Peer Feedback to Improve Speaking Skills through Vocaroo, a Voice Recording Application.

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Modality: Research Report

Peer-feedback to Improve Speaking Skills through Vocaroo, A Voice Recording Application.

Around the world, one of the techniques that prevail as a helping tool to enhance any skill when learning English language is peer feedback. It is a technique towards engaging another student. It offers students chances to learn from each other and reflect about their own work (Kasch et al., 2021). When learners finish their task, they have to work together to see each other's job and give comments or suggestions to the peer partner.

An initial study carried out in London by Cushing et al. (2011) emphasized that peer feedback has underlined the applicability and rewards of three aspects of the education process, i.e., the classroom management, mutual learning interchange, speech and analysis. Despite the advantages mentioned before, Kunwongse (2013) mentioned that several Thailand English teachers and scholars are doubtful about peer feedback for reasons such as, time consuming activity, lack of confidence in peer reviewers, and cultural factors, which cause in students to not reach their objectives in improving their skills, especially in speaking.

On one hand, in Latin America, specifically in Puno, Peru, 55% of instructors do not use peer feedback according to a study developed by Alvarez (2018). On the other hand, an action research study conducted by Neira (2020) held at a public university in Ecuador showed that learners struggled with oral section in class participation in the classroom because they were not able to understand the content.

At the Language Center of a public university, located in the city of Babahoyo, students from fifth level out of seven have problems when speaking between each other, and are not trained properly to provide peer feedback to a classmate. This is a considerable drawback because important techniques like the one mentioned before,

have to be considered to be learned during classes and permit learners to support each other.

Literature Review

Peer feedback is a structured process in which the giver and the receiver evaluate and provide feedback between each other. The relationship that learners develop at this stage permit to assist them in developing better judgement regarding their own learning and to further participants' competence, teachers can support them by thinking critically, providing data, highlighting practical problems, and coming up with solutions (Sackstein, 2017).

Besides that, a checklist is a reliable list of planned activities, responsibilities, or habits that enables the analyst to track the presence or not of the individual listed item, and this term is used to describe a broader collection of cognitive aids that are taxonomically associated, but vary regards to their purpose, application and implementation (Chaparro et. al, 2019).

Meanwhile, rubrics share three fundamental characteristics in order to achieve their intended purpose of helping educators in determining the caliber of student's performance. First, this instrument contains details about the elements or criteria to look for in student performance to help with identifying the qualities to be assessed. Second, the rubric includes descriptions of student performance at various quality levels to help in determining the quality of student performance. A rubric is created by putting the quality descriptions and aspects that need to be evaluated into a two-dimensional matrix along with a scoring method.

This investigation was focused on improving EFL speaking skills development through peer feedback using Vocaroo, an online voice recording application. In this regard, it was precise to define concepts such as, peer feedback, interaction, social

constructivism, communicative language teaching and how they are related to this study. Moreover, modeling as a teacher strategy is the process of creating and developing an environment in which students can learn, grow and develop.

Likewise, the three constructs that were designed for this purpose were grammar & vocabulary, pronunciation and interactive communication. Last, the process of providing peer feedback based on a spoken interaction and by applying checklists and rubrics that can be used to help students develop a sense of self-worth.

According to Alibekova and Urinboyeva (2020), interaction facilitates the accelerated development of learning conversational skills, and it is performed only through integration of different sorts of speech, classic discussions, and language modeling techniques. Gordon (n.d.) stated that communicating more clearly and effectively involves teaching some valuable skills. Whether someone is seeking to better communicate with a partner, children, boss, or coworkers; teaching these skills will increase connections to others, create higher confidence, respect, improve teamwork, and problem solving. This research is linked with this topic because students would learn to speak without fear of mistakes and in the midst of them, there will be a comfortable environment for a correct exchange of information and experience.

In terms of social constructivism, Vygotsky (1979) stated that successful learning occurs when transmission, engagement and recreation are involved. Moreover, Hassan et al. (2021) manifested that in the Zone of Proximal Development which is part of the learning's cognitive process, "the learner is able to complete the given task under the guidance of an adult or teamwork and the learner's capability to find the solutions independently" (p. 5). This theory has its relation with this research due to the reason that students would complete the goals set by a tutor and develop the essential competences because of the suggestions provided.

