

UNIVERSIDAD PÚBLICA DE NAVARRA

A Study on the Effectiveness of Self-Assessment and Peer Assessment in the Oral Production of Secondary EFL Learners and CLIL Learners

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Abstract

This study compares the effects of peer assessment (PA) and self-assessment (SA) in the oral production of secondary English as a Foreign Language (EFL) students, half of them studying Maths in English in a Content and Language Integrated Learning (CLIL) model. The study examines the oral productions after three weeks of treatment comparing first, second and third recorded performances. In order to investigate the effectiveness of these two types of assessments, the treatment was evaluated as an ongoing process by means of a multi-method approach, using data from a previous placement test, pre- and post-test questionnaires, learners' self- and peer-assessment results and teacher's rating scores. The results of the study indicate that although no significant improvement is found in EFL learners, CLIL learners' performances show a significant improvement ($p < 0,001$) in their last productions. In addition, it has been found that the improvement is higher in the students that were assigned to the self-assessment treatment.

Keywords: self- and peer assessment, EFL, CLIL, oral competence, corrective feedback

Introduction

The study analyses the English language outcomes of 46 students of English as a Foreign Language (EFL) in the second year of compulsory secondary school (13-14 years), of whom 21 are studying Maths in English (in a CLIL model) while the other group follows only standard curricula (EFL group, hereafter). The analysis was designed in order to investigate whether self- and peer assessment are effective in classroom settings and if so, whether its effectiveness varied according to the type of assessment (self or peer) and the model of education in which these students are involved (CLIL or EFL).

There is often little class time available for teachers and students to practice the oral skills and even less to give each student corrective feedback about their oral productions. The challenge of this study was to integrate assessment in school practice, to test which one is more successful, to involve them in their own process of learning, to promote higher competence on language skills and to help learners to prepare their final oral exams. The purpose of this study is, first, to determine whether the assessment turned fruitful, then to decide which feedback procedure (peer or self-assessment) contributes most to improve oral skills, taking advantage of their produced monologues, and finally to establish which of the models (CLIL and EFL) was most successful.

The treatment has been carried out during a period of three weeks in which students have been recorded in class performing an individual monologue about one of their topics for their final oral exams.

Literature review

Promoting the acquisition of at least two foreign languages among learners involved in compulsory education has become a key issue in present Europe (European Council, 2002; Eurydice, 2009). More locally, the curriculum in Spain establishes that students in the second year of compulsory secondary education should be able to communicate in the foreign language in order to express their opinions and talk about daily and habitual actions. One of the most difficult challenges is to include corrective feedback (CF, henceforth) in class due to time constraints demanded by the commitment with the objectives and contents that should be taught in each course. First of all, what corrective feedback is and its implications should be clearly understood. Lightbown and Spada (1999) define CF as:

Any indication to the learners that their use of the target language is incorrect. This includes various responses that the learners receive. When a language learner says, 'He go to school everyday', corrective feedback can be explicit, for example, 'no, you should say goes, not go' or implicit 'yes, he goes to school every day', and may or may not include metalinguistic information, for example, 'Don't forget to make the verb agree with the subject'. (p. 171-172)

CF on oral production has been investigated in many different studies which sought to explore which type of feedback (for example, prompts, recasts, reformulations and so on) is more effective in language acquisition (e.g. El Tatawy, 2006; Lyster & Ranta, 1997; Lyster & Saito, 2010; Sheen, 2010). Nevertheless, the present study does not focus on the types of feedback, but on the types of assessment in which CF is provided.

The research literature on CF concluded that students clearly favoured an integration of feedback in their own interactions, as for example it is shown in Ware and O'Dowd (2008) who investigated how secondary learners of English and Spanish provide CF on their partners' use of the target language. They concluded that students appreciated positively the inclusion of feedback on language forms into their online exchanges, although they were not always equipped with a strong enough understanding of specific strategies to provide feedback with quality metalinguistic explanations about their natural language. In addition, Lyster and Saito (2010) established that to employ CF is very effective in response to students' non-targetlike production because it contributes to target language development over time. For them, the effects of oral CF are "durable and more apparent in free constructed-response measures than other types of measures" (p.294). They also highlighted the role of CF as "an effective form-focused instructional technique propitious for strengthening form-meaning connections" (2010, p. 294).

The Common European Framework of Reference -CEFR- (Council of Europe, 2001) in its political and educational context establishes that using different types of assessment can be a useful complement for teachers and can help to focus both learners and teachers on an action-oriented approach. The CEFR establishes different types of assessments that may be used within the communicative activities, including the ones that are planned to be

investigated on the present study: self-assessment and assessment by others. It is considered that self-assessment can be used as “a tool for motivation and awareness raising: helping learners to appreciate their strengths, recognise their weaknesses and orient their learning more effectively” (p. 192). In relation to this, it is also mentioned the distinction between formative and summative assessment, which could help understand the importance of assessing for language learning. The former is defined as “assessment carried out during the instructional process for the purpose of improving teaching or learning. [. . .] What makes formative assessment formative is that it is immediately used to make adjustments so as to form new learning” (Shepard, 2008, p. 281). It refers to “assessment that is specifically intended to provide feedback on performance to improve and accelerate learning” (Sadler, 1998, p. 77). Summative assessment “sums up attainment at the end of the course with a grade” (Council of Europe, 2001, p. 186). One of the main benefits of formative assessment is that it aims to improve learning, but it is important to provide learners with training on how to *notice, receive and interpret* such feedback (Council of Europe, 2001). So, including self- and peer assessment may be a way of engaging learners in that formative assessment and thus contributing to the improvement of the process of learning.

