



REVISTA KRONOS

Peer Assessment Effect in Speaking Skills by means of CLT-Drama activities-in EFL B1.2 Students

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ABSTRACT This action research study aims to determine the close proximity and significance there is between peer assessment and drama, as elements that foster Speaking Skills. The dynamics of these elements generate an efficient learning process. It makes use of a careful backward design as well as Gradual Release of Responsibility-GRR considerations, and the use of CLT activities. The project was implemented within a time frame of 4 weeks, 2 hours a day; a total of 40 hours were reported in this research by means of CLT-Drama activities-in EFL B1.2 Students, its impact and improvement in Speaking Skills. Drama is a unique space that promotes and sustains motivation, as it is a social learning ground naturally filled with interaction that makes transfer viable. Several assets derive from this experience: creativity, tolerance, nonlinear thinking, receptivity to other's ideas, breaking with stereotypes, helps self-esteem by resorting to expression of feeling, and opinions. This is a pre/posttest design study with instruments to collect data for the Quantitative research question: Does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? Data collection for qualitative questions are based upon the researcher's field notes in reply to qualitative question: How does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? Finally, an invitation to reflect on the importance of including peer assessment, drama activities and art to fulfill holistic learning in the English classroom.

KEY WORDS Drama, Nonlinear Thinking, Peer Assessment, Social Learning, Speaking Skills.

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Efecto de evaluación de pares en las destrezas orales mediante actividades de Drama-CLT, con estudiantes EFL B1.2

RESUMEN Este estudio de investigación-acción propone determinar el efecto de la evaluación de pares y el drama como elementos estratégicos que fomentan las destrezas orales. La dinámica de estos elementos genera un proceso de aprendizaje eficaz mediante el uso cuidadoso de diseño inverso y de consideraciones GRR (Liberación Gradual de Responsabilidades). El proyecto se realizó en un período de 4 semanas, 2 horas diarias, 40 horas en total, con estudiantes del B1.2 de nivel técnico superior. Así pues, las actividades CLT mediadas por el drama, como espacio único que promueve sostenidamente la motivación, es el terreno de aprendizaje social, interactivo que hace viable la transferencia. Experiencia que resulta en varias ventajas: la creatividad, tolerancia, pensamiento no lineal, receptividad al pensamiento de otros, el romper con estereotipos, autoestima mediante la expresión de sentimientos y opiniones. Conviene subrayar, que este estudio de diseño pre- posttest recoge datos para la pregunta cuantitativa: ¿tiene la evaluación de pares un efecto en las destrezas orales cuando se utilizan actividades CLT-drama con estudiantes EFL B1.2 de nivel superior tecnológico?; así como también los datos recogidos para la pregunta cualitativa basados en las notas de campo de la investigadora, siendo esta: ¿cómo impacta la evaluación de pares en las destrezas orales mediante el uso de actividades CLT-drama en estudiantes de EFL B1.2 de nivel superior tecnológico? Finalmente, este estudio es una invitación a reflexionar en la importancia de incluir la evaluación de pares, el drama y el arte para alcanzar un aprendizaje holístico en el aula de inglés.

PALABRAS CLAVE Aprendizaje social, destrezas orales, drama, evaluación de pares, pensamiento no-lineal.

INTRODUCTION

Developing oral competence requires consistent practice and adequate meaningful practices that are real as well as useful for students' communication learning process (AL-Garni & Almuhamadi, 2019). The key to understanding the link between peer assessment and its effect in Speaking Skills using CLT activities is realizing assessment is undeniably a piece aligned to the success of the learning process (Wiggins, 1991).

Assessment traditionally has been disconnected from the learning process planning when it should be considered initially to envision learning as a dynamic holistic process that addresses the makeup of communication. Thus, peer assessment works towards learning. It is impacting and lasting for students provide feedback during formative stage that will allow reflection and necessary adjustments to reach final objectives, plus by providing feedback students reach awareness of their own learning process, giving place to meta-cognition (Joo, 2016).

