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Inglés

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2. Peer-Assessment
3. Habilidad oral
4. Vlogs
5. EFL (English as a Foreign Language)

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

La autoevaluación y la evaluación por pares han sido cada vez más recomendadas para ayudar a los estudiantes a aprender de manera más efectiva. Sin embargo, a pesar de sus beneficios ampliamente aceptados en la evaluación formativa, no han sido suficientemente puestas en práctica en las aulas de inglés como lengua extranjera. Asimismo, los estudios consultados en el tema escasamente toman en cuenta las percepciones de los estudiantes sobre el uso de estas estrategias metacognitivas. Por lo tanto, este estudio exploró el papel de la autoevaluación y la evaluación por pares en el desarrollo de la habilidad oral de estudiantes de noveno grado cuando ellos hacen videoblogging en Facebook. Esta investigación acción se llevó a cabo en una institución pública y siguió un enfoque cualitativo. Los datos se recopilaron a través de notas de campo del docente, formatos de autoevaluación de los estudiantes, comentarios de evaluación por pares publicados en Facebook, y entrevistas de grupos focales. Los hallazgos revelaron que la participación de los alumnos en la autoevaluación y la evaluación por pares, así como en videoblogging y Facebook, les permitió desarrollar su habilidad oral. Además, fue posible establecer que la autoevaluación desempeñaba varios papeles: como desencadenante de la reflexión, como patrocinador del aprendizaje autodirigido y como facilitador de la instrucción diferenciada. Del mismo modo, los hallazgos evidenciaron que la evaluación por pares también desempeñó un papel como desencadenante de la reflexión, pero desempeñó otros roles, como desarrollador de habilidades de pensamiento crítico y como promotor del aprendizaje colaborativo en el desarrollo de la habilidad oral de los estudiantes.

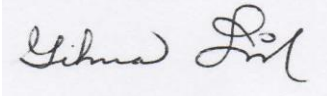


ABSTRACT: (Máximo 250 palabras)

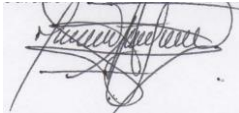
Self- and peer-assessment have been increasingly advocated for helping students learn more effectively. However, in spite of their largely accepted benefits in formative assessment, they have not been sufficiently put into practice in the EFL classrooms. Likewise, the studies consulted on the matter scarcely take into account the students' perceptions on the use of this metacognitive strategies. Therefore, this study explored the role of self- and peer-assessment in the development of ninth graders' speaking skill when they do videoblogging on Facebook in an EFL setting. This action research was carried out at a public institution in Colombia and followed a qualitative approach. Data were collected by means of teacher's field notes, students' self- assessment forms, peer-assessment comments posted on Facebook, and focus group interviews. The findings revealed that the involvement of the learners in self- and peer-assessment, as well as in videoblogging and Facebook, allowed them to develop their speaking skill. Furthermore, it was possible to establish that self-assessment played various roles: as a trigger for reflection, as a sponsor of self-directed learning, and as a facilitator of differentiated instruction. Likewise, the findings evidenced that peer-assessment played a role as a trigger for reflection, in addition to other roles such as a developer of critical thinking skills, and a promoter of collaborative learning in the development of the students' speaking skill.

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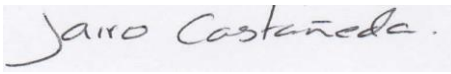
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The Role of Self- and Peer-Assessment in Speaking when Videoblogging on Facebook in an EFL
context

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Dedication

Dedicated to God for always accompanying me. To my dear parents Orlando Santos e Idaly Trujillo, to my brother Omar Santos, and my girlfriend Selena Gutierrez for all the support that they gave me to accomplish this important goal. To my grandmother Carmen Andrade who is in heaven and inspired me to continue.

I Love You All!

Abstract

Self- and peer-assessment have been increasingly advocated for helping students learn more effectively. However, in spite of their largely accepted benefits in formative assessment, they have not been sufficiently put into practice in the EFL classrooms. Likewise, the studies consulted on the matter scarcely take into account the students' perceptions on the use of this metacognitive strategies. Therefore, this study explored the role of self- and peer-assessment in the development of ninth graders' speaking skill when they do videoblogging on Facebook in an EFL setting. This action research was carried out at a public institution in Colombia and followed a qualitative approach. Data were collected by means of teacher's field notes, students' self-assessment forms, peer-assessment comments posted on Facebook, and focus group interviews. The findings revealed that the involvement of the learners in self- and peer-assessment, as well as in videoblogging and Facebook, allowed them to develop their speaking skill. Furthermore, it was possible to establish that self-assessment played various roles: as a trigger for reflection, as a sponsor of self-directed learning, and as a facilitator of differentiated instruction. Likewise, the findings evidenced that peer-assessment played a role as a trigger for reflection, in addition to other roles such as a developer of critical thinking skills, and a promoter of collaborative learning in the development of the students' speaking skill.

Keywords: Self-assessment, peer-assessment, speaking skill, vlogs, Facebook, EFL (English as a Foreign Language)

Resumen

La autoevaluación y la evaluación por pares han sido cada vez más recomendadas para ayudar a los estudiantes a aprender de manera más efectiva. Sin embargo, a pesar de sus beneficios ampliamente aceptados en la evaluación formativa, no han sido suficientemente puestas en práctica en las aulas de inglés como lengua extranjera. Asimismo, los estudios consultados en el tema escasamente toman en cuenta las percepciones de los estudiantes sobre el uso de estas estrategias metacognitivas. Por lo tanto, este estudio exploró el papel de la autoevaluación y la evaluación por pares en el desarrollo de la habilidad oral de estudiantes de noveno grado cuando ellos hacen videoblogging en Facebook. Esta investigación acción se llevó a cabo en una institución pública y siguió un enfoque cualitativo. Los datos se recopilaron a través de notas de campo del docente, formatos de autoevaluación de los estudiantes, comentarios de evaluación por pares publicados en Facebook, y entrevistas de grupos focales. Los hallazgos revelaron que la participación de los alumnos en la autoevaluación y la evaluación por pares, así como en videoblogging y Facebook, les permitió desarrollar su habilidad oral. Además, fue posible establecer que la autoevaluación desempeñaba varios papeles: como desencadenante de la reflexión, como patrocinador del aprendizaje autodirigido y como facilitador de la instrucción diferenciada. Del mismo modo, los hallazgos evidenciaron que la evaluación por pares también desempeñó un papel como desencadenante de la reflexión, pero desempeñó otros roles, como desarrollador de habilidades de pensamiento crítico y como promotor del aprendizaje colaborativo en el desarrollo de la habilidad oral de los estudiantes.

Palabras clave: Autoevaluación, evaluación por pares, habilidad oral, vlogs, Facebook, inglés como lengua extranjera

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Introduction

Self- and peer-assessment have been recognized as important components of formative assessment yet little research has been done showing their application in the classroom ([Noonan & Duncan, 2005](#)). Therefore, this research explored the role of self- and peer-assessment in ninth graders' speaking skill development when they do videoblogging on Facebook in an EFL setting. Furthermore, this study also sought to help these students to develop their speaking skill. Following these ideas, [Vaca and Gómez \(2017\)](#) stated that “speaking in EFL should aim to achieve communicative goals. It requires understanding how the language works, its components and functions; and how and when to speak adequately according to circumstances of real life” (p.60). Considering the above, self- and peer-assessment were implemented in this study as metacognitive strategies to help learners become aware of what it entails to speak in English, and consequently, provide them with tools that guided them to reflect upon their own learning, with the aim of improving it. In addition, [Dhanya \(2016\)](#) claimed that “Teachers, to remain relevant and effective, need to use 'learning technologies' to help students reach the world outside the classroom” (p. 105). Hence, the use of Information and Communication Technologies (ICTs hereafter) such as videoblogs (vlogs hereafter) and social networks (SNs hereafter) - in this case Facebook - provided the participants of this study with opportunities to use the language both in and outside the classroom in a real and engaging way.

During some observations I carried out with ninth graders at Institución Educativa María Auxiliadora, in Íquira, Colombia, I could evidence their lack of speaking practice and consequently, the dearth of opportunities for them to reflect upon this skill. Furthermore, the students often lacked motivation towards the class because it was most of the time teacher-centered and the methods of assessment were the traditional ones. This situation which justifies

this study, led me to conduct research on the widely known, but not frequently used field of self- and peer-assessment. Besides, I decided to include ICTs such as vlogs and Facebook that allowed students to have more opportunities to practice their speaking and develop their reflective skills in and outside the classroom.

The development of this research study is portrayed in the following five chapters, following the guidelines provided by the School of Education at Universidad Surcolombiana. In chapter one, I present the statement of the problem, the related studies connected to the main constructs, the description of the setting and the rationale as well as the research question and objectives of this study. In chapter two, I present the main theoretical constructs that ground this research. In chapter three, I describe both the research as well as the instructional designs of this study. In chapter four, I analyze the data, explaining the procedure I followed for doing so and the emerging categories. In chapter five, I present the conclusions, the pedagogical implications, and limitations of this study. To conclude this chapter, I discuss some insights for further research.

Chapter I

Research Problem

Statement of the Problem

Learners of English as a second language (ESL) have many advantages in language learning as they can use the language outside the classroom in almost every situation. However, [Sun \(as cited in Maulidah, 2017, p. 14\)](#) argued that students who learn English as a foreign language (EFL students) “have limited chance to express their speaking performance”. For these reasons, some of the main problems found by authors in our Colombian context in regards to the speaking skill are: the lack of opportunities to use the language, the classes taught in Spanish and the focus on test preparation ([Buitrago, 2016](#)); the limited access to the language in the EFL context and low scores ([Romaña, 2015](#)); the lack of meaningful speaking activities, low levels of vocabulary and pronunciation difficulties as well as high levels of anxiety ([Ramírez & Artunduaga, 2018](#)). As a result, the lack of practice of the oral skill outside the classroom by EFL students commonly leads to learners’ low levels of speaking proficiency.

During some class observations in ninth grade at a public institution, as researcher I could evidence the lack of use of the speaking skill among the students. Although the teacher at that time sometimes spoke in English, the class was conducted in Spanish most of the time. Furthermore, the students had very few opportunities to speak, as it was a teacher-centered class. For this reason, the learners’ participation was basically observed when they had to do a speaking task in front of the group. As a result, the students often looked demotivated towards the class. In addition, in this kind of oral presentations, it was evident that they had several problems with speaking as well as with motivation. Indeed, another visible fact was that all the assessments that were applied in class corresponded to traditional methods of assessment. Consequently, I

considered that it was necessary to help them raise their motivation towards the class, as well as, provide them with opportunities to speak, and more than that, to introduce them to reflective practices such as self- and peer-assessment in which they could assess their speaking.

In order to have supporting evidence of the problem, a survey was applied to the students ([See Appendix A](#)). It showed that students were offered some opportunities to talk in English, but these were not enough to overcome the difficulties they had with the skill. In this sense, most of the learners recognized the lack of vocabulary and difficulties with pronunciation as the main problems they had when speaking. In the same survey, another visible fact was that more than half of the students expressed their lack of motivation towards the class. They mentioned that they did not know how to do the activities and that there was a need to have different activities to alleviate monotony in their classes. Furthermore, they acknowledged the necessity of working more on speaking to become better users of the language. When the students were asked their perceptions about recording videos for the class, they stated that this strategy could help them improve their speaking skill because they would have to practice more the language. They also highlighted the need of losing their fear when talking and the possibility to learn more vocabulary and improve their pronunciation. Finally, most of them expressed their desire to participate in the project to create vlogs that would help them boost their speaking skill.

To corroborate the above, I decided to interview the English teacher at that time ([See Appendix B](#)). This was fundamental to gather information about the teacher's perceptions towards the class. During the interview, the teacher recognized the fact that although the students tried to use the speaking skill in class, more practice was needed because they usually had problems with pronunciation and vocabulary. Furthermore, he stated that some students were motivated to learn the language either because they had obtained good results in the "Pruebas

Saber” or because they wanted to travel abroad; while in contrast, others showed high levels of anxiety and lack of confidence in their learning process. Accordingly, the teacher was usually faced with the dilemma of using the time of the class to help them achieve good results in the “Pruebas Saber” or help them improve their speaking which is not evaluated in this kind of tests. Nevertheless, the teacher acknowledged that all the language skills are important and should be worked in class. In addition, he also recognized that using vlogs posted on Facebook could probably have a major impact than the one they had had by using blogs in the English class. As he mentioned, using videoblogs and Facebook could be a good idea since social networks are widely spread nowadays. Finally, he thought it could be an opportunity to reflect on the learning process and to connect learners with more people. Since then I had the opportunity to become their English teacher and to develop this research study.

Research Question

What is the role of self- and peer-assessment in the development of ninth graders’ speaking skill when they do videoblogging on Facebook in an EFL setting?

Research Objectives

General objective: To explore the role of self- and peer-assessment in the development of ninth graders’ speaking skill when they do videoblogging on Facebook.

Specific objectives: (a) To examine the students' development of the speaking skill according to their perceptions in self- and peer-assessment; (b) To establish the incidence that self- and peer-assessment have on students' speaking skill development when they do videoblogging on Facebook.

Based on the above, I searched for various studies connected to this topic that would give support to my research, they are presented below.

Related Studies

The following studies are related to the main constructs of this research study. They were conducted on self-assessment, peer-assessment, speaking, vlogs and Facebook, carried out in Colombian and international contexts.

Regarding self- and peer-assessment and speaking, the first international study was conducted by [Lim \(2007\)](#) in Wales, United Kingdom. The study implemented a multi-method approach with the purpose of providing learners with self- and peer-assessment instruments to apply them when the teacher-evaluator was not present. For achieving this purpose, the researcher conducted a fortnight's task-based learner training program focused on developing learners' metalinguistic strategies and to help them understand their peers' feedback. To collect the data, the researcher used the learners' overall evaluation questionnaires, pre- and post-interviews with learners, interviews with tutors, learners' self- and peer-assessment results and tutors' rating scores. The researcher concluded that self-assessment can be a new way for learners to assess their language ability although the learners were not confident in self- and peer-assessing. Furthermore, self- and peer-assessment motivated the learners to overcome their weaknesses relying on the assessment criteria-given to them. Finally, the author also concluded that the repetition of these self- and -peer assessment tasks can make learners bored; however, the

more training is given, the more accurate the assessments are. Therefore, this study confirmed my expectations about self- and peer-assessment in terms of the possibilities for reflection that these practices can offer.

The second relevant study that complements the current investigation, is the one conducted by [Ahmad and Lidadun \(2017\)](#) in Malaysia. The researchers looked at the impact that the production of video presentation had on 111 ESL students, particularly when doing an assignment on a movie review. The study was developed under a mix-methods approach and the instruments used to collect the data were a questionnaire for the quantitative approach, and 12 video presentations for the qualitative approach. The researchers concluded that videos have a strong potential for motivating and enhancing students' experiences and skills in ESL learning, especially in terms of oral presentation skills, as well as, strategic planning and creativity. Furthermore, the researchers also alleged that video presentations should be woven into ESL classrooms to train the students to become independent, motivated and creative. Thus, this study made me aware of the possibilities that the creation of videos (in my study vlogging) can bring to the class, allowing students not only to be creators of content for their own language learning, but also, to be critical reflective thinkers about their own performances when speaking.

Regarding Facebook groups to support learning, the third related study was carried out by [Ivanova, Charkova and Boykova \(2016\)](#) in which they described the use of Facebook groups in the English language education of first-year students at Plovdiv University in Bulgaria. The data was collected by means of a survey conducted to explore the opinions and personal experiences that the students had when participating in Facebook groups dedicated to English language learning. The researchers concluded that the great majority of the students found Facebook groups motivating and convenient for language learning. Furthermore, they also stated that using

the social media for academic purposes provides a relaxing atmosphere, in which the-students can be pleasantly engaged and equally participate. Finally, the researchers also concluded that the high degree of familiarity that students have with the platform makes it an effective learning environment, and that Facebook groups are beneficial for learners as they provide opportunities for language practice, reflection and critical thinking as well as it represents a tool that allows communication anytime and anywhere. Therefore, this study makes me realize the potential that social networks can have on the learning environment, allowing instant communication between the learners and the teacher, and creating a social space for sharing experiences in language learning.

The fourth related study, regarding self-assessment, speaking and video is developed by [Caicedo, Lozano and Vanegas \(2018\)](#) in Colombia. This action research study examined the effect of self-evaluation on grammatical range and grammar accuracy on the English-speaking performance of 27 foreign language students. During the six weeks of the intervention, the participants were asked to record themselves answering different IELTS-type tasks, and also, to score and reflect about their performance by using an IELTS-type rubric and journals. The researchers used both qualitative and quantitative approaches for the research. The instruments to collect the data were a pre-test and a post-test, semi-structured interviews, teachers' journals, students' journals and video recordings. The findings led the researchers to conclude that learners highly benefit from applying self-assessment techniques using their videos for reflecting on their speaking and for improving it. In this sense, they stated that videos can become a useful tool for promoting reflection among-students, as learners can watch their performances and look for strategies for improvement. In this regard, the sense of achievement that the students felt during their progress raised their motivation. This study helped me understand the relationship that

exists between self-assessment and speaking, as it is argued that self-assessment boosts self-confidence which is greatly beneficial when speaking. Additionally, this research study serves as supporting evidence of the fact that self-assessment has been a practice mainly used in writing, but not in speaking; thus, alleging the necessity to conduct research in this last field.

Regarding peer-assessment and speaking, the fifth related study was carried out by [Gómez \(2016\)](#) in Bogotá, Colombia. This action research study, which followed a qualitative approach, aimed at exploring how the use of peer-assessment and a corpus influence the development of spontaneous interactive speaking of 14 adults with an A1 English level. The researcher used video recordings, two peer-assessment forms, and a teacher's journal as the instruments to collect the data. Thus, the researcher concluded that the enhancement of three strategies (willingness to improve, use of compensatory strategies, and construction of a personalized version of the corpus) was evidenced. These strategies motivated the students to reflect on their own strengths and weaknesses, overcome the difficulties to achieve communication, and expand their vocabulary range and grammatical structures that would serve for their speaking production. However, two detrimental traits were also found, namely underassessment and dependency on the corpus. This situation impeded the learners to delve further in their analysis of their spoken productions and affected their fluency when speaking. Finally, the researcher suggested that more practice could help in dealing with this situation. Although this study was developed with adults, their level of proficiency was similar to the participants in my study. Thus, this research provided me with insights for developing my study not only in terms of peer-assessment and speaking, but also, in the use of corpus as a strategy for helping the students in their speaking production.

Finally, the last related local study was done by [Espinosa \(2018\)](#) where he reports the impact of creating and implementing digital materials (vlogs) in a blended learning environment to elicit 12 fourth graders' speaking in an EFL context in Bogotá, Colombia. The researcher used students' artifacts, teacher's journal, voice recorded interviews and a survey. He concluded that the students felt motivated to speak. Besides, it also fostered an Only-English-Environment when the learners' needs and likes are taken into account in the creation of materials. Furthermore, the researcher also stated that the creation of vlogs by the students improved their speaking skill and raised their self-confidence during the virtual and face-to-face lessons. This study inspired me to develop research in the fields of vlogging and speaking, and blended learning made me think about the use of Facebook as a tool for communication outside the classroom.

Setting and Rationale

This study was implemented with ninth graders (902) at Institución Educativa María Auxiliadora in Íquira-Huila, Colombia. Following the principles stated by the government in its bilingual policies, this public institution seeks that its students reach a B1 English level by eleventh grade according to the Common European Framework (CEF); which also entails that students achieve excellent results in the national examination Pruebas Saber 11. The institution has an English laboratory equipped with computers, speakers, video beam and headphones. However, it does not have internet connection. In regards to the educational community, most people belong to a middle socio-economic class and learn English as a foreign language. Unfortunately, although the institution has some of the most useful resources for teaching English as has been mentioned before, the classes seem to remain traditional, and consequently, demotivating for the students.