Many studies have focused on the effectiveness of self- and peer assessment and their usefulness in language acquisition. For instance, Sadler and Good (2006) carried out a study about the impact of self- and peer grading on student learning and established that these types of assessment make students be aware of their own strengths and progress and use higher thinking skills on their process of learning. Chen (2008) demonstrated in a longitudinal case study of Chinese students of English that through feedback and practice, students made significant progress in learning to assess their own oral performance and that inviting students to be assessment partners helps them achieve desired learning outcomes. In addition, it has been reported that self-assessment entails positive effects on the students’ English performance as well as on their confidence in learning English (Goto & Lee, 2010), while peer assessment enables learners to develop abilities and skills further than with only the teacher’s assessment (Cheng & Warren, 2005). Furthermore, Lim (2007) concluded in her study about Self- and Peer-Assessment of Learners’ Oral Proficiency that “SA (self-assessment)/ PA (peer assessment) makes learners aware of their own weaknesses and motivates them to confront their weaknesses or achieve high marks according to criteria given to them” (p. 173). Regarding the comparison between these two types of assessment, Sadler and Good (2006) concluded that “self-grading had higher agreement with teacher grades than peer-grading using several measures [...] being a closer substitute for teacher grades in terms of correlation and also of agreement.” (p. 24).

Assessment is also essential to the success of CLIL, in which both content and language must be taken into account, as it is stated in the project developed by the European Commission called AECLIL (2012). In their article “*Assessment and Evaluation in CLIL*”, it is established that “Self-assessment is a crucial moment. Involving students in assessing their learning progress is highly positive and very engaging for students. From this perspective encouraging peer

assessment can make students more independent and can give them some tools to monitor their progress” (p. 57). As indicated in this project, “a formative assessment not only has to be consistent with the objectives but also provide clear feedback to the students to allow them to unequivocally identify their shortcomings” (p. 49). Hence, both types of assessment seem to be favourable in CLIL models.

The benefits of CLIL model in language acquisition have been demonstrated in different studies (Wolff, 2002; Genesee, 2006; Lasagabaster, 2008, 2010; Ruiz de Zarobe, 2007, 2008), so from the beginning it was expected that students involved in the CLIL model will have a higher level of English due to their higher exposure to English language. However, it is widely thought that the main benefits of CLIL have been observed in the receptive skills instead of in the productive skills. Cummins and Swain (1986) established that the receptive skills of immersion students are comparable to native speakers, whereas the productive skills clearly remain non-native. According to Gassner and Maillat (2006) in their study about spoken competence in CLIL, there are also advantages at the level of discourse structure and information flow.

Gallardo and Gómez (2013) also found in their recent study about the importance of an increase of exposure on oral English production that “CLIL learners’ productions were holistically perceived to exhibit better fluency, lexis and grammar while no differences were found as regards content and pronunciation.” In this way, they found, as other previous research did, that there are clearly advantages on oral production due to CLIL exposure. Hüttner and Rieder-Bünemann’s (2010) results from their study about the oral narrative competence of CLIL and non-CLIL students also reported qualitative and quantitative advantages regarding English competence language in their CLIL group compared with the EFL group, mainly in their use of communicative strategies. Their results also present CLIL pupils more successful in the production of lexically and grammatically accurate utterances. But see Villarreal (2011) for a tentative study that calls into question the benefits of CLIL suggesting that “the older the better” seems to be a characteristic of foreign language learning with limited exposure to the target language.

With all this in mind, this research aims to investigate the effectiveness of two different ways of providing CF on Spanish secondary students of EFL and CLIL models through the use of peer and self-assessment.

Research questions and hypotheses

The present study considers two main research questions:

- Are self- and peer assessment equally effective on oral students' productions?
- Is there any significant difference between CLIL and EFL learners regarding the effectiveness of self- and peer assessment?

Along the lines of Sadler and Good (2006), it is expected that the self-assessment treatment is more effective as it is more similar to teacher's scores, maybe because these students are more meticulous when assessing their own performances and therefore could progress more in their learning process. Furthermore, the subjects who belong to the CLIL model are expected to outperform the EFL learners on the last performance as they can make use of communicative strategies in a more effective way than EFL learners (see Gallardo & Gómez (2013) and Hüttner & Rieder-Bünemann (2010) for similar results).

Methodology

Participants

The study includes 46 13-14 year-old students of whom 21 belong to a CLIL group who receives a regular English Arts class for 3 hours a week and also studies Maths through English for four hours; the remaining 25 study English as an FL three hours per week and no content subject is taught through an FL. All of them attend the second year of compulsory secondary education. The following table features the participants in the study:

Table 1. Distribution and main characteristics of participants

GROUP (G)	PARTICIPANTS	ENGLISH HOURS PER WEEK	TREATMENT APPLIED
CLIL-SAG	10	7 hours (EFL 3 hours + Maths 4 hours)	Evaluate their own recording through a self-assessment rubric.
CLIL-PAG	11	7 hours (EFL 3 hours + Maths 4 hours)	Evaluate a peer's recording through a peer assessment rubric. Receive their own performance evaluated by a peer.
EFL-SAG	12	EFL 3 hours	Evaluate their own recording through a self-assessment rubric.
EFL-PAG	13	EFL 3 hours	Evaluate a peer's recording through a peer assessment rubric. Receive their own performance evaluated by a peer.

To test the hypotheses the students have been divided into four treatment groups:

- Two self-assessment groups formed by 21 students (10 CLIL and 11 EFL) who received their own recordings and filled in a self-assessment rubric to evaluate their own performance.
- Two peer assessment groups with 25 students (12 CLIL and 13 EFL) who received the recordings of one of their peers and filled in a peer assessment rubric to assess this recording. They have also received the rubric filled by their peers on their own performance.

