Peer Feedback to Improve Speaking Facilitated by Telegram Messenger

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Abstract

This research report was conducted online, through a platform called zoom. Participants were university students aged between 19 to 26 years old and whose proficiency level ranged from A1 to B2. The participants performed online activities, which enabled them to learn new vocabulary, practice pronunciation, develop fluency, while relating what they learn to their daily-life conversations. Likewise, they recorded themselves pronouncing the new words and phrases learnt, as well as a monologue which they created, using Telegram messenger. During the study, participants took a pre-test and a post-test to determine their improvement. The results of the post-test showed an improvement, which was statistically significant with a p value of 0.0000 and with a medium effect size (0.60), in comparison with the results of the pre-test. Similarly, the findings of the interview revealed that students perceived peer feedback as a useful instrument to improve their oral skills. It was also revealed that peer feedback engages learners to participate more in class, despite the virtual environment. The transcendence and challenges of the use of peer feedback as a strategy in English as a foreign language educational environment are discussed. This study confirms that peer feedback facilitated by Telegram messenger improves communicative competence.

Keywords: Peer feedback, speaking, Telegram messenger, online, English as a foreign language (EFL).

Resumen

Este informe de investigación se realizó en línea, a través de una plataforma llamada zoom. Los participantes eran estudiantes universitarios de edades comprendidas entre 19 y 26 años, cuyo nivel de inglés osciló entre A1 y B2. Los participantes realizaron actividades en línea, que les permitían aprender nuevo vocabulario, practicar su pronunciación, desarrollar fluidez, mientras relacionaban lo aprendido con sus conversaciones de la vida diaria. Asimismo, ellos se grabaron pronunciando las nuevas palabras y frases aprendidas, así como un monólogo que crearon a través de Telegram messenger. Durante el estudio, los participantes rindieron una prueba previa y posterior para determinar su mejoramiento. Los resultados del post-test mostraron una mejora, la misma que fue estadísticamente significativa con un valor de p de 0,0000 y con un efecto medio del tamaño (0,60), en comparación con los resultados del pre-test. Similarmente, los resultados de la entrevista revelaron que los estudiantes percibían la retroalimentación de sus compañeros como un instrumento útil para mejorar sus habilidades orales. Se reveló también que los comentarios de los compañeros hacen que los alumnos participen más en clase, a pesar del entorno virtual. Se discute la trascendencia y los desafíos del uso de la retroalimentación entre pares como estrategia en el ámbito educativo del inglés como lengua extranjera. Este estudio confirma que la retroalimentación entre pares facilitado por Telegram messenger mejora la competencia comunicativa.

   Palabras clave: Retroalimentación entre pares, habla, Telegram messenger, en línea, Inglés como lengua extranjera.

Peer Feedback to Improve Speaking Facilitated by Telegram Messenger

Effectiveness in communication is the target in any language, thus mastering speaking skills is needed to reach it (Namaziandost et al., 2019). According to Ur (2012) of all the four macro abilities, speaking seems to be the most important skill that foreign language learners look forward to managing. Similarly, Richards (2008) stated that English as a foreign language (EFL) learners considered mastering speaking ability of a priority, due to their belief of measurement their progress on their improvement of the spoken language proficiency.

Nevertheless, succeeding in communication has been reported as a difficult achievement for EFL learners since they are not exposed to the target language outside the classroom (Albino, 2017). Therefore, there is a lack of the listening required to produce speaking (Hamad et al., 2019). Ur (2012) highlighted the relevance of exposure to English for EFL learners, claiming that it causes problems with speaking activities.

The author of this thesis has evidenced a lack of speaking in students at a university level. Most students do not enjoy public speaking as they are afraid of making mistakes in their oral production, thus they do not have confidence and they do not feel comfortable. Therefore, when they have to do activities about speaking, they are not willing to participate.