By taking into consideration the above-mentioned reasons, as researcher I consider that this study contributes to the never-ending search for knowledge in the sense that it represents a new attempt to try something new and different in the EFL context. I firmly believe that the fusion of different fields proved to be beneficial for education such as self- and peer-assessment, videoblogging, and Facebook which can more effectively contribute to language learning (in this case for speaking purposes) than traditional methodologies. This idea is founded in the notion that technology can unlock more opportunities that were not possible before. Furthermore, the use of reflective practices such as self- and peer-assessment provides an environment for constant feedback and critical analysis, which ultimately plays an important role in the learning processes. Therefore, I expect that this research contributes to the search for new methodologies that better fit the daily lives of the learners; which suggests that education cannot be isolated from the realities faced in our societies.

In addition, this study provided not only the students but the educational community with new ideas for language teaching and learning. The combination of reflective practices and technology are meant to better fit the new educational paradigms and help the students to develop their skills, in this case, speaking. This means that students involved in this kind of practices can develop awareness about their own learning processes, and can also, become acquainted with technologies that can provide them with tools that aid their learning. This study is not only expected to impact the current course, but also the lives of the participants, as these teaching-learning experiences are intended to inspire for the constant search of strategies that better fit and serve education.

Finally, this study arose from the desire to contribute to the field of language learning since it was evident that there are very few studies in the Colombian context as well as abroad on the matter. Thus, I have given my first steps in taking the most out of practices that have been

recognized to better fit and help language learning and teaching; an initial step for the development of new methodologies and strategies that fulfill the necessities and desires of our 21st. century students.

The second chapter describes the main constructs that constitute the theoretical framework, namely, self-assessment, peer-assessment, speaking, vlogs, Facebook and their relationship with this study.

Chapter II

Literature Review

This chapter presents the theoretical foundations that gave support to this study whose purpose was to explore the role of self- and peer-assessment in the development of ninth graders' speaking skill when they do videoblogging on Facebook. The constructs that ground this study are: self- and peer-assessment framed within assessment, speaking framed within communicative competence, and finally, vlogs and Facebook framed within ICTs.

Assessment

During the last decades education has had many changes specially in the field of assessment. One of the most remarkable ones has been the shift from teacher-directed assessment to students participating actively in their own assessment processes ([Boud, 1995](#)). Thus, increasingly new ways of assessment have appeared in formative assessment such as self- and peer-assessment. In addition, [Brown \(2004\)](#) argued that “we need to consider not just what we are assessing and how we are doing it (particularly which methods and approaches), but also why — our rationale for assessing on any particular occasion and in any context” (p. 82, 83). Therefore, when assessing the medium is important as well as the reasons behind the process. The same author also claimed that assessment needs to be integral to the learning process, and reflection can be helpful to achieve this purpose ([Brown, 2004](#)). As assessment is a core part of learning, it needs to be connected with-the knowledge and abilities that are assessed.

Considering the above, these approaches left behind the outdated methods of assessment in the search for new ones that supplied the necessities of the learners in real life situations. In this regard, [Brown, Rust and Gibbs \(1994\)](#) argued that assessment should be supported by technological aids which make of it a more efficient practice. Thus, as the world is constantly

changing, education and assessment need to make the best use of the opportunities that it offers to fulfill their own purposes. [Khusnia \(2015\)](#) stated that “A key purpose of Assessment for Learning is to foster student development in taking responsibility for evaluating, judging and improving their own performance” (p. 1334). For doing this, [Blanche \(1988\)](#) argued that it is necessary that students know what their abilities are and the progress they have made in each one of them. This new paradigm in assessment, implies the application of assessment practices that better fit the educational contexts, and provides a collaborative learning environment between teachers and learners with the aim of helping them in the growth of the educational communities around the world. With this in mind, formative assessment seems to fulfil this requirements.

Formative assessment. Throughout the changes that have been evident in assessment in the last decades, the development of formative assessment has permitted that teachers give students their due responsibility in the learning process ([Black & Harrison, 2001](#)). [Strijbos and Sluijsmans \(2010\)](#) argued that “Formative assessment focuses on cognitive, social, affective, and meta-cognitive aspects of learning, often applies a multi-method approach and it leads to a profile instead of a single score” (p. 265). Thus, formative assessment promotes the use of reflective practices and looks for personalized feedback. In fact, some authors agreed that formative assessment is a process that takes part along the learning process ([Noonan & Duncan, 2005](#); [Strijbos & Sluijsmans, 2010](#)). Furthermore, there is an evident connection between formative assessment and feedback ([Andrade & Valtcheva, 2009](#)). Indeed, feedback is the spark that promotes formative assessment. [Brown \(2004\)](#) insisted that “Formative feedback is crucial. It needs to be detailed, comprehensive, meaningful to the individual, fair, challenging and supportive, which is a tough task for busy academics” (p. 85). These conditions imply that teachers need to found more effective ways of providing feedback to the students.

In this regard, several authors stated that practices such as self- and peer-assessment are useful for the development of formative assessment ([Black and Harrison, 2001](#); [Noonan & Duncan, 2005](#)). Indeed, [Ashraf and Mahdinezhad \(2015\)](#) alleged that self- and peer-assessment can provide learners with opportunities to reflect upon their own performances and that of their peers, by for example, engaging them with the assessment criteria, and consequently, giving them their corresponding responsibility for their own learning.

Self-assessment. Self-assessment has been a term introduced to education long time ago, however; it is recently taking more attention, especially when talking about self-efficacy and autonomy. Several authors have defined self-assessment, for example, [Boud and Falchikov \(1989\)](#) stated that it “refers to the involvement of learners in making judgements about their own learning, particularly about their achievements and the outcomes of their learning” (p. 529). Similarly, [Andrade and Du \(2007\)](#) stated that

Self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly (p.160).

Based on these definitions, this means that when using this practice, the learners are required to develop metacognitive strategies which help them to recognize their strengths and weaknesses, allowing them to be more aware of their own learning process. Nowadays, as education is just starting to leave behind the teacher-centered approach, there is a call for new effective ways of achieving more personalized and student-centered learning; and consequently, self-assessment seems to be part of the solution to that necessity.

When looking throughout studies on self-assessment, it is very common to find that the purpose of most of them are related to contrast students' self-ratings and teacher ratings, analyzing issues such as accuracy, reliability, and validity. However, the practice of self-assessment carries out many other implications as in this study which intended to explore the students' perceptions towards self- and peer-assessment.

Self-assessment procedures have shown to have several benefits for learning as for example with autonomy and self-directed learning ([Knowles, 1975](#)). The use of metacognitive strategies such as reflection promoted by the use of self-assessment opens the possibilities for learners to become autonomous ([Muñoz and Alvarez, 2007](#)). Other studies report benefits in terms of motivation. [Gardner \(2000\)](#) argued that “self-assessment does not always demonstrate success, but where it does, even on a small scale, learners' motivation will be enhanced” (p. 52).

Furthermore, authors such as [McMillan and Hearn \(2008\)](#) explained that “student involvement in determining how to self-assess is particularly valuable. It enhances student motivation by providing a sense of ownership and responsibility. Engagement also increases intrinsic motivation to base performance more on competence and less on rewards for performance” (p. 48). In addition, self-assessment is even considered a tool that can give account of information that would not be present in regular assessments. [Ross \(2006\)](#) argued that “self-assessments provide information about student achievement that corresponds only in part to the information generated by teacher assessments” (p. 4). Consequently, the student and the teacher may realize of information that otherwise they would not take into account when assessing learning. For example, the students might want to acknowledge all the effort they put in certain activity, regardless of the results they got on it.

Another aspect that distinguishes self-assessment from other types of assessments is the fact that it encourages students for knowing more about themselves, rather than focusing solely

on content ([Bourke & Tait, 2012](#)). Thus, students who self-assess adequately are capable of reflecting on their goals, strategies and, achievements ([Gardner, 2000](#)). As a result, they are more aware of what it entails: to set their goals, to use the strategies that best fit their way of learning, and to reflect upon their results. In this sense, self-assessment can promote students' reflection and critical thinking about learning and help them to develop self-confidence as learners ([Logan, 2009](#)).

Peer-Assessment. Assessment as an important part of learning should actively involve the learners in its processes ([Keppell & Carless, 2006](#)). In this regard, [Brown \(1998\)](#) indicated that learners should not only judge their own performances, but that of their peers. Thus, peer-assessment makes the learning process clearer for both teachers and learners.

Peer-assessment has been directly related with active learning and self-directed learning, arguing the development of social, cognitive and metacognitive skills ([van den Berg, Admiraal, & Pilot, 2006](#)). Therefore, it represents a potential tool for developing the students' sense of ownership for their learning. Furthermore, peer-assessment allows learners to monitor their own learning processes ([Lew, Alwis, & Schmidt, 2010](#)) and give them responsibility for their learning. In this sense, students become the main authors of their own learning. Indeed, [Ubaque and Pinilla \(2016\)](#) even considered that peer-assessment is more than an instrument to evaluate learners, as they contemplated it as an approach for learners to enhance their learning.

Although several definitions for peer-assessment have been given, I consider that the one expressed by [Topping \(1998\)](#) highlighted the main concepts of the term, and consequently, is appropriate for the purpose of this study. [Topping \(1998\)](#) argued that "Peer assessment is an arrangement in which individuals consider the amount, level, value, worth, quality or success of the products or outcomes of learning of peers of similar status" (p. 250). Thus, involving the

learners more actively in the assessments processes. In this sense, [Sluijsmans and Prins \(2006\)](#) stated that reflection skills are necessary for making reliable judgments, and consequently, peer-assessment is a practice that helps in the development of reflection skills.

Following these ideas, [Topping \(1998\)](#) concluded that peer-assessment is valid and reliable. Its effects are as good as or better than teachers' assessments. In peer-assessment the possibility to have the same evaluations with several views, allows learners not only to know what have gone wrong, but also, what they are doing well ([Brown, 2004](#)), thus, following the principles of formative assessment. Indeed, the excessive workload of teachers as the main assessors and the need to efficiently provide feedback, have been the main reasons why nowadays online peer-assessments are driven. In the case of this study, we used Facebook as a social network to posts peer-assessment written comments and to corroborate what [Mitchell and Bakewell \(1995\)](#) expressed when they argued that peer-review of oral presentation skills led to improved performance.

Communicative Competence

Since [Hymes \(1966\)](#) proposed the term communicative competence as a complement to the linguistic competence coined by [Chomsky \(1965\)](#), a new approach in the field of language teaching started to appear. In this regard, [Hymes \(1972\)](#) understood that

...a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others (p. 277)

As a result, language teaching and learning gained more insights in the nature of language. Besides, new tendencies in pragmatics and sociolinguistics started to become stronger in this field, based on the main proposition of the use of the language for communicative purposes.

In a more recent view, authors such as [Savignon \(2006\)](#) claimed that “competence is defined as the expression, interpretation, and negotiation of meaning and looks to second-language acquisition research to account for its development” (p. 673). This means that it is not only necessary to produce language, but also to understand the contexts in which it is produced, e.g. by considering the speaker’s identity, its background and culture; the latter to comprehend and convey the messages properly.

Thus, as this study attempted to encourage the students to develop their communicative competence, these perspectives were significant to guide the research process when providing a communicative view of language.

Distinction between competence and performance. After having a clearer picture of what communicative competence is, it is now important to distinguish between the concepts of competence and performance. Thus, I found that [Chomsky \(1965\)](#) defines these terms when he expresses that “we thus make a fundamental distinction between competence (the speaker-hearer’s knowledge of his language) and performance (the actual use of language in concrete situations)” (p.4). Furthermore, I realized that this difference could be related to the “langue-parole” distinction made by Saussure, but [Chomsky \(1965\)](#) rejects the idea of a “langue” as a systematic inventory of items, and proposed rather to follow the Humboldtian vision of competence as a system of generative processes ([Chomsky, 1965, p. 4](#)). Based on the above, I can

infer that competence refers to the knowledge a speaker has to use the language and performance denotes the ability to use that knowledge in practice. Besides, it is important to highlight that the communicative competence is evidenced within the communicative performance. Therefore, in this study the students' performance allowed me as researcher to evidence their communicative competence.

Since communicative competence involves many aspects, I just considered some of them for the purpose of this research which will be explained below.

Components of the communicative competence. This section explains the components of the communicative competence that were taken into account during this research.

According to [Hymes \(1971\)](#) learning a language is not just a matter of knowing its linguistic aspects, but also, the knowledge of culturally acceptable ways of interacting with other people in different situations. Thus, his theory of communicative competence highlights the existence of grammatical, psycholinguistic, sociolinguistic, and probabilistic language components which may interact among them. In a more recent view, the model proposed by [Canale and Swain \(1980\)](#) further elaborated by Canale ([1983a](#), [1983b](#)) slightly modified Hymes' vision of communicative competence by arguing that it is composed of grammatical competence, discourse competence, sociolinguistic competence and strategic competence. Thus, as stated by [Shumin \(2002\)](#) in the framework of [Canale and Swain \(1980\)](#), we can show the abilities underlying speaking proficiency.

The following components of the communicative competence were chosen for the purpose of the study due to the reasons just exposed above.

Grammatical Competence. “Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress” ([Scarcella & Oxford, 1992, p. 141](#)). This means that the grammatical competence is represented by the knowledge of the language code which allows the learners to accurately use and understand the structures of the language.

Discourse Competence. Discourse competence is understood as “the ability to combine language structures into different types of cohesive texts (e.g., political speech, poetry) ([Celce-Murcia, Dörnyei, & Thurrell, 1995, p. 7](#)). [Shumin \(2002\)](#) argued that cohesive and coherence rules apply whether to formal or informal discourse, which help to hold the communication in a meaningful way. Furthermore, she adds that in communication it is necessary to perceive and process stretches of discourse to formulate representations of meaning from the connection between previous and following sentences. This implies that effective speakers possess a vast repertoire of structures and discourse markers showing relationships of time, indicating cause, contrast, and emphasis ([Scarcella & Oxford, 1992](#)).

Sociolinguistic Competence. Sociolinguistic competence is “the mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation) ([Celce-Murcia, Dörnyei, & Thurrell, 1995, p. 7](#)). The knowledge of the language itself is not enough for the learners to use it appropriately in different situations. Thus, the learners must be competent in knowing how to participate adequately in social and cultural speech acts.

Strategic Competence. Strategic competence is “the knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur” ([Celce-Murcia, Dörnyei, & Thurrell, 1995, p. 7](#)). In other words, it is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules ([Berns, 1990](#)). In reference to speaking, [Shumin \(2002\)](#) stated that strategic competence is the ability which serves the speakers to know when and how to take the floor, how to keep a conversation going, how to resolve comprehension problems, and how to start and finish a conversation.

Fluency. Although fluency is not a component of the communicative competence framework provided by [Canale and Swain \(1980\)](#), it is a relevant aspect when speaking and for that reason it was also taken into account for the development of the research. [Richards, Platt, and Weber \(1985\)](#) described fluency as “the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions” (p. 108). For the purpose of this study, it was not intended to achieve a native-like fluency; but rather, to provide students with opportunities to be exposed to the language and to practice it. This vision is supported by [Sanabria & Silva \(2017\)](#) when they expressed the idea that “fluency could arise when students have more contact with the language and for that reason speaking activities are important” (p. 24). However, [Harmer \(2001\)](#) stated that “the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on a spot’” (p. 272). For that reason, the way students could achieve better fluency is meant to be by constantly practicing English.

In addition, as this study was focused on assessing speaking when students were videoblogging on Facebook, it is necessary to define the concept of speaking which was framed within the communicative competence.

Speaking. During the process of searching for a definition of speaking, I found [Chaney and Burk \(1998\)](#) concept relevant for the purpose of this research. They argued that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p. 13). This definition helped me to understand the importance of taking into account the non-verbal language, as it helps students to cope with the difficulties they may have in their verbal communication. Furthermore, beyond the channels of verbal and nonverbal language, this definition refers to the variety of contexts in which a communicative situation can happen, emphasizing the connection that exists between the language produced by the speakers and its corresponding setting.

In regards to the process of teaching and learning to speak in a target language, [Brown and Yule \(1983\)](#) claimed that "learning to talk in the foreign language is often considered to be one of the most difficult aspects of language learning for the teacher to help the student with" (p. 25). Thus, it is necessary for students to have adequate teaching-learning practices to help their speaking skill development. In this case the use of vlogs provided the students with more opportunities to practice their speaking. Besides, these videos made it possible for them to watch their performances again when they were involved in processes of self- and peer-assessment; which they carried out by means of a self-assessment format and a Facebook group respectively. Thus, I would argue that there is a necessity to have a strong working relationship between the teacher and the learner to have an adequate engagement towards language learning.

Likewise, [Vaca & Gómez \(2017\)](#) stated that “speaking in EFL should aim to achieve communicative goals. It requires understanding how the language works, its components and functions; and how and when to speak adequately according to circumstances of real life” (p.60). For that reason, as speaking was framed within communicative competence, this study aimed at helping the students to recognize what speaking entails, guiding them become acquainted with the components and functions of the language when speaking.

Functions of the language. When developing this research, it was also necessary to take into account the functions of the language. [Shumin \(2002\)](#) expressed that the functions of the spoken language are interactional and transactional (p. 208). In this sense, [Brown & Yule \(2001\)](#) conceived the transactional function of language as the transfer of information as content and the interactional function as the key element for maintaining social relationships and sharing personal attitudes. These functions of language could be related to the distinction made by [Nunan \(1993\)](#) in terms of monologue and dialogue. In this regard, since a person can have a dialog (using the interactional function) in almost any daily situation, using the transactional function can require more preparation before the speaking act. Bearing the above in mind, [Peña & Onatra \(2009\)](#) argued that these relevant elements are the main contributors in the development of the communicative competence (p. 12, 13). Consequently, the functions of the language are necessary to develop the students’ communicative competence; and being aware of them will help us to understand better the process of language learning (in this case in speaking) to act accordingly. In order to have a broader picture of those functions in communication, in this study both are taken into account to have a better understanding on the students’ performances in both situations when speaking.

Information and Communication Technologies (ICTs)

The constant changes that technology has had during the last three decades have resulted in the introduction of new terms such as ICTs in the world, but further than that, in education.

According to the [UNESCO \(2007\)](#) Information and Communication Technologies (ICTs) are

forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. This broad definition of ICT includes such technologies as radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, and computer and network hardware and software, as well as the equipment and services associated with these technologies, such as videoconferencing, e-mail and blogs ([UNESCO, 2007, p. 1](#)).

Following this idea, the implementation of ICT's in education is meant to change the methodologies which have been predominant in the language classrooms. [Buckingham \(2000\)](#)

stated that "It is argued that computers bring about new forms of learning which transcend the limitations of older methods, particularly 'linear' methods such as print and television" (p. 44).

Interestingly, as claimed by [Suoronta \(2003\)](#) in the article *Youth and Information and*

Communication Technologies (ICT) young learners frequently use ICT's for learning tasks, and this represent a bunch of opportunities in education not only in terms of subject-matter learning, but also, in the development of media skills which go beyond the traditional forms of literacy.

Therefore, as [Çakici \(2016\)](#) stated, the integration of ICT tools will help the learners to use English in a natural, real, communicative and stress-free environment.

Web 2.0. In these changes that technology has had, one of the most important moments was the shift to the web 2.0. [Wang & Vásquez \(2012\)](#) argued that “during the past decade, the shift from Web 1.0 to 2.0 has been remarkable” (p. 412). It was since 2005 that social networks became popular with the arrival of the web 2.0, allowing users to interact and not merely receive information. As a result, “due to the high number of social network users, it is drawn attention to the necessity for educators to use this tool for communicating with their students and to the usefulness of students’ participation in this communication” ([Grant, 2008 as cited in Donmus, 2010, p. 1498](#)). In this respect, Mason, 2006, and Selwyn, 2007 ([as cited in Donmus, 2010, p. 1502](#)) considered that:

Although social applications such as Facebook and Youtube bear more meanings for students in terms of their personal and social activities, these applications have attracted educationalists attention since they carry many institutional education technology characteristics with their suitability for feedback and social learning context.