Concerning the students' context, they study in a semi-private school, which covers all the learning process levels from 0 years to 18 years. The methodology applied in the English class is learner-centred. Regarding English, it is the language of instruction and the students are forced to use it in order to communicate with the teacher for doubts, questions and answers. The Spanish language is only used when some concepts or explanations have not been understood, and sometimes with students with a lower level. In the case of EFL students, they practise the four language skills: speaking and listening through explanations, activities and final oral presentations carried out through projects, reading in comprehension exercises, and writing through compositions that they must self-assess. CLIL students practice also the four skills as follows: speaking and listening are developed in class through explanations and activities; reading is carried out when doing the exercises and to understand the problems, and writing is necessary in order to do the unit summaries they must hand over at the end of each unit.

The students' attitude towards the subject varies from group to group. For instance, in the EFL-PA group the teacher finds it very difficult to communicate with some students without using the Spanish language due to the quantity of students with a low competence in the FL. However, the attitude of the CLIL model students is really positive since they show an extraordinarily participative attitude and there are always plenty of volunteers to intervene in class in order to correct homework or the exercises done in class.

Data collection

Data were collected during four sessions over a period of 4 school weeks, having 1 session per week and each session lasting 55 minutes. The researcher (helped by the school teacher only to record the students) was the only person in charge of the whole process. The study has been integrated into their everyday class practice in order to alter minimally their class procedure. Therefore, the fact of having carried out the study within an existing educational context provides ecological validity to it (García Mayo and Villarreal, 2011). The four sessions were distributed as follows:

Session 1. A placement test elaborated by Cambridge University has been filled out by the students at the beginning of the project in order to gauge their current level of English. This measure will allow us to compare if students with a higher level of English show more or less improvement after the treatment. In the same manner, students have also filled in a questionnaire (see [appendix I](#) to see the questionnaires), with information about their interests and motivation towards speaking in English and assessment preferences.

Sessions 2, 3 and 4. The students have been recorded in class producing monologues about different topics (see [appendix II](#) to see the tasks employed). These were chosen from a list of topics for their final oral exams expected in June, in order not to interrupt the course and be as helpful as possible. Afterwards, the teacher sent each participant his/her own or a peer's recording depending on the treatment group in which they were integrated. The same rubric was used by all the participants (see [appendix III](#) for the rubric). The students also received a sheet with suggestions in order to guide them in the use of the rubric (see [appendix IV](#)). In order to assess the students' recordings, the levels A1, A2, A2+ and B1 from the table of Common Reference Levels for spoken language elaborated by the CEFR were used (see [appendix V](#)). In this way, four aspects of spoken language use were scored for each recording (range, accuracy, fluency and coherence). Each of the four aspects was evaluated for each recording with the following scoring: A1: 1 point, A2: 2 points, A2+: 3 points, B1: 4 points in order to facilitate the process of evaluating.

Finally, at the end of the project the students were asked to fill in an online satisfaction questionnaire (see [appendix VI](#) to see the online questionnaire) with their opinion about the project and the activities carried out.

Results

A number of results were obtained from the different data collected. First, the total results obtained from the recordings rated by the teacher divided by each group will be sketched. Then, the outcomes obtained in the placement test will be presented. And finally the results from the first and final questionnaires will be outlined.

Recording results

Tables 2, 3, 4 and 5 show the teacher's rating scores obtained by the students from each recording divided in each treatment group following the CERF suggested criteria for identifying common reference levels of spoken language use.

Table 2. CLIL-SA teacher's rating scores

PARTICIPANTS	FIRST RECORDING					SECOND RECORDING					THIRD RECORDING				
	RAN GE	ACC URA CY	FLU ENC Y	COH ERE NCE	TOT AL	RAN GE	ACC URA CY	FLU ENC Y	COH ERE NCE	TOT AL	RAN GE	ACC URA CY	FLU ENC Y	COH ERE NCE	TOT AL
CLIL-SA 1	2	2	2	3	2,25	3	2	2	3	2,5	3	2	3	3	2,75
CLIL-SA 2	1	1	1	1	1	2	1	1	1	1,25	2	1	1	1	1,25
CLIL-SA 3	1	1	1	1	1	2	1	1	1	1,25	2	1	1	1	1,25
CLIL-SA 4	2	2	3	2	2,25	3	3	3	2	2,75	3	3	3	2	2,75
CLIL-SA 5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CLIL-SA 6	3	2	3	3	2,75	3	2	3	3	2,75	3	3	3	3	3
CLIL-SA 7	2	1	1	2	1,5	2	2	1	2	1,75	2	2	2	2	2
CLIL-SA 8	2	1	2	2	1,75	2	1	1	2	1,5	2	1	2	2	1,75
CLIL-SA 9	3	2	2	2	2,25	3	3	3	3	3	3	3	3	3	3
CLIL-SA 10	3	2	2	3	2,5	3	3	3	3	3	3	2	3	3	2,75
TOTAL MEAN					1.93					2.18					2.25

From this table, it can be observed that the highest grades obtained in each recording are the following: 2.75 in the first recording, and 3 in the second and third recordings. Taking the mean scores as a reference point, the data obtained shows that in the first recording the mean score was 1.93, so, in the CLIL-SAG, 6 students score higher than the mean and 4 score lower. In the second recording, as the mean score is 2.18, 5 students score higher and 4 score lower. Finally, in the third recording, 5 students score higher than the mean that was 2.25 whereas 5 score lower.

