



Peer Feedback Improves Accuracy in Speaking Skills in Teenagers

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The desire of English language learners is to communicate, but some students are hesitant to use English in the classroom because they fear making mistakes; therefore, the goal of this project is to create a safe environment in which students can improve their speaking ability through speaking interactions and peer feedback. Peer feedback, according to Hyland and Hyland (2006), is a technique that enables students to take responsibility for what they have learned and, as a result, influence their own learning. Peer feedback also enables students to evaluate their own and others' creations.

This action research on peer feedback to improve accuracy in oral skills was conducted in an Ecuadorian public secondary school. The participants were second-year secondary school students at the A2 level. The initial investigation in the English class, which consisted of the development of a sustained monologue, enabled the identification of a number of difficulties in speaking skills.

These difficulties included a lack of precision in grammatical tenses and plural nouns, complications in describing simple aspects of their daily lives, pronunciation, a limited vocabulary, and a lack of fluency. Toro et al. (2018) observed that the lack of adequate methods, techniques, and strategies for teaching English in Ecuador leads to substandard oral language production.

However, there is a need to improve realistic communication in CLT activities, as they are most effective when teachers permit students to work in pairs or small groups, due to the benefits students derive from real-world interaction (Richards, 2006). This research aimed to develop speaking skills through peer feedback to improve accuracy and encourage A2-level students to take greater responsibility for their own speech production learning.

Wiggins (2012) stated that if a student receives feedback and then has the opportunity to implement it, the student's performance and learning will improve.

Literature Review

This section was oriented toward the definition of variables and the exploration of previous studies.

Peer Feedback

It refers to any communicative activity that takes place among learners, where the teacher's participation is minimal or non-existent (Srinivas, 2019). The role of peer feedback during peer interaction can be in the form of corrections, opinions, suggestions, or ideas between them. This method used in a course means that students are active participants in correcting mistakes made by themselves or their peers (Sindhy, 2020).

Peer feedback training

Sufficient and systematic training of students before the implementation of peer review is necessary for them to become more proficient in analyzing peer feedback and assessing whether this feedback is effective for subsequent reviews. Peer review training workshops are meant to help students become not only better peer reviewers but also conscientious editors who take responsibility for their work interactively.

A three-step method of peer feedback training has been developed by Lam (2010). The first stage of *Modeling* is preparing students for the peer review session by explaining the nature of errors and providing actionable suggestions because, without strong justification, students may not be convinced of the need to adopt peer comments in their revisions, or they would simply ignore peer feedback without logical reasoning. According to Ferris (1999), treatable errors tend to be more rule-governed, so peer reviewers have an easier time explaining the nature of these errors, which mainly consist of categories related

to verbs, such as tense, form, passives, modal usage, etc. On the other hand, errors related to prepositions, sentence patterns, and unidiomatic phrases are labeled non-treatable because they are difficult for peer reviewers to explain.

The second stage of *Exploring* the objective is to assess how well students can identify content and language errors and, consequently, explain them and provide their peers with appropriate suggestions to modify them. The third stage *Consciousness-Raising* is the step where students are trained to analyze feedback from their peers. As well as analyze feedback from their peers, evaluate the suggestions offered, and incorporate them into their reviews. This final stage emphasizes the awareness of students to participate more autonomously in peer review activities despite much-needed teacher intervention.

Exploring Research on Peer Feedback

Studies have found that peer feedback improves oral production and helps students speak accurately and appropriately (Khoram et al. 2020; Sato & Ballinger 2016; Valdiviezo, 2021). In Japan, Sato and Ballinger (2016) compared classes in a high school that had been divided into high and low proficiency. There were four groups, two of which received training in feedback and a communicative task, one was only assigned the communicative task and the fourth acted as a control group, the feedback group outperformed the rest of the group in both accuracy and fluency. Additionally, students from the lowest class engaged in more collaborative interaction, suggesting more learning opportunities for students with lower proficiency levels.