Nonetheless, a review carried out by [Wang & Vásquez \(2012\)](#) showed that “blogs and wikis have been the most studied Web 2.0 tools, while others, such as social networking applications and virtual worlds, have been less frequently explored” (p. 412). Thus, there is a need to have stronger evidence through research in the ground of social networking in order to determine its usefulness in language learning. The review just mentioned also revealed that English, Spanish, German, and French have been the most investigated languages. In this regard, there is the possibility to spread the spectrum of languages learnt by the use of these 2.0 tools. In addition, the same authors agree that Web 2.0 has broadened the tendencies in computer assisted language learning (CALL) from the study of the four skills to further areas such as learners’ identities, online collaboration, and learning communities. Therefore, the study of web 2.0 tools such as social networks, will let us to determine their influence in language learning.

Social Networks. The constantly changing technology has brought into life Social Networks (SNs) to the twenty first century. Their increasing popularity is usually attributed to “a desire to connect with new people, to share opinions, to stay in touch with old friends and colleagues, and to share different types of information with a widespread community of followers” ([Lomicka & Lord, 2016, p. 1](#)). However, little research has been done in the use of these 2.0 websites in order to learn languages ([Clark & Gruba, 2010, p.164](#)). In fact, [Lomicka and Lord \(2016\)](#) argued that “although there are an increasing number of academic studies related to various social media tools, many of them are not empirically based, nor do they offer strong theoretical advances” (p. 2). In this sense, [Dhanya \(2016\)](#) claimed that “Teachers, to remain relevant and effective, need to use 'learning technologies' to help students reach the world outside the classroom” (p. 105). Therefore, the traditional methods need to be replaced for innovative practices in which the student plays an active and interactive role in the classroom. Thus, if students enjoy the class and are motivated to learn, their probabilities of success in language learning increase. Similarly, their learning potential becomes limitless as students can break the barriers of the classroom and connect with the world ([Derakhshan & Hasanabbasi, 2015, p. 1090](#)). This is also supported by [McBride \(2009\)](#) who explained that:

If students gain skills in communicating and connecting with others through SNSs [Social Networking Sites] in the second language (L2) through a class, they will be well poised to establish relationships with other speakers of the L2 via SNSs in the future and to become autonomous, lifelong learners (p. 35)

Therefore, the implications of using social networks in language learning are not only promising for the class, but also, for the entirety life of the learners. In a search for definitions for social networks several authors have given their own ones ([McBride, 2009](#); [Boyd & Ellison 2007](#)), and they usually agree in the term “interaction” when describing social networking sites

(SNSs). [McBride \(2009\)](#) perceived social networks as “websites built to allow people to express themselves and to interact socially with others” (p. 35). Furthermore, she also argues that self-expression and social interaction are contexts that we try to create, or at least imitate, in our foreign language classrooms to encourage language acquisition. Therefore, this means that SNSs allow learners to develop their interaction abilities in meaningful real situations.

In addition, [Donmus \(2010\)](#) emphasized that social networks can have an impact on “cooperative learning and construction of knowledge by students and their formation within the community they belong to” (p. 1501). Additionally, the author states that “learning by using social network is one of the concepts that best meets the concept of anytime and anywhere education” (p. 1499). In terms of motivation, [Araya & Espinoza \(2015\)](#) perceived that:

The element of new, different, and even “cool” may be used as a hook by teachers to catch the learner’s attention and direct it to something productive, eliminating the constraints and the stressful and “boring” factor that is usually associated with the classroom” (p. 258).

Furthermore, [Cabrejas \(2013\)](#) emphasized on the idea that SNSs allow teachers and students to interact outside the classroom; which is valuable in English as a Foreign Language (EFL) contexts. In a study about the use of Ning carried out by [Cabrejas \(2013\)](#), the benefits revealed were that this SNSs promotes further practice and personalized learning, which means needs fulfillment. In another study, [Harrison & Thomas \(2009\)](#) taking into account an ethnographic approach indicated that: SNSs can be used by language learners to explore new relationships rather than merely maintain existing ones. (p.109)

Facebook. In regards to the social networks, several authors agree that the most popular one is Facebook. [Araya & Espinoza \(2015\)](#) states that “In Costa Rica and in the world, the most

successful social networking site is Facebook” (p. 254). [Reinhardt & Zander \(2011\)](#) argue that “Four hundred million people, approximately 6% of the planet, are active users of Facebook, the most popular of social-networking sites (SNSs)” (P. 326). [Jalal & Zaidieh \(2012\)](#) agree that “The most famous in the world of social networks are Facebook (Facebook.com) and Twitter (Twitter.com) and MySpace (myspace.com) and others” (p. 18). In this sense, [Kamarul, Ahmad, & Zainol, \(2010\)](#) mention that “Facebook (FB) is currently considered as the most popular platform for online social networking among university students” (p. 179). Thus, [Buga, Capeneata, Chirasnel, & Popa \(2014\)](#) concluded in their study that: Facebook has permitted them to have real communication in their foreign language class.

In addition to the widespread popularity of Facebook, some studies have recognized the benefits of using social networks in language learning. [Ivanova, Charkova, and Boykova \(2016\)](#) claimed that social networks motivate students because the possibilities that they offer such as communication anytime and anywhere. In fact, the authors stated that one of the most remarkable characteristics that social media possess is the relaxing and engaging environment that permits the equally participation of the learners, as well as the development of reflective and critical thinking practices. Similarly, [Ekoç \(2014\)](#) argued that students can be motivated by the sense of belonging to a community in which they can receive support or help. Thus, promoting the students desire to have meaningful relationships with their partners.

Vlogs. In the shift to the web 2.0 several ICT tools appeared such as blogs, which after a time gave the way to videoblogs (vlogs). According to [Watkins \(2012\)](#) “While blogs are a useful tool for a writing class, vlogs—the video equivalent to blogs—are similarly useful for an oral communication class” (p. 197). In this regard, as the purpose of this study was directly related with speaking, the use of vlogs instead of blogs was predominant for the possibilities that they

allow. Indeed, [Maulidah \(2017\)](#) defined a vlog as a “portmanteau of the words video and blog (blog stands for web and log)” (p. 12). Thus, the audiovisual content is emphasized. The researcher also suggested that a “vlog is one of technology in software form which is currently used by teacher to increase students’ performance, especially in speaking”. (p. 12). Therefore, the nature of vlogs fits the purpose of the study as [Ahmad & Lidadun \(2017\)](#) argued that they allow the learners to watch their performances again to identify their strengths and weaknesses.

Similarly, [Griffith and Papacharissi \(2010\)](#) claimed that the posting of videos may create interaction between the vlog creator or vlogger, and the audience. In fact, the authors assumed that even the vlogger can show their different identities that they can have. Some research evidence the benefits of vlogs for language learning. For example, [Willmot, Bramhall and Radley \(2012\)](#) found that vlogs can inspire and engage students in the learning process. In a similar way, [Bramhall and Radley \(2008\)](#) showed that videoblogging can motivate and enhance their achievement, and even increased their autonomy. Indeed, further than that [Ahmad & Lidadun \(2017\)](#) claimed that recently the production of videos for the language class is helping the students to enjoy the challenges of assessment, and consequently, motivate towards a better quality of their work.

All in all, this literature review intended to support theoretically the main constructs that grounded this research study. In the next chapter, I will present the methodological design and its corresponding components.

Chapter III

Methodological Design

This chapter includes both the research design and the instructional design. First, in the research design, I describe the research approach, the type of study, the participants, and the instruments used during the study for data collection. Second, I present the instructional design by describing the pedagogical intervention, the instructional objectives, the intervention as innovation, and the theory of language and language learning. Third, I introduce the methodological approach underlying the pedagogical intervention, and identify the correlation that exists between the instructional design and the research question by presenting the instructional phases carried out during the intervention.

Research Design

The research design for this study contains an explanation of the research approach and type of study, a description of the participants as well as the data collection instruments.

Approach. This research study followed a qualitative approach, which intends to analyze phenomena in the context in which they happen. According to [Burns \(1999\)](#), “the aim of qualitative approaches is to offer descriptions, interpretations and clarifications of naturalistic social contexts” (p. 22). Thus, the researcher plays a central role as argued by [Gibbs \(2007\)](#) who defined qualitative research as “a matter of interpretation, especially the researcher’s interpretation of what respondents and participants say and do” (p. 7). Accordingly, this approach creates a strong relationship between the researcher and the other participants in terms of the collection and analysis of the data. In [Denzin and Lincoln \(2000\)](#) words, “qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p. 3). In this line of thought, qualitative researchers

are characterized as “discoverers and reconcilers of meaning where no meaning has been clearly understood before” ([Shank, 2002, p. 11](#)). Bearing this in mind, the qualitative approach fitted this study as there was a need to solve the specific problems that were found in the class, firstly by gathering and analyzing the data, and subsequently, by implementing the intervention following the principles of action research.

Type of study. Taking into account the aforementioned, I found that action research was the most suitable type of study for this research. According to [Jiménez, Luna and Marín \(1993\)](#), action research aims to “pose and solve problems, changing and innovating classroom processes through the collection of information in a spiral way” (p.7). Thus, this type of study fully aligns with the research approach as it seeks to understand and solve problems in the immediate context in which they happen. This view is supported by [Cohen & Manion \(1994\)](#) who conceived action research as “on-the-spot procedure designed to deal with a concrete problem located in an immediate situation” (p. 192).

In addition, [Jiménez, Luna and Marín \(1993\)](#) stated that “action research does not end with the research project; it is a continuous process in which teachers follow their own development through the review and evaluation of their work” (p.7). This means that action research allows the researcher to continuously analyze the problems and propose solutions; which is interestingly valuable for this study, as this process is constantly redefined by the information gathered in the search for improvement.

In this same line of thought, [Kemmis and McTaggart \(1985\)](#) supported this view of action research by stating that:

“The union of the terms “action” and “research” highlights the essential function of the method: to test ideas in practice as a means of improvement and as a means of increasing

knowledge about the curriculum, teaching and learning. The result is an improvement in what will happen in the classroom and the school, and a better articulation and justification of the educational reason for being what happens. Action research is a way of working that links theory and practice together: ideas in action” (p.7).

Bearing this in mind, [Kemmis and McTaggart \(1988\)](#) also proposed that action research occurs through a dynamic and complementary process, which includes four essential ‘moments’ or cycles: of planning, action, observation and reflection. These cycles are the essential steps in a self-reflective spiraling process through which participants in an action research group undertake to:

- ✓ develop a plan of critically informed action to improve what is already happening,
- ✓ act to implement the plan,
- ✓ observe the effects of the critically informed action in the context in which it occurs, and
- ✓ reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

Considering the facts mentioned previously, action research was the type of study that best responded to the context in which the participants were immersed, consequently, allowing the researchers to propose actions to solve the specific classroom situations.

Participants. This research was carried out at a public institution in Íquira-Huila, Colombia. In this section, I describe the students and me as teacher-researcher as the participants of this study.

Students. The participants that took part in this research were students from ninth grade at Institución Educativa María Auxiliadora in Íquira, Huila, Colombia. Their ages ranged between 14 to 16 years old, and they had three hours of English per week. Although the pedagogical intervention was developed with all 26 students from ninth grade, 9 students were chosen for the process of data collection and analysis. The technique that I used to select the participants was convenience sampling. [Ross \(1978\)](#) defined this type of selecting criteria as “a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher” (p. 7). Furthermore, I requested their participation in the research by consents forms also sent to their parents before starting the pedagogical intervention ([See Appendix C](#)).

Teacher-researcher. I assumed the role of both teacher and researcher for this study. As a teacher, I carried out the tasks and activities proposed for the implementation of the pedagogical intervention. Furthermore, as a researcher, I collected and analyzed the data for research purposes.

Data gathering instruments. During this study, data was collected by means of documents (students’ self-assessment formats), audiovisual materials (students’ peer-assessment comments posted on a Facebook group), teacher’s field notes and focus group interviews. These instruments allowed me to have different sources for data collection to ensure the accuracy, validity, reliability and credibility of the information gathered. Furthermore, they were previously piloted in the same institution with another group of ninth graders with similar characteristics.

Documents. [McDonough, & McDonough \(1997\)](#) stated that the use of documents (such as memos, letters, position papers, examination papers, etc.) can provide background information that otherwise would not be possible to find. In this study, self-assessment forms were framed within documents as they represent a sort of formative examination papers. ([See Appendix E](#)) These instruments allowed me to collect the students' perceptions about their own performances in the speaking skill during the recording of the videoblogs, as well as, to examine their use of these metacognitive tools.

Audiovisual Materials. According to [Creswell \(2014\)](#) there is a sort of audiovisual materials that are represented by e-mail messages, discussion board messages (e.g, Facebook), or other forms of social media messages. Thus, for the purpose of this study, peer-assessment comments were posted on each of the videos uploaded to the Facebook group ([See Appendix F](#)). These comments allowed me as a researcher to collect information about the students' perceptions in regards to their partners' performances in speaking during the videos, as well as, to examine the use that they gave to this form of online peer-assessment.

Field Notes. [Creswell \(2012\)](#) defined field notes as "text (words) recorded by the researcher during an observation" (p. 217). This view is supported by [Creswell & Creswell \(2009\)](#) when they expressed that "In this field notes, the researcher records, in an unstructured or semistructured way (using some prior questions that the inquirer wants to know), activities at the research site" (p. 181). However, although field notes are written about a class, they do not necessarily have to be completely written during the class time. In this regard, [McDonough & McDonough \(1997\)](#) stated that "Keeping field notes is a way of reporting observations, reflections and reactions to classroom problems. Ideally, they should be written as soon as possible after a lesson, but can be based on impressionistic jottings made during a lesson" (p.

103). Thus, as teacher-researcher, I made comments about what I observed during the reflective sessions, and after the class, I analyzed them and complemented the information ([See Appendix D](#)). In fact, these field notes provided the research with my perceptions about what happened during the pedagogical interventions.

Focus group interviews. [Mack, Woodson, MacQueen, Guest and Namey \(2005\)](#) argued that interviews are “useful for learning about the perspectives of individuals . . . they are an effective qualitative method for getting people to talk about their personal feelings, opinion and experiences” (p. 30). Nevertheless, [McDonough and McDonough \(1997\)](#) found group interviews to be the most productive ones. The authors stated that in this type of interviews the individuals instead of inhibit each other, they rather support and built on their partners perspectives. Thus, during the development of the study I recorded two focus group interviews ([See Appendix H](#)). The first one was a mid-term interview taped right after the second cycle of the research, and the second one was carried out at the end of implementation of the pedagogical intervention. In this line of thought, these instruments allowed me to collect deeper information about the student’s perceptions and feelings towards the study.

Instructional Design

I addressed the students’ difficulties in their speaking skill by means of implementing self- and peer-assessment practices, assisted by videoblogging on Facebook. Following these ideas, in this section I describe the pedagogical intervention, the instructional objectives, the intervention as innovation, the theory of the nature of language and language learning, the methodological approach underlying the pedagogical intervention, the connection of the pedagogical intervention with the research question, and the instructional phases created to develop the study.

Pedagogical intervention. This study was focused on the implementation of self- and peer-assessment to help ninth graders practice and reflect upon their speaking skill with the purpose of enhancing it by means of creating and posting videoblogs on a Facebook group. The implementation was carried out in 15 sessions during the two months of the fourth school term, in which the students also had to develop tasks outside the classroom.

Initially, I decided to address the study from an active learning perspective. [Cross \(1987\)](#) stated that “When students are actively involved in the learning task, they learn more than when they are passive recipients of instruction (p. 3). In this regard, I took into consideration the students’ needs, wants and lacks, when proposing the topics for the videoblogs. In support of this view, [Willis and Willis \(2007\)](#) claimed that “one way to raise motivation is to ask learners to suggest their own topics or to get them to choose the topics they like best from a list of topics that have proved popular with previous learners” (p. 64). In this sense, the learners were given a voice in the decisions for the class. Thus, after the purpose of the intervention was explained to them, the students and me chose these following topics for the implementation of the four cycles: 25 things about me, my Tag (in which we asked questions to the other vloggers about a topic they chose for the tag), interviewing a famous person, and my future plans. Besides, taking into account what has been mentioned, the students were also involved in the negotiation of the criteria for assessing their speaking as proposed by [Falchikov \(2005\)](#). Finally, they joined the Facebook group in which they could post their videos and interact with the members of the class.

After this first stage in the implementation of the project, the students were asked to make a draft of their speeches as well as to correct them based on my comments for each one of the four cycles of the action research. Following this sequence, they had to create, edit, and upload their videos to the private Facebook group which only they and I as teacher-researcher had access

to. Once it was done, the students could post comments on the videos of their partners as part of the peer-assessment process. However, they had the opportunity to do it for some days after the posting of the videos and after the “reflective sessions” that we carried out. These “reflective sessions” as I called them, were the next step after the posting of the videos. In these sessions, the students were asked to fill in a self-assessment form ([See Appendix E](#)) in which they had to assess their own performances and identify their strengths and weaknesses in their videos in regards to the speaking skill. For this purpose, during the first cycle of the action research, I explained all the criteria to the students before they filled in their self-assessments with the aim of reminding them what they were going to assess. However, after this first cycle, I noticed that most of them were lost in the criteria because I explained all the items at a time. Therefore, in the next 3 cycles of action research, I decided to explain one item at a time expecting that the students responded to the same item I was talking about. Thus, this remarkable change in the way to explain and complete the self-assessment was found to be more accurate and beneficial for the purpose of filling the self-assessments. After the completion of these forms, we watched their videos and analyze them, following the same criteria that we used for the self-assessment. Thus, as a kind of oral peer-assessment, we discussed (in the reflective sessions during the class) our points of view in regards to the videos that we watched, and subsequently, based on these discussions we gave feedback to ourselves as videobloggers (vloggers, hereafter) by posting comments on the videos found on the Facebook group. Interestingly, when I just mentioned “ourselves as videobloggers” I am also referring to me as a vlogger. This means that during the process of the implementation, I decided to create, edit and post my own video, as a means to support the students in which they were doing, and as a way to put me at their level, to show them that I also face challenges, and that I wanted to be part of the process by also receiving their feedback for my video. In this regard, most of the decisions for the class as this one were

negotiated with the students, giving them their corresponding power as active learners ([See Appendix G](#)).

Instructional objectives. To develop the instructional design, I proposed the general objective as to design and implement a formative assessment environment in which students use self- and peer-assessment as well as ICT tools such as videoblogs and Facebook to enhance their speaking skill development. To accomplish this, I stated the following specific objectives: (a) to encourage the students to use formative assessment and ICT tools as aids to have a better understanding of their learning, and consequently, be helped by them in the development of their skills; (b) to create an atmosphere of active, reflective and collaborative learning in which the students develop their critical skills to enhance their own performances and that of their peers; and (c) to provide the learners with a learning experience in which they are responsible for their own learning and are motivated to develop autonomous and self-directed learning.

Intervention as innovation. [Orafi \(2013\)](#) stated that “Educational innovations frequently require teachers to change their behaviours and practices” (p. 16) Based on this idea, the term innovation adheres a change, which creates something new. However, when I say “new” it should not be misunderstood, as it does not necessarily mean to introduce new concepts or invent things. As is the case of this study, I did innovate because although the strategies that I used already existed, I took the best of each one and combine all of them to achieve the main purpose of the research. Therefore, I introduce this new approach in this study as a seed for the literature which to my understanding had not been done before. Besides, following [Breen, Hird, Milton, Oliver, and Thwaite \(2001\)](#) points of view when they claimed that “any innovation in classroom practice ... has to be accommodated within the teacher’s own framework of teaching principles” (p. 472),

I took into account my beliefs and experience (first as a learner and then as a teacher) to shape the study in the most convenient way.

In this line of thought, [Markee \(1997\)](#) argued that “the likelihood of an innovation to be adopted is always contingent on its appropriateness in a specific context of implementation” (p. 84). This idea is supported by [Kennedy \(2013\)](#) when she expresses that “The process of innovation occurs within social and cultural contexts situated in time and space, and models of innovation derive from these social development contexts.” (p.13). Therefore, the analysis of the context and the participants allowed me to proposed ways to change the situation that was causing speaking problems at Institución Educativa María Auxiliadora. Thus, this study was also an innovation for the school as no research had been done there before in this regard.