Furthermore, EFL learners face other problems that do not only involve oral skills but also it involves individual issues for example learners are shy to speak, they are afraid to make mistakes while speaking, they have nothing to say, they tend to use mother-tongue inside the classroom, and low participation (Ur, 1996; Ur, 2012). Moreover, there are some issues related to the educators, for instance, the use of traditional methods like Grammar translation method, teacher-centered environment

(Namaziandost et al., 2019), and some educators struggle about their fluency, their accuracy, their confidence and the correct use of vocabulary (Hamad et al., 2019).

Thus, in order to improve speaking skills, peer feedback is a strategy that has been studied, and has been shown to be effective for this skill (Arismayang, 2016; Chu, 2013; Rodríguez-González & Castañeda, 2018). Some studies have combined assistant tools such as blogs or mobile phones, with peer feedback, indicating positive results, as well (Dai & Wu, 2021; Ebadijalal & Yousofi, 2021; Wu & Miller, 2020; Yeh et al., 2019).

Regarding Ecuador, there are various national studies on peer feedback assisted by technological tools which have proven the success of this strategy (e.g. Carrión, 2021; Espinoza, 2019; Morales, 2021; Neira, 2020). Despite of the proper studies, there is no research about peer feedback assisted by Telegram messenger to improve speaking skills.

Literature Review

This section explores theories and similar research concerning the effect of peer feedback as a strategy to achieve communicative competence.

Speaking

Speaking is an interactive process, with a bidirectional way, which involves producing and receiving information, in order to process information and construct meaning (Burns & Joyce, 1997 as mentioned in Florez, 1999). Speaking is an ability that allows interaction in terms of perspective and responses (Richards, 2008; Ur, 2012).

Speaking skills are useful for an effective communication (Hamad et al., 2019). Communicative competence includes the linguistic competence, in which speakers manage the use of grammar, pronunciation and vocabulary; and the sociolinguistic

competence, in which speakers understand when and in what ways to produce the language (Florez, 1999).

Communicative Language Teaching (CLT)

CLT principles will be a pillar in the development of the lesson plan of this study, due to CLT purposes which is for learners to develop communicative competence (Richards, 2006). CLT approaches the significance of the language function instead of focusing on grammar and vocabulary (Harmer, 1998 as mentioned in Efrizal, 2012). CLT involves not only linguistic and sociolinguistic competence, but also discourse competence which implies a coherent and cohesive speech (Canale, 1983 as mentioned in Yang, 2014); strategic competence which implies strategies of communication; and fluency (Hedge, 2000 as mentioned in Yang, 2014). These features are all related to an effective communication.

Online Learning

During the Covid-19 pandemic, all educational levels were forcedly attended fully online. Students had to participate in classes and perform the activities through apps (Zboun & Farrah, 2021). Although, online learning gained notoriety during the Covid-19 pandemic, it has existed long before it. According to Farrah (2006), CALL (Computer assisted language learning) was the first rung in the process of using technology in language learning.

Online learning has its own benefits. According to You and Kang (2014), online courses are propitious for students who favor self-regulation. Another benefit is its flexibility, so that learners work at time and at places suitable for their learning needs (Gilbert, 2015). Likewise, online learning is accessible from anywhere and it allows learners to interact with faculty members and other students (Zboun & Farrah, 2021).

Even though online learning has many advantages, there are some problems that have been reported from students and teachers. For instance, in some countries, online education is not reachable due to the socioeconomic status of their population. According to Adnar and Anwar (2020), in Pakistan teachers and students reported a lack of access to the internet, of adequate training, and of financial resources. Similarly, some teachers have reported poor support from their institutions, deficiency in the provision of ICT equipment, and a need for appropriate training (Aminullah et al., 2019 as mentioned in Zboun & Farrah, 2021).

Another challenge for teachers in online education is the class virtual environment. Trainers need to be aware of the benefits that the online environment offers and minimize the challenges of it; through a very detailed syllabus, a well-organized course calendar, useful links, and easy to understand information of the course (Thomson, 2010 as mentioned in Gilbert, 2015). Moreover, educators need to conduct communicative and interactive classes with learners, among learners, and learners with the content (Savenye, 2005).