In Iraq, Khoram et al. (2020) conducted an experimental study with high school students with an intermediate level of proficiency in English as a foreign language. Peers gave feedback on their classmates' mistakes, and the results revealed that students' speech

accuracy improved after receiving such feedback. That was, in a variety of linguistic structures such as past tense, subject-verb agreement, articles, and prepositions.

In Ecuador, Valdiviezo (2021) investigated the implementation of peer feedback and its influence on oral production. The participants in this study were students belonging to the seventh semester of the National and Foreign Languages Pedagogy Career at the Technical University of Ambato belonging to level B1, according to the Common European Framework of Reference for Languages (CEFR). The average age of the students was between 19 and 26 years old. When performing a pretest and posttest, the participants were evaluated based on an oral evaluation rubric. The result was an improvement in the oral production of the English language.

In New Zealand, Harris and Brown (2013) observed that the accuracy of peer feedback is affected by friendship, animosity from peers, or lack of experience. Likewise, identified that while higher-achieving students can successfully work with more abstract criteria; lower-achieving or "naughtier" students needed highly structured scaffolding (e.g., checklists). The participants were middle-school students with A2-B1 levels of proficiency.

In Iraq, Adil (2015) The participants in the study were 60 undergraduate students and 9 academic staff from Soran University, Northern Erbil. His study revealed that most of the teachers rejected the peer review process for oral presentation because of inadequate training of students and their lack of sufficient knowledge while some students benefited from the process during feedback other students could not correct the mistakes of their peers. In conclusion, peer assessment for presentation must be achieved in the higher education system to produce a proactive approach.

The Speaking Skill

The ability to speak has always been a challenge for students of English as a foreign language; speaking is a skill that requires a lot of effort (Gudu, 2015). Communication demands oral language proficiency and complex linguistic skills that involves knowledge of pronunciation, grammar, vocabulary, and culture. Speaking is the process of conveying ideas and information orally in a variety of situations (Torky, 2006).

Exploring Research on Accuracy in Speaking Skills

In Turkey, Okyar and Eksy (2019) investigated a group of first-year intermediate EFL students in the English preparatory program at a foreign language school. The average age of the students was 18.6 years. The result of this research showed that the teacher's intervention in error correction was reduced during student-student exchange activities, who were more autonomous during peer interaction; since they could get help from each other when they had difficulties. Students bonded and contributed to each other's learning by producing grammatically accurate expressions.

In Vietnam, research by Nguyen and Newton (2022) on 19-year-old students with an A2 proficiency level at a foreign language university concluded that the order of acquisition of inflectional morphemes in English third person singular –s (3SG– s) is difficult to acquire and is assimilated later than the connecting verb for L1 and L2 learners of English.

In China, another study by Hongbo (2022) stated that accuracy is widely recognized as one of the main dimensions in evaluating task-based oral performance. The results of this study on an ESL young adult B1 level of proficiency showed that Pre-task planning could have a significant effect on the accuracy of L2 oral output in thematic verbal agreement, but it could not affect L2 learners in their use of third-person singular -s.

In Ukraine, Liubashenko and Kornieva (2019) focused on first-year bachelor's EFL students. The authors implemented different types of communicative interactions and dialogic conformity relative to grammatical, lexical, phonetic accuracy, cohesion, and coherence. The results of their research confirmed that collaborative dialogue has a positive impact on the development of students' communicative competence.

In Iran, Bahador and Mofrad (2020) studied an experimental group of female EFL students at the intermediate level of proficiency at Velayat University. Students were between 19 and 21 years old. The students took the PET oral expression test. The research revealed that the role of peer feedback had a significant development in improving students' grammatical accuracy and fluency of oral production, as it offered opportunities to practice language and performance of previous PET scores and posttest.