Table 3. CLIL-PA teacher's rating scores

PARTICIPANTS	FIRST RECORDING					SECOND RECORDING					THIRD RECORDING				
	RAN GE	ACC URA CY	FLU ENC Y	COH ERE NCE	TOT AL	RAN GE	ACC URA CY	FLU ENC Y	COH ERE NCE	TOT AL	RAN GE	ACC URA CY	FLU ENC Y	COH ERE NCE	TOT AL
CLIL-PA 1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CLIL-PA 2	3	2	3	3	2,75	3	2	3	2	2,5	3	2	3	3	2,75
CLIL-PA 3	3	3	3	3	3	4	3	3	3	3,25	3	3	3	3	3
CLIL-PA 4	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2,25
CLIL-PA 5	3	2	3	3	2,75	3	3	3	2	2,75	3	3	3	3	3
CLIL-PA 6	3	2	3	3	2,75	3	3	3	3	3	3	3	3	3	3
CLIL-PA 7	2	1	2	2	1,75	2	2	2	2	2	2	2	2	2	2
CLIL-PA 8	4	3	3	4	3,5	4	3	4	4	3,75	4	4	3	4	3,75
CLIL-PA 9	4	3	3	3	3,25	3	3	3	3	3	4	3	3	3	3,25
CLIL-PA 10	3	2	3	3	2,75	3	3	3	3	3	3	2	3	2	2,5
CLIL-PA 11	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CLIL-PA 12	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
TOTAL MEAN					2.63					2.69					2.71

In the case of CLIL-PAG, the highest grade was 3.75 in all recordings. In relation to the means, in the first recording, the mean was 2.63 and 8 students score higher and 4 score lower. In the

2nd recording, 7 score higher and 5 score lower than 2.69. In the 3rd one, 7 score higher and 5 score lower than the mean that was 2.71.

Table 4. EFL-SA teacher's rating scores

PARTICIPANTS	FIRST RECORDING					SECOND RECORDING					THIRD RECORDING				
	RAN GE	ACC URA CY	FLU ENC Y	COH ERE NCE	TOT AL	RAN GE	ACC UR ACY	FLUE NCY	COH ERE NCE	TOT AL	RAN GE	ACC UR ACY	FLU ENC Y	COH ERE NCE	TOT AL
EFL-SA 1	3	2	3	3	2,75	3	2	3	3	2,75	3	3	2	3	2,75
EFL-SA 2	2	1	2	1	1,5	2	1	1	2	1,5	2	1	1	2	1,5
EFL-SA 3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
EFL-SA 4	2	1	2	2	1,75	2	1	2	2	1,75	2	2	2	2	2
EFL-SA 5	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1,5
EFL-SA 6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
EFL-SA 7	2	1	1	1	1,25	2	1	1	1	1,25	2	1	1	2	1,5
EFL-SA 8	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
EFL-SA 9	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
EFL-SA 10	2	1	1	2	1,5	2	1	2	2	1,75	2	2	1	2	1,75
EFL-SA 11	2	2	2	1	1,75	2	2	2	2	2	2	2	2	2	2
TOTAL MEAN					1.68					1.73					1.82

The highest grade in the EFL-SAG is 2.75 in all recordings. Comparing the grades with the mean scores (1.68 on the first recording, 1.73 on the 2nd recording and 1.82 on the third one), in the 1st, 6 students score higher and 5 score lower; in the 2nd, 7 students score higher and 4 score lower; and in the 3rd, 6 students score higher and 5 score lower than the mean.

Table 5. EFL-PA teacher's rating scores

PARTICIPANTS	FIRST RECORDING					SECOND RECORDING					THIRD RECORDING				
	RAN GE	ACC URA CY	FLU ENC Y	COH ERE NCE	TOT AL	RAN GE	ACC UR ACY	FLU ENC Y	COH ERE NCE	TOT AL	RAN GE	ACC URA CY	FLU ENC Y	COH ERE NCE	TOT AL
EFL-PA 1	1	1	1	1	1	1	0	1	1	0,75	1	1	0	0	0,5
EFL-PA 2	1	0	1	1	0,75	1	0	0	1	0,5	1	0	0	0	0,25
EFL-PA 3	1	1	1	1	1	1	0	1	1	0,75	1	0	1	1	0,75
EFL-PA 4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
EFL-PA 5	1	1	1	1	1	1	0	0	1	0,5	1	0	0	0	0,25
EFL-PA 6	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
EFL-PA 7	0	0	0	0	0	1	0	0	1	0,5	0	0	0	0	0
EFL-PA 8	2	2	2	2	2	2	2	2	2	2	2	1	2	1	1,5
EFL-PA 9	1	1	1	1	1	1	1	1	2	1,25	1	1	1	1	1
EFL-PA 10	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
EFL-PA 11	1	0	1	1	0,75	1	0	0	0	0,25	1	0	0	1	0,5
EFL-PA 12	2	1	2	2	1,75	2	2	1	2	1,75	2	2	2	2	2
EFL-PA 13	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
TOTAL MEAN					1.33					1.25					1.13

Finally, in the EFL-PAG the highest grade in all recordings was 2. As for the mean scores obtained (1.33 in the 1st recording, 1.25 in the 2nd and 1.13 in the 3rd one), in the first recording, 6 students score higher and 7 score lower; 6 score higher and the same score lower in the second; and in the third, 6 students score higher and 7 score lower.

From these four tables (2, 3, 4, and 5), it can be summed up that the highest grades obtained are the following: 3 in the CLIL-SAG, 3.75 in CLIL-PAG, 2.75 in EFL-SAG and 2 in EFL-PAG. So the highest grade in total for all groups is 3.75.

In table 6, the total mean scores divided by the type of model is outlined.