Theory of the nature of language and language learning. The notion of language that best fitted this study is the theory of language from a functional view framed within the communicative approach. This theory remarks that language is a vehicle for the expression of functional meaning in which are emphasized the semantic and communicative dimensions rather than the grammatical characteristics of the language ([Richards & Rodgers, 1986](#)). However, it must not be understood that this theory of language disregards the linguistic view of the language. In fact, [Littlewood \(1981\)](#) claimed that communicative language teaching pays attention to both functional and structural aspects of the language.

Bearing this in mind, this study followed a theory of language as communication. This means that the purpose of language teaching is to develop what [Hymes \(1972\)](#) understood by communicative competence. The author defined this competence as what the speaker should know to be communicatively competent in a speech community. In this sense, the theory of language for this study is based on a functional communicative view.

In regards to the theory of learning, there is no a simple but rather an eclectic view of learning for the communicative approach. For example, [Savignon \(1983\)](#) considered the role of linguistic, social, cognitive and individual variables in second language acquisition as the sources for learning theories. Likewise, [Johnson \(1984\)](#) and [Littlewood \(1984\)](#) took into account an alternative learning theory which remarks that the acquisition of the communicative competence is directly related to skill development. Taking into account these perspectives, this study followed an eclectic theory of learning in which are combined the views just mentioned with the principles that I as teacher-researcher considered appropriate for the study according to my intuition. In support of this, [Krashen \(1983\)](#) argued that “When we (Krashen) provide theory, we provide them (teachers) with the underlying rationale for methodology in general” (p 261). Thus, I as the teacher had the autonomy and responsibility to make the final decisions for the class based on these theories of language learning.

Methodological approach underlying the pedagogical intervention. This study followed a formative assessment-based blended learning approach. In regards to formative assessment, [Black and William \(1998\)](#) described it as the feedback and support that is given to the students during the process of instruction to help them improve their achievements of the instructional goals. Thus, the formative approach allowed to develop self- and peer-assessment practices in which the students reflected on their speaking and that of their peers with the purpose of enhancing this skill.

Furthermore, the use of technology to break the barriers of the classroom was also an important part of the study. [Picciano \(2006\)](#) stated that blended learning is an instructional method that integrates online with face-to-face learning activities that are combined in a “planned, pedagogically and valuable” way and in which some of the face-to-face time is

replaced by online work. Following this view, the blended learning approach allowed the students and me to devote more time for the development of skills such as reflection, critical thinking and speaking. Furthermore, it helped us to keep a continuous communication between learners and me, and to make possible the advancement in tasks both inside and outside the classroom.

Connection of the pedagogical intervention with the research question. This study explored the role of self- and peer-assessment in the development of ninth graders' speaking when videoblogging on Facebook in an EFL setting. In general terms, the "Speaking skill is regarded one of the most difficult aspects of language learning" ([Leong & Ahmadi, 2017, p. 34](#)). In fact, in our context many teachers struggle to find ways to help the students develop this skill, because they are usually required to focus primarily on the skills which are tested in the national examinations such as Pruebas Saber. In other words, the speaking skill is usually left aside to give priority to the other skills. As this situation often impedes the properly development of the students' speaking (as in this case), I proposed this intervention to provide the students with a formative assessment atmosphere in which they can practice and reflect upon their speaking by using ICTs. In this regard, the intervention was developed according to the research question which links self- and peer-assessment, speaking, videoblogging and Facebook.

Instructional phases. This study was developed following the phases of action research as described in [Table 1](#).

Phase of the implementation	Main events
Plan (Introduction)	<ul style="list-style-type: none"> <li data-bbox="570 1776 1365 1808">• Needs analysis, statement of the problems and strategies to

	<p>solve them (Survey and interview for Diagnosis)</p> <ul style="list-style-type: none"> • Explanation of the proposal and getting the required permissions • Students' introduction to the parameters and principles proposed to follow (Explanation of the main concepts of the study, and negotiation of the topics and criteria for assessment (See Appendix E)) • Discussion of general ideas about the implementation of the study. • Students' joining to the Facebook group
<p>Act (Intervention)</p>	<p>The plan was developed with minor changes that were considered during the interventions</p> <ul style="list-style-type: none"> • Watching of sample videos during the class time and outside in Facebook • Writing and revision of the speech's scripts • Recording and uploading of the videos • Time for the reflective sessions in which: <p style="margin-left: 40px;">The students filled their self-assessment forms</p> <p style="margin-left: 40px;">The students and the teacher watched and provided feedback orally on the videos as part of the peer-assessment process</p> • Posting of peer-assessment comments on the videos uploaded to the Facebook group
<p>Observe (Perception)</p>	<p>This stage was developed in parallel with the interventions</p>

	<ul style="list-style-type: none"> • Actions were analytically observed (the discussions in class and the field notes served to subsequently evaluate the interventions)
Reflect (Evaluation)	<ul style="list-style-type: none"> • Decision making about the development of the study by taking into account the observations made during the interventions • Evaluation of the implementation of the study by means of a final focus group interview to get to know the students' perceptions about it

Table 1. Implementation phases and activities

Plan (Introduction). During the first phase, it was important to analyze the needs, wants and lacks of the learners to get acquainted with the main problems that they were facing and propose strategies to help them overcome their difficulties. For this reason, I applied a diagnostic survey ([See Appendix A](#)) and an interview to the teacher at that time. After doing this, I explained to the principal, parents and learners the purpose of the intervention and get their permission through consent forms to implement the project. Once it was done, from the very beginning the students were introduced with the parameters and principles that we took into account for the intervention. Thus, I provided them with an enlightened overview of the main concepts in regards to the constructs of the study, and negotiated with them the topics and the criteria for the assessment. Furthermore, a general idea of how we would work during the pedagogical intervention was given. Finally, they joined the Facebook group in which they posted their videos and used means of interaction as for example peer-assessment comments ([See Appendix G](#)).

Act (Intervention). In this stage, the plan was developed with the corresponding changes or considerations that were appearing during the process. During the class and by means of Facebook the students were given the opportunity to watch videos related to the corresponding topics for each one of the four intervention phases of the study ([See table 2](#)). Next, they were asked to write the scripts of their speech for the video, which I subsequently checked. Afterwards, they recorded and edited their videos outside school, and uploaded to the Facebook group. When we came back to the class, we did what I called the “reflective sessions”. During these interventions, the students filled a self-assessment form ([See Appendix E](#)) in which they assessed themselves following the criteria proposed, and established their strengths, weaknesses and commitments for the next video in terms of their speaking. Furthermore, during these sessions we watched and provided feedback on the videos of each one as part of the peer-assessment process. Finally, the students were encouraged to post reflective comments on the videos that their partners uploaded to the Facebook group to help them realize of their strengths and weaknesses when speaking. Bearing this in mind, it was the common procedure for the four intervention phases:

Intervention Phase	Topic	Description
1	25 things about me	The students told 25 things about them as a form of introducing themselves to other people
2	My Tag	The students and the teacher (each one) recorded videos answering the questions that were commented on the topic posted on the Facebook group
3	Interviewing a famous person	The students worked in pairs simulating an interview to a famous person
4	My future plans	The students expressed their plans for the

		future
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Table 2. Intervention phases with their corresponding topics and descriptions.

Observe (Perception). This stage was developed in parallel with the interventions. After an action was developed as part of the interventions, it was analytically observed. For doing this, the discussions in class as well as the teacher's field notes served to collect this kind of information. The perceptions that were arising from these observations led us to evaluate the different aspects of the study.

Reflect (Evaluation). A stage of evaluation and reflection was also developed during the process. It allowed the teacher and the students to take decisions in regards to the development of the study. Furthermore, at the end of the implementation of the study, it was also necessary to evaluate the different aspects of it by means of collecting data on the students' perceptions of the study. For this purpose, a final focus group interview was carried out to get to know the students' overall views about the pedagogical intervention.

Topic selection and development. The topics chosen for the pedagogical intervention were negotiated with the students. In this case, the four appealing and appropriated topics were: 25 things about me, my Tag (in which we asked questions to the other vloggers about a topic they chose for the tag), interviewing a famous person, and my future plans. The purpose of the pedagogical sessions was to offer the students a variety of contexts, topics and situations in which they could use the language in a meaningful and creative communicative manner, to subsequently reflect on their performances and correspondingly take the appropriated actions following a formative approach.

Chapter IV

Data Analysis

Data Analysis Procedure

The purpose of this study was to explore the role of self- and peer-assessment in the development of ninth graders' speaking skill when they do videoblogging on Facebook in an EFL setting. To collect the data, documents (self-assessment forms), audiovisual materials (peer-assessment comments posted on a Facebook group), teacher's field notes, and focus group interviews were administered during the implementation. Students' perceptions, teacher observations, class reflections, thoughts, feelings, behaviors, and students' performances on self- and peer-assessment as well as on the speaking skill were analyzed by means of these instruments.

To analyze the data, I followed the principles of qualitative content analysis, which for the purpose of this study is described as: a research method for subjective interpretation of written or oral materials through the systematic classification process of coding and identifying themes or patterns to establish categories which describe the meaning of the qualitative data ([Moretti et al., 2011](#); [Hsieh & Shannon, 2005](#); [Schreier, 2012](#)). In regards to the process for analyzing the data, I first did what I called a "pre-analysis" in which after a deep examination of the data, I sampled and summarized the most relevant information found in each one of the instruments. Then, I grouped all the information in one document, and through intensive reading, I began to establish patterns and correspondingly assign them codes to identify them. After that, I created some subcategories which compiled the codes to have a better understanding of the data. Finally, I established the relationship between these subcategories and designed categories which represented them and responded to the research question as well as to the research objectives.

For the purpose of organizing the information, I also used some acronyms which represented the instrument, the action research cycle in which the information was collected, and the participant. As such I used these: *Instrument*: **SAF** (self-assessment form), **PAC** (peer-assessment comment), **TFN** (teacher's field notes), **FGI** (focus group interview). *Cycle of the action research*: **1, 2, 3, 4**. *Participants*: **CC, JC, YE, KM, JM, HN, APP, APR, GP**. Therefore, **PAC1HN** represents the peer-assessment comment made during the first cycle by the student HN. These acronyms helped me to apply methodological triangulation to assure credibility and trustworthiness ([Marshall & Rossman, 2011](#)). In this way, by comparing the data throughout the different instruments to assure the findings I guaranteed validity, and by checking the transcripts and the code processing, I provided reliability to the study.

Research Categories

Throughout the analysis of the data collected, two categories came to light with their corresponding subcategories. These are presented in the following chart.

Research Question	Categories	Subcategories
What is the role of self- and peer-assessment in the development of ninth graders' speaking skill when they do videoblogging on Facebook in an EFL setting?	Students' self- and peer-assessment perceptions of the development of their speaking skill	<i>Students' speaking skill development according to self-assessment.</i>
		<i>Students' speaking skill development according to peer-assessment.</i>
	The incidence of self- and peer-assessment on students' speaking skill development when they do videoblogging on Facebook	<i>Self-assessment roles in the development of the students' speaking skill.</i>
		<i>Peer-assessment roles in the development of the students' speaking skill.</i>

		<i>The incidence of videoblogging and Facebook in the process of self- and peer-assessment for developing the students' speaking skill</i>
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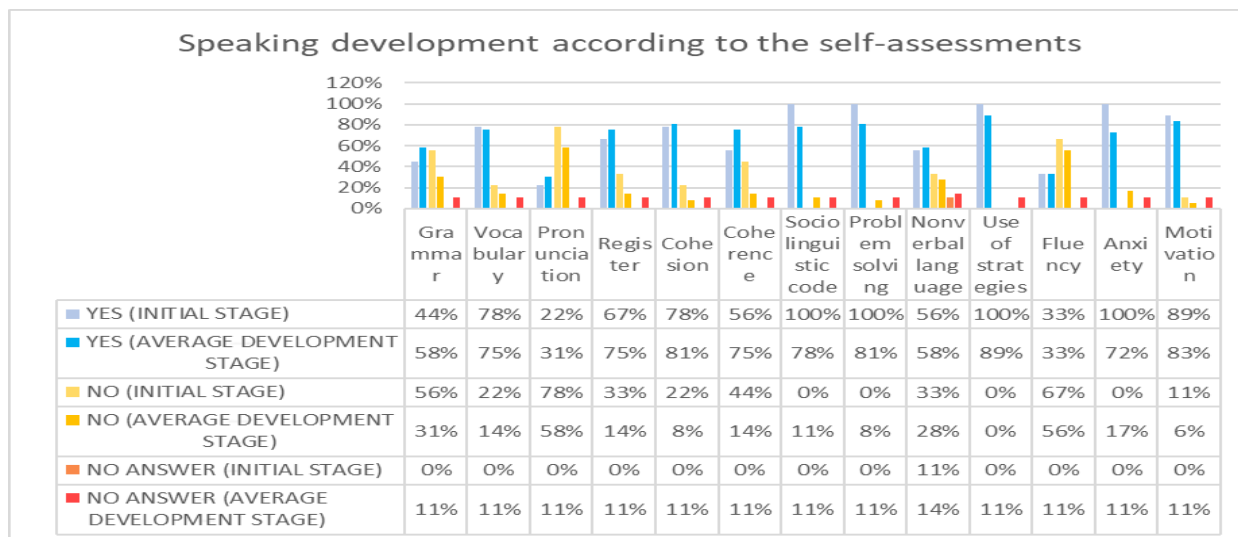
Table 3. Research categories and subcategories

These categories and subcategories are directly connected with the research question “What is the role of self- and peer-assessment in the development of ninth graders’ speaking skill when they do videoblogging on Facebook in an EFL setting?”. In this regard, the analysis of the data addressed the objectives of the study, which were related to explore the role of self- and peer-assessment in the development of ninth graders’ speaking skill when videoblogging on Facebook. Furthermore, the specific objectives were also taken into account for examining the students’ development of the speaking skill according to their perceptions in the self- and peer-assessments, and for establishing the incidence that self- and peer-assessment have on students’ speaking skill development when they do videoblogging on Facebook.

Students’ self- and peer-assessment perceptions of the development of their speaking skill. This first category comprehends the development that ninth graders from Institución Educativa María Auxiliadora evidenced in regards to their speaking skill. For giving account of this, two perspectives are represented and described by the subcategories: “students’ speaking skill development according to self-assessment”; and “students’ speaking skill development according to peer-assessment”.

Students’ speaking skill development according to self-assessment. As this study aimed at helping the students in their speaking skill development, I determined its progress based on the ideas of [Bachman and Palmer \(1989\)](#) who concluded that self-assessment may be a reliable and valid method for assessing communicative competence. For this purpose, I took into account the students’ positive, negative and missing answers from the self-assessments of the initial stage of

the study (during the first cycle) and of the average development stage (during the four cycles) of the implementation and contrasted them. Thus, Graphic 1 shows the percentages of answers just mentioned before in a relationship with each one of the aspects of the criteria used to assess the students' speaking skill framed within the communicative competence.



Graphic 1. Speaking development according to the self-assessments.

As evidenced in Graphic 1, the contrast between the students' positive and negative responses in the initial and average development stages suggests that positive answers increased and negatives replies decreased in some aspects of the criteria. Therefore, it represents the positive development that the students had in regards to grammar, pronunciation, register, cohesion, coherence, and non-verbal language. In the case of anxiety, although the positive answers decreased and the negative increased, it also means positive development, as positive replies means that the students felt more anxious and vice versa ([See Appendix E](#)).

Similarly, the comparison between the positive and negative answers in the initial and average development stages allows seeing that positive answers decreased and the negative ones increased in some assessment criteria. Hence, it reflects the negative development that the students had in regards to sociolinguistic code and problem solving.

In other aspects of the assessment criteria, there were some variations. For example, in the use of strategies the positive responses decreased and the negative did not vary. Thus, as the positive responses decreased in the same amount that the students that did not answer during the average development stage, we should consider two options: the first, in which the missing students would probably have chosen the 'yes' option and consequently, the development should not vary; or the second, in which the students that did not answer would have chosen the 'no' option, and consequently, the use of strategies should have slightly negatively varied. In this regard, I consider the option 2 as it represents a close view to both choices. For that reason, I would argue that the use of strategies was slightly negatively affected.

Likewise, some other criteria kept up on one side and were lower in the other. For example, fluency kept up the number of positive perspectives and had fewer negative answers. Therefore, I would to assume that the fluency affected by the missing answers very slightly improved.

As for the other speaking criteria, for example, in vocabulary and motivation, the positive and negative responses decreased. Interestingly, in the lexicon, the positive replies just slightly declined in comparison with the negative views. In contrast, motivation perspectives were similarly lower to each other. This information leads me to conclude that vocabulary was positively affected, and that motivation was insignificantly negatively changed.

Finally, the students' lacking responses initially just barely affected the nonverbal language. However, during the average development stage, they somewhat similarly influenced all the aspects of the criteria.

With this in mind, the students' speaking skill development was not only evidenced since the students' viewpoint but also from the teacher's panorama. He highlighted that:

As for speaking, a low level is noticed in most. Students use the script, but they are dedicated to reading it, which is not the purpose of the project; although one way or another this could contribute to their learning. I think that for this reason they handle certain aspects of language better, but neglect their audience and some make it a mere act of reciting, although it is well written. TFN1

Through the videoblogs, students demonstrate that they have positively developed most aspects of their speaking skill, however, there are some in which they still have difficulties. I think it's a matter of practicing more, because some of them still continue reading the guide. TFN4

Bearing in mind these considerations, it is noticeable from the teacher's perspective how the students gradually developed their speaking skill from the beginning to the end of the process. In general terms, the students started with a low speaking proficiency level and could improve almost all the aspects of their speaking during the study implementation term. However, a common concern was that the students used to read the script. As documented in the teacher field notes, this script was just a guide for organizing their speech and not a tool to read, nor to substitute their natural communication. Nonetheless, this is to some extent, understandable due to, their speaking beginners' level.

All in all, the students could develop positively the aspects of grammar, vocabulary, pronunciation, register, cohesion, coherence, nonverbal language, and anxiety; negatively the components of sociolinguistic code and problem-solving; and finally, fluency affected by the missing answers very slightly improved, and the use of strategies and motivation were slightly negatively affected. Indeed, some samples of the students' performances on the videos can reflect the improvement of different aspects in their speaking which was framed within the communicative competence:

It is noticeable how the students have positively developed most of the aspects of their speaking cycle by cycle. For example, the speaking performances of CC in the videos are a demonstration of this:

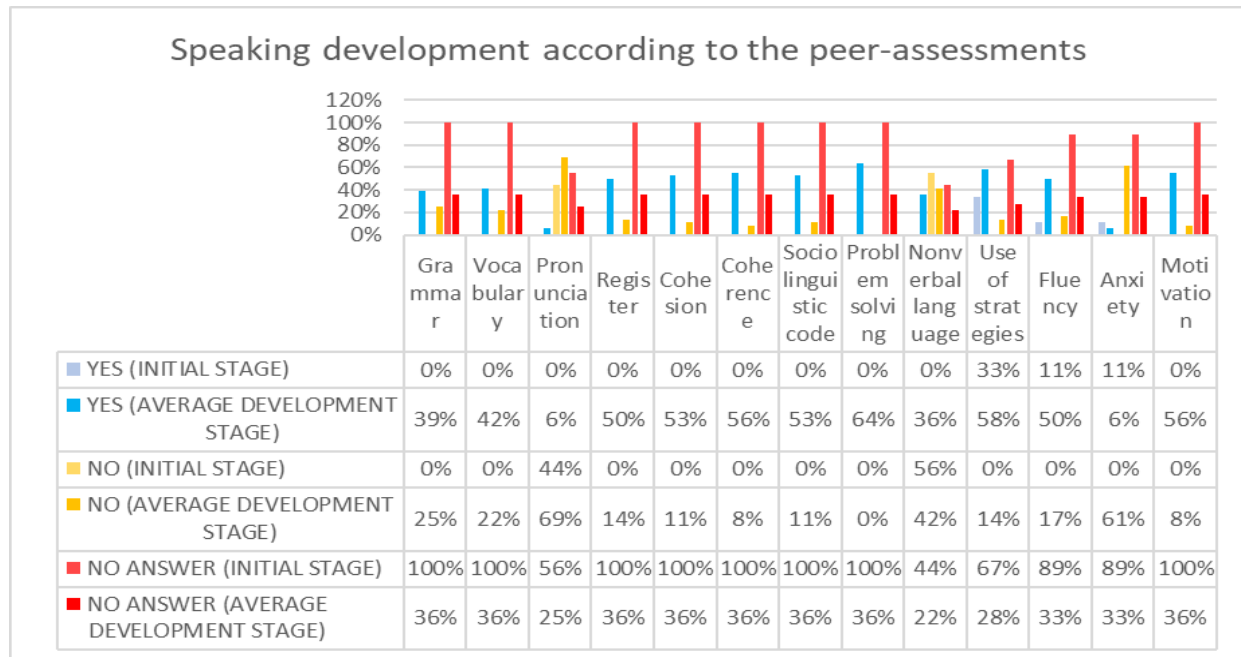
"I was born on January, 16 sixty nain seventeens, nainteen sixty two. And I am currently 62 years old (V3CC)"

"My future plans would be to...enter to university and study technology, but I don't know yet what kind of work to do with technology (V4CC)" These samples confirm that the student developed most of the aspects of his speaking; even some of them which are difficult to transcribe such as pronunciation, motivation, and the control of anxiety."