Innovation

This pedagogical innovation was created to determine the effect of peer feedback on the precision of speaking skills. The research was conducted as part of a regular learning unit with an emphasis on oral interaction. This research involved 12 class hours (3 weeks). Participants were instructed during this time on how to provide feedback to their peers by using a checklist and engaging in interactive activities that modeled brief dialogues.

The next tasks were meant to encourage students to talk to each other by having them write short dialogues with phrases of apology and giving each other feedback. To make the project, a plan was developed with tasks for acquisition, meaning-making, and transfer activities to reach the goal of transferring knowledge. (See Appendix A). During the first week, the pretest and training for the checklist (See Appendix B) that students will use to evaluate and provide feedback on the activity were administered. Students provided peer feedback in Spanish because their oral communication skills are not yet developed.

The scale options in the checklist included yes, sometimes, and not yet. In contrast, the instructor assessed the students using a rubric derived from the Cambridge A2 Level Assessment Scale (See Appendix C). The participants were paired up to engage in a brief social exchange that included the accuracy of the present simple, the vocabulary on topics related to activities that annoy or please neighbors, the fair control of prosodic characteristics, and the management of the interaction within a range of 30 to 40 seconds.

In the subsequent weeks, students were introduced to the unit's content through listening, reading, speaking, and writing activities. During the second week, participants continued to work collaboratively with the same partners. This week, students discussed the rules for living in a neighborhood peacefully; at this point, the precision included the modal verbs must and have to. After exchanging responses, the students switched roles. As homework, they later recorded their brief conversations, posted them to the WhatsApp class group, and received feedback from their peers. Consequently, the teacher continued to instruct students on the use of the checklist and peer feedback.

In the third week, the teacher kept the students in the same pairs and asked them to apologize and accept apologies using the following phrases: *"I'm sorry for... I'd like to apologize for... I didn't intend to... It's okay. Do not worry about it. Forget it"*. This time the grammar was gerunds followed the prepositions for and about. It was the third practice session before the posttest.

The final performance which consisted of an authentic context whereby participants were asked to create a video demonstrating how apologizing for annoying behavior improves interpersonal relationships. In the video, the students presented a short conversation in which one student acted as a neighbor who had offended another neighbor and wished to mend their relationship by apologizing. The other student assumed the role

of the offended neighbor and expressed his feelings about the incident before accepting the apology.

The duration of the interaction was 30 to 40 seconds. Comparing data from the pre- and post-assessment rubrics to demonstrate transfer, the instructor recorded and saved the interactions. Peer assessment emphasized driving learning and achieving the accuracy of grammar, vocabulary, pronunciation, and continuous interaction; this allowed students to identify their strengths and weaknesses so that they could assist one another in setting achievable goals.

Research Methodology

This is mixed-method action research in which quantitative and qualitative data were analyzed. Action research is a method involving action, evaluation, and reflection that enables and supports educators in their pursuit of effective educational practices by modifying the quality of decisions and teaching actions, thereby enhancing student participation and learning (Spencer et al., 2020).

According to Ary et al. (2010), teaching and learning processes can be achieved when both quantitative and qualitative research methods are employed in the same study. Using mixed methodologies permits researchers to answer research questions and facilitates the generalization of findings and consequences to the entire population (Tashakkori & Teddue, 2003).

For a quantitative approach, a pre and posttest with an intervention generated quantitative data to explain why some results were statistically significant. The qualitative approach, in contrast, provides a deeper understanding of the investigated topic by valuing the participants' perspectives (Dawadi et al., 2021).

Pre and posttests were administered to a sample of 35 participants to generate quantitative data. During a three-week period, data were collected at the beginning and end of the innovation. After entering and encoding quantitative data in an Excel spreadsheet, they were transferred to the SPSS program to generate descriptive and inferential statistics.