Table 6. Total mean scores divided by model

MODEL	TEST 1	TEST 2	TEST 3
CLILGs means	2,28	2,44	2,48
EFLGs means	1,51	1,49	1,46
TOTAL MEANS	1,75	1,78	1,78

The comparison of the mean scores reveals that both CLILGs means were higher (2.28, in the 1st; 2.44, in the 2nd; and, 2.48 in the 3rd recording) than the EFLGs whose mean scores (1.51, in the 1st; 1.49, in the 2nd; and, 1.46 in the 3rd recording) were lower from the beginning. In the first recording, the CLIL groups performed 0.77 points higher than the EFL groups. In the second recording, there is a difference of 0.95 in favour of the CLIL groups. And in the third recording, the difference peaks to 1.02. Furthermore, the rate of improvement is also higher since whereas the CLIL groups have increased 0.20 from the first to the third recording, EFL groups have decreased 0.05 in their mean scores. This difference in favour of the CLIL group is confirmed statistically. An ANOVA was conducted to determine whether the CLIL group performed differently from the EFL group and the test concluded that both groups are different ($F= 61.4$; $p<0.0001$). This finding supports our hypothesis and reveals an advantage for the CLILG in both treatments.

Likewise, a negative variation in the mean scores is observed from the first recording to the second (-0.01) and the third one (-0.06) in the PA groups; whilst SA groups mean scores shows a positive variation from the first to the second (+0.15) and from the first to the third recording (+0.23). From this data, it can be extracted that the treatment has not been effective in the PAGs from the beginning; nevertheless, it has obviously been in the SAGs.

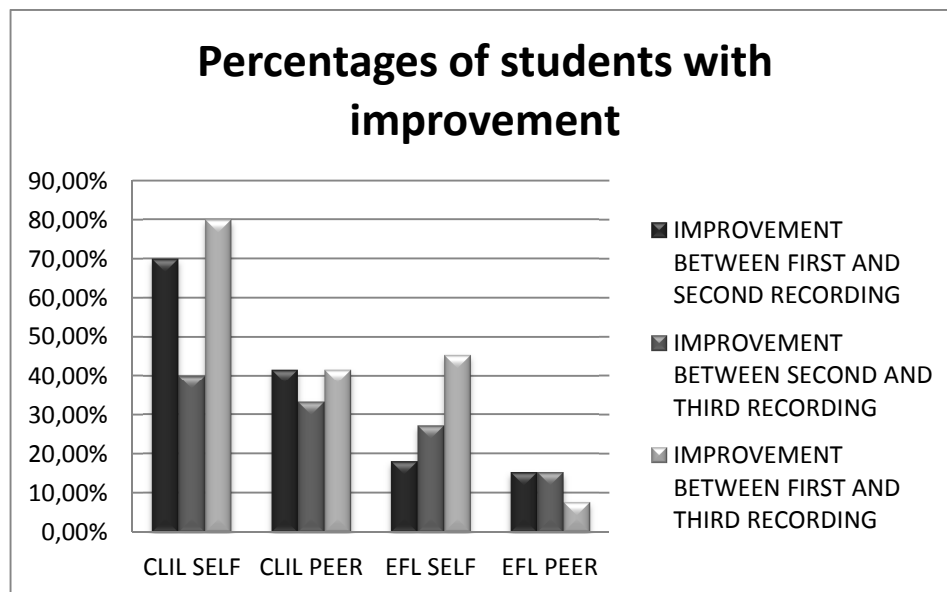
In the following table, a summary of the number of students who has shown improvement (I), no improvement (NI) or a lower result than in previous recordings (L) in their three recorded performances is shown.

Table 7. Number of students with or without improvement

Groups	Treatment type	FIRST/SECOND RECORDING			SECOND/THIRD RECORDING			FIRST/THIRD RECORDING		
		I	NI	L	I	NI	L	I	NI	L
CLIL-SA	SA (n=10)	7	2	1	4	5	1	8	2	0
CLIL-PA	PA (n=12)	5	4	2	4	6	2	8	2	0
EFL-SA	SA (n=11)	2	9	0	3	8	0	5	6	0
EFL-PA	PA (n=13)	2	5	5	2	5	6	1	6	6

Regarding the efficiency of the treatment, the results show that the effectiveness is higher on the students that belong to the CLIL model, especially in the group CLIL-SA since 8 out of 10 of them performed better in the last recording compared to the first one, whereas 5 out of 12 did it in CLIL-PA, 5 out of 11 in EFL-SA and only 1 out of 13 in EFL-PA. In addition, it can be observed that there is an increase in the number of students that performed worse in the second and third recording in the EFL-PA group. The figure below indicates the percentages of students that have shown an improvement in the three recordings.

Figure 1. Percentages of students' improvements

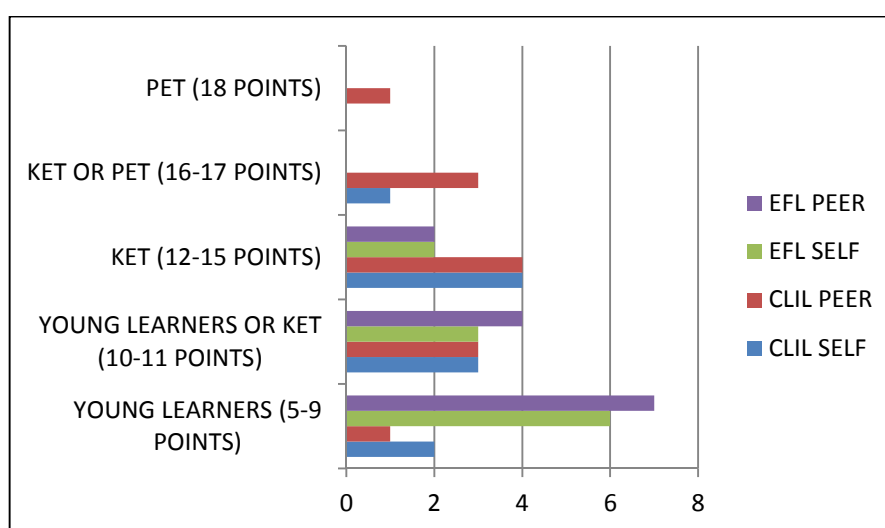


The data presented seem to indicate that it is the CLIL group that benefits more from the various types of assessment, in particular, the CLIL-SAG, which seem to benefit from the treatment from a very early stage. The CLIL-PAG seem to need a longer time interval (1st to 3rd recording) to observe clear performance differences. The EFL groups, however, show a distinct behaviour: a clear advantage can only be observed for the EFL-SA group, and only when the first and third recording assessments are compared.