TFN4

In this case, as recognized in the teacher's field notes, the students developed most of the aspects of their speaking skill. Therefore, this analysis from a self-assessment perspective evidence the positive development that the students had in this skill. As also concluded in [Caicedo, Lozano and Vanegas \(2018\)](#) the learners highly benefit from applying self-assessment using their videos for reflecting on their speaking and for improving it. In fact, the authors stated that videos can be helpful for promoting reflection among students as they can watch their performances again and consequently look for strategies for improvement. In the next subcategory, the students' speaking skill development is addressed from a peer-assessment perspective.

Students' speaking skill development according to peer-assessment. Interestingly, in this study part of the students' speaking skill development was evidenced in some of the comments that the students posted on the Facebook group during the process. In this regard, I took into account the students' positive, negative and missing comments from the peer-assessments of the initial stage of the study (during the first cycle) and of the average development stage (during the four cycles) of the implementation and contrasted them. Thus, Graphic 2 shows the percentages of comments just mentioned before in a relationship with each one of the aspects of the criteria used to assess the students' speaking skill framed within the communicative competence.



Graphic 2. Speaking development according to the peer-assessments.

As evidenced in Graphic 2, the contrast between the students’ positive and negative comments in the initial and average development stages suggests that positive comments increased and negatives remarks decreased in some aspects of the criteria. Therefore, it represents the positive development that the students had in regards to non-verbal language. In the case of anxiety, although the positive answers decreased and the negative increased, it also means positive development, as positive replies means that the students felt more anxious and vice versa.

Similarly, the comparison between the positive and negative answers in the initial and average development stages allows seeing that positive answers increased more than the negatives ones in some assessment criteria. Hence, it also reflects the positive development that the students had in regards to grammar, vocabulary, register, cohesion, coherence, sociolinguistic code, use of strategies, fluency, and motivation.

As for the other speaking criteria, there were some variations. For example, in problem solving the positive responses increased and the negative did not vary. Thus, this data illustrates the positive development that the students had in this regard. Furthermore, in pronunciation the negative responses increased more than the positive. As a result, the students had a negative development in this aspect.

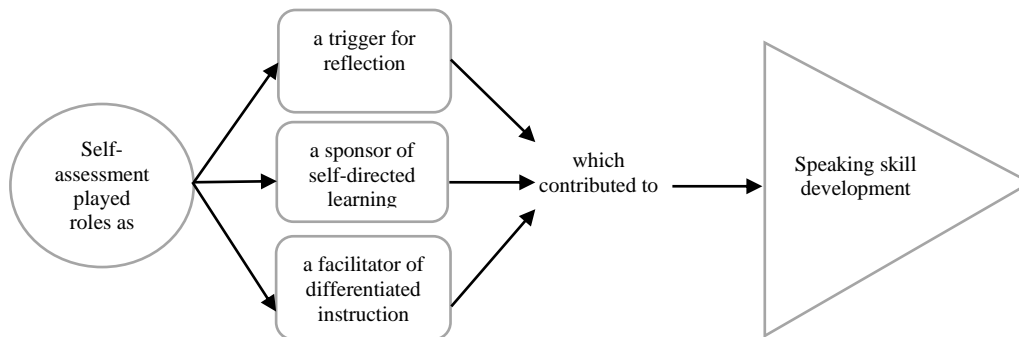
Finally, the students' lacking responses initially affected more all the aspects of the criteria. However, during the average development stage, they less influenced all the aspects of the criteria as the students commented on most of them more regularly.

By doing this comparison, it is important to understand that in the peer-assessment process the students did not have to make comments on each one of the aspects of the criteria. In fact, most of them prefer to make judgments for just some of them. Therefore, the quantitative analysis of these comments does not intend to fully represent the speaking development that the students had. It is rather a sample of the students' collected views in regards to their positive, negative and missing comments that they posted on the Facebook group. Thus, what is important here, is to highlight that the students found useful these types of assessment for enhancing their learning, rather than trying to show precise statistical comparisons of reliability.

All in all, the students could develop positively the aspects of grammar, vocabulary, register, cohesion, coherence, non-verbal language, anxiety, sociolinguistic code, problem solving, use of strategies, fluency, and motivation. Furthermore, their pronunciation was developed negatively according to the sample of perceptions in their posted comments on the Facebook group. Therefore, this analysis from a peer-assessment perspective also evidence that the students could develop most of the aspects of their speaking skill.

The incidence of self- and peer-assessment on students’ speaking skill development when they do videoblogging on Facebook. This second category represents the influence that self- and peer-assessment had on the development of the students’ speaking skill when they did videoblogging on Facebook. This incidence is represented by the different roles described by the subcategories: “self-assessment roles in the development of the students’ speaking skill”; and “peer-assessment roles in the development of the students’ speaking skill”.

Self-assessment roles in the development of the students’ speaking skill. As evidenced throughout the analysis of the data collected, self-assessment played roles as a trigger for reflection, as a sponsor of self-directed learning, and as a facilitator of differentiated instruction in the development of the ninth graders’ speaking skill. Graphic 3 shows the incidence that self-assessment had in the students’ speaking skill by playing the roles previously mentioned.



Graphic 3. The incidence of self-assessment in the students’ speaking skill development when they do videoblogging on Facebook

With this in mind, the most remarkable role of self-assessment found in this study was that of triggering reflection. This role allowed the students not only to assess themselves but also to reflect upon their speaking performances to subsequently take actions in a search for speaking improvement. Indeed, this process aligned with the definition provided by [Andrade and Du \(2007\)](#) in which they argued that self-assessment is a procedure of “formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses

in their work, and revise accordingly” (p. 160). Thus, most of the students recognized the benefits encountered when they were using self-assessment:

Las autoevaluaciones son buenas porque de esa forma uno se da cuenta de lo que tiene que mejorar. [Self-assessments are good because that way you realize what you have to improve] FGI1KM

Las autoevaluaciones son fundamentales. Como todo en la vida tiene uno que saber qué le falta mejorar y pues el tema de los videos está muy bien, porque digamos en el primer video yo hice esto, entonces yo cuando hago la autoevaluación digo: me faltó mejorar, no sé me vi como muy tímido, entonces, en el otro voy mejorando y así hago con todos los videos. [Self-assessments are fundamental. Like everything in life you have to know what you need to improve and the topic of the videos is very good, because let’s say, in the first video I did this, so when I do the self-assessment I say: I needed to improve, I do not know I saw myself as very shy, then, in the other I am improving and so I do with all the videos] FGI1APR

Taking into consideration these two samples, all the comments that the students did during the first interview in regards to self-assessment were positive. They stated that this practice helped them to acknowledge their strengths and weaknesses in their speaking with the aim of improving it. Therefore, they developed their internal self-awareness, which is described by [Eurich \(2018\)](#) as a representation of “how clearly we see our own values, passions, aspirations, fit with our environment, reactions (including thoughts, feelings, behaviors, strengths, and weaknesses), and impact on others.” (#1: There Are Two Types of Self-Awareness section, para. 3). However, surprisingly only during the second interview, some students hold a not so favorable perspective on some aspects of the self-assessment instrument as such. These were the major concerns:

Las autoevaluaciones en cierta manera son buenas porque pues, sin embargo, aunque las preguntas son un poco como complejas, ya como para digamos para uno, pero sin embargo uno la responde y a la medida que uno la va respondiendo uno la va ya de varias veces de hacerlo le va cogiendo el sentido. [Self-assessments are in some ways good, although the questions are a bit complex, as if to say for one, but nevertheless one answers it and as one responds it after several times one is making sense of it] FGI2HN

Con el tiempo nosotros nos fuimos acostumbrando a este método... Por las preguntas que hacen [Over time we have become accustomed to this method... Because of the questions they ask] FGI2JC

Es un poco extensa la autoevaluación [the self-assessment is a bit extensive] FGI2YE

These excerpts from the second focus group interview at the end of the interventions show how the students get used to manage the concepts of the self-assessment criteria. Although they felt that these concepts were challenging for them, they recognized that could internalize them better when putting them into practice. This situation may be explained by the fact that as the students were new in the use of self-assessment, they were acquiring the knowledge of the concepts given in the assessment criteria. For that reason, it is still understandable that the students could not totally recognize some of these aspects even in the fourth self-assessment, as the process of the implementation was relatively short. Finally, the extensiveness of the self-assessment responded to a detailed assessment of their speaking. The more detailed, the more specific could be the strategies that the students would use for improving their performances. Surprisingly, although the assessment criteria were negotiated with students since the beginning of the process, they just expressed these not so favorable claims during the last interview.

As a result, these findings are similar to those in the study of [Lim \(2007\)](#). The author concluded that the repetition of self- and -peer assessment tasks can make learners bored; however, the more training is given, the more accurate the assessments are. In addition, he explained that self- and peer-assessment motivated the learners to overcome their weaknesses relying on the assessment criteria-given to them, which correspond to the outcomes of this study.

All in all, self-assessment had the role of helping the students to reflect upon their speaking skill. This allowed them not only to strengthen their internal self-awareness as learners by recognizing their strengths and weaknesses in speaking, but to better guide their efforts for improving its speaking skill.

Following this line of thought, the second role of self-assessment as a sponsor of self-directed learning was connected with the learners' acquired responsibility for their speaking

development process. [Knowles \(1975\)](#) describes self-directed learning as “a process in which individuals take the initiative without the help of others in diagnosing their learning needs, formulating goals, identifying human and material resources, choosing and implementing appropriate learning strategies, and evaluating learning outcomes” (p. 18). In this sense, the students got responsibility for their learning and had the opportunity to be individually engaged in their speaking development. With this in mind, the students indirectly recognized the impact that self-assessment had on their self-directed learning, and consequently, on their speaking skill development:

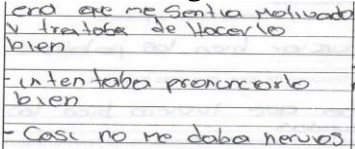
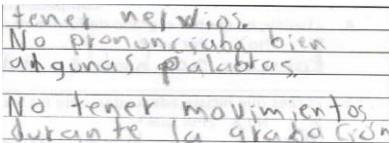
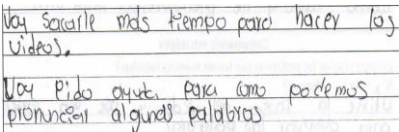
La autoevaluación es una parte fundamental del proyecto porque ahí es donde uno mismo se da cuenta...qué es lo que hace bien, qué es lo que hace mal...uno ya va reconociendo lo que tiene que ir mejorando. Y a no, yo estoy con esto entonces vamos a darle más a esto, y a medida que uno va haciendo eso pues, va mejorando en todo. [Self-assessment is a fundamental part of the project because that is where oneself realize...what you do well, what you do wrong...one is already recognizing what has to be improved. So, I am with this then we will give more to this, and as one does that, one improves in everything.] HN FGI1

This sample shows how self-assessment was considered essential for students' speaking improvement. As can be evidenced, the student is constantly talking about himself as the main author of his learning process; he is indirectly expressing his role as a self-directed learner. Therefore, self-assessment allowed the students to be active participants in their learning processes by helping them to identify by their own the strengths and weaknesses on their speaking, as well as, by guiding them to propose strategies as compromises that better suit their own necessities. This aligns with the vision of [Khusnia \(2015\)](#) when arguing that self-assessment has the purpose of fostering students' responsibility for evaluating, judging and improving their own performance. In fact, the learners made the following comments in regards to the responsibility for their own learning:

Que a usted le digan que tiene que aprenderse eso, pues va a ser como más obligado y todo pero si usted lo hace de una manera dinámica, divertida, va a ser mucho más fácil captar la, la la clase. [When you are told that you have to learn that, because it will be as more obligatory, but if you do it in a dynamic, fun way, it will to be much easier to understand the class] FGI2YE

Si uno lo hace digamos por diversión como por quererlo hacer uno propio, a uno le gusta y uno lo sigue haciendo, y así uno va aprendiendo y va recogiendo más sobre el inglés, y eso es algo bueno porque a uno que lo manden uno pues como no hace caso. [if one does it, let's say for fun, as for wanting to make one's own learning, one like it and one keeps doing it, and so one learns and understand more about English. And that is a good thing, because if someone gives an order to you, one probably do not do what the other expects] FGI2HN

These excerpts confirm that the students felt more comfortable when they self-directed their learning. In fact, they preferred taking learning initiatives rather than receiving orders. In this way, they would continue working on their learning as HN expressed. Hence, when learners are given their corresponding responsibility for their own learning, they find it more enjoyable, and can explore their creativity for enhancing their skills even lifelong. As was argued by [McMillan and Hearn \(2008\)](#) when students self-assess they are enhancing their sense of ownership and responsibility, which increases their motivation. In this regard, most of the participants were responsible for their duties as learners during the four cycles. However, two them during the third cycle and other two during the fourth cycle did not record their videos, and consequently, did not fill their self-assessment. These samples of their strengths, weaknesses and commitments to improve give account of how the students self-directed their learning:

Strengths	Weaknesses	Compromises
 <p>era que me sentia motivado y trataba de hacerlo bien - intentaba pronunciarlo bien - Casi no me daba nervios</p>	 <p>tener nervios. No pronunciaba bien algunas palabras. No tener movimientos durante la grabación</p>	 <p>No sacarle más tiempo para hacer los Videos. No pido ayuda para como podemos pronunciar algunas palabras</p>
SAF1HN:	SAF1CC:	SAF2JM:

During the four cycles the students reported strengths in regards to motivation for learning, the better control of anxiety, and even the consolidation of friendship. Regarding the weaknesses, they mentioned anxiety, the lack of pronunciation, body language and fluency. Furthermore, the compromises were related to control of anxiety, the improvement of pronunciation and body language, and the devotion of more time for strategies such as reviewing and recording more videos.

All in all, self-assessment helped the students to be in charge of their own learning and work towards the improvement of their speaking skill. I would argue that the more committed a learner is for its own learning, the more opportunities of achievement they would have. For that reason, as teachers, we should reconsider our dominant role in the class, and allow the learners to play their corresponding active role on it. If we accomplish this, teachers and learners would better work together for making education more enjoyable and effective.

With this in mind, the third role, self-assessment as a facilitator of differentiated instruction, addresses how self-assessment allowed the students to recognize and use specific information about their learning for making a more exclusive development of the speaking skill. [Tomlinson \(2005\)](#) defined differentiated instruction as a “philosophy of teaching purporting that students learn best when their teachers effectively address variance in students’ readiness levels, interests, and learning profile preferences” (p. 263). Therefore, from the teacher perspective it was possible to recognize the students’ learning differences since the beginning:

It is noted that each student has different skills, some are very good at speaking, others at writing their script, and others at editing the videos. Each student has different talents and talents in common. Some find it more difficult for some things than others. However, I have noticed that some support each other when they are going to record and what it has to do with the creation of their vlog. As far as collaborative work could be very helpful for them. TFN1

As evidenced in this excerpt, the teacher acknowledged that students had a plethora of differences and some commonalities as learners. As [Berliner and Biddle \(1995\)](#) stated what works for some learners will not work for others. However, the teacher mentioned that one of that commonalities is that they supported each other when they recorded themselves and in what had to do with the creation of their vlogs. This not only means that the students used strategies for helping them in their speaking development process, but also, that they worked on collaborative efforts as one of the main strategies. Thus, the students used different strategies that helped them achieve better results in their performance when personalizing their learning:

SAF1APR

SAF4YE

SAF1APP

These excerpts evidence that the students used as main strategies: to work in collaborative groups, to use the script as a guide for their speech, to pause the recording of the video and make a review of the speech, to use images and body language for clarifying their message, and to be prepared before recording their videos. Furthermore, in the self-assessment forms the students expressed some other strategies such as: to translate, to investigate, to use their first language, to read the script, to keep calm and move to relax, to record again, to watch the videos that the teacher uploaded to the Facebook group, to record the audio first and then the video, and to memorize their speech and the pronunciation of the words, between others. In fact, the following samples support that students enjoyed and found beneficial the use of different strategies for helping them in their speaking skill development:

yo estoy con esto entonces vamos a darle más a esto, y a medida que uno va haciendo eso pues, va mejorando en todo [I am with this then we are going to give more to this, and as one is doing that then, one is improving in everything] FGI1HN

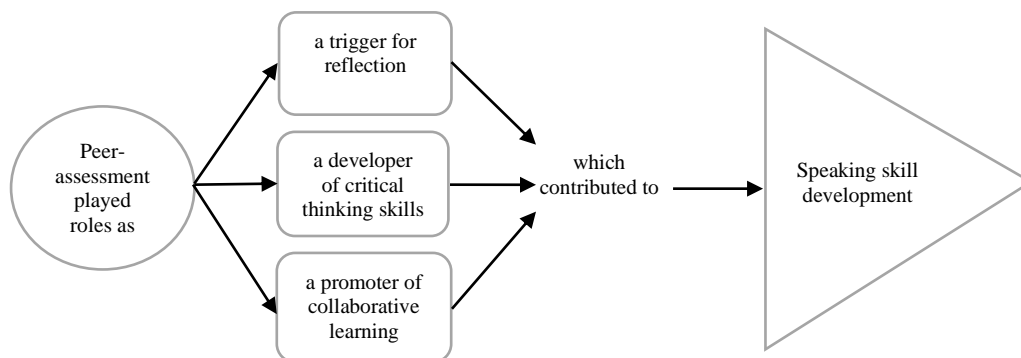
A mí lo que más me gusta del proyecto es que nosotros, tenemos una forma diferente, una forma dinámica de aprender, es algo que como al ser divertido nosotros como como que agarramos más lo que es el inglés ya que forma por este proyecto uno aprende más y va desarrollando más el inglés. [What I like most about the project is that we, have a different way, a dynamic way of learning, it is something that as being fun we like how we understand more what is English since by this project one learns more and is developing more our English.] FGI2HN

The first sample reflects how the students developed their speaking skill by addressing their individual difficulties. In this regard, the student tried to explain that once they recognized their individual problems, they tried to solve them by using specific strategies, and consequently, their improvement was a result of cyclically developing this process. [Su \(2005\)](#) supports this, when she argued that appropriate learning strategies can positively influence students' self-confidence and enhance their language proficiency. Regarding the second sample, the students

felt motivated not only for addressing a different kind of assessment, but for using some strategies proposed for the class as were the use of videoblogging for watching their performances and for helping them assess more accurately, as well as, the use of Facebook as a channel of communication for posting their videos and their peer-assessment comments as will be explain in detail later.

All in all, the possibility of differentiating the students learning process by means of the self-assessment, allowed the students to solve their individual problems through specific strategies that they used during the study. Therefore, the students could better guide their efforts when trying to develop their speaking skill.