On the other hand, six open-ended questions were administered at the end of the research to a sample of nine participants selected based on their performance: Low (three students), Average (three students), and Outstanding (three students). The respondents were coded as S1 (Student 1), S2 (Student 2), S3 (Student 3), S4 (Student 4), S5 (Student 5), S6 (Student 6), S7 (student 7), S8 (student 8), and S9 (student 9). Because it is designed to collect data from which generalizations can be drawn, qualitative data collection is typically more open-ended, flexible, and inductive than quantitative data collection. (Tashakkori & Teddue, 2003)

This mixed-design study was conducted to answer the following research questions:

Research Questions

1. To what extent did peer feedback improve the speaking accuracy of students?
2. What attitudes would students have toward the use of peer feedback?

Participants

The participants were 35 students enrolled in the second year of high school in Quito, Ecuador (22 men and 13 women). Their ages range between 15 and 16. According to the proficiency test, their level of English is A2 and they are all Ecuadorians. Everyone has had EFL instruction since the eighth grade. The participants have not yet developed adequate oral abilities. Therefore, the researcher decided to conduct a study aimed at encouraging students to use peer feedback to improve their speaking as well as their accuracy.

Instruments

The instruments designed to collect quantitative and qualitative information were pretest and posttest, a rubric, a questionnaire, and field notes.

Pretest and Posttest

A pretest is an assessment measure given to participants before they have undergone some type of treatment as part of a research study. A posttest is an assessment measure given to participants after they have received treatment as part of a research study (Budert-Waltz, 2022). The purpose of the pretest-posttest research design was to give the participants the same assessment measures before and after treatment to determine if any changes can be connected to the treatment. A pretest-posttest design is considered a quasi-experimental approach, which means the approach aims to establish a cause-and-effect relationship (Budert-Waltz, 2022).

The initial social interaction before the training began was considered a pretest, and the subsequent peer feedback training was designed so that, the final social interaction after the training was considered a posttest. Both tests provided quantitative data to determine whether there was an improvement in accuracy, vocabulary, grammar, sentence structure, pronunciation, and interaction in oral communication; thus, the results can be compared, and the treatment's efficacy determined.

This instrument served to answer research question 1: To what extent did peer feedback improve the speaking accuracy of students?

Rubric

A rubric is a simple, clear, precise, consistent, and flexible tool to collect diverse points of view related to certain performance criteria, holistically or analytically. Rubrics help students understand what is expected of them and help them understand their

assessment (Gallardo, 2020). The speaking rubric was adapted from the Cambridge A2 level assessment scales.

The oral rubric considered four descriptors: Vocabulary, grammar, pronunciation, and interaction. The same rubric was administered at the beginning and end of the intervention respectively. Data collected was analyzed quantitatively where the lowest possible score is 1 and the highest possible score is 5. This instrument was focused on answering research question 1, previously described.

Questionnaire

The questionnaires are methods for developing a self-report data collection instrument that research participants complete with their own responses. Using questionnaires, researchers collect data on participants' thoughts, emotions, attitudes, beliefs, values, perceptions, personality, and behavioral intentions. Through questionnaires, it is possible to collect both quantitative and qualitative data (Tashakkori & Teddue, 2003).

The researcher attached to the principles of questionnaire design, such as using natural and familiar language, writing items that are simple, clear, and precise, and using multiple items to ensure that the responses to the items provide all the information necessary to assess the qualitative data. (Tashakkori & Teddue, 2003). The questionnaire used to collect qualitative data helped in answering the question of what attitudes students would have toward the use of peer feedback.

Using these six open-ended questions, the researcher was able to determine the attitudes and perspectives of the students regarding innovation. (Annex E). Question 1 (oral communication improvement), question 2 (effectiveness of practicing dialogues), question 3 and 4 (usefulness of peer feedback received and provided), question 5 (contribution to their own learning), and question 6 (students' perceptions of the topic's difficulty as a

learning objective). Given the English proficiency of the participants, the questionnaire was written in Spanish.