Placement tests

The placement test yielded differences in the competence level of English between the four groups. Especially, among the students that belong to the CLIL model and the ones who follow only standard curricula. Figure 2 features the number of students classified by the competence level obtained through the placement test taken at the beginning of the treatment. As a consequence, we can deduce that students from the CLIL model have developed a more advanced level of English probably due to their higher exposure to the language.

Figure 2. Results from the placement test



In order to confirm if the competence level is a variable that distinguishes the four treatment groups, another ANOVA analysis has been carried out. The statistical analysis has been confirmed that this variable is a factor ($F= 61.4$; $p<0.0001$) and that the EFL and CLIL groups were intrinsically different from the initial stage.

Questionnaires

Questionnaires filled in before starting the treatment revealed that 32 out of 46 students confirmed that they were not used to being assessed by their peers and that 29 were not by themselves. However, in the final questionnaires, most of them (88% from both assessment groups) reported that they found the assessment activities useful to improve their oral skills. In addition, as also stated in the literature consulted (e.g. Lim, 2007), 79.41% of the students perceived the activity as motivating and stated that they would like to continue with the activity to prepare their final oral exams. Both questionnaires were anonymous but divided into four, one for each group. Comments were collected from students in which they showed their preferences and opinions. In the self-assessment groups, some students suggested that they would like to be assessed by the teacher or their peers in order to have a second point of view about their performances. For example:

“Me hubiera gustado que me evaluara otra persona porque así se en que verdaderamente fallo porque otra persona lo vera desde afuera y así se seguro en que

he fallado ya que en algunas ocasiones igual pienso que he dicho bien algo y lo he dicho mal.” [*I would have liked to be assessed by another person because in this way I would have known in what I have truly failed since another person would have seen it from out there and like this I have really known in what I have failed as I sometimes think that I have said something well and I have said it wrong.*]

In addition, some participants have also suggested that having time to prepare the oral performances will have helped them. For example,

“Habria que hacerlo con una preparacion anterior como con los demas orales, por que es así como estamos acostumbrados.” [*It should be done with a previous preparation as the rest of oral exams, since it is the way we are accustomed to.*]

Ultimately, as far as the purpose of the activity is concerned, 73% considered that it is useful to listen to your own recordings and that they can improve their performance through this activity. For most learners, recording their own performance was a new way of learning. In general, the students showed a positive attitude towards the procedure.

-“Me ha gustado la actividad, y me parece que es una manera de mejorar POCO a POCO tu nivel de ingles”. [*I like the activity, and I think that it is a way of improving little by little our level of English.*]

-“La actividad ha sido buena porque así nos escuchamos y podemos revisar errores para un examen.” [*The activity has been good because like this we listen to ourselves and we can check our mistakes before the exams.*]

-“Es una actividad educativa, así vemos nuestros fallos y podemos corregirlos.” [*It is an instructive activity, in this way we see our mistakes and we can correct them.*]

To sum up, students are in general (more than 75% in each group) motivated with the activity of assessing their own or their peers’ performances and they have expressed that they would like to continue with the activity, which confirms what the CEFR states about using these types of assessment as a tool for motivation in order to raise the student’s awareness of their own process of learning (Council of Europe, 2001).

Discussion

This section discusses the results obtained in light of the hypotheses put forward. As far as the research question ‘*Is there any significant difference between CLIL and EFL learners regarding the effectiveness of self and peer assessment?*’ is concerned, the results obtained point to a benefit for the CLIL group because their rate of improvement (+0.23) is higher than that of the EFL learners (they show a negative rate -0.06). Various might be the causes to explain such finding as the CLIL approach is more student-centered, since these learners might be more used to use these learning tools and can, therefore, benefit more from this strategy (as Hüttner and Rieder-Bünemann’s (2010) stated). In addition, motivation could have also biased

the results as the students' attitude towards the activity differed from one model to the other. In the case of EFL-PAG, some students expressed to the teacher their scepticism about the activity in some occasions, and finally six students obtained a result lower in the last recording than in the first one, although the activities were the same for the four groups. However, CLIL learners seem to be more motivated altogether from the beginning and, perhaps as a consequence, their results have improved in all recordings. In addition, language competence levels should be also taken into account, since it has been proven statistically to be a differentiating factor for the treatment groups. The fact that students from the CLIL model have developed a higher level of English due to their more intense exposure to the language could have also affected the results because, as deduced from the literature reviewed, the use of corrective feedback contributes to target language development, even though initially this contribution should affect all types of learners. However, this higher competence could have probably helped them to be more effective when noticing, receiving and interpreting the CF included in the assessments (Council of Europe, 2001).

With regard to the question *'Are self and peer assessment effective and equally effective on oral students' productions?'*, as it was expected and following what has been obtained in previous studies (Sadler & Good, 2006; Chen, 2008), it has been proved that the students that belong to the SA group present higher scores in their final performances (+0.32 in the CLIL-SAG and +0.14 in the EFL-SAG). This progress, however, is more limited in the CLIL-PAG while the EFL-PAG shows a decline in the performance (-0.20). The main reason for the advantage of self-assessed groups could be the one suggested by Sadler & Good (2006) that maybe these students have been more meticulous when assessing their own performances and therefore they have learned more from their own strengths and weaknesses and finally they have then progressed more in their learning process. So the students from the SA groups wanted perhaps to be sure of being more accurate with their own performances (as Sadler & Good suggested in 2006). These results might have also been influenced by the fact that in the case of PA groups the names of the students they should evaluate were not hidden (this option was discarded as they would recognize each other by their voice) and emotional factors could intervene. Maybe being more familiar with the process of self-assessment, although they do it only with the writing skill, could have also influenced the students as it is more similar to what they usually do.