In this innovation, the Communicative Language Teaching (CLT) will be used. As argued by Bagheri and Mohamadi (2021), CLT is based on communication in which interaction is highlighted and where learners acquire the competence by doing real tasks. The same author claimed that this type of approach is inclusive and the main ingredient is the personal experience an instructor provides within communicative tasks. Similarly, Armnzai and Alakrash (2021) supported that in this method, instructors are guides in classrooms, so they can tell what to say and how, depending on the context, roles and people.

Another aspect to consider is the advance that technological applications have had during the last decade, and how it has enhanced the four language skills. The integration of technology in this field "not only narrowed the digital divide" (Al-Habsi et al., 2022, p. 44), but also "guided a shift from the cognitive view of communicative teaching to a more social and socio-cognitive view" (Al-Kadi, 2018, p. 7).

In addition to, Vocaroo is a voice recording application, in which anybody can make an online recording with just pressing the red button. It permits the creation of unlimited voice messages which includes a pause button to stop for a little bit in case of noise background, and can be shared through email, social platforms such as Facebook, Twitter, Whatsapp, links, and QR codes. If the user finds that the recording was not good enough, it can be deleted. Something important to consider in this tool is that if someone wants to use the voice recording, it requires the access link, giving restriction to non-authorized people and protection of copyright.

The current research is engaged in the training of speaking skills in EFL students. Regarding this topic, Ritonga et al. (2022) pointed out that learning to speak a foreign language in the digital age is quite difficult due to the lack of educational procedures toward this realm that do not permit to reach the learning outcomes, that's

why a necessary methodology must be sought especially for virtual learning environments; however, during the last two decades, the internet has had a great impact on the development of learning foreign languages thanks to use of technology, web pages and mobile applications which have allowed to perform tasks that were inconceivable and has taken on an exciting purpose in facilitating communication (Adams, 2021). For this reason, the goal of studying a language is frequently to improve conversational abilities.

Furthermore, in this current research, there are three theoretical constructs that will be considered: grammar & vocabulary, pronunciation and interactive communication. A theoretical construct is a concept that is not precisely a variable; however, it develops hypotheses to explain the correlations between variables (Calder et al., 2021).

The first theoretical construct is grammar & vocabulary. From the point of view of Andriani et al. (2021), students' lack of vocabulary is a common challenge that teachers have when teaching English grammar. As a result, the material supplied for training is widely misunderstood by students, and have trouble creating sentences because of a limited vocabulary. Vocabulary is an essential part that each student must practice when acquiring a foreign language. According to Wilkins (1972, as cited in Fitriawati & Sitti, 2021), "without grammar, we can say little, without vocabulary, we have nothing to say" (p. 111). Also, "without vocabulary, the structures and functions he learned cannot be used for comprehensive communication" (Gultom et al., 2022, p. 9).

Moreover, instructors use different strategies to tackle the acquisition of vocabulary rather than traditional ones. The author Gultom et. al. (2022) referred in his research that a great strategy was the illustration with the meaning of words and

activities such as, word guessing contexts, semantic network, or mnemonic can be inserted to improve this aspect.

The second theoretical construct is pronunciation. Yates and Zielinski (2009) stated that pronunciation is the production of sounds that are made when speaking. "It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing, (suprasegmental aspects), and how the voice is projected (voice quality)" (Yates & Zielinski, 2009, p. 11). The author manifested that pronunciation is important, because through these sounds making is how the speaker is going to be understood; but it is hard to master and that conveys not to understand properly a message given by another person.

The third construct is interactive communication. When talking about this essential feature, "students learn to think, solve problems, make decisions and participate in discussions" (Qambarova, 2022, p. 3). The same author mentioned that to have an innovation in pedagogy it is a must to use technologies to promote interaction to obtain a high level of effectiveness. Likewise, Quizi and Iqbolxon (2016) stated that interaction with other people is a great way to acquire a language; nevertheless, there are some considerations that teachers have to take into account like learners' age, CEFR level, culture and even the number of lessons per week available to teach the foreign language. The participants become active learners when they interact with authentic materials.