Peer-assessment roles in the development of the students' speaking skill. As evidenced throughout the analysis of the data collected, peer-assessment played roles as a trigger for reflection, as a developer of critical thinking skills, and as a promoter of collaborative learning in the development of the ninth graders' speaking skill. Graphic 4 shows the incidence that peer-assessment had in the students' speaking skill by playing the roles previously mentioned.



Graphic 4. The incidence of peer-assessment in the students' speaking skill development when they do videoblogging on Facebook

With this in mind, the most remarkable role of peer-assessment found in this study was that of triggering reflection. Indeed, by peer-assessing the students could identify their strengths and weaknesses, and propose strategies regarding their speaking skill as also happened in their

self-assessments. However, in this type of assessment they could reflect upon their partners' judgements for each one of the participants. In this regard, [Topping \(1998\)](#) argued that "peer assessment is an arrangement in which individuals consider the amount, level, value, worth, quality or success of the products or outcomes of learning of peers of similar status" (p. 250).

Thus, the students were able to assess their peers' performances and provide critical feedback to them while enhancing their reflective skills ([Sluijsmans and Prins, 2006](#)). Accordingly, the students did not only have their introspective 'emic' view in the self-assessments, but they also had an external 'etic' perspective of their performances in the peer-assessments ([Harris, 1968](#)).

Following these ideas, peer-assessment acted as a complement to self-assessment. In particular, it allowed the students to work collaboratively for identifying their main problems in speaking and for advising the use of strategies between them:

A mi me gusta ese proceso porque uno ahí es donde le dice a los compañeros, en qué es lo que fallan, qué es lo que tienen que mejorar, cómo lo hacen, entonces...uno motiva al otro...Entonces, eso es como una ayuda porque, si uno en la autoevaluación uno no reconoce ese error, puede ser que un compañero sí lo reconozca. Entonces...uno va a mejorar [I like that process because there is where one tells his teammates, what they fail, what they have to improve, how they do it, so, one motivates the other...So, that is like a help because, if one in the self-assessment one does not recognize that error, it may be that a partner does recognize it. Then...one will improve]" FGI1HN

Es muy bueno porque ahí hace uno de cuenta de que de que tiene errores y el compañero te va a informar, entonces mientras que ellos te dicen algo entonces ya uno no lo toma tanto a mal, sino que como un consejo para cambiar el video... usted en el segundo [video] va a variar... [It is very good because there one supposes that one has errors and the partner is going to inform you, then while they tell you something then you don't take it so badly, but rather, like, an advice to change the video... in the second video you will vary] FGI2YE

These samples show how the students understood the formative character that peer-assessment had in this study. They acknowledged that the exchanges of critical reflective feedback (in the second excerpt called 'advice') helped them to raise their external self-awareness to recognize their strengths and weaknesses in speaking from an outsider view. [Eurich \(2018\)](#) argued that external self-awareness means "understanding how other people view us... Our research shows that people who know how others see them are more skilled at showing empathy and taking others' perspectives. (#1: There Are Two Types of Self-Awareness section, para. 4).

Therefore, these students emphasized on the possibility to motivate their partners by providing them with some ‘tips’ for improving their speaking performance in the videos. Indeed, students’ positive views about this process are present in their comments as they did not see it as a threat, but rather, as a help for improving their speaking:

Es una forma como de que uno se dé cuenta de lo que tiene mal y corregirlos sin digamos que sea una forma como de regaño sino como una crítica pues que constructiva para uno [It is a way for one to realize what is wrong and correct it without saying that it is a form of scolding, but as a constructive criticism for one] FGI2KM

Es muy buena porque uno así uno va con el tiempo va mejorando el habla de inglés, y entonces con el tiempo uno va mejorando mucho para irse por lo menos al extranjero a hacer cursos de inglés pero uno ya sabiendo más [It's very good because one likes that with time it improves English speaking, and then, over time, one gets much better to go for at least abroad to do English courses but one already knowing more] FGI1JC

These samples evidence how participants hold an optimistic view of this process. In fact, they understood that their partners’ feedback was beneficial rather than judgmental. In this case, peer-assessment allowed the learners to monitor their own learning processes ([Lew, Alwis, & Schmidt, 2010](#)). For that reason, in the last excerpt, one student argued that this practice helped them to develop their speaking, and that if they continue improving, they could have advantages when enrolling in an English course or when traveling to an English-speaking country.

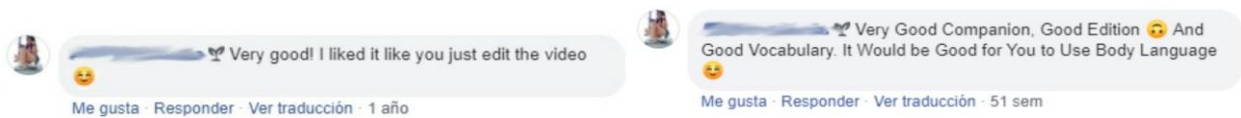
All in all, by peer-assessing the students could not only receive external feedback on their strengths and weaknesses on speaking, but also, pieces of advice proposing the use of certain strategies for developing their speaking. These results align with those found in the study of [Gómez \(2016\)](#) in which she concluded that the enhancement of three strategies (willingness to improve, use of compensatory strategies, and construction of a personalized version of the corpus) was evidenced. In her study, these strategies motivated the students to reflect on their own strengths and weaknesses, overcome the difficulties to achieve communication, and expand their vocabulary range and grammatical structures that would serve for their speaking production.

Following this discussion, the second role of peer-assessment was as a developer of critical thinking skills. [Ennis \(1985\)](#) stated that critical thinking is “reasonable reflective thinking that is focused on deciding what to believe and do” (p. 45). Thus, by peer-assessing the learners could internalize the assessment criteria and develop their critical thinking skills, which helped the learners not only to provide feedback of better quality but also to enhance their speaking skill.

The following excerpts support this:

As for written peer-assessment on Facebook, many students only write phrases such as “very good” or phrases that do not provide deeper feedback on their classmates' videos. TFN1

In this second cycle, in the comments of each video of the Facebook group, in which students advise their peers through feedback, it can be perceived a more advanced level of reflection TFN2



PAC1APP

PAC2APP

These samples give account on how the learners sequentially raised the quality of their feedback in their peer-assessment by means of understanding the criteria and their implications, as well as, by developing their skills for thinking critically when assessing their performances.

[Stiggins \(1987\)](#) stated that “once students internalise performance criteria and see how those criteria come into play in their own and each other’s performance, students often become better performers” (p. 38). This means that when the learners understand the criteria and correctly apply them, they have more chances to have a good speaking performance as they guide their efforts more properly. Indeed, it is noticeable how while in the first video student APP just commented that it was good, and that she liked it; in the second video, she provided a more critical view in which she recognized the good performance that her partner had in different aspects of speaking, and also, suggested a strategy to him for improving his performance.

Interestingly, the better quality of their feedback not only benefited their peer-assessment, but their self-assessment. This may be due to the fact that when students do the mental effort to assess their partners, they are also internalizing the criteria for having better results in their formative assessments, and consequently, in their performances. Thus, there is an evident connection between formative assessment and feedback ([Andrade & Valtcheva, 2009](#)). In this regard, the improvement on the quality of feedback was also evidenced in the students' self-assessments. The following data confirm what have been mentioned so far:

Es una buena manera de uno darle a conocer en qué están fallando los compañeros y pues así también uno corregirse, y pues aprender de lo que ellos han hecho [it is a good way for one to let them know on what aspects the partners are failing and thus, also correct ourselves, and learn from what they have done.] FGI1GP

Competencia Sociolingüística		Competencia Sociolingüística	
7. ¿Hiciste un uso apropiado del lenguaje en el contexto sociocultural?	7. ¿Hiciste un uso apropiado del lenguaje en el contexto sociocultural?	7. ¿Hiciste un uso apropiado del lenguaje en el contexto sociocultural?	7. ¿Hiciste un uso apropiado del lenguaje en el contexto sociocultural?
Si <input checked="" type="checkbox"/> No <input type="checkbox"/> ¿Por qué?	Si <input checked="" type="checkbox"/> No <input type="checkbox"/> ¿Por qué?	Si <input checked="" type="checkbox"/> No <input type="checkbox"/> ¿Por qué?	Si <input checked="" type="checkbox"/> No <input type="checkbox"/> ¿Por qué?
Porque me pueda expresar.	Porque usamos adecuadamente los significados de las palabras.		

SAF1KM

SAF3KM

Following these ideas, in the first sample student GP claimed that when doing peer-assessment not only their partners benefited but also themselves. She supports her idea on the fact that they can learn from what their partners do, even from their mistakes. To illustrate this, the second and third sample shows how student KM improved the quality of her reflections from cycle 1 to cycle 3 in her self-assessments. Therefore, I understand that as in other formative assessment practices, the learning of the criteria and the development of critical thinking skills is a process that needs to be enhance with practice. These results are similar with those found in the study of [Gómez \(2016\)](#), when she concluded that more practice could help the learners to overcome situations such as underassessment. Similarly, as happened in the study of [Hafner and Miller \(2011\)](#), in this research the students were also capable of developing their critical thinking skills to reflect adequately on their learning by watching their videos. However, in this study the

use of Facebook groups as a vehicle of communication allowed them to express their critical reflective comments.

To sum up, the internalization of the criteria and the development of critical thinking skills to provide feedback and reflect, allowed the students to have a better understanding of what was expected in their speaking performance, and consequently, guided them when doing self- and peer-assessment aiming at developing their speaking skill.

With all this in mind, the third role, peer-assessment as a promoter of collaborative learning, addresses how peer-assessment allowed the students to work together for enhancing their speaking skill development. [Dillenbourg \(1999\)](#) stated that “the broadest (but unsatisfactory) definition of ‘collaborative learning’ is that it is a situation in which two or more people learn or attempt to learn something together” (p. 1). Thus, the students could practice this way of learning by receiving not only feedback and support from the teacher, but further than that, by themselves. These conditions not only provided them with the necessary assistance for achieving their learning goals, but also, aided in the consolidation of their academic relationships. Indeed, the students found the process of recognizing their strengths and weaknesses beneficial for their learning:

Es muy bueno que los demás lo ayuden a reconocer los errores que uno haya tenido. [It is very good that others help you recognize the mistakes that one has had] FGI1YE

Es bueno porque al comentar los videos nuestros compañeros van a saber que tiene mal, que tiene bien y según nuestros comentarios positivos ellos van a pues a motivarse a hacer lo videos bien ¿sí? Y negativos pues...va a mejorar más. [It is good because when commenting on the videos, our classmates will know what is wrong, what is good and, according to our positive comments, they will motivate themselves to do the videos well, yes? And negative...will improve more] FGI2APP

Following these ideas presented above, the students hold a positive perspective regarding the process of peer-assessment in Facebook. Student APP even mentioned that when they provided positive feedback, they motivated their partners, and when they commented what they

considered was wrong in their partners' videos, they inspired them to improve. In fact, [Brown \(2004\)](#) argued that students need to understand not only what they have done wrong, but what they are doing well, so that they can develop their skills further. Thus, following the principles of formative assessment. Likewise, the students highlighted the importance of the role of their partners in supporting them. Therefore, one of the main challenges for the students was the anxiety that they felt for what their partners might think of their speaking performances stored in their videos. As such, the following excerpts confirm the anxiety that they felt:

When I ask what positive and negative comments can be made to classmates, some students remain silent and almost always participate the same ones. TFN1

A uno le dan nervios pues porque uno lo va a subir y las demás personas lo van a mirar. A veces pues, de los nervios uno se equivoca, y pues anda pensando en los demás, y pues también al subirlo uno se siente como bien porque uno lo graba digamos pues con otra persona y es chistoso porque uno graba varias, y entre esas hay unas que uno lo graba mal y es motivo de recocha. [You get nervous because you are going to upload it and the other people are going to watch it. Sometimes, you are wrong because of your nerves, and you are also thinking about the others, and also when you upload it, you feel good because one records it, let's say, with another person and it is funny because one records several times, and among those there are some that you record badly and that is a reason for laughing.] FGI1APP

Me siento muy bien al hacerlo, muy divertido, muy motivado y también con un poco de nervios porque nunca lo había practicado, y pues siempre expresarse así es público es algo difícil [So, very good, and I feel very good doing it, very funny, very motivated and also with a bit of nerves because I had never practiced it, and because always expressing yourself like this is public is something difficult] FGI1YE

In the excerpt from the teacher's field notes, it can be evidenced how certain factors such as participation in the class reflected the students' anxiety. [Horwitz, Horwitz, and Cope \(1986\)](#) remarked that anxiety is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 125). In this regard, the students confirmed this when they say that they felt afraid of what their partners would say. However, some of them also acknowledged that as it was their first time recording themselves it caused them anxiety, but as they were doing more videos, they improved on this.

Surprisingly, the students' anxiety was reflected and influenced other factors such as fluency, memory, pronunciation and body language as evidenced in the students' self-

assessments. [Horwitz et al \(1986\)](#) also stated that learners usually “have an anxiety reaction which impedes their ability to perform successfully in a foreign language class.” (p.125).

Therefore, I can infer that the ‘affective filter’ in [Krashen’s \(1982\)](#) terms, plays an important role in the students speaking performance. Indeed, anxiety is considered to be one of the main challenges not only for the students when speaking, but for the teachers aiming at helping them in the development of their speaking skill.

Finally, the findings also revealed that students could establish partnership relationships when working in the collaborative environment that was promoted by peer-assessment. In the following samples the students argue how they worked in collaborative efforts:

JC confiesa: mis compañeros atrás me ayudaban a decir y pronunciar las palabras en inglés [JC confesses: my back classmates helped me say and pronounce the words in English] SAF1JC

Usted se da cuenta que es necesario apoyar a los demás, darles consejos, que si usted tuvo un mejor video, también puede decirle muchas cosas acerca de él. [You realize that you need to support others, give them advice, that if you had a better video, you can also tell them many things about it.] FGI1YE

Una de las cosas que me gustó de hacer los videos fue por ejemplo el que hicimos con compañeros, y pues con mi compañero cuando los grababamos, nos reíamos, se pasa como un buen rato ahí grabandolos, editándolos, pues es como un pasatiempo agradable. [One of the things I liked about making the videos was, for example, the one we did with classmates, so, with my partner when we recorded them, we laughed, we had a good time there recording them, editing them, it is like a pleasant pastime.] FGI1APR

Uno más adelante, ya, que digamos uno recordar el pasado, y mirar los videos, mirar los momentos que pasamos con los compañeros, cómo hace las cosas, mostrarle las cosas a los hijos y pues es un recuerdo bonito [One later, let’s say, one remember the past, and watch the videos, look at the moments we spent with the classmates, how things are made, show the things to the children and then it is a beautiful memory] FGI1APP

These excerpts support the idea that collaboration was not only present during the peer-assessments, but it extended to other areas such as the making of the videos and the use of Facebook. In this regard, the students acknowledged the importance of working together for similar purposes and the benefits that this bring to their learning. In fact, [Donmus \(2010\)](#) remarked that social networks can have an impact on “cooperative learning and construction of knowledge by students and their formation within the community they belong to” (p. 1501).

Therefore, the learners could establish, more than working relationships, friendly attitudes, as they recognized this experience as to be remembered and told even to their child (when they have already got them).

All in all, peer-assessment promoted collaboration further than the confines of it. By working collaboratively, the students could not only enhance their learning, but also establish stronger relationships with their partners while being influenced by factors such as motivation and anxiety. They also acknowledged how practice and time helped them to be more confident, motivated, and led them to improve not only their anxiety, but some skills for recording, editing and for sharing with their partners.

The incidence of videoblogging and Facebook in the process of self- and peer-assessment for developing the students' speaking skill. The data collected also evidenced the benefits of using videoblogging and Facebook in the process of self- and peer-assessment, as well as, how the different form of instruction was effective and meaningful. These excerpts confirmed this:

The Facebook group facilitates communication between class members and allows content sharing.] TFN2

Es una forma ... buena, porque ya por medio de esto podemos mirar los videos de nuestros compañeros , decirles que falla y que es lo que es bueno o sea ya uno por medio de las redes sociales ya le buscamos un uso como mejor para para pa estar entre nosotros que es un grupo donde podemos compartir entre nosotros de forma sana [It's a way ... good, because through this we can watch the videos of our colleagues, tell them in what they fail and what is good. I mean one through social networks look for a better use to be among us, that is a group where we can share with each other in a healthy way] FGI2HN

las otras clases son todas así escritas y todo eso. En cambio, este es un nuevo método...Y como nosotros sabemos, todos usamos redes sociales. [The other classes are all so written and all that. Instead this is a new method And as we know, we all use social networks] FGI1JC

In this line of thought, the teacher recognized as meaningful the use of Facebook for communicating and sharing content outside the class. Regarding the students' views, they acknowledged that although they were not used to this kind of methodology, this one allowed

them both to share with their partners and to provide meaningful feedback for enhancing their speaking. In this regard, [Ekoç \(2014\)](#) stated that students can be motivated by the sense of belonging to a community in which they can receive support or help. Thus, they felt motivated:

Students look motivated to watch the videos during the reflection session expecting what will happen in each. TFN1

Students liked the idea that I made my own video because...I was facing the same issues as them. TFN2

Siempre he pensado que las clases didácticas y divertidas siempre son más emocionantes y los estudiantes pues, pueden aprender más y ponen mayor atención. [I have always thought that didactic and fun classes are always more exciting and students can learn more and pay more attention] FGI1YE

Yo me siento o sea, como motivado porque es algo que yo no tenía idea de hacer eso. Pero uno siente como con más ganas, a medida de que he hecho estos videos me ha parecido bacano, me gusta, me gusta hacer estos videos, y yo siento como la necesidad de hacerlo bien, y cada vez tengo que mejorar [I feel like motivated because it is something that I had no idea to do that. But one feels like I want more, as I made these videos I thought it was cool, I like it, I like to make these videos, and I feel like the need to do it well, and every time I have to improve] FGI1HN

Cuando uno está grabando un video como que muchas veces uno como que se emociona uno dice voy a hacerlo bien como para que los compañeros lo feliciten y pues a la hora de ver el video ya cómo que lo aplaudan digamos, le gusto como edito, como grabo, como hablé. [When one is recording a video, like many times one gets like excited, one says I will do it well so that the comrades congratulate me and then when it comes to seeing the video they applaud, let's say, he likes me as I edit, as I record, as I spoke.] FGI2APR

From these excerpts, I can infer how the students were motivated for the videos. In fact, they always had expectations for their own videos as for those of their partners. Even, when I recorded my own video, they were very enthusiastic, I guess because they knew that I also faced the same challenges that they. Indeed, the students recognized that they learn better when classes are didactic and fun. Furthermore, they also emphasized that as it was something new for them, and as they did the videos, they felt really motivated to improve. In this regard, the students felt excited when using vlogs as they represent a novel, fun, different, meaningful, authentic, suitable, and challenging way of learning ([Hafner & Miller, 2011](#)). Furthermore, they provided the students with more opportunities to practice their speaking ([Watkins, 2012](#)) as well as, they made it possible for them to watch their performances again when participating in self- and peer-assessment ([Ahmad & Lidadun, 2017](#)).

These results align with those found in the study of [Ivanova, Charkova and Boykova \(2016\)](#) when they concluded that students found Facebook groups convenient, motivating, effective, familiar, beneficial for creating environments in which the students can practice, equally participate, communicate anytime-anywhere, reflect and develop their critical thinking skills. Furthermore, these findings are also related with those found in the study of [Espinosa \(2018\)](#) in which he concluded that students felt motivated to talk and improved their speaking skills, as well as, their self-confidence when their needs and likes were taken into account for videoblogging. Likewise, these findings align with those in the study of [Ahmad and Lidadun \(2017\)](#). They concluded that videos have a strong potential for motivating and enhancing students' experiences and skills in ESL learning, especially in terms of oral presentation skills, as well as, strategic planning and creativity.

All in all, the use of videoblogging and Facebook provided a suitable environment, as well as, aided in the process of self- and peer-assessment for developing the students' speaking skill. In regards to videoblogging, it not only helped them to practice their speaking by recording their videos, but also, allowed them to watch their performances again for making more reliable judgments when self- and peer-assessing. In the case of Facebook, it was useful to create an online community in which the class could interact, share, and collaborate during this process.

Chapter V

Conclusions and Pedagogical Implications

In this last chapter of the study, I describe the conclusions, pedagogical implications, limitations and some considerations for further research. These conclusions aim at answering the research question “What is the role of self- and peer-assessment in the development of ninth graders’ speaking skill when they do videoblogging on Facebook in an EFL setting?”. Therefore, I present the conclusions that emerged from the data analysis in order to respond to the research question of the study.

Conclusions

From the data analysis, two conclusions emerged. The first conclusion I can draw is that the students developed their speaking skill as it was evidenced not only in their self- and peer-assessments, but also, in the teacher’ field notes. Although the students started with a low level of speaking proficiency, the involvement of the learners in self- and peer-assessment practices, as well as, in videoblogging and in using Facebook, allowed them to improve their performances, and consequently, their communicative competence. In this regard, self- and peer-assessment were useful for the development of formative assessment. Indeed, they motivated the learners to reflect on their strengths and weaknesses relying on the assessment criteria given to them to overcome the difficulties in their communication. As for videoblogging, this practice not only helped them both to be motivated and to raise their self-confidence, but also, assisted them in the improvement of their speaking skills ([Espinosa, 2018](#)). Likewise, the use of Facebook groups was beneficial for creating an online community in which the students could equally participate, reflect and develop their critical thinking skills ([Ivanova, Charkova & Boykova, 2016](#)).

Following these ideas, the second conclusion drawn is about the incidence (represented by roles) that self- and peer-assessment had on students' speaking skill development when they did videoblogging on Facebook. In this regard, it was possible to establish that self-assessment played various roles: as a trigger for reflection, as a sponsor of self-directed learning, and as a facilitator of differentiated instruction. Likewise, the findings evidenced that peer-assessment also played a role as a trigger for reflection, but it played other roles, as a developer of critical thinking skills, and as a promoter of collaborative learning in the development of the students' speaking skill.

In the case of self-assessment ([Andrade & Du, 2007](#)), its first role as a trigger for reflection, entails how it helped the students to reflect upon their speaking skill, allowing them not only to strengthen their internal self-awareness as learners (by recognizing their strengths and weaknesses in speaking), but also, to better guide their efforts for improving its speaking skill. In this regard, the second role of self-assessment as a sponsor of self-directed learning, addresses how the learners acquired responsibility for their speaking development process. Finally, the third role of self-assessment as a facilitator of differentiated instruction, deals with how self-assessment helped the students to develop their speaking skill by addressing their individual difficulties.

In this line of thought, in the case of peer-assessment ([Topping, 1998](#)), its first role as a trigger for reflection entails how it helped the students to reflect upon their speaking skill, allowing them to have an external self-awareness on their performances (through the feedback of their partners who recognized their strengths and weaknesses) which as a result, guided them to take actions for assisting the development of their speaking skill. In regards to the second role of peer-assessment as a developer of critical thinking skills, it represents how the learners could

internalize the assessment criteria and develop their critical thinking skills, which helped them not only to provide feedback of better quality but also to enhance their speaking skill. Finally, the third role of peer-assessment as a promoter of collaborative learning, deals with how the learners created working relationships and the implications of this in their speaking skill.

With this in mind, these roles just mentioned respond to the research question posed. They represent the evidenced that using self- and peer-assessment correctly can have great impact not only in terms of speaking skill development, but in other factors of language learning such as self-directed learning, differentiated instruction, collaborative learning, and even, critical thinking skills. Furthermore, as was also revealed throughout this study, the appropriate use of videoblogging and Facebook groups when practicing self-and peer-assessment can provide the learners with more suitable learning environments in which they can use technological tools for enhancing their learning processes, as in this case speaking skill development.

Pedagogical Implications

The development of this study not only allowed me to be involved in a research practice, but provided me with some potential ideas for enhancing the learners' language learning processes. To illustrate this, I could understand that education needs a shift from the traditional roles of the teacher and of the learner to a perspective that involves the learners actively in their learning processes ([Boud, 1995](#)). Thus, the learners should be involved in self- and peer-assessments practices that help them guide their learning process without being dependent all the time on their teacher. This claim is based on the idea that we as teachers need to provide the learners with different strategies and ways of achieving their learning. In other words, we can find ways, as for example in this research, to promote the learners' development of self-directed learning, differentiated instruction, critical thinking skills, and collaborative learning, by means

of strategies such as self- and peer-assessment, videoblogging [Maulidah \(2017\)](#) and Facebook [Reinhardt & Zander \(2011\)](#). Therefore, this study definitely shaped my identity as a teacher, but further than that, it helped me to understand better how language learners can learn more effectively and how a motivational environment can be crucial in this process.

As for my educational context, the development of this study represents a seed that attempts to be of benefit not only for Institución Educativa María Auxiliadora, but also for the national and international contexts in which scholars and teachers find this research useful. In this regard, this study is considered an innovation. [Orafi \(2013\)](#) stated that “Educational innovations frequently require teachers to change their behaviors and practices” (p. 16). Based on this idea, the term innovation adheres a change, which creates something new. However, when I say “new” it should not be misunderstood, as it does not necessarily mean to introduce new concepts or invent things. As is the case of this study, I did innovate, because although the strategies that I used already existed (self- and peer-assessment, videoblogging and Facebook), I took the best of each one and combine all of them to achieve the main purpose of this research which was to develop the students’ speaking skill. Therefore, I introduce this new approach in this study as a seed for the literature which to my understanding had not been done before. In the case of the local context, at Institución Educativa María Auxiliadora located in Íquira-Huila, Colombia, the analysis of the context and the participants allowed me to propose ways to change the situation that was causing speaking and motivation problems there. Thus, this study was also an innovation for the school as no research had been done there before in this regard. What is more, it contributed to the students’ development of their speaking skill. In this line of thought, [Markee \(1997\)](#) argued that “the likelihood of an innovation to be adopted is always contingent on its appropriateness in a specific context of implementation” (p. 84). This idea is supported by

[Kennedy \(2013\)](#) when she expressed that “The process of innovation occurs within social and cultural contexts situated in time and space, and models of innovation derive from these social development contexts.” (p.13).

Limitations

During the development of this study there were some limitations. The first one was the time limit for applying the interventions. The research implementation was carried out in two months. Therefore, the time constraints impeded to extent the interventions to see how the results would vary when more time is available for developing the study. The second limitation was that internet connection was not always available for using the Facebook group. Consequently, when using technological tools, it is important to have more options in case they fail. However, the potential that technology embraces represents a useful strategy for making learning more effective.

Further Research

After the development of this research study some other ideas trigger me as a researcher. For that reason, I consider that further research should be done in regards to how reliable are self- and peer-assessment following a summative-assessment approach. This possibility will allow the researchers to establish how grading influences the reliability of the process of self- and peer-assessment in comparison with a formative approach in which no grades are given. Furthermore, another similar query to study would be to explore what factors affect the reliability of the students’ self- and peer-assessments. The knowledge of these factors will help researchers to understand their implications in assessment with the aim of providing higher reliability to the assessments developed by students.

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Appendices

Appendix A: Survey

UNIVERSIDAD SURCOLOMBIANA

Grado: _____

MAESTRÍA EN DIDÁCTICA DEL INGLÉS

Encuesta dirigida a estudiantes

Estimado estudiante: como parte de un proyecto investigativo el cual pretende determinar cómo puede la creación de videoclips ayudar a mejorar la habilidad oral en un grado de la Institución Educativa María Auxiliadora, queremos invitarlo (a) a contestar de forma honesta las siguientes preguntas. Por favor recuerde que su aporte es muy importante. ¡Gracias!

Objetivo: Conocer las percepciones de los estudiantes respecto a la creación de videoclips para ayudar a mejorar la habilidad oral en un grado de la Institución Educativa María Auxiliadora.

Instrucciones: Marque con una X la respuesta que mejor expresa su opinión y justifique cuando sea necesario.

1. ¿En su clase de inglés se practica la habilidad oral?
Sí_ No_
Si su respuesta es afirmativa indique cómo: _____
2. ¿Tiene alguna dificultad cuando va a hablar en inglés?
Sí_ No_
Si su respuesta es afirmativa indique cual:
Timidez__ Falta de vocabulario__ Pronunciación__ Otra: _____
3. ¿Se siente motivado actualmente por la clase de inglés?
Sí_ No_
¿Por qué? _____
4. ¿Cuando el profesor le pregunta algo en inglés de forma oral se siente en total capacidad de responder sus preguntas?
Sí_ No_
¿Por qué? _____
5. ¿Cree que es necesario que se trabaje más la habilidad oral en clase?
Sí_ No_
¿Por qué? _____
6. ¿Le gustan los videoclips?
Sí_ No_
7. ¿Considera que a través de la creación de videoclips se puede mejorar la habilidad oral?
Sí_ No_
¿Por qué? _____
8. ¿Le gustaría participar en un proyecto donde a través de la creación de videoclips se pretenda mejorar la habilidad oral?
Sí_ No_
¿Por qué? _____
9. ¿Le gustaría que estos vídeos se subieran a las redes sociales para que sus amigos y familiares o demás público puedan observar su progreso en el inglés y motivarlos también a aprender inglés?
Sí_ No_
¿Por qué? _____
10. ¿Cuál es su red de preferencia para ver y subir vídeos?
Facebook__ Youtube__ Instagram__ Otra: _____

¡MUCHAS GRACIAS!

Appendix B: Diagnosis Interview to the Teacher

UNIVERSIDAD SURCOLOMBIANA MAESTRÍA EN DIDÁCTICA DEL INGLÉS

ENTREVISTA AL DOCENTE

Objetivo: Determinar las percepciones del docente sobre el desarrollo del proceso de enseñanza-aprendizaje del inglés en el grupo 901 en la Institución Educativa María Auxiliadora.

Buenos días profesor Jose Elías González Toro. Como parte de un proyecto investigativo, el cual pretende determinar: cómo puede la creación de videoclips ayudar a mejorar la habilidad oral en un grado de la Institución Educativa María Auxiliadora, me gustaría realizar esta entrevista:

1. ¿Cuáles cree que son las principales problemáticas en el aprendizaje del inglés en el grupo 901?

“Bueno las principales puede uno considerar como dificultades, el hecho que hay todavía cierto temor por el inglés, se ha venido trabajando en esto superando eh muchos a veces como que creen que ellos todavía no pueden en ese nivel ellos consideran como que no pueden a pesar de que hay algunos que, que se destaquen algunos que tienen más habilidades pero es como cierto temor que ha existido desde siempre por esta materia eh seguramente por eso de que todo lo nuevo produce cierto miedo, cierto temor entonces seguramente eso. eh lo otro es que digamos los medios que ellos disponen no son lo suficientemente versátiles como para que ellos eh se sientan ahí de cierta manera involucrados y puedan con mayor facilidad de desenvolverse” EG

2. ¿Hay alguna habilidad en especial en la que se evidencie que los estudiantes tienen mayor dificultad?

“Bueno, pienso yo que de pronto un poco la pronunciación eh para algunos estudiantes todavía pues están pensando mucho en el español, entonces desde ese punto de vista ven como si el inglés se escribiera de una manera y se pronunciara de otra, y no puede uno eh dijéramos que ellos entiendan que no, que esa es la manera como se pronuncia y se escribe, que si nosotros lo relacionamos con el español o con otro idioma seguramente encontraremos diferencia pero si pensamos en inglés como se escribe y se pronuncia que es la misma palabra y que es de esa manera entonces podrían ellos asimilarlo mejor pero eso es una de las cosas que uno encuentra” EG “Estaríamos hablando de la habilidad oral entonces” NS “Sí, sí oral” EG

3. ¿Cree que los estudiantes presentan dificultades cuando van a hablar en inglés? Si su respuesta es afirmativa indique cual o cuales.

“Si encuentran dificultades, por por varios motivos ya lo decía una la pronunciación y otra por el vocabulario claro uno sin sin palabras sin vocabulario difícilmente hablan, entonces ahí es donde encuentran porque le preguntan a uno y como digo tal cosa y como digo esto y como digo aquello, eh no es eh cuando dicen el como digo es, es que palabras utilizo eh porque ellos seguramente han aprendido algunas palabras allá desconectadas entonces ellos llega el caso que tienen que decirle esas palabras tan aparentemente básicas pero cuando ya tienen que utilizarlas inmediatamente incluso piensan en diccionario y en esas cosas porque les parece que eso de pronto lo que vieron allá en algún grado anterior no es lo mismo que necesitan hoy en día para comunicarse para expresarse, es decir no ha habido una relación directa entre vocabulario y comunicación oral o escrita porque en la comunicación escrita encuentran esas dificultades.” EG

4. ¿Usted considera que los estudiantes se sienten motivados actualmente por el aprendizaje del inglés?

“Hay, hay algunos que se motivan eh por varias razones, uno por un buen resultado eh final en pruebas saber y posibilidad de becas, otros por posibilidad de entender fácilmente la película o el video que tienen en frente, otros porque pues de pronto muy en el fondo están pensando en su viaje al exterior y que comunicarse en inglés debe ser algo bueno, entonces hay algunos que están motivados pues dijera yo que puede ser un buen porcentaje no relativamente pero si existe algunas motivaciones” EG

5. ¿Usted promueve el uso de la habilidad oral? y si es así ¿de qué forma?

“Bueno uno es algunas cosas que prácticamente se le exige al estudiante hay cosas que deben decir las en inglés, si estamos en clase de inglés hay cosas que son básica por ejemplo él necesita diccionario, él necesita otro libro, esas cosas deben decir las. El saludo no puede fallar no puede ser en español eh la necesidad de salir del salón, el permiso también tiene que hacerse allí de esa manera, preguntas que el estudiante a veces debe hacer al profesor; digamos que se le exige que debe hacer y la charla en inglés que eso a veces también ayuda la motivación del estudiante y a que él se exija un poco para tratar de entender que es lo que le dice el profesor pienso que esas son maneras que en clase se utilice el idioma, como una forma de comunicación como una necesidad de comunicación yo en ocasiones no les entiendo a ellos en español y que pena pero tienen que decírmelo de alguna manera en inglés ¿si?, entonces en eso hay hasta anécdotas que ocurren el estudiante se inventa cualquier cosa eh con tal que el profesor le entienda de alguna manera en inglés entonces dijéramos como a veces lo que pide el ministerio en que al estudiante hay como que forzarlo para que utilice el idioma.” EG “Necesidad” NS. “Si señor” EG.

6. ¿Cree que es necesario que se trabaje más la habilidad oral en clase?

“Sí es necesario eh aunque hay algo que contradice y es que la evaluación final que le hacen al estudiante donde el estudiante debe demostrar sus habilidades sus capacidades es la prueba saber once y la prueba saber once es escrita, entonces se pone uno a veces en el dilema de que es más importante? que el entienda la comunicación escrita que el lee y que manifieste eso a través del escrito o la comunicación oral. Uno dice bueno a que le cargamos la mano lógico que uno entiende que debe ser equilibrado cierto las habilidades del idioma que él hable que el entienda que escriba que el lea deben ir todas todas parejas pero entonces piensa uno pero a mí me están exigiendo es que el muchacho de resultados en la prueba saber.” EG.

7. ¿Considera que a través de la creación de videoclips se puede mejorar la habilidad oral?

“Sí, sí eh a través de eso nosotros, también hacemos en la clase una sección cada periodo cada final del periodo cada uno debe presentar un speech él lo prepara, lo debe organizar eh y presentarlo al final de cada periodo pero este tipo de metodologías el uso de eh nuevos medios que el estudiante pueda hacer su trabajo eh que pueda el mismo prepararlo y luego mostrarlo y que otros vean eso que de pronto a él, le digan su familia sus amigos vea tengo este video venga lo vemos como lo han hecho algunos estudiantes por ejemplo: Eh los videos que hace el estudiantes un grupo de once al final en el que ellos hablan de un tema del colegio, del municipio, como ocurrió el año pasado que un grupo trabajo sobre algunos proyectos del colegio por ejemplo: Del reciclaje y eso y entonces después le dijeron las profesoras que estaban a cargo de esto. Oiga necesitamos mejorar esto para llevarlo y mostrarlo entonces los estudiantes dicen huy ya hay otra persona interesada y entonces ya quisieron mejorarlo lo arreglaron, los otros estuvieron trabajando con lo de la banda y alguien de la banda dice huy que bueno para nosotros mostrar la banda también en inglés ellos se dieron la tarea de mejorarlo eso les motiva. Sino solamente son dos o tres sino que son muchos que pueden ver los videoclips o en una red social o eh el el aula de clases o en laboratorio, pues para ellos deben ser motivante sobre todo para que se vaya mejorando y cuando él ya se escuche pues dice oiga esto hay que mejorarlo porque uno se da cuenta que hay estudiantes que ayudan a los otros que mejoren cuando dicen un error atreves de eso no es así y entonces ellos pueden ir mejorando a través de la escucha de su propia producciones.” EG

8. ¿Considera pertinente que los videos de los estudiantes, producto de esta investigación, se suban a las redes sociales para que más público pueda observar el progreso de ellos en el inglés y de esta forma motivar al aprendizaje del inglés?

“Sí, sí a mí me parece sumamente importante nosotros lo hacemos eh a través de un blog los estudiantes del grado decimo producciones de ellos van a un blog, pero encontramos que no muchas personas se arriman ahora al blog eh muchas personas ya no utilizan de esta manera didáctica el email. Y otras pero las redes sociales si no ve que unas con otras se ayudan por ejemplo: a través de Facebook se presenta una parte del video o el video o lo lleva o le da el link o lo lleva a través de YouTube o a través de las diferentes redes sociales, a mí me parece que eso es importantísimo bien manejado con calidad también de alguna manera pues otros entenderán que son estudiantes y no hay perfección en el inglés todavía no son ni “c1 ni c2” para decir esto es perfecto no, pero que pueda incluso haber intercomunicación de otros lados le puedan decir “oiga chino o mire o se lo diga en inglés hay algo que se puede mejorar que hay que corregirlo eso es algo que puede pasar” importantísimo y a mí me parece ideal un trabajo de preparación y luego viene el mostrarlo y que de pronto se pueda hacer corrección”. EG

9. ¿Cuál es su red de preferencia para ver y subir vídeos?

“Bueno yo, yo veo, para subir poco. Como decía lo que nosotros subimos lo subimos al blog me parece que uno el más generalizado que es el Facebook así sea para el link o para el video como tal, pero los estudiantes utilizan muchas otras que van con ellos no veo muy en esto el twitter por ejemplo. Solamente que se pueda crear algo especial entre ellos pero no lo veo, no sé, eh como el más generalizado es ese y habrá que preguntarle a los estudiantes directamente que manejan entre ellos que de pronto esas redes que tienen ellos tienen sirvan para multiplicar esos videoclip, pues sería interesantes porque ellos mismos sería a llevarlos hasta sus amigos hasta conocidos a través de esas redes que hay” EG.

Appendix C: Consent Form

Consentimiento Informado

Íquira, 10 de septiembre de 2018
 Señor Rector
Alirio Guevara Sánchez
 Institución Educativa María Auxiliadora

Cordial saludo,

Por medio de la presente quisiera poner en su conocimiento, que el año pasado inicié mis estudios de maestría en educación con énfasis en Didáctica del Inglés en la Universidad Surcolombiana y en este momento curso tercer semestre. Dado que este estudio pretende desarrollar aptitudes y competencias investigativas que conlleven a la solución o análisis de problemas que hacen parte del quehacer y el ambiente de trabajo del docente, me permito muy comedidamente solicitarle me autorice desarrollar mi investigación titulada Speaking Development through Videoblogs Posted on Facebook in an EFL Setting (El desarrollo del habla a través de Videoblogs publicados en Facebook en un contexto donde el inglés se aprende como lengua extranjera), con los estudiantes del grupo 902.