Conclusions and Further Research

To measure the effectiveness of two types of assessments (self and peer) in a secondary English as a Foreign Language classroom context, a study was conducted with 46 students, of whom 22 are involved in a CLIL model. The treatment consisted in recording them during three weeks performing a monologue. Based upon previous studies, it was expected to find positive results in all the treatment groups, and in particular, in those that belong to the CLIL

model. From one part, results showed that there were significant differences between CLIL and EFL performances in which CLIL groups demonstrated a higher competence level from the beginning and a higher improvement from their first recording to the later one. Different reasons have been put forward to support these results, such as the CLIL learners' more successful management of learning strategies, their positive attitude and motivation towards the activity and their higher language competence level. From the other part, results also revealed that the effects of self-assessment proved to be significantly larger than those of peer assessment. At this point, the causes proposed are the self-assessment students' conscientiousness when assessing themselves, the emotional factor that affects when assessing their peers and their already acquired familiarity with the process of self-assessing.

There are a number of shortcomings that might also be affecting the results obtained, mainly, time and group number. The study was carried out in a relatively short period of time and it might be the case that more practice would yield better results for all the groups. Furthermore, an increased number of participants would also add reliability to the findings obtained. Regarding the process carried out during the study, some improvements could be carried out in the way the students have received their recordings. For example, in order to avoid spending so much time in sending each student their recordings, these could be uploaded to a shared platform in which each student could take their own or a peer's recording and follow the task.

We conclude with some suggestions for further research. First and foremost, the benefits of integrating the students in their own process of learning have been demonstrated. However, more work needs to be done on the reliability of these assessment types. In this direction, CEFR (2001) highlights the importance of three concepts that are traditionally seen as fundamental to any discussion of assessment: validity, reliability and feasibility (p. 177). Stefani's (1994) study provides new information about the reliability of student derived marks, mainly about the under and overestimation of their performances and the learning benefits that peer and self-assessment procedures offer to the students. Students' assessment on their own or peers' performances can only be a worthy substitute of teacher's assessment if the results are at least comparable (Sadler & Good, 2006). So, next step to be taken after the study could be the following: as we have all the assessment rubrics that the students have completed during the whole treatment, next work could be to compare the students' scores with teacher's scores and verify if students' assessments are reliable and trustful for teachers.

Another issue that may be studied is the training on giving corrective feedback students should receive before starting to practice it. Students are not accustomed to receive training on how and when they can employ these types of feedback in order to improve their own or others' language development. In this line, we find some studies such as Ware and O'Dowd (2008) who suggested the instructors to provide their students with appropriate training and awareness raising activities in order to know how and when they can provide feedback. With

a previous training, students will get involved in the process of assessing and therefore their motivational awareness could increase towards the activity.

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Appendices

Appendix I

Questionario

Este cuestionario busca conocer cómo piensas, sientes y vives las situaciones que se dan en las clases de inglés. Se te presentan 13 preguntas para que las leas atentamente y las respondas con sinceridad. Puedes contestar en castellano en las preguntas que se requiera escribir.

«No hay respuestas correctas ni incorrectas, no se trata de un examen. No es necesario que pongas tu nombre pero si el resto de los datos. Recuerda que todo lo que expreses en este cuestionario será tratado de forma privada y confidencial, de ahí que te ruegue que respondas con sinceridad».

Gracias por tu colaboración.

Datos personales:

Edad (cuántos años tienes):

Sexo: chico - chica

Curso:

I have studied English foryear(s).

My mother tongue* is

* *the language I speak at home; my native language= lengua materna*

Apart from English, I have also studied/I also speak (some)

.....

I have lived in/visited a foreign country where I had to speak English:

- Yes, forday(s)
- Yes, forweek(s)
- Yes, formonth(s)
- Yes, foryear(s)
- No, never

I have lived in/visited an English speaking country:

- Yes, forday(s)
- Yes, forweek(s)
- Yes, formonth(s)
- Yes, foryear(s) c No, never
- Other experiences.....

1. Do you do anything in your spare time* that helps you to *learn* English?

- Yes, I
- No

**spare time= tiempo libre*

2. Do you think it is important to learn English?

- Yes, because
- No, because

3. When learning English, what language skill (*reading/ writing/ listening/ speaking*) do you think is...

a) the most important?

b) the easiest?

c) the most difficult?

4. What do you think you are good at in English?

.....

5. What do you think you need to work more on to improve your English?

.....

6. How do you feel about speaking English in the classroom?

- I like it
- I don't mind
- I prefer not to
- I dislike it

and / but

- I always try to do it
- I always try to avoid it

because

7. Are you afraid of making mistakes...

a) when speaking English?

- Very much
- A little
- Not at all

b) when writing English?

- Very much
- A little
- Not at all

8. What kind of mistakes do you think you make most often?

.....

9. How much time per week are you prepared to spend on your English homework?

.....

10. What strategies do you use if you get stuck*...

(Marca todas las casillas que creas necesarias. Si necesitas añadir algo, utiliza la línea de puntos.)

**to get stuck= atascarse*

a) writing English?

- I don't do anything
- I use another English word/phrase
- I use my own or another language
- I ask a friend/teacher
- I use a dictionary/grammar book
-

b) speaking English?

- I don't do anything
- I use body language
- I use another English word/phrase
- I use my own or another language
- I ask the person I am speaking with to help me
-

11. What strategies do you use when you do not understand...

a) something written in English?