Field Notes

Field notes are a qualitative approach to written observations recorded during or immediately after participants' observations in the field and are considered as indispensable for comprehending the phenomena observed there (Allen, 2018). Field notes are the essential first step in developing quality analysis. Descriptive field notes describe the researcher's observations in order to obtain in a limited amount of time the necessary data to modify and/or enhance the system (Allen, 2018).

The field notes allowed for the collection of qualitative data and the records of relevant activities when students were evaluated by their peers, it became possible to answer the question, "What attitudes would students have toward the use of peer feedback?" Throughout the innovation, the researcher observed and analyzed what emerged in the field, such as the students' attitudes, ideas, doubts, and concerns. In the field notes, the method of deduction was utilized because the general claim was that students' speaking accuracy improved after receiving feedback. This instrument assisted in identifying improvement opportunities and future action suggestions. Qualitative data was beneficial because it assisted in comprehending immeasurable aspects of peer feedback.

Data Analysis

The pretest and posttest data were quantitatively analyzed, and the students' oral production was evaluated using an adapted speaking assessment rubric (Appendix B). The evaluative criteria included vocabulary, grammar, pronunciation, and interaction, which was worth 5 points.

For the case of descriptive and inferential statistics, data were coded in Excel, and the mean scores were calculated and analyzed with the SPSS program (Statistical Package for the Social Sciences). The difference between the pretest and posttest mean scores was analyzed using the "Statistical T-test." This was done to determine if the difference between variables was statistically significant and to assess the effect of peer feedback on improved accuracy in oral expression. After collecting the results, the data were presented in tables and statistical graphs, with percentages established for analysis and interpretation.

At the conclusion of the study, a questionnaire (Appendix E) was administered to collect students' positive or negative perceptions on the implementation of peer feedback in social exchange performance. The data obtained from the questionnaire were qualitatively analyzed. The questionnaire was designed to elicit information regarding oral communication improvement, the effectiveness of practicing dialogues, peer feedback received and provided, the significance of planning and recording dialogues and the difficulty of to-be-performed topics. The quantitative and qualitative data collected aided in the formation of a more accurate conclusion.

Ethical Considerations

To conduct this research, the school administration signed a letter granting permission for its development. Similarly, students' parents consented to the development of this research. Also, students were informed of the research's objectives, procedures, and voluntary participation. They were assured that all data extracted from this study would be kept confidential and used for academic purposes (NEAG School of Education, 2021).

Results

The results, based on the research questions, are presented below.

Research question 1: To what extent did peer feedback improve the speaking accuracy of students? The information was properly treated, analyzed, and interpreted with the help of tables and figures to have a better appreciation.

Pretest Results

The pretest results are presented below:

Table 1

Descriptive Statistics of the Pretest

N	Criteria	Minimum	Maximum	Mean	Std. Deviation
35	Vocabulary	1.00	5.00	2.31	1.32335
	Grammar	1.00	5.00	2.14	1.14128
	Pronunciation	1.00	5.00	2.14	1.14128
	Interaction	1.00	5.00	2.34	1.34914

Table 1 displays the pretest values for each descriptor of the oral interaction rubric.

The mean for the vocabulary criterion was 2.31. The mean for the grammar and pronunciation criteria were the same, 2.14. However, the result that stood out was that of the interaction criterion which reached a mean score of 2.34, indicating that students required help to answer the questions fluently and appropriately. Additionally, there was hesitation, pausing, and repetition.

Posttest Results

The posttest results are presented below:

Table 2

Descriptive Statistics of the Posttest

Minimum	Minimum	Minimum	Maximum	Mean	Std. Deviation
35	Vocabulary	3.00	5.00	4.31	.63113
	Grammar	3.00	5.00	3.88	.47101
	Pronunciation	2.00	5.00	3.37	.59832
	Interaction	3.00	5.00	4.25	.65722

Table 2 shows the posttest values. The scores that stood out were interaction with a mean of 4.25 and vocabulary with a mean of 4.31. These results showed that the application of the intervention improved language production due to the opportunities to use the phrases learned among themselves. On the other hand, the grammar and pronunciation components only obtained 3.88 and 3.37 respectively.

Figures 1 and 2 also showed the results obtained before and after the intervention.

Figure 1

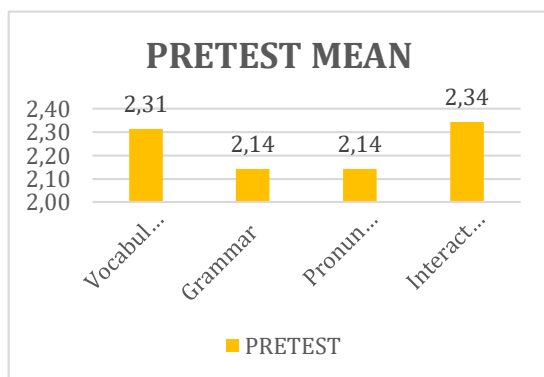


Figure 1. Pretest results

Figure 2

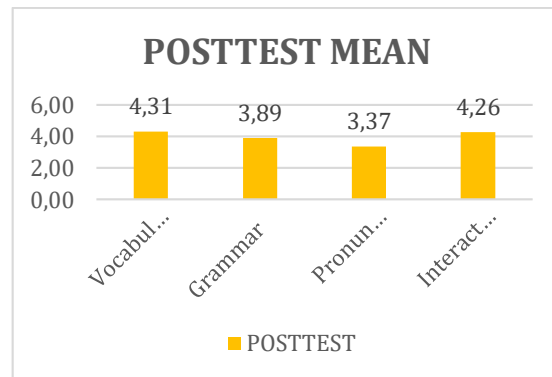


Figure 2. Posttest results

Figures 1 and 2 illustrate the aspects of speaking that determine the overall speaking performance of the learners in order to determine the benefits of the peer feedback intervention before and after its implementation. Vocabulary, grammar, pronunciation, and interaction were the components of speech that were analyzed.

It is mentioned that the students' pretest vocabulary scores were 2.31 and their posttest scores were 4.50. The students improved their vocabulary in the categories of activities that irritate neighbors, apology phrases, and feelings. The students' average grammar score on the pretest was 2.14, while on the posttest it was 3.89. It reveals that learners demonstrated a sufficient level of command over the target grammatical structure,

which consisted of simple present tense, modal verbs, and gerunds after prepositions while giving and receiving apologies.

The students scored an average of 2.14 on the pretest and 3.37 on the posttest on the pronunciation section of the test. Even though the students completed all of the project's planned activities, it is evident that pronunciation saw the least improvement. Difficulties with pronunciation involving a variety of sounds, word stress, sentence stress, intonation, and tone were challenging to manage. It was observed that certain words in the dialogues spoken by the pairs were incomprehensible due to the influence of their native language.

The mean score on the pretest for interactive communication development was 2.34, while the mean score on the posttest was 4.26. After handling a brief social exchange in which they apologized for upsetting someone and accepted apologies, the students demonstrated that they had few difficulties and required few supports.

Paired Sample *t*-test.

This test was implemented to determine statistically if there was a significant difference between the paired measures.

Table 3

Summary of the Inferential Statistics

	N	M	SD	MD	p value < 0.05	d
Pretest	35	8.94	4.77	-6.88	0.000	-1.90
Posttest	35	15.82	1.80			

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

Table 3 displays the *p*-value with an alpha of 5%, less than 0.05, indicating that there was a significant difference between the paired measures. The effect size (*d*) was -1.90, indicating a considerable effect size.

Figure 3 also depicts a difference between the pre and posttest scores. The students scored 8.94 on the initial application of peer feedback, but following training, their scores increased to 15.83, indicating that the innovation helped the students enhance speaking accuracy.