Therefore, a clear understanding of a need of production entails the complexity of prioritizing a balance in the practice of the four skills: speaking, reading, writing, and listening; providing opportunities for students to participate and do the crossover from the grammatical-theoretical competence to the pragmatic competence (Lessard-Clouston, 2018).

This study aims to report the effect peer assessment has in developing speaking skills providing students timely feedback to ensure their learning through understanding specifics towards improving their performance in speaking skills. Teacher should think of assessment as a unique opportunity of getting to know the individual process and to take the timely task of giving feedback for students to identify and learn from mistakes (Soulsby, 2009).

QUESTIONS AND STATEMENT OF THE PROBLEM

The literature review will support the following research questions: "Does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? and How does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students?"

The problem of effectively Learning English in Ecuador has to do with the following factors, English is a mandatory requirement to attain a graduate degree in superior education according to the Academic Regime Regulations (Consejo Educación Superior [CES], 2019) which implies an added pressure in students. Plus, along their academic journey students have not been able to practice Speaking skills mainly due to a traditional approach that stresses the importance of enforcing a Structural Approach style, by following grammar rules with an enormous teacher teaching time and little time for students' participation.

Consequently, students target grammar usage happens only in a mechanical fashion and their control and appropriacy to express their feelings, opinions in response to real situations is not clear, vocabulary complexity does not reflect level and pronunciation, intonation and stress is unclear and impedes understanding.

SPEAKING SKILLS AND PEER ASSESSMENT EFFECTIVENESS RELATED STUDIES

Peer assessment in speaking skills with undergraduate college students addressed by a study performed in Hiroshima Shudo University (Otoshi & Heffernan, 2007) aimed to contrast peer assessment to instructor assessment. The results revealed reliability which depend to

a large extent to peer proficiency, directly connected to statistically significant correlations between student and teacher oral presentation assessing methods. One factor mentioned is the lack of both theoretical and empirical studies, plus the fact that evaluation does not have enough research in regards to this matter.

King affirmed that oral presentations include multi-faceted factors criteria such as: language, content, delivery, and visual aids (King, 2002). Criteria which are established by the teacher in assessing student's performance. According to a research analyzing peer assessment in oral presentations (Otoshi & Heffernan, 2007), there is a possibility for a biased evaluation. However, this also reflects the engagement there is on both sides, a narrative of the learning process events taking place in the classroom with the participation of its actors, assertively placing the classroom into reality.

Advocates for peer assessment affirm, it is pivotal to collaborative learning, emphasizing how it promotes autonomy (Johnson, D. W., & Johnson, 1981), responsibility and an active role in learning (Cheng & Warren, 2005). Cooperative learning is particularly effective in developing interpersonal skills, and teamwork giving place to meaningful learning (Shanti, Divaharan Lourdusamy, 2003). Nonetheless, Joo (2016) contrasted a research where test culture impedes being enriched by peer assessment, highlighting one necessary fact that underlies education in its context and culture and the need of considering both. Peer assessment has shown to be a tool that promotes reflecting on students' learning process through generating constructive feedback resulting in understanding and metacognitive learning.

HOW TO TRAIN STUDENTS TO PEER ASSESS

Peer assessment is considered as a favorable tool, if adequate training is provided (Otoshi, J. & Heffernan, 2007). Training students in peer assessment should underline learning is the aim and thus, it goes beyond measuring levels or giving grades to their peers. Students should build their understanding on peer assessment as a contribution to the learning process, that must take place consistently through the process in several activities. Only then, students will take peer assessment as a tool to have an active role in the class by helping their peers as well as themselves and the teacher by identifying specific needs and to deepen their understanding of particular aspects.

CLT ACTIVITIES

Communicative Language Teaching improves Oral Skills by bringing reality into classroom experiences to enrich communication with real life situations that are easy for students to relate to (Richards, Jack C.; Rodgers, 1999). Thus, it increases significantly their exchange of information, avoiding mechanical repetitions for communicative exchange will more likely generate unpredictable situations that give place to real communication (Richards, 2006).

There are many methods and CLT activities that can be implemented in a class, it all depends on the group and choices the teacher has made towards the benefit of their learning process. Some CLT activities to be mentioned are: Buzz groups, brainstorming, debates, outdoor activities, field trips, role play and some approaches such as case studies, project-based learning, STEAM, and others (Richards, Jack C.; Rodgers, 1999).

THE USE OF DRAMA FOR THIS RESEARCH

Promoting speaking skills through drama results effective for students because it is decisive in deepening the expression of ideas (Hidayat & Apriyanto, 2019) since drama allows to cater students' diverse learning styles, plus it engages an active participation. We must remember each student has a different learning style of processing information, by means of visualizing, listening or through their body expression, plus it builds self confidence in students who are shy.

Consequently, when using drama, students are able to integrate all skills in their learning process facilitating the cognitive process. Dramatization is attractive for it generates creativity which allows students to work collaboratively in problem solving. Engaging students in the learning process is key to meaningful and lasting learning which also refers to learning by doing (Zafeiriadou, 2009a), understanding the need of classroom as a space of transformation (Freire, 2006), the fulfillment of the right every human has to freedom, through art towards strengthening expression and critical thinking (Shaheed, 2013).

Drama also allows learning through social interaction which makes learning significant, fostering Vygotsky's ZPD, zone of proximal development (Vigotski, 2000). This study will focus on drama since studies support the fact that verbal skills have noticeably improved proficiency and real-life communication (Hidayat & Apriyanto, 2019). One other advantage to be mentioned is the provision of a necessary change to lecture strategies, transforming Passive English to Active English which drama achieves by means of the use of diverse strategies and techniques. Drama also offers a powerful tool in problem-solving giving place to building self-confidence (Janudom & Wasanasomsithi, 2009).

Dramatization is a complex expression that requires introspection, reflection, feelings, emotions, bringing words alive and has room and flexibility to customize our own thoughts into a predetermined script and the author's lines, it allows to draw lines connecting us to certain characters, resulting in an appropriation of the material through a work that includes reality and imagination (Barbee, 2010). The use of drama allows infinite opportunities of thinking outside the box and relating to L2 in a functional way, understanding its usefulness in real life.

RESEARCH METHODOLOGY

To start with this section, it is fundamental to understand what Action Research is. Action research is part of a movement that has been going on for some time now, it is a way of deepening the educational praxis with reflection in order to problematize by generating questions to identify problems and address them according to students' needs, catering and contextualizing learning with the active participation of its actors (Burns, 2010).

Action research displays the scope, action and power pedagogy has in deconstructing traditional patterns of teaching. It offers proposals that enhance learning, relearning, by means of reflection to prevent activities that lack meaning and that only reach the void of the immediate, displacing the urgency of the profound, lasting and important (Walsh, 2013). It is a way of bringing research (Creswell, 2015) into educational settings providing the necessary reflection to first hand reality experienced in the classroom.

The research design that was utilized in this action research project was a pre-posttest comparison design. Field notes, and a survey were used as qualitative tools, while pre and posttest were chosen as quantitative instruments. The independent variable Peer Assessment, and one dependent variable: Oral Skills Improvement. A dependent variable, that is evidenced through results of pre and posttests. Table 1 below shows the research design implemented with this action research (see Table 1).

Table 1. Research design for this study: variables and data sources

	Intervention students: peer assessment rubric -in drama	Comparison of results pre- test-posttest
Independent variable: PEER ASSESSMENT	1. Speaking (pretest) (posttest) 2. Researcher log diary field notes	1. Speaking (pretest) and (posttest)
Dependent variable (outcome): ORAL SKILLS IMPROVEMENT	1. Pre and posttests 2. Researcher log diary field notes on research perceptions	1. Pre and post speaking survey

PARTICIPANTS

The group that participated in the study was made up of sixteen B1.2-students who have approved prior level B1.1 that approved placement exam based upon CEFR level descriptors (Examenglish.com, 2021). Students are emerging adults, age range 21 to 25 years old. All students agreed to participate in the project. There were fourteen students that belong to National Tourism Guide Career program, one student is a Nurse student and one of them belongs to the Software Development Career Program. All students completed the activities of the Action Research. The final sample completed the pretest and posttest and participated in the peer-assessment intervention. Female students correspond to 68.75% of the students correspond to female students and 31.25% correspond to male students.

INSTRUMENTS

Pretest and Posttest in Speaking Skills will be the instruments to collect data for Quantitative research question: Does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students?

Instruments for productive skills in this research: Speaking would be based upon the researcher's field notes, as well as a survey, can be requested at any time, these describe the data collection for qualitative questions in regards to peer assessment. highlighting details of this process, in reply to qualitative question: How does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students?

RESEARCHER'S FIELD NOTES ON PEER ASSESSMENT EXPERIENCE

Researcher's field notes provide an idea of the day-to-day class learning environment as well as student's reactions to peer assessment experience, their interaction amongst themselves in individual, pair and group activities that students had prior to the drama performance. The importance of having various opportunities in peer assessment training, until reaching pretest and post-test.

PROCEDURE FOR CREATING MY RUBRIC FOR THE INNOVATION PROJECT

Since this was a pilot simulating experience it allowed pertinent reflection and validity to generate improvements and to create a rubric that could be both complete and easier for students and teacher to assess and give timely feedback. The rubric is based upon the Analytical Cambridge Scales and given the specifics of my research innovation which is peer assessment effect in speaking skills by means of drama. The criterion included in the rubric contemplates the following: language usage which refers to grammatical and syntax aspects linked to control and appropriacy; vocabulary range that matches the contents of the lesson plan and innovation proposal; pronunciation and enunciation with particular interest given to intonation and stress, also part of the objective of this study; text and vocal work which has to do with clarity, expressiveness, articulation and an appropriate use of volume; and the interactive communication which addressed initiating conversation, and responding to conversation. The referred rubric resulting from this experience, is available upon request.

RESULTS

QUANTITATIVE RESULTS

Quantitative results refer to students' pretest scores on the rubric that responds to research question: Does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? as seen in figure 1 (see Figure 1).

The following criterion were considered: grammar and syntax resulted in a mean of 3,62 which denotes the use of target grammar usage: have to vs. want to and wish that showcase control and appropriacy topic related to expressing feelings, wishes, hopes, and dreams related to relationships in response to others in a dialogue situation, with a few mistakes and generally clear meaning; while it achieved an 3,37 in vocabulary which means students use a great amount of vocabulary words related to unit. Pronunciation score achieved of 3,37 denoting students' expression, intonation and stress as clear and easy to understand. Text and vocal work reached a 3,31 which refers to expressiveness, voice projection and volume while conveying a message.

Figures corresponding to interactive communication resulted in 3,37 which reflects the skills of initiating and responding when communicating with others in a dialogue situation. The total range of the rubric for grammar, vocabulary pronunciation, text and vocal work, and interactive communication went between 0 to 4; for the pretest students' results range between 3,31 to 3,62. A distribution of scores can be seen in figure 1 for pretest.

Student post-test scores on the rubric that responds to research quantitative question: Does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? as seen in figure 2 (see Figure 2).

While the total range of the rubric was 0 to 4, but the actual range was 3.31 to 4 at pretest and 3.75 to 4 at posttest, displaying students satisfy above average 3.5 with some element of band 4. There is an overall increase in posttest students' peer assessment scores which describes and denotes the use of the tool is better understood, and its effect is evident in the development of the learning process and speaking skills improvement.

A paired-sample test was used to explore the research question, "Does peer assessment have an effect in Speaking Skills when using CLT activities by means of drama in EFL B1.2 Public Tech College Students?", in a paired sample *t*-test.

Figure 1. Pretest rubric scores

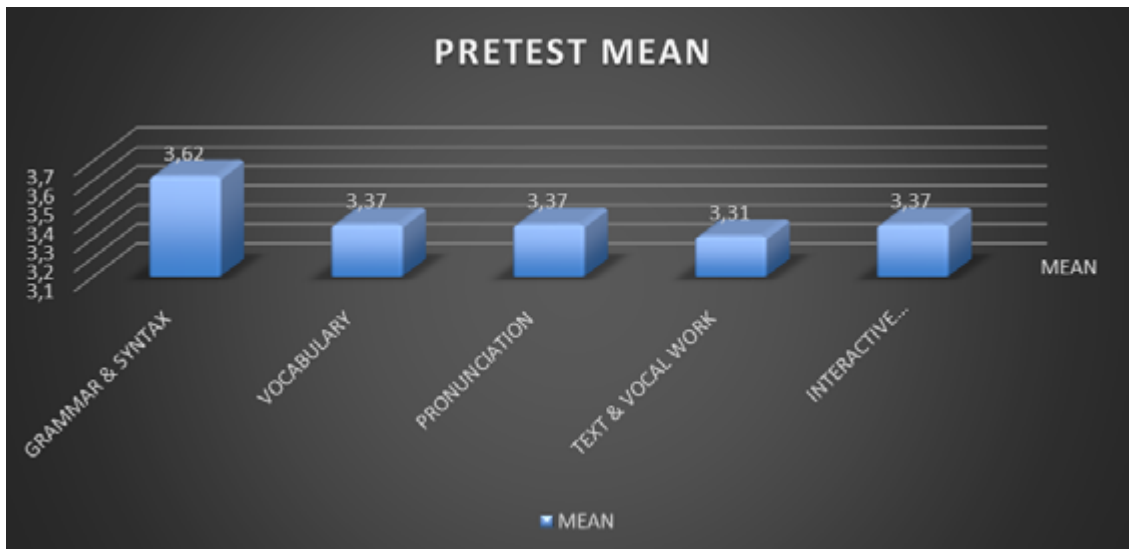
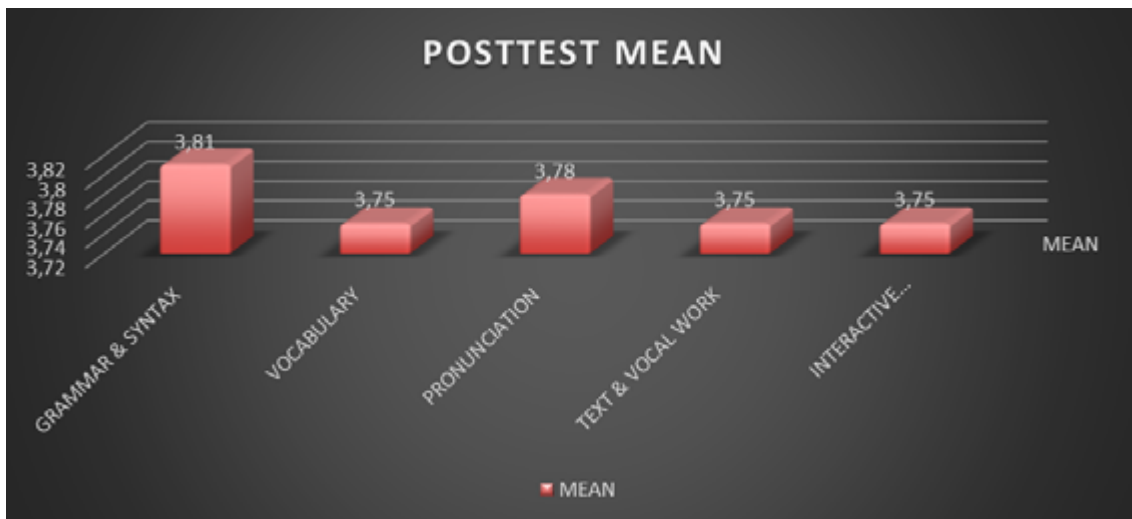


Figure 2. Posttest rubric scores



The paired -sample *t*-test identified a statistically significant difference between pretest and posttest scores ($t=-3.84$, $p<0.001$). The test indicated support for the alternative hypothesis, as shown in table below (see Table 2).

QUALITATIVE RESULTS

Qualitative results made use of a survey and researchers field notes that respond to research question: How does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? The graphic shows the answers categorized into colors, green representing metacognitive processes and critical thinking, blue representing acceptance to peer evaluation, magenta represents social learning, brown representing the importance of training in peer assessment, and finally identifying advantages and disadvantages.

The survey provided the following results making use of excel and color-coded formulas to organize and see the frequency of similar answers for qualitative data.

Table 2. Paired -sample t-test

	Variable 1 PRETEST	Variable 2 POSTTEST
Media	0,853125	0,9421875
Variance	0,00748958	0,00439323
Observations	16	16
Pearson Coefficient Correlation	0,28783081	
Hypothetical Mean Difference	0	
Degrees of freedom	15	
Statistical t	3,84585385	
P(T<=t) one tail	0,00079365	
Critical Value of t (one tail)	1,75305036	
P(T<=t) two tail	0,00158731	
Critical Value of t (two tail)	2,13144955	

Statistically significant for pretest is different from posttest.

Survey provided information on aspects of peer assessment as a direct contribution to metacognitive that ranges from 31 to 34%, the category of training as a positive resulting factor that goes from 24 to 27%; the social learning area identified from a 16% to 18%, and the advantages peer assessment had in learning process ranging from 14 to 15%, and just 5 to 6% were some considerations of peer assessment to have disadvantages. as shown next page in figure 3 (see Figure 3).

SURVEY NARRATIVE

The survey describes data collection from students' perception on the peer assessment process during training and application of peer feedback assessment highlighting details of this process.

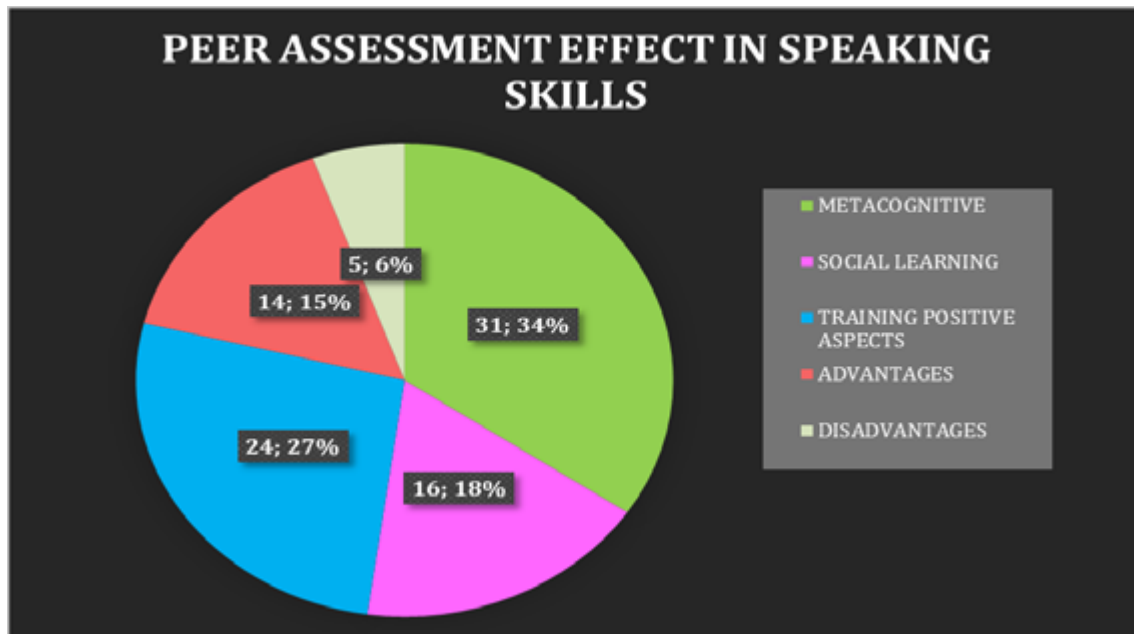
Researcher's field notes provide idea of the day-to-day class learning environment as well as student's reactions to peer assessment experience. Complete survey narrative with questions and answers from participants is available upon request.