In order to have learners succeed through online learning, a good integration of technological tools is needed. A wrong use of technological tools could lead to undermining the role of technology and therefore, a failed learning process. Similarly, communication has been described as a key to online learning. Gilbert (2015) stated that "communication is one of the most crucial elements to an effective online course" (p. 9).

Peer Feedback

Peer feedback is the interaction among learners, in which one student provides comments, suggestions and compliments to another. It is, therefore, a two-way collaborative process (Motallebzadeh et al., 2020).

The concept of peer feedback is based on many teaching and learning theoretical frameworks (Hansen & Liu, 2005; Motallebzadeh et al., 2020). For example, Collaborative learning (Bruffee, 1984), in which learning is considered as a social process; Interaction and Second Language Acquisition (Long & Porter, 1985), and cooperative learning (Oxford, 1997) which is part of the communicative strands of the foreign or second language classroom.

The benefits of peer feedback are well described. For instance, improvement of confidence and decreasing anxiety by seeing peer´s strengths and weaknesses (Ferris, 2003 as mentioned in Rodríguez-González & Castañeda, 2018); Cognitive and affective advantages in facilitating language learning (Foster & Ohta, 2005); Development of independence and active learning (Kunwongse, 2013).

The extensive research on peer feedback is evident throughout this review. Nevertheless, those are focused on the improvement in writing and reading, outpacing the other 2 macro skills listening and speaking. Despite limited research, peer feedback has been proven as a strategy to improve speaking. Yeh et al., (2019) conducted a study with 45 EFL college students, to investigate the use of peer feedback through blogs to promote speaking performance, finding a significant enhancement in the delivery area, except for grammar and vocabulary use. Likewise, Wu and Miller, (2020) conducted an action research study with 25 business school students, to determine the improvement in speaking through mobile-assisted peer feedback, concluding that there are positive effects of mobile-assisted peer feedback and general acceptance by students. Finally, Sato and Lister (2012) claimed that peer feedback has a positive impact on the development of accuracy and fluency.

Training peer feedback

In order to reach the benefits of peer feedback, good quality of it is imperative. So that, students should be trained to provide good quality feedback (Kim, 2009; Kunwongse, 2013; Rodríguez-González and Castañeda, 2018). Kim (2009) successfully experimented with a modeled peer review, prior exemplification and modeling by the instructor, which consists of detecting strengths and weaknesses, providing specific comments about the root of the problems and possible solutions. Similarly, Parthasarathy (2014) trained reviewers about the correction method and oral feedback strategies based on exemplars of corrections and comments. Alternatively, Chen (2021) based on Lam´s (2010) worked with a 3-phase training consisting of modeling, exploring and consciousness-awareness, in which teachers guided students in peer feedback. Similarly, Okyar and Eksi (2019) based on Sato (2011) implemented a 3-phase training which are modeling, practice and use-in-context, which lasted 3 weeks. Notably, each of these research studies reported positive results.

Challenges of peer feedback

Even though the multiple benefits of peer feedback, some challenges related to this strategy have been reported. The most mentioned challenge is that students preferred teachers´ feedback instead of peer feedback (Ferris, 2002; Hyland & Hyland, 2006; Nelson & Carson 1998; Tsui & Ng, 2000). Moreover, there are some biases related to peer feedback such as friendship, purpose (development or grading), negative feedback on future performance (Saito & Fujita, 2004 as mentioned in Bijami et al., 2013). Besides, learners might underestimate the value of peer feedback, and they might focus on surface language errors and provide vague feedback (Leki 1990, as mentioned in Rodríguez-González & Castañeda, 2018). Time is also reported as a disadvantage, as Kunwongse (2013) expressed that it is time consuming, especially when students are not familiar with the process.

Telegram messenger used in learning English

Telegram messenger (n.d.) provides its definition on the homepage, expressing that "Telegram is a cloud-based mobile and desktop messaging app". Telegram Messenger is one of the apps that has been used as a tool to teach English and its effectiveness has been demonstrated. In addition, students´ perceptions of Telegram as a tool to learn English are positive (Abu-Ayfah, 2020; Almansour, 2022; Heidari-shahreza & Khodarahmi, 2018).