Esta investigación tiene como propósito explorar cómo los estudiantes del grado 902 de la Institución Educativa María Auxiliadora de Íquira-Huila, desarrollan su habilidad oral en inglés como lengua extranjera a partir de la implementación de videoblogs (vlogs) publicados en un grupo de Facebook. La implementación se planea llevar a cabo durante 3 horas semanales a partir del 11 de septiembre y hasta el 23 de noviembre, correspondiente al cuarto periodo del año escolar. Así mismo, se informa sobre el posible tiempo fuera de clase que los estudiantes deberán dedicar a la creación de los vlogs a manera de tareas basadas en el plan de estudios de inglés para el grado noveno. Para hacer el seguimiento de la investigación, será necesario la recolección de datos mediante los vlogs, diarios de aprendizaje de los estudiantes, notas de campo del docente y entrevistas. Cabe anotar que los estudiantes que participen lo harán de manera voluntaria y podrán retirarse en el momento que lo deseen. Además, es importante resaltar que se mantendrán en estricta confidencialidad los datos proporcionados por los y las estudiantes, así como de sus identidades y que los resultados obtenidos no representarán ningún detrimento en el desempeño académico de la asignatura.

Después de analizar la información recolectada durante la implementación pedagógica, la Institución tendrá acceso a los resultados de la investigación a través del documento escrito (tesis), y si lo desea se puede hacer una socialización de la misma en reunión extraordinaria de docentes. Agradezco su atención y apoyo para el desarrollo de este proyecto.

Cordialmente

Lic. Néstor Felipe Santos Trujillo
 Docente de Inglés

Alirio Guevara Sánchez
 Rector

Autoriza _____
 SI NO

CONSENTIMIENTO INFORMADO

Íquira, 5 de septiembre de 2018

Señores

Padres de Familia, Curso 902

Institución Educativa María Auxiliadora

Apreciado(a) Padre de Familia:

Muy comedidamente me dirijo a usted para solicitar su aprobación para que su hijo(a) _____ participe en la realización de mi proyecto de investigación: *El Desarrollo del habla a través de Videoblogs publicados en Facebook en un contexto donde el inglés se aprende como lengua extranjera*, para optar al grado de la Maestría en Educación con Énfasis en Didáctica del Inglés en la Universidad Surcolombiana.

Esta investigación tiene como propósito explorar cómo los estudiantes del grado 902 de la Institución Educativa María Auxiliadora de Íquira-Huila, desarrollan su habilidad oral en inglés como lengua extranjera a partir de la implementación de videoblogs (vlogs) publicados en un grupo de Facebook. La implementación se planea llevar a cabo durante 3 horas semanales a partir del 11 de septiembre y hasta el 23 de noviembre, correspondiente al cuarto periodo del año escolar. Así mismo, se informa sobre el posible tiempo fuera de clase que los estudiantes deberán dedicar a la creación de los vlogs, a manera de tareas basadas en el plan de estudios de inglés para el grado noveno. Durante este periodo podré recolectar la información pertinente para su posterior análisis. Cabe aclarar, que los resultados obtenidos en la investigación no representarán ningún detrimento en el desempeño académico de la asignatura y el estudiante podrá abandonar en cualquier momento este estudio.

Yo como investigador y mi profesora tutora, quien supervisa mi estudio, tendremos acceso a los datos recolectados en este proceso, los cuales serán parte del análisis y de los documentos de la investigación, y se emplearán solo con fines académicos. Si usted desea conocer la información recolectada, los documentos o muestras que harán parte de este trabajo de investigación, o en el caso de algún requerimiento en especial, puede ponerse en contacto conmigo al número que encontrará al final de este documento. En todos los casos, la información que provenga de su hijo(a) será tratada de manera confidencial, para lo cual se usarán nombres ficticios a menos que usted indique lo contrario.

Atentamente, solicito su autorización para emplear la información, para lo cual le agradezco completar el formato que encuentra a continuación y entregarlo a la mayor brevedad.

Agradezco su gentil atención.

Investigador: Néstor Felipe Santos Trujillo, celular 3186345579

Docente tutora: Dr(a). Claudia Torres Jaramillo, celular 3108758179

AUTORIZACIÓN

Por la presente manifiesto mi autorización para que se emplee la información recolectada a través de vlogs, diarios de aprendizaje de los estudiantes, notas de campo del docente y entrevistas. Y doy mi consentimiento para permitir que los medios indicados arriba sean utilizados para el trabajo de investigación y entiendo que pueden ser transcritos en el documento final del trabajo o expuestos en presentaciones que tengan estricto carácter académico.

Manifiesto que conozco y comprendo el uso que se dará a la información por mí suministrada, con base en los principios éticos propios de las Ciencias Sociales.

Aclaro que tengo la libertad de retractarme, si así lo deseo, y que se me ha dado la oportunidad de preguntar acerca de los propósitos para los cuales se espera utilizar la información.

Manifiesto que he leído y comprendido perfectamente lo anterior y me encuentro en capacidad de expresar mi consentimiento.

Nombre del (la) estudiante: _____

Nombre del (la) acudiente: _____

Padre:___ Madre:___ Persona a cargo del menor:___

CC. No _____ Expedida en _____

Firma del (la) acudiente: _____

Teléfono: _____

Fecha: ____/____/____.

Mi hijo puede participar en la investigación *“El Desarrollo del habla a través de Videoblogs publicados en Facebook en un contexto donde el inglés se aprende como lengua extranjera”*

Aceptación por parte del padre de familia o acudiente: Sí _____ No _____

DECLARACIÓN

Yo, _____ por el presente, estoy de acuerdo en participar en el Estudio: *“El Desarrollo del habla a través de Videoblogs publicados en Facebook en un contexto donde el inglés se aprende como lengua extranjera”*. He sido informado por el investigador de los objetivos del estudio cuyo propósito es explorar cómo los estudiantes del grado 902 de la Institución Educativa María Auxiliadora de Íquira-Huila, desarrollan su habilidad oral en inglés como lengua extranjera a partir de la implementación de videoblogs (vlogs) publicados en un grupo de Facebook.

La duración estimada del estudio es de aproximadamente tres (3) meses, **entiendo que el investigador puede detener el estudio o mi participación en cualquier momento sin mi consentimiento**. Así mismo tengo derecho a **retirarme del estudio en cualquier momento**.

Por el presente autorizo a los investigadores de este estudio **de publicar la información** obtenida como resultado de mi participación en el estudio, en revistas u otros medios legales, y de permitirles revisar mis datos personales, guardando la debida CONFIDENCIALIDAD de mi nombre y apellidos.

Entiendo que todos los documentos que revelen mi identidad serán confidenciales, salvo que sean proporcionados tal como se menciona líneas arriba o requeridos por Ley.

Investigador: Néstor Felipe Santos Trujillo

Firma del Investigador

Firma del beneficiario

Fecha: ____/____/____.

Appendix D: Sample of the Teacher's Field Notes**NOTAS DE CAMPO DEL DOCENTE**

Fecha: 25 de septiembre de 2018

Tema: 25 things about me

Sesión Número: 1

OBSERVACIONES	COMENTARIOS
Sesión reflexiva	
<p>En este primer ciclo fue difícil recolectar toda la información durante la sesión de reflexión</p> <p>Los estudiantes se ven motivados al ver los videos durante la sesión de reflexión a la expectativa de lo que pasará en cada video.</p> <p>Se nota que cada estudiante posee habilidades distintas, algunos son muy buenos hablando, otros escribiendo su guion, y otros editando los videos.</p>	<p>Creo que los estudiantes no están acostumbrados a hacer este tipo de actividades de grabación y reflexión y por lo tanto para ellos es algo nuevo. Sin embargo, algunos expresan que por ser nuevo es llamativo, por ser una nueva experiencia en su aprendizaje.</p> <p>Creo que para ellos es interesante el hecho de saber qué hicieron sus compañeros en su propio vlog. Por eso pienso, que ellos consideran lo que van a pensar sus compañeros cuando van a hacer el video. Esto por una parte, podría ser negativo, ya que podría causarles miedo. Pero, en una forma positiva, esto los motivaría a cada vez presentar contenido de más calidad para tener la aprobación de sus compañeros y docente.</p> <p>Cada estudiante tiene talentos diferentes y talentos en común. A algunos se les dificultan más algunas cosas que a otros. Sin embargo, me he dado cuenta de que algunos se apoyan los unos a los otros cuando van a grabar y en lo que tiene que ver con la creación de su vlog. Por lo que el trabajo colaborativo, podría ser de mucha ayuda para ellos.</p>
Autoevaluaciones	
<p>En las autoevaluaciones escritas, los estudiantes no responden coherentemente a las preguntas que se les hacen.</p>	<p>Creo que ellos necesitan más tiempo para familiarizarse con los conceptos y el proceso de autoevaluación, ya que es algo nuevo para ellos. Además, para la siguiente sesión de reflexión, en vez de dar una explicación de todos los aspectos al inicio de la sesión, planeo ir explicando cada aspecto y que ellos vayan respondiendo para que así sea un proceso más ordenado y no se les olvide qué es lo que se les está preguntando.</p>
Evaluación oral a los compañeros	
<p>Cuando pregunto por qué comentarios positivos y negativos le pueden hacer a los compañeros algunos estudiantes se quedan callados</p>	<p>Creo que algunos estudiantes se sienten un poco incómodos al tener que dar retroalimentación de los videos de los compañeros y por eso muchas veces no hablan.</p> <p>Algunos podrían sentirse criticados, aunque ese no es el punto como les explicaba. Se trata de reflexionar sobre lo que se hace bien y lo que no se hace bien, para mejorar. Probablemente, algunos estudiantes no hablen porque no quieren verse involucrados en discordias con sus otros compañeros.</p> <p>Otra razón podría ser que como es su primera vez</p>

<p>Cuando pregunto por qué comentarios positivos y negativos le pueden hacer a los compañeros casi siempre participan los mismos estudiantes</p>	<p>haciendo este tipo de comentarios y apenas se están familiarizando con lo que deben hacer, no están acostumbrados a realizar este tipo de actividades</p> <p>Creería que tal vez son los que tienen mejor claridad sobre lo que deben hacer tanto ellos como sus compañeros. Y por tal razón, se ven motivados a hablar.</p>
<p>Evaluación escrita a compañeros (Facebook)</p>	
<p>En cuanto a la evaluación de compañeros de forma escrita en Facebook muchos estudiantes solo escriben frases como “very good” o frases que no aportan una retroalimentación más profunda sobre los videos de los compañeros.</p>	<p>Creo que los estudiantes al apenas estar iniciando este proceso no están muy familiarizados con los aspectos a evaluar sobre el habla en los videos de los compañeros. La retroalimentación oral que hacemos durante la sesión es en español y por lo tanto, creo que ellos se expresan más en este tipo de evaluación. Sin embargo, en el grupo de Facebook al verse enfrentados al inglés, la mayoría de los estudiantes solo escriben frases muy cortas que no aportan esa retroalimentación que se enfatiza en el proceso de evaluación.</p>
<p>Habla</p>	
<p>En cuanto al habla se nota un nivel bajo en la mayoría. La mayoría de estudiantes usan el escrito guía, pero se dedican a leerlo. El cual no es el propósito del proyecto. Aunque de una u otra forma podría contribuir a su aprendizaje.</p>	<p>Los estudiantes realizan una guía escrita de lo que pretenden decir, para que logren ordenar sus ideas y discurso en general. Sin embargo, el propósito no es que ellos se aprendan la guía de lo que escribieron y después la reciten. El escrito solo es una guía para que ellos tengan una ayuda para cuando vayan a hablar.</p>
<p>Facebook</p>	
<p>Algunos estudiantes no subieron el videoblog antes de la clase</p> <p>La mayoría de estudiantes logró unirse satisfactoriamente al grupo</p>	<p>Muchos de ellos no lo habían realizado. Pero presiento que algunos otros no los habían subido esperando a que sus compañeros lo hicieran tal vez por pena o por no sentirse como los primeros expuestos.</p> <p>Fue muy fácil para ellos unirse al grupo porque ya tenían cuenta en Facebook. Sin embargo, a veces la conexión a internet aún es algo complicada en el colegio. Yo pude añadir a algunos estudiantes que ya eran mis amigos en Facebook. Algunos otros buscaron el nombre del grupo y mandaron su solicitud para unirse al grupo. Y otros fueron agregados por sus compañeros.</p>

Appendix E: Self-Assessment Form**AUTOEVALUACIÓN DEL DESEMPEÑO ORAL**

Fecha: _____

Autoevaluación No: ____

Nombre: _____

Código: ____

Instrucciones: Marca con una "X" la respuesta que más se ajuste a tu percepción y responde las preguntas correspondientes.

Competencia gramatical

1. ¿Consideras que usaste apropiadamente las estructuras del lenguaje?

Sí __ No__ ¿Por qué?

2. ¿Crees que el vocabulario que utilizaste durante el vlog fue variado y adecuado?

Sí __ No__ ¿Por qué?

3. ¿Consideras que pronunciaste correctamente las palabras?

Sí __ No__ ¿Por qué?

Competencia discursiva

4. ¿Tuviste en cuenta el grado de formalidad con que le debías hablar al público?

Sí __ No__ ¿Por qué?

5. ¿Crees que hiciste adecuadamente las transiciones de ideas mientras hablabas?

Sí __ No__ ¿Por qué?

6. ¿Mientras hacías esas transiciones de ideas los temas estaban directamente relacionados?

Sí __ No__ ¿Por qué?

Competencia Sociolingüística

7. ¿Hiciste un uso apropiado del lenguaje en el contexto sociocultural?

Sí __ No__ ¿Por qué?

Competencia estratégica

8. ¿Supiste resolver los problemas que tuviste mientras hablabas?

Sí __ No__ ¿Por qué?

9. ¿Usaste el lenguaje no verbal como ayuda para hacerte entender?

Sí __ No__ ¿Por qué?

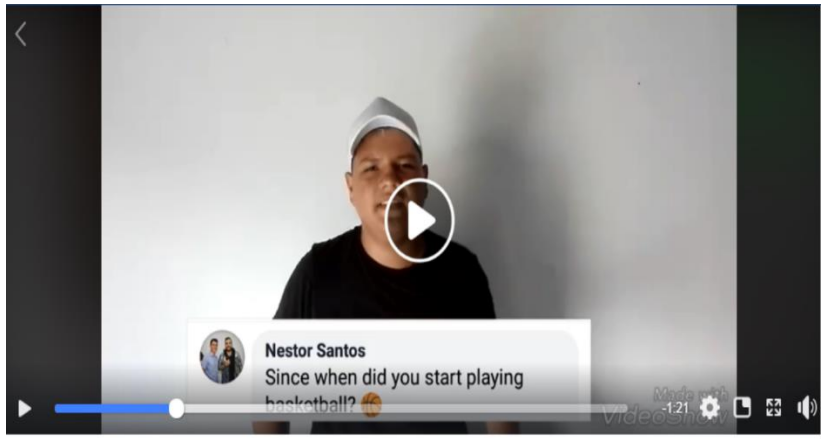
10. ¿Qué estrategias usaste para favorecer tu desempeño oral en el vlog?

Appendix F: Samples of Peer-Assessment Comments on the videos Posted on Facebook

The screenshot shows a Facebook video player for a video titled "25 THINGS ABOUT ME". The video features a person in a blue t-shirt with a Captain America shield logo. The video player includes a progress bar and a volume icon. Below the video, there are interaction buttons for "Me encanta", "Comentar", and "Chat (209)". To the right, a comment section titled "Comentarios (16)" is visible, showing several comments from users like "Me encanta" and "Nestor Santos".

This screenshot shows a Facebook video player with a poll overlay. The poll asks "Alison Polonia My Question is: What do you prefer to do in your free time?" with two options: "1. Listen to Music?" and "2. Play Video Games?". The video shows a young man speaking. The video player has a progress bar and a volume icon. Below the video, there are interaction buttons for "Me encanta", "Comentar", and "Chat (186)". To the right, a comment section titled "Comentarios (12)" is visible, with comments praising the video's pronunciation and editing.

The screenshot displays a Facebook video player featuring a young woman in a red t-shirt with a Wonder Woman logo. A large blue number "4" is overlaid on the right side of the video. The video player includes a progress bar and a volume icon. Below the video, there are interaction buttons for "Me encanta", "Comentar", and "Chat (178)". To the right, a comment section titled "Comentarios (18)" is visible, with comments providing feedback on the video's language and pronunciation.



Nestor Santos
Since when did you start playing basketball?

Me gusta Comentar ...

11 13 comentarios

Chat (202)

Comentarios (13)

- It is a good video has good body expression
Me gusta Responder Ver traducción 40 seg
- I Love Your Enthusiasm, And The Way I Edit The Video 😊 You Should Try Not To Read So Much 😊
Me gusta Responder Ver traducción 40 seg
- very good, you have very good pronunciation
Me gusta Responder Ver traducción 40 seg
- thank you friends for those nice comments and if sometimes I forgot and read
Me encanta Responder Ver traducción 40 seg
- Very good video you did well
Me gusta Responder Ver traducción 40 seg

Nestor Santos Great! Very nice intro and



Nestor Santos

Me gusta Comentar ...

14 27 comentarios

Chat (215)

Comentarios (14)

- good video professor excelente your edition and changing places and good pronunciation fluides
Me encanta Responder Ver traducción 40 seg
- Nestor Santos respondió · 1 respuesta
- Okay, I like there are several sites excellent statement and a good edit.
Me encanta Responder Ver traducción 40 seg
- Nestor Santos respondió · 1 respuesta
- Good video, what a good video teacher, great video very good. **Congratulations.**
Me encanta Responder Ver traducción 40 seg
- Nestor Santos respondió · 1 respuesta
- I loved the form of expressing and the as to the demonstration with each one of the instruments.
Me encanta Responder Ver traducción 40 seg



HI GUYS

7 10 comentarios Visto por 22

Me encanta Comentar

Ver 8 comentarios más

- good introduction Lacks More Pronunciation and More Vocabulary

Appendix G: Samples of Communication on the Facebook Group

 **Nestor Santos** creó un chat: Chat de Vlogs 902.
15 de noviembre de 2018

 CHAT DE MESSENGER
Chat de Vlogs 902
Tú y 21 personas más [Ver chat](#)

Visto por 15

 **Nestor Santos** creó una encuesta.
1 de noviembre de 2018

Do you want to do your last video about "Future Plans" individually, in pairs or in groups? 😊

- In pairs**
Agregada por ti 
- In groups (more than 2 people)**
Agregada por ti 
- Individually**
Agregada por ti
- [+ Agregar opción](#)

Visto por 19

 **Nestor Santos** compartió un enlace.
27 de septiembre de 2018

Hello guys! As tomorrow we won't have class I let you here some links about TAG VIDEOS. The idea is that you watch them and get some useful insights for your own videos. On Tuesday, I will be giving you feedback on your written work for the TAG. So, bring it to class. I also plan to do my own video. So, tonight I will be posting my own tag in which you can ask me questions. Finally, the ones missing for presenting their vlog, remember that I will be with you at 3:30 pm in you... Ver más



Appendix H: Questions for the Focus Group Interviews**ENTREVISTA DE GRUPO FOCAL****PREGUNTAS GENERALES**

1. ¿Qué es lo que más les gusta de todo el proyecto?
2. ¿Qué es lo que menos les gusta de todo el proyecto?

AUTOEVALUACIÓN Y EVALUACIÓN DE COMPAÑEROS

3. ¿Qué piensan sobre el proceso de autoevaluación?
4. ¿Qué piensan sobre el proceso de evaluación a los compañeros?

HABLA

5. ¿En cuanto al habla qué ventajas podrían mencionar sobre el proyecto?
6. ¿En cuanto al habla qué desventajas podrían mencionar sobre el proyecto?

VIDEOBLOGS

7. ¿Cómo se sienten cuando graban los videoblogs?
8. ¿Qué les gusta sobre los videoblogs?
9. ¿Qué no les gusta sobre los videoblogs?

FACEBOOK

10. ¿Cuáles han sido sus experiencias usando el grupo de Facebook?