DISCUSSION

This research responds to research quantitative question: Does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? and in reply to qualitative question: How does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? It starts with great expectations that rise from the real needs tech college students have in expressing their thoughts, feelings, opinions and wishes fluently and to interact both in the social and academic spectrum.

The study reveals results and several coincidences some of the authors pointed out at the literature regarding peer assessment which defines an overall increase in posttest

Figure 3. Peer Assessment Effect in Speaking Skills Survey Results



students' peer assessment scores. Thus, it describes and denotes the use of the tool is better understood, and its effect is evident in the development of the learning process and speaking skills improvement.

Details on activities that fostered productive skills are registered in researcher's field notes, and provide an idea of the day-to-day class learning environment as well as student's reactions to peer assessment experience, the survey describing details on data collection in reply to qualitative question: How does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students?

It definitely matches prior studies on the importance of training for peer assessment and providing several opportunities for students to peer assess, in order to reach an understanding of the advantages of peer assessment in learning by acknowledging their own process while providing feedback to their peers, particularly due to the fact that peer assessment is not part of our culture.

Accompanied by the fact that drama goes beyond words, giving the possibility of owning words in a dynamic relationship that gives significance to characters according to each individual's interpretation which filters spiritually, emotionally and physically, giving place to productivity (Barbee, 2010). Strengthening teacher's call to encourage meaningful learning activity that requires to breach traditional and official ways (Zafeiriadou, 2009b).

CONCLUSIONS

Revising the initial literature review and research questions: "Does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? and How does peer assessment have an effect in Speaking Skills when using CLT activities in EFL B1.2 Public Tech College Students? In consideration to the problem it was found that is, in Ecuador English is a mandatory requirement to attain a graduate degree in superior education according to Art.80 on the Academic Regime Regulations (Consejo de Educación Superior [CES], 2019) which implies an added pressure in students for achieving this requirement. In addition to the fact that along their academic journey,

students are not provided with practice in Speaking skills mainly due to the agenda and requirements imposed by certain educational organizations that focus on traditional Structural Approach that enforces grammar rules over students' participation.

This research findings highlight peer assessment contribution to metacognitive and social learning and drama as a unique space to foster and sustain motivation. The implications of social learning ground which naturally gives place to interaction making transfer viable, showcasing collaborative learning as essential in generating learning, portrayed in results with a considerable improvement in speaking skills. Several assets derive from this experience creativity, tolerance, nonlinear thinking, receptivity to other's ideas, breaking with stereotypes, helps self-esteem by resourcing to expression of feeling, and opinions. It is an experiential learning that has proven to successfully improve speaking skills, moreover it also enables students with skills to cope with reality. The importance on trespassing traditional frames and methodologies towards the aim of understanding education and language are key in transforming life opportunities for many by achieving, doing and acting with creativity over passivity by means of implementing CLT activities-drama as a strategical method to cater students learning styles. This not only requires planning, but matching a lesson plan coherently to aim and achieve peer assessment and transfer for long term learning process. Planning must consider authentic assessment as part of the learning process; consequently, if planning aims a meaningful learning process, assessment should replicate this by being real and close to students' experiences by showcasing genuinely a link to life and to their goals to the future. When planning, assessment must be part of the initial reflection in order for it to match learning process goals, and to be aligned with the objectives and results pursued throughout the unit. It must give students the necessary consideration at all times, fostering a student-centered class throughout the learning process.

To sum up, classes should consider a variety of activities to cater students' diverse learning styles, as well as to provide opportunities for all students to activate their speaking skills, and gain confidence. Art is a mediator in my classes, through music, painting, writing, and decision-making when designing their own presentations, clearly evidenced in the Drama Open House where all skills were conjugated

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