After realising the need for developing oral skills, this literature review has confirmed that peer feedback facilitated by Telegram Messenger, might be used as a strategy to enhance oral production. Thus, this study examined the following research questions:

1. To what extent does peer feedback facilitated by Telegram messenger improve oral skills?
2. What are students´ perspectives regarding the use of ICTs in class?
3. What are students´ perspectives towards peer feedback?

Innovation

During this innovation process, participants performed activities based on CLT approach, led to the improvement of speaking using peer feedback facilitated by Telegram messenger. The innovation was based on an innovative lesson plan which lasted 3 weeks (Appendix A) and followed the syllabus of the subject. The main topic was traveling, and the grammar focused on present perfect tense.

At the beginning of the process, the students were trained to provide feedback using a speaking rubric, which measures 3 aspects: vocabular and grammar,

pronunciation, and discourse management. The speaking rubric is an adaptation from the Cambridge B1 level assessment scales (Appendix B). At this point, the students performed a pretest related to the focused topics. Later, the students learnt vocabulary and grammar through a presentation prepared by the teacher on Canva, and a video on YouTube, while they practiced doing activities in Quizziz and Mentimeter. Also, the students worked in groups and sent the oral tasks on the Telegram app. Moreover, students worked in pairs to ask each other about their travel experience; information that later, along with the model provided by the teacher, helped them to develop their monologue.

In order to prepare for the final task, the students presented a monologue about their travel history, recorded themselves on Telegram Messenger and received and provided feedback among them. At the end, students performed the corrected monologue and they sent the audio on the telegram group chat, to vote for the story that persuaded them the most.

Research Methodology

Action research is a process in which improvement is obtained by repetitive actions. This involves the participation of the researchers as well as the participants in specific cycles of activities, including detecting problems, action interventions and learning in a reflective way (Avison et al., 1999). Therefore, this study was an action research due to the participation of the author, and it was developed in a public university in Guayaquil city. This study used quantitative and qualitative instruments in order to answer the research questions.

Participants

In order to get their graduate degree, students of Chemistry Science at a public university must complete 6 courses of English. Thirty one women and eleven men

students from the fifth English course, agreed to participate in the study. The age of the students ranged between 19 to 26 years old. Most of them were female (74%). Regarding their city of residence, 87% of them live in Guayaquil; the remaining 13% commute from Santa Elena, Babahoyo and other cities. None of them reported specials needs. Additionally, they were tested through the speak & improve online Cambridge test, to verify their speaking level of English, resulting in 2 students in A1, 13 students in A2, 26 students in B1, and 1 student in B2, according to the Common European Framework of Reference for Languages (CEFR).

Since English was taught virtually, all students had internet access. Although, 6 students reported that they connected to class through a smartphone and not through a computer. The majority of the students (63%) indicated that they have used telegram before (Appendix C).

Instruments

Quantitative data

The researcher applied a speaking pre-test and post-test, in order to determine to what extent peer feedback facilitated by Telegram Messenger improves oral skills. For this purpose, the researcher used a speaking rubric that measures pronunciation, discourse management, and grammar and vocabulary, which is an adaptation from the Cambridge B1 level assessment scales (Appendix B). Each indicator was scored over 10 points, averaging the results. It was expected to see an improvement of at least 1 point respecting to the speaking test after the implementation of the innovation.

To answer the second research question, students´ perspectives regarding the intervention was measured using a survey which consisted of a Likert scale of six closed-ended items, applied before and after the innovation (Appendix D). Those items responded to the students´ perceptions of the innovation. The survey was an adaptation

of different research regarding the use of ICTs in educational environments (Haddad &

Jurich 2002; Hernandez, 2017; Shoraevna et al, 2021).