- I don't do anything
- I ask a friend/teacher
- I look it up in a dictionary or a grammar book
- I read it again and try to understand through the context
-

b) something spoken in English?

- I don't do anything
- I pretend I have understood
- I ask the person to repeat
- I ask the person to rephrase or explain
- I try to guess
-

12. Are you used to having your English assessed* by

- | | | | | |
|---------------------|-----|----|-----------|-------|
| a) your teacher? | Yes | No | Sometimes | Never |
| b) your classmates? | Yes | No | Sometimes | Never |
| c) you yourself? | Yes | No | Sometimes | Never |

* to assess = *evaluar, valorar*

13. Do you believe that you can learn English really well?

- Yes, because
- No, because

Appendix II

Activities used to record the students in order to carry out the Master's Final Work

First week

Instructions: describe what you did last week and what you are going to do next week (2-3 minutes).

Second week

Holidays



- Describe briefly the pictures.
- For holidays, which one do you prefer? Why?
- How did you spend the summer when you were a child? Where did you go?

Third week

Instructions: describe a scary moment, day or experience in your life (1-2 minutes).

Appendix III

Assessment rubrics filled in by the participants of the four treatment groups

Peer-assessment

Date:

Your name:

Class:

Scoring: put an x in the appropriate box (pon una x en la casilla que consideres correcta):

	4 Excellent	3 Good	2 Adequate	1 Unacceptable	Comments
Vocabulary (use of varying vocabulary, especially words taught in class)					
Grammar (accuracy of grammar, especially structures taught in class)					
Pronunciation (manner of pronouncing sounds and words)					
Fluency (smoothness of speech, lack of significant pauses)					
Overall score					

Best Points: things that have been done well:

Worst points: things that need to be improved:

Self-assessment**Date:**

Your name:

Class:

Scoring: put an x in the appropriate box (pon una x en la casilla que consideres correcta):

	4 Excellent	3 Good	2 Adequate	1 Unacceptable	Comments
Vocabulary (use of varying vocabulary, especially words taught in class)					
Grammar (correctness of grammar, especially structures taught in class)					
Pronunciation (manner of pronouncing sounds and words)					
Fluency (lack of significant pauses)					
Overall score					

Best Points: things that have been done well:**Worst points:** things that need to be improved:

Appendix IV

Recommendations/Recomendaciones

Before evaluating, take into account the following:

(Antes de evaluar, ten en cuenta lo siguiente)

- Irregular verbs
- Future tense (will, be going to...)
- Vocabulary
- Prepositions
- Pronunciation (you can check it in <http://www.howjsay.com/>)

You can use these kinds of sentences in order to comment recordings.

(Puedes utilizar las siguientes frases para comentar las grabaciones.)

- I/You have used correctly the verb tenses/vocabulary we have studied in class, for example...
(He utilizado correctamente los tiempos verbales/vocabulario estudiados en clase, por ejemplo...)
- I/you have not used correctly the verb tenses/vocabulary we have studied in class, for example...
(No he/has utilizado correctamente los tiempos verbales/vocabulario estudiados en clase, por ejemplo....)
- I/You need to revise past tenses, mainly the irregular verbs, for example.....
(Necesito/as revisar el tiempo pasado, sobre todo los verbos irregulares, por ejemplo....)
- I think I/you should improve..... (Creo que debería/s mejorar.....)
- I/you used.....instead of (He/has usado.....en vez de.....)
- I/you should improve.... (Debería/s mejorar...)
- I/You have improved a lot! (iHe/has mejorado mucho!)
- I/you should have said.....instead of..... (Debería/s haber dicho.....en vez de.....)
- My/your rhythm/pronunciation is....(mi/tu ritmo/pronunciación es...)

Common mistakes (Errores frecuentes)

- The Friday I...
- Yesterday, I go, play, eat, come, meet...(irregular verbs!!!)
- Next weekend, I will going to...
- I pass the day...
- On Saturday, I had a football party.

Appendix V

Table 3. *Common Reference Levels: qualitative aspects of spoken language use*

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
B1+					
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2+					
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

Appendix VI

Questionnaire sent to self-assessment groups

1. ¿Crees que la actividad te ha ayudado?

Debes puntuar del 1 al 4:

- 1= nada
- 2= un poco
- 3= bastante
- 4= mucho

2. ¿Te parece útil escuchar tus propias grabaciones?

Sí / No

3. ¿Crees que puedes mejorar tus producciones orales autoevaluando tus grabaciones?

Debes puntuar del 1 al 4:

- 1= nada
- 2= un poco
- 3= bastante
- 4= mucho

4. ¿Crees que has mejorado tu nivel de inglés oral con esta actividad?

Debes puntuar del 1 al 4:

- 1= nada
- 2= un poco
- 3= bastante
- 4= mucho

5. ¿Hubieras preferido ser valorado por otra persona?

Sí / No

6. Si es que sí, ¿por quién? (Profesor/a, compañero/a...)

7. ¿Te gustaría continuar con esta actividad?

Sí / No

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Questionnaire sent to peer assessment groups

8. ¿Crees que la actividad te ha ayudado?

Debes puntuar del 1 al 4:

1= nada

2= un poco

3= bastante

4= mucho

9. ¿Te parece útil escuchar tus propias grabaciones?

Sí / No

10. ¿Crees que puedes mejorar tus producciones orales si un/a compañero/a valora tus grabaciones?

Debes puntuar del 1 al 4:

1= nada

2= un poco

3= bastante

4= mucho

11. ¿Crees que has mejorado tu nivel de inglés oral con esta actividad?

Debes puntuar del 1 al 4:

1= nada

2= un poco

3= bastante

4= mucho

12. ¿Hubieras preferido no ser valorado por un/a compañero/a y autoevaluarte?

Sí / No

13. ¿Te gustaría continuar con esta actividad?

Sí / No

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