The current research objective is to determine if peer feedback improves the development of speaking skills. Liu and Carless (2006) mentioned that peer feedback focuses on highlighting the capacity to enhance learning outcomes. The same author manifested that this technique is a process related to communication in which learners

produce dialogues according to the performance and standards. Similarly, peer feedback provides a response on the performance, and mentions the strengths, weaknesses and suggestions to enhance a particular task (Gielen et al., 2010).

Moreover, Hojeij and Baroudi (2017) stated that scaffolding could be used to train people to provide peer feedback, due to that it is a method that assists learners to improve introductory study skills; afterwards, it gradually decreases support as learners grow proficient in achieving new activities.

Yang et al. (2008) identified four scaffolding steps, such as, modeling, practice, fading and autonomous application. The teacher who provides specific instructions and examples to the students is referred to as modeling. Practice refers to the chance for learners to replicate the skills they have learned. Fading occurs when the teacher progressively pulls back supervision as pupils take their learning responsibility and to be more productive. The term autonomous application focuses on participants' ability to guarantee peer feedback by themselves.

Nevertheless, Al-Ghazali (2015) mentioned that peer feedback has negative aspects, and one of them is that some pupils lack the necessary skills to provide critical feedback on their colleagues' work, because they are occasionally afraid to provide crucial feedback that enriches the author's artwork of outstanding participants. Another drawback is cultural boundaries, due to some learners becoming too modest to review someone else' work unless there are evident flaws that may be corrected without inconvenience.

Therefore, students had to receive a training prepared by the instructor on how to provide peer feedback. Besides, there are two principal research questions for this study:

1. Does the implementation of peer feedback improve speaking skills performance among fifth level students through the use of Vocaroo, a voice recording application?

2. What are the students' perceptions about peer feedback using an online technological tool?

Innovation

The innovation consisted of using peer feedback through Vocaroo, an online Voice Recording Application to improve speaking skills. The distribution of time for this innovation was for 25 hours compound from 5 weeks, divided in 3 synchronous hours, 2 asynchronous hours. It was necessary to find a suitable schedule during the cycle November 2021 – April 2022, not to interrupt the synchronous classes from the institution according to the timetable. The target group needed to improve their speaking skills and the application of this innovation totally fit in it.

At the beginning, the students' goal for week # 1, was to express their plans using the present progressive about arrangements. For this, it was necessary to show a video with the name of "what are you doing this week?" as a hook, then, they had to talk between each other about this topic in particular. Moreover, it was necessary to teach and train students in peer feedback. One way was to ask the partner to mention what the learner did well and wrong according to the rubric provided by the teacher. Then, comments and suggestions were emphasized by the peer, so next time the one who received correction could consider what was missing and provide a better response.

Later, it was presented a Cambridge A2 Flyers Speaking test video, in which students identified the mechanics of the speaking test and learned about the concept of a checklist with its parameters, so they could start practicing grading a Cambridge

speaking performance video (A2 level), they used a rubric provided by the instructor evidence and it was uploaded in pdf format through Moodle.

The second activity presented was a mentor text, in which Williams (n.d) defined as a text used repeatedly by the instructor to improve students' learning and abilities in lots of formats, and consisted of a conversation about two college classmates talking about the arrangements for the weekend. Afterwards, the conversation of the mentor text was orally modeled by the teacher using a correct pronunciation, after that, students practiced with a classmate and used the peer feedback checklist between each other, gave a score and provided comments and suggestions on how to improve in pronunciation. At this moment of the innovation the teacher introduced Vocaroo and provided training on how to use it. Additionally, Alvarez (2022) defined Vocaroo as an online tool to improve linguistic abilities and foster the development of active, participative and cooperative methodologies, as well as digital competences, proactivity and sense of entrepreneurship. was provided in which the tutor helped learners to use it and create links so, a static text was converted into a dynamic speaking activity.

In the second week, learners performed the same objective as week 1, but this time in different scenarios, for example – a telephone arrangement. The online session started with the sharing of a video about making arrangements on the phone; after that, they had to speak between each other in English about their own arrangements. To help students, it was a must to teach them some useful phrases about making arrangements by telephone conversations. Finally, they practiced the mentor text, modified it using some of the phrases that were previously seen and created a new conversation.

On week three, students practiced correction of grammar mistakes, question words, and vocabulary. For this week's training, I showed my students a video named "Future plans and Arrangements – Common Mistakes in English" which was about the

different mistakes learners tend to commit. After watching the video, they had to discuss it in order not to fall in these mistakes.

An activity they enjoyed a lot was the use of different transcripts and correcting mistakes, so the conversation had sense and cohesion of ideas. A homework was sent, so students can practice a similar activity as it was in the synchronous session. By doing this, they practiced the new conversation based on the mentor text using Vocaroo to make corrections, provide feedback and suggestions.

On week four, students received the training on how to identify and make English sounds as well as its basic rhythm, syllables' stress and intonation patterns in context, producing a lot of confidence when speaking. At this stage, learners watched a video about making plans in English, so students listened to the pronunciation of useful phrases. Then, as instructor, I modeled the mentor text and made the correct pronunciation, stress and rhythm in every word and phrase. After that, the class was divided in pairs and replicated the same. As homework, they had to make a video about making arrangements with a peer and practiced the pronunciation. Finally, students uploaded the task in Moodle, and made peer feedback with the rubric provided and used Vocaroo to provide feedback.

On week 5, students practiced various templates of peculiar contexts of arrangements to know how to start a conversation and give details. In this session, students played with a web tool named Bamboozle, in which they identified mistakes about present progressive and made corrections. It is essential for this innovation because error correction is useful for many language learners to recall new information, and with the provided feedback they learn, improve and progress; nevertheless, when students are corrected, the instructor must be careful to not discourage them, so they can express their ideas freely and without hesitation.

Research Methodology

The methodology of this study is based on action research, and the design is mixed due to the quantitative and qualitative data. According to Lufungulo et al. (2021), "action research is a cyclical or spiral process that includes problem identification (by a teacher, a group of teachers or administrators) taking action and fact-finding about the result of the action taken" (p. 115). The action research project was carried out at a public university in the city of Babahoyo.

Participants

The present research was carried out with a sample of 13 participants in which eleven were female and 2 were male. Their age ranged from 18 to 19 years old. These students were enrolled in the fifth level at the Language Center of a public university in Babahoyo, and their classes were given through virtual modality by means of Google Meet. Their level was A2 according to the Common European Framework Reference (CEFR).

Instruments and Data Collection

At this section of this research, the gathering of the data was through a checklist, rubric, interviews and learning logs. The descriptors of the checklist are grammar, vocabulary, content, performance, interaction, context and organization.

Firstly, the grammar consisted on using the present progressive structure to make and confirm arrangements, question words. Secondly, in terms of vocabulary, participants spoke clearly with the appropriate lexicon. Thirdly, about the content, participants used expressions of surprise and interest, prepositions of time and place and make suggestions. Besides that, the performance was based on the speaker who showed good inflection, proper pronunciation, used expressions to demonstrate points, made eye contact with the audience and voice was loud and clear enough to hear.

Moreover, in terms of interaction, it measured if the speaker could understand the other classmate and respond to questions, while in context, if the speech was anchored on one specific context. Finally, the organization was measured on the facility the student had to follow and understand precise and complete information. This instrument had 5 scales, 1. Low, 2. Fair, 3. Good, 4. Very good, 5. Excellent. The last column of this instrument had comments and suggestions to describe if the criterion was complete, and if not, it was necessary to mention what was missing and how to make it better. In terms of organization, it indicated when speakers were easy to follow and understand the information in a precise and complete manner, while in context, the speech was focused on one specific context.

The creation of the rubric came out with the help of the checklist and was adapted according to the CEFR. In addition to, the criteria used in this instrument to evaluate the performance was compound of three parts: performance criteria, rating scale and indicators (Faculty Innovation Center of The university of Texas Austin, 2017).

The descriptors were grammar & vocabulary, pronunciation and interactive communication. In the first criterion which was grammar & vocabulary, students to obtain the maximum score which was 5 needed to show excellent control of simple grammatical form (present continuous tense) and possess a range from 0 to 2 mistakes, use of all the vocabulary related to dress code and expressions of agreement and interest properly named in the context. On the contrary, students who reached a 1, they manifested minimum control of grammatical forms, had 6 or more mistakes, slight use of the vocabulary related to dress code, and poor expressions of agreement and interest.

In terms of pronunciation, on one hand, students to get the maximum score, which was 5, needed to show fairly understanding and good degree of phonetical level

control, and zero or two words misspelled, but the rest of them were spelled correctly. This skill was measured by using letter patterns, word meanings and sounds. On the other hand, learners who reached a minimum score, which was 1, indicated a restricted control of phonetical features and were not intelligible. Another point to consider was the spelling mistakes that were around six or more which made the speaking hard to understand.

In relation to interactive communication, students who reached a maximum score of 5, responded in a brief way, and required minimum help or assistance from the instructor, while those who got a score of 1, had difficulties sustaining brief responses and required a lot of guidance and cooperation. The rubric can be seen in Appendix A.

Furthermore, according to Mathers et al. (2000), the interview is a crucial data collection tool that involves conversational dialogues among the investigator and the participants. The method for conducting these interviews were made of 4 open unstructured questions in which the person is able to debate whatever they want to, to properly organized ideas in which the respondent will only be authorized to comment to direct questions, and they were held remotely through Google Meet's platform.

While learning logs were defined by Frances and Bakieva (2017) like a condensed form of publications and memoirs with daily entry requirements of no more than 150 words to make completion easier for the pupils.

In addition, students have posted comments on the learning logs from a variety of perspectives. To begin with, students recognized that the implementation towards the process of providing peer feedback was new and challenging, but in the end, they mentioned that found it interesting due to the criterion and the comments that were provided to improve in terms of pronunciation and fluency.

When students were asked about the use of Vocaroo to provide peer feedback to a classmate, some of them replied that the use of the application was easy due to the ease to upload the audios through a link in which the other person could hear the suggestions on how to improve for the next opportunity; the inclusion of the technology enabled a shift from a static to an interactive experience. Others mentioned that the delivery of the feedback through an audio did not have security protection and that could lead to a misuse of the audio if it were to fall into the wrong hands.

Data Analysis

To assess the initial research question about the implementation of peer feedback to improve speaking skills performance through Vocaroo, student's grades in the pre-test and post-test were analyzed in Microsoft Excel using the Analytics Tool Pack.

Descriptive and inferential statistics were applied to estimate the mean, standard deviation and p-value.

To respond the second research question about students' perceptions of peer feedback using an online technological tool, the answers were obtained using interviews and learning logs.

Ethical Considerations

Bhandari (2021) stated that ethical considerations are based on guidelines and conducting research. When collecting data from people, scientists and researchers must always follow a set of rules. There are three aspects that need to be considered like confidentiality, research validity, and research integrity.

As it is argued by UNAIDS (2019), confidentiality is "right of individuals to the protection of their data during its storage, transfer and use in order to prevent unauthorized disclosure of that information" (p. 4). In terms of research validity, it is

"how well the collected data covers the current area of investigation" (Ghauri & Gronhaug, 2005, as cited in Taherdoost, 2016).

Furthermore, research integrity is based on four principles which are reliability, honesty, respect for colleagues and accountability. The first one focuses on the standard of the study, design reflection, analysis, methodology and resources. The second one is based on planning, carrying out, assessing, presenting and discussing investigation in such a translucent, equitable, thorough and objective manner. The third one emphasizes on the framework, community, ecosystems, traditional knowledge and team members. The last one directs attention to a publication's idea, its administration, instruction, and mentoring for its broader effects (Carling, 2019).

To apply this project, it was necessary to present a written formal petition to the Director of the Language Center of the University, so as an instructor I could have the permission to use the resources of the institution to gather the corresponding evidence. In terms of student's participation, an online session through Google Meet was held with students mentioning the purpose of this research and how the data will be managed in order to display their results anonymously. Finally, an email was sent to them explaining what was mentioned before with the aim to receive a favorable written response to the participation in this innovation.

Results

After quantitative analysis, the data yielded the following results.

Table 1

Descriptive Statistics of Speaking Pre-test and Post-test

| | Pre-Test | | Post-Test | | | p value |
	N	M	SD	M	SD	MD	< 0.05

Total	13	6.85	1.281	11.69	1.494	4.84	0.001

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Note: N= Sample.   M= Mean. SD= Standard Deviation. MD=Mean difference

In the table 1, the results of the pre-test and post-test are presented. The mean

difference (N=13) is 4.84, which shows an increase in the results of the post-test.

About the standard deviation in both the pre and post-test indicate that the difference

between them is 0.213, which indicates that the outcomes are fairly tightly in relation

to the mean. The *p* value with an alpha of 5% is less than 0.05, which means that

there is strong evidence for stating that the improvement is due to the innovation.

Table 2

Descriptive Statistics of the theoretical constructs

							p value
		PRE-TEST		POST-TEST		MD	< 0.05
Construct	N	M	SD	M	SD		
Grammar & Vocabulary	13	2.53	0.77	3.92	0.64	1.39	0.000
Pronunciation	13	2.07	0.64	3.92	0.64	1.85	0.000
Interactive Communication	13	2.23	0.59	3.84	0.55	1.61	0.000

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Note: N= Sample.   M= Mean.   SD= Standard Deviation.   MD= Mean Difference

Table 2 shows the values for each descriptor of the speaking rubric in the pre-

test and post-test. For the first construct of Grammar and Vocabulary there is an

increase in the mean (N=13) from 2.53 to 3.92. The second construct, Pronunciation,

shows an improvement with an increase in the mean (N=13) from 2.07 to 3.92. The third construct, which is interactive communication shows an upgrade from 2.23 to 3.84. With this analysis, it is shown that pronunciation was the skill that improved the most, because students learned to provide correct voice intonation, while interactive communication was the least due to learners struggling on what and when to say things without being harsh.

The standard deviation indicates that for all variables, the scores were not farther away from each other than between 0.59 and 0.77 points, which means that

The p value with an alpha of 5% for the three constructs is less than 0.05, which means that the correlation between the variables is statistically significant.

The quantitative results presented in previous paragraphs manifest that there was a boost in providing peer feedback with the implementation of a web application. Not only students learned how to give a score, but also to give suggestions on how to tackle the next exercises by focusing on some parts that were missing in previous exercises.

Qualitative Results

Qualitative results imply students' perspectives about peer feedback through Vocaroo, in which their perceptions were received. These outcomes included extracts from the thirteen students towards the use of the application to improve speaking skills.

For example, these are some extracts about peer feedback from the learning logs, which show that:

"One favorable aspect is that I could hear my pronunciation and if I pronounced bad, I repeated again. Besides, it gave me more confidence to have fluency of words." (S.3)

"Everything I learned was interesting to me and of course, I changed my way of speaking, peer feedback at the beginning was something new, in fact I hadn't seen it before in any activity, but I learned quickly and that was my advantage". (S.1)

"In my opinion, they had a unique criterion when evaluating me, they knew how to tell me the fault in which I had to improve and in the best way I knew how to abide by their comments, it was something gratifying to listen to each audio and read comments". (S.2)

In this analysis of the interviews, it is important to mention that some learners felt comfortable with the use of Vocaroo, when giving peer feedback to another classmate, for example:

"By using the Vocaroo, I liked it a lot because I could respond to the videos of my classmates and I was also learning new words, and therefore the pronunciation, all of that was useful. But the unfavorable thing was that sometimes they spoke very fast and it was difficult for me to understand them." (S.5)

"The use of Vocaroo was very important since, as I said before, it helped us a lot to put into practice the pronunciation and fluency of everything learned." (S.6)

"By using the Vocaroo application, the revision process could be facilitated, because the points of view can be known, the mistakes that my colleagues made without the need to write it but through audio, facilitated student's pronunciation. The advantage was that the audio can be erased in the event of a sound intervention, a serious disadvantage is that it did not have any protection security." (S.7)

"The use of this tool was favorable, in addition to that it is a free application without time limit to make the recordings. One of the advantages was that we could talk continuously and if we made mistakes, we could do it from the beginning until it

seemed correct. Personally, I recommend it, with practice it helps a lot to excel at pronunciation." (S.9)

Apart from this, students considered some challenging features when speaking English. Each one of them mentioned a particular skill that had to face and improve in this innovation. For example, some students mentioned the following:

"One of the most challenging characteristics in this innovation was the pronunciation and the grammatical part; I usually got confused with pronunciation and writing." (S.11)

"The most challenging characteristic of English was the grammar that you have to be clear with certain rules to be able to speak and write, because the structures are different and it cost much more to master it" (S.12)

"I think, the most difficult thing about learning a new language is the grammatical structure, like knowing how to conjugate verbs in the past, present or future, and the different ways of pronouncing words that may have a similarity". (S.10)

The qualitative extracts mentioned by the students who participated in this innovation tells us that, at the beginning, they were challenged to know about the process of this innovation in terms of acquiring new skills and processes. In addition, learners struggled a little bit on how to provide peer feedback with the didactic and pedagogy from the instructor; nevertheless, they felt secure to proceed, make corrections and advance in the process. The audio corrections provided by Vocaroo made students know which were the mistakes and how to perform precise improvements.

Discussion

Regarding the first research question: Does the implementation of peer feedback improve speaking skills performance among fifth level students through the use of Vocaroo, a voice recording application? The comparison between the final scores of the pre-test and post-test showed that the implementation of peer feedback significantly improves the speaking performance of the learners. The results may be due to the advantage of peer feedback described by Liu and Carless (2006) and Gielen et al. (2010).

Concerning the second research question: What are the students' perceptions about peer feedback using an online technological tool? The interview demonstrated that students perceived the use of peer feedback as a helpful strategy, because they had the chance to identify the mistakes in classmates' work and provide suggestions or tips on what to improve for next task in terms of pronunciation, grammar and stress, as stated by the authors Liu and Carless (2006).

Moreover, it was observed by the researcher that students had ease of use with Vocaroo's application for recording voice messages which contained the peer feedback and facilitated the process of getting better with each exercise. This result is connected with the reduction of digital gap of Al-Habsi et al. (2022) and learning in virtual environments Ritonga et al. (2022).

Conclusions

The purpose of this research was to see how peer feedback improves speaking skills. Students performed better after receiving peer feedback in Vocaroo's application after each speaking task, according to the analyses. It can be concluded that using Vocaroo to provide peer feedback for speaking tasks is one way to boost participants' speaking skills. Furthermore, the learners expressed validation and a

positive perception of it, and they profited in their oral production, both independently and in groups.

The participants, according to the researcher, were able to speak freely without fear of making mistakes when others were watching them. People involved could have a conversation and work collaboratively about a topic with their classmates to strengthen their speaking skills.

Nevertheless, there were some student's perceptions, in which they faced challenges in terms of pronunciation and grammatical structures. Participants considered the peer feedback was helpful for both, the producer and the recipient, because they learned to make reflections on the answers given, and be ready to make corrections in the upcoming tasks.

The study indicated the importance of providing suitable coaching prior adopting peer feedback as a process to enhance speaking skills. It is important to mention that the use of Vocaroo to provide peer feedback was new for learners and generated motivation and willingness to be immersed in all the tasks that were given by the instructor.

Limitations

Despite that the 13 learners possessed an A2 level according to the CEFR, they showed various levels when performing speaking, which means that most of them exceled at the activity, while others did not. A second limitation was the size of the sample. In this innovation, thirteen people participated, so in future cases, it would be better to apply the innovation to a bigger group.

Last, but not least, one issue that might have made an effect on student's participation was the implementation outside of class time because in the normal time, learners should be taught according to the level program.

Recommendations

This research could have been applied in face-to-face classes, with a bigger sample and in other institutions to see if the obtained results differ from each other or maintained itself. Also, it is recommendable that in the following studies, this topic can be tackled with a different methodology either more advanced or at the same level, but with other instruments.

From the academic point of view, it is essential that an invitation is left to the university about the importance of keep on searching this topic, due to the facilities and opportunities that instructors and students will have by receiving appropriate training on how to use peer feedback in real scenarios. The results of this study would serve as an angular stone for future investigations in which Vocaroo can be an excellent tool to provide peer feedback.

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Appendix 1

Rubric for innovation

Available upon request.

Appendix 2

Peer feedback checklist

Available upon request.

Appendix 3

Lesson Plan

Appendix 4

Consent letters

Available upon request.