Qualitative data

A semi-structured interview was conducted to establish students´ prior

knowledge, perceptions, and experience about peer feedback. A smaller sample of 9

selected students was used in this data. Regarding the selected students, 3 of them had

no difference in the results of the pre and posttest, 3 of them improved in the posttest,

and the 3 who improved the most. This interview involved questions related to the

categories selected for the qualitative analysis according to this research: students' prior

knowledge about peer feedback, students´ experiences in providing and receiving peer

feedback, students´ opinions about improving speaking through peer feedback, students´

perspective about providing and receiving peer feedback through Telegram app

(Appendix E). Each interview lasted approximately 5 minutes and it took place in a

virtual meeting by zoom.

Data Analysis

Quantitative

The researcher compared the results of the speaking pre-test and post-tests to

determine if there was an improvement or not. The data obtained in the survey about the

students´ perspective towards ICTs was analyzed, and the results were described.

Qualitative

Interviews were transcribed and reviewed for general themes regarding peer

feedback and its effects on English speaking skills by the researcher who conducted the

interviews. During the open coding step, four themes emerged (Recommendations,

Collaboration, Help and Observations) by assigning repeating categories to relevant

quotes from each interview transcription (Strauss & Corbin, 1990). Themes were then reviewed by the researcher to check for accuracy of the thematic categories.

Next, the researcher conducted an axial coding step. During this step each theme was reviewed and defined. This resulted in the Collaboration theme and the Observations theme were associated as cause and effect, because when working together, students could tell each other what they have done right or wrong. So, the collaboration theme causes the observations theme. Moreover, another result emerged in the axial coding step: the recommendations theme and the help theme were determined as intertwined because giving recommendations helps students use the language more. So, the recommendations theme is intertwined with the help theme.

These themes were then organized into one broader category (Different aspects of peer feedback help students improve their oral skills) during the selective coding step. The researcher then reviewed the category and how well each theme fit into the broader category. This resulted in the Collaboration theme and the Recommendations theme were placed under the term "Different aspects of feedback".

Ethical Considerations

All participants signed an informed consent of agreeing to the terms of the study, in order to ensure that this study is ethical. To follow the ethical code of confidentiality, the name and the personal data of the participants remained anonymous. Likewise, participants were identified by numbers instead of names in all the data collected. Moreover, an authority of the university signed a letter of consent to allow the researcher to accomplish this study. Finally, the observation and the data collection were executed objectively by the researcher. Also, the expected results of the researcher did not interfere in the results.

Results

In order to answer the first research question: To what extent does peer feedback facilitated by Telegram messenger improve oral skills? the collected data was organized in table 1.

Table 1 shows a statistically significant increase in grammar (*p*= 0.000) with a medium effect (*d*: 0.7) according to Cohen´s *d*. Moreover, it is shown in table 1 a statistically significant improvement in pronunciation (*p*= 0.000) with a medium effect (*d*: 0.64) according to Cohen´s *d*. Even though, there is a slightly increase in Discourse management which can be noticed in the Mean difference (-0.07), it is not statistically significant according to the *p* value (0.60). Therefore, the effect size was not calculated. Also, Grammar was the aspect which students improved the most with a Mean difference of 0.88 and an effect size of 0.7.

In general, it can be established that peer feedback facilitated by telegram messenger enhances oral skills, based on the statistically significant results (*p*= 0.000) and the effect size result (*d*: 0.60), which according to Cohen´s (1988) 0.60 represents a medium effect.

Table 1

Pre-test and post-test results

		PRE-TEST		POST-TEST				
	N	M	SD	M	SD	Md	Sig (*p*)	*d*
Grammar	42	6.43	0.77	6.95	0.88	-0.52	0.000	0.70
Discourse management	42	6.67	0.52	6.74	0.82	-0.07	0.60	0
Pronunciation	42	6.31	0.46	6.81	0.86	-0.50	0.000	0.64
Total	42	6.46	0.41	6.83	0.67	-0.36	0.000	0.6

Note: N= Sample. M= Mean. SD= Standard deviation. Md=Mean difference. Sig (*p*)= Significance. *d*=effect size.

