strategies and digital tools into EFL pedagogies is recommended to optimize student learning.

RECOMMENDATIONS

- The analysis of the use of peer feedback to enhance the oral skills of English as a second language learners provides valuable information on aspects crucial to continued progress in teaching and learning in this area. To enrich and expand the scope of these findings, recommendations are proposed that could guide future research and innovative pedagogical practices.

- Firstly, it is suggested to expand both the number of participants and the duration of the study. The inclusion of a larger sample of students and the extension of the research period would enable a more comprehensive and robust evaluation of the long-term effects of peer feedback on the development of EFL students' oral skills. Likewise, conducting comparative studies between groups with different levels of linguistic competence would be crucial to understanding how peer feedback has a differential impact depending on the skill level of the participants.

- Second, it is recommended to explore and develop alternative peer feedback strategies. This could include investigating and comparing different feedback methods, such as incorporating additional digital tools, implementing role-play activities, or structured discussions. Adapting and personalizing peer feedback to address students' individual needs, considering factors such as learning styles, personal interests, and specific areas of improvement, also represents a promising area for future research.

- Thirdly, the development of specific teaching resources and materials is proposed to facilitate the effective implementation of peer feedback in the English as a foreign language classroom. These resources could include detailed guides for students and teachers, examples of peer feedback activities, and guidelines for evaluating feedback. It is essential to provide ongoing training and support to teachers so that they can effectively integrate peer feedback strategies into their pedagogical practice.

- Finally, further research is encouraged to explore the impact of peer feedback in other language learning contexts and on different language skills, such as writing, listening, and reading comprehension. Additionally, it would be beneficial to investigate how peer feedback can be applied in other academic and professional settings to improve interpersonal communication and the development of collaborative skills. These recommendations, when implemented effectively, can significantly contribute to the advancement of the field of teaching English as a foreign language and the development of more effective and enriching educational experiences for students.

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ANNEXES

ANNESXE A.

UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO **INTERMEDIATE ENGLISH** **PRE – TEST and POST- TEST**
Objective: To communicate orally with fluency and correction.
Instrument: Oral interview directed on personal information.
The current instrument has been designed to obtain relevant information about your level of English oral skills, to establish a baseline of your proficiency level before starting a peer feedback application training. All questions on this test are based on the CEFR level A2. Listen carefully and answer as best as you can.
1) What's your name? How do you spell your surname? – Simple Present: verb to be.
2) Where are you from? Where do you live? - Residency vocabulary. – The use of countries and nationalities.
3) How old are you? What is your date of birth? - Months of the year and use of the numbers.
4) Did you learn English at school? For how many years? – Simple Past.
5) What do you do now? Do you work or are you a student? – Simple Present: Other verbs.
6) Do you like sports? What sports do you like? – The use of verb like and vocabulary.
7) What do you do every day? What time do you get up/start work? - The use of routine vocabulary.
8) Tell me something you could do well at school. And something you can do well now. - Modal Verb "Can" for abilities.
9) Tell me about your best friend. What is he or she like? - Use of adjectives and nouns of physical description.
10) Let's talk about your house or home. How would you describe it? - Use of adjectives, nouns and descriptive verbs.

Source: Guevara, F. (2024)

Grammar practice exercise #1 done on Google Forms

1. How do you ask for someone's opinion on a movie?

- You like movie?
- What do you think of the movie?
- Movie is good, yes?
- Your thoughts on movie?

2. If you need to get someone's attention, you say:

- Hey you!
- Excuse me
- Look here!
- Come here!

3. How do you offer someone something to drink?

- Drink this
- Do you want a drink
- You must be thirsty
- Have a drink

4. If someone offers you help and you accept, you say:

- No thanks
- Yes, please
- I don't need it
- Maybe later

5. How do you politely ask someone to speak more slowly?

- Slow down!
- Speak slower!
- Could you speak more slowly, please?
- Stop talking so fast!

6. If you want to show that you are listening, you say:

- Whatever
- I don't care
- I see
- Stop talking

7. How do you ask someone to pass you the salt at the dinner table?

- Give me salt
- Can I have the salt, please?
- Salt now!
- Pass salt

8. If you want to express that you are surprised, you say:

- No way!
- Of course
- Maybe later
- I don't believe you

9. How do you ask someone about their weekend plans?

- What do you do?
- Are you free this weekend?
- Any plans for the weekend?
- You busy this weekend?

	10. How do you ask someone to repeat what they just said? ◯ Say it again ◯ What did you say? ◯ Excuse me? ◯ Repeat

Source: Guevara, F. (2024).

Grammar practice exercise #2 done on Google Forms	
1. How do you ask someone if they want to join you for lunch? ◯ You want lunch? ◯ Do you want to come for lunch with me? ◯ Lunch now? ◯ I eat lunch, you?	2. How would you respond if someone thanks you for a favor? ◯ No problem ◯ It's not my business ◯ You owe me ◯ Why not?
3. If you need to interrupt a conversation, you say: ◯ Stop talking! ◯ Wait a minute! ◯ Excuse me, can I say something? ◯ Listen to me!	4. How do you ask for the time politely? ◯ What? ◯ I don't get it ◯ Could you explain that again, please? ◯ Speak clearly
5. If you want to express that you didn't understand something, you say: ◯ What? ◯ I don't get it ◯ Could you explain that again, please? ◯ Speak clearly	6. How do you accept an invitation to a party? ◯ No way! ◯ I suppose so ◯ I'd love to! ◯ Maybe
7. If you want to apologize for bumping into someone, you say: ◯ Watch out! ◯ Sorry about that ◯ Move! ◯ Your fault	8. How do you express excitement about good news? ◯ Oh no! ◯ That's great! ◯ Whatever ◯ I don't care

9. How do you suggest going to a movie? ◯ You come to movie ◯ Movie now? ◯ Let's go to a movie ◯ Must go to movie	10. How do you ask someone how they are doing? ◯ What do you want? ◯ How are you? ◯ You good? ◯ What's wrong?

Source: Guevara, F. (2024).

Grammar practice exercise #3 done on Google Forms

1. How do you ask someone if they need help with something?

- ◯ Need help?
- ◯ What do you need?
- ◯ Do you need any help?
- ◯ Help now?

2. If you want to make a suggestion, you say:

- ◯ You should do this
- ◯ I suggest we do this
- ◯ You must do it this way
- ◯ Do this now

3. How do you ask someone to clarify what they mean?

- ◯ What?
- ◯ Can you explain what you mean?
- ◯ Say it again
- ◯ I don't understand you

4. If you need to ask for permission, you say:

- ◯ Let me do this
- ◯ I will do this
- ◯ May I do this?
- ◯ I want to do this

5. How do you politely decline an offer?

- ◯ No, I don't want it
- ◯ No way
- ◯ No, thank you
- ◯ I don't care

6. If you want to show interest in a conversation, you say:

- ◯ Whatever
- ◯ That's interesting
- ◯ I don't care
- ◯ Stop talking

7. How do you ask someone how they are feeling today?

- ◯ How are you feeling today?
- ◯ You okay?
- ◯ What's up?
- ◯ Are you sick?

8. If someone asks you a question and you don't know the answer, you say:

- ◯ I don't know
- ◯ You should know
- ◯ It's not my problem
- ◯ Why are you asking me

9. How do you start a conversation with a colleague about a project? ○ We need to talk ○ Let's discuss the project ○ I need to tell you something ○ This project is hard	10. How do you end a conversation politely? ○ I'm done talking ○ Bye ○ I have to go now. It was nice talking to you ○ Stop talking now

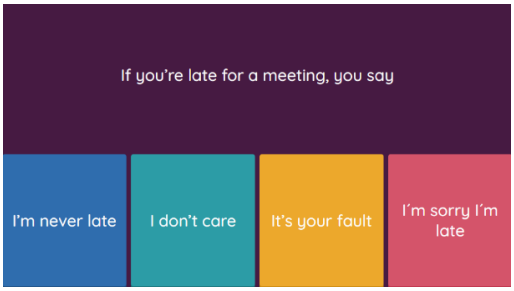
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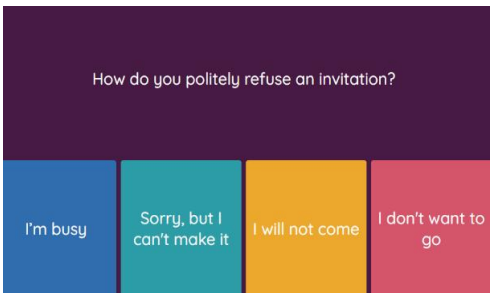
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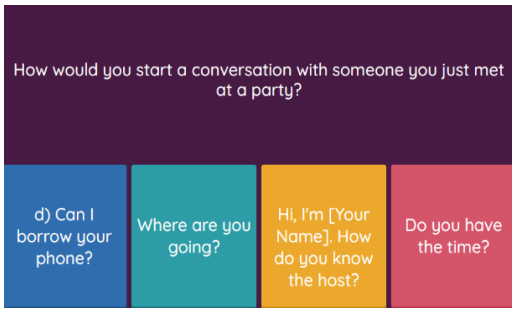


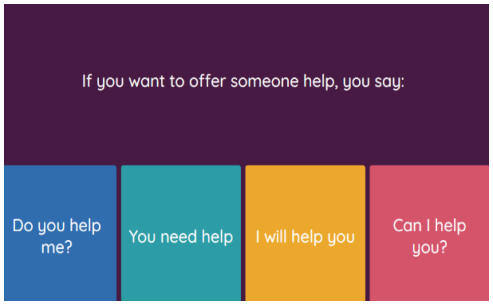
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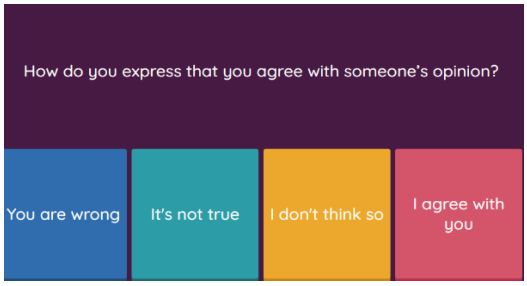
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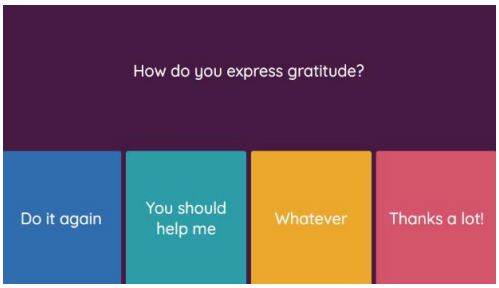


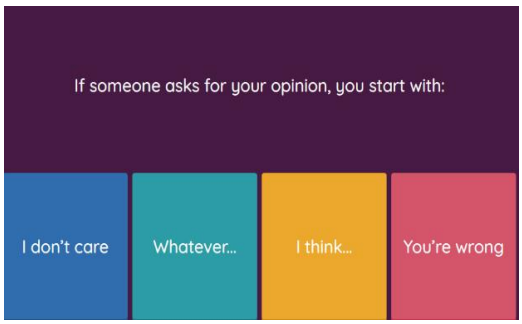


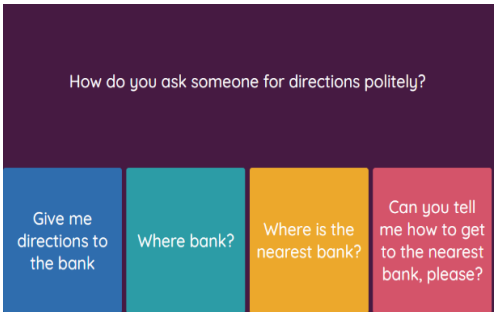












Source: Guevara, F. (2024).

ANEXXES B: Carta de consentimiento informado

CARTA DE CONSENTIMIENTO INFORMADO

Sr/a: _____

Por medio de la presente, solicitamos su autorización para incluirlo como participante en la investigación titulada "Comentarios de pares para mejorar la habilidad de hablar de los estudiantes de inglés como Lengua Extranjera en la Universidad Nacional de Chimborazo en Riobamba antes y después de los procesos de evaluación". Esta investigación es dirigida por la estudiante de maestría, Lic. Frances Guevara Macias, y supervisada por el Mgtr. William Navas, docente de la PUCE Ambato. El objetivo de esta investigación es determinar la eficacia de los comentarios entre pares en la mejora de la habilidad oral de los estudiantes de inglés como lengua extranjera en la Universidad Nacional de Chimborazo, tanto antes como después de los procesos de evaluación. En otras palabras, se busca evaluar cómo estos comentarios afectan el desarrollo de las habilidades de habla en el contexto de estudios universitarios.

En esta carta, además de solicitar su consentimiento para participar en esta investigación, se pide autorización para utilizar la información obtenida con fines científicos. Si acepta participar, deberá completar fichas de evaluación como prueba inicial y final, además de otros instrumentos y materiales de apoyo académico relacionados con las temáticas señaladas. Su colaboración en este estudio no demandará mucho de su tiempo. Su participación será completamente anónima; su nombre no aparecerá en los instrumentos ni en los informes de investigación. Las evaluaciones llevarán un código que reemplazará su nombre desde el inicio. Los datos recopilados serán trasladados a una base de datos y utilizados para realizar diversos análisis que permitan responder a las preguntas formuladas en el proyecto de investigación. Los resultados se plasmarán en reportes y trabajos de investigación especializados. Usted podrá dejar de responder las evaluaciones y cuestionarios en cualquier momento, sin recibir ningún tipo de sanción. Además, si en algún momento considera que sus derechos han sido vulnerados, puede recurrir al director de la investigación para buscar resguardo.

Por último, si acepta participar, por favor complete esta carta de consentimiento, fírmela y devuélvala a la persona que le ha solicitado esta autorización. Si tiene alguna duda o pregunta, no dude en hacerla al momento de firmar.

☐utorizo ser encuestado para la investigación del programa de Máster Universitario en Pedagogía Inglesa como Lengua Extranjera.

_____ _____

Firma del participante Investigadora Responsable

ANEXXES C: PHOTOGRAPHS