The second research question to be answered was: What are students´ perspectives regarding the use of ICTs in class? Table 2 shows that even though the perspective of the students was good overall towards the use of ICTs in educational

environments, there were some students who were reluctant to it. For example, 4.8% and 2.4% of students disagreed about item 3 and item 4, respectively. Likewise, 14.3% students disagreed about item 5. However, results of the post-survey indicated that all those students changed their perspective and no student disagreed in any item.

Additionally, it can be said that after the innovation, most of the students had a positive perspective regarding the use of ICTs in class, since "strongly agree" was the answered that they chose the most.

Table 2

	Strongly disagree (Totalmente en desacuerdo) (1)		Disagree (En desacuerdo) (2)		Neutral (Neutral) (3)		Agree (De acuerdo) (4)		Strongly agree (Totalmente de acuerdo) (5)	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
1. I enjoy learning with ICTs (Disfruto aprender con TICs)	0%	0%	0%	0%	16.7%	0%	33.3%	31%	50%	69%
2. I have a positive attitude towards using ICTs (Tengo una actitud positiva hacia el uso de TICs)	0%	0%	0%	0%	11.9%	2.4%	54.8%	23.8%	33.3%	73.8%
3. I think ICTs helps me learn easily (Creo que las TICs me ayudan a aprender fácilmente)	0%	0%	4.8%	0%	33.3%	4.8%	45.2%	33.3%	16.7%	61.9%
4. I think ICTs helps me learn more independently. (Creo que las TICs me ayudan aprender más independientemente)	0%	0%	2.4%	0%	50%	9.5%	31%	31%	16.7%	51.9%
5. I believe that I can improve my communication skills by using ICTs (Creo puedo mejorar mis habilidades comunicativas mediante el uso de las TICs)	0%	0%	14.3%	0%	38.1%	7.1%	35.7%	35.7%	11.9%	57.1%

In order to answer the third and final research question which was: What are students´ perspectives towards peer feedback? nine selected participants were interviewed. The analysis of the data revealed that the majority of the students have a positive attitude towards peer feedback. For example, some claimed that:

"I take the comments as a good criticism so I can see what words I should pronounce in the right way, but I have taken the opinions of my classmates well." (S35)

"It (peer-feedback) has a positive and growing influence, because it motivates us to continue improving and to take constructive criticism as part of the learning process that develops day by day." (S23)

Moreover, the data revealed that students found peer-feedback helpful to correct mistakes and therefore improve their skills. For instance, some students said:

"The comments of my peers help me see if their mistakes are the same as mine and thus be able to correct them for better learning." (S18)

"It (peer feedback) helps us correct the mistakes we make while writing or speaking." (S28)

Finally, the analysis of the data also indicated that most of the students saw an improvement in their communication skills. For example, some students responded that:

"Peer feedback helped me improve my English level… as the advice, suggestions and corrections I needed to develop an excellent communication." (S42)

"It (peer feedback) helped me improve in speaking, although I am aware that I do not have good pronunciation or fluency." (S32)

"Peer feedback has a positive impact as it helped me improve parts of my English such as pronunciation". (S22)

Even though, the majority of the students admitted peer feedback was a useful tool, one student claimed not to have improved after the innovation. Also, the student

indicated that this tool is only helpful if the feedback is provided by someone with a higher proficiency level.

Discussion

After three weeks of implementation, the results of the study determined that peer feedback is a helpful tool to improve speaking skills. This statement agreed with the research of Arismayang (2016), and Chu (2013). The aspect that had the greatest impact by the innovation was grammar since the students improved the use of the correct grammar while speaking. Also, pronunciation was another aspect that had a high impact because of the innovation. In contrast to those noticeable improvements, discourse management was the aspect that did not increase after the innovation, especially in time management. Students had issues meeting or not exceeding the established time.

Concerning the perspective of the students regarding the use of ICT in class, in the innovation students worked with Telegram Messenger, which is an app that most of them had used for social interaction and not for learning purposes. The results of the pretest revealed that some students, at the beginning, were quite reluctant to the idea of ICTs as a useful tool in class. However, in the post-test the perspective changed to considering it as a useful tool for learning. In general, students indicated a positive attitude and recognise the effectiveness of the use of ICTs in educational environments, after the innovation.

Regarding students´ perspectives towards peer feedback, the results were generally positive. Students seemed to agree with the idea of receiving and giving comments on classmates´ works since they acknowledge that those comments help enhance their skills. Also, students highlighted the relevance of peer feedback in improving communication skills. This is similar to the findings of Wu and Miller (2020)

in their study which revealed that students agreed on the positive effects of peer feedback.

Even though the results found, disagreement towards feedback was also found. It is believed that feedback should be provided by students with a higher level according to the answers obtained in the interviews of this study. This is related to Tsui and Ng (2000) findings which identified that students preferred feedback from teachers since they provide quality of feedback.

Conclusions

The aim of this study was to establish if peer feedback contributes improving oral skills. The results indicated that students enhanced their communication skills after the application of peer feedback through Telegram Messenger. Therefore, it can be concluded that peer feedback applied in communicative tasks is a useful strategy. Similarly, the study determined that students enjoyed learning with ICTs, and recognized the usefulness of ICTs for learning purposes. Additionally, students expressed their positive attitude towards peer feedback, while identifying it as a helpful instrument for improving speaking skills.

It was noticed by the researcher that even though students improved their speaking skills, discourse management did not improve. Specifically, it was the time that students had trouble managing, they either did not reach or mostly exceeded the established time.

Most of the students perceived peer feedback as meaningful and they were more collaborative and participative in class. However, one student expressed uncertainty in this regard as he believed that feedback should be provided by students with a higher proficiency.

The researcher also observed that training peer feedback was crucial in order to reach quality feedback. It helps students become familiar with the technique and develop the skills required to provide effective feedback in every performance.

The innovation was performed in a public university and as they are still in a virtual modality all students were involved with the use of ICTs and no student reported problems with the use of Telegram Messenger. Likewise, only a small number of students indicated a lack of internet, nevertheless, it did not affect the realization of the innovation. It was also noted by the researcher that the differences in proficiency levels did not interfere with the improvement of the students.

Overall, advantages are superior to difficulties related to peer feedback facilitated by ICTs. Moreover, peer feedback has been demonstrated as a useful technique to enhance collaborative work and thus the oral skills of students.

Limitations and recommendations

The study was initially planned with 55 participants. However, 1 student refused to participate claiming not to have time for the surveys and the interview, and 12 students were unwilling to participate after the peer feedback training, thus limiting the sample to 42 participants. Also, this research did not have a control group. So that, the results of this research should be interpreted with caution.

Time was another limitation of this research. Teachers must follow a scheduled syllabus in which one type of grammar is taught in one class. And for this study, the researcher took six classes.

A larger number of participants and more time for training peer feedback are recommended in order to prove the results of the innovation. Furthermore, it would be advisable to apply the innovation in primary/elementary schools, whose students may not be familiar with the use of peer feedback. Also, the researcher recommends

performing the innovation in a face-to-face environment since teachers and students

may not be familiar with the use of ICTs. All with the aim of verifying the results.

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Appendix A

Lesson Plan

Available upon request.

Appendix B

Speaking rubric adapted from the Cambridge B1 level assessment scales

Available upon request.

	Strongly disagree (Totalmente en desacuerdo) (1)	Disagree (En desacuerdo) (2)	Neutral (Neutral) (3)	Agree (De acuerdo) (4)	Strongly agree (Totalmente de acuerdo) (5)
1. I enjoy learning with ICTs (Disfruto aprender con TICs)					
2. I have a positive attitude towards using ICTs (Tengo una actitud positiva hacia el uso de TICs)					
3. I think ICTs helps me learn easily (Creo que las TICs me ayudan a aprender fácilmente)					
4. I think ICTs helps me learn more independently. (Creo que las TICs me ayudan a aprender más independientemente)					

Appendix C

Survey

Available upon request.

Appendix D

SURVEY ABOUT STUDENTS´ PERSPECTIVE OF THE USE OF ICTs

Available upon request.

Appendix E

Interview Questionnaire

Available upon request.

Appendix F

Consent letter

Available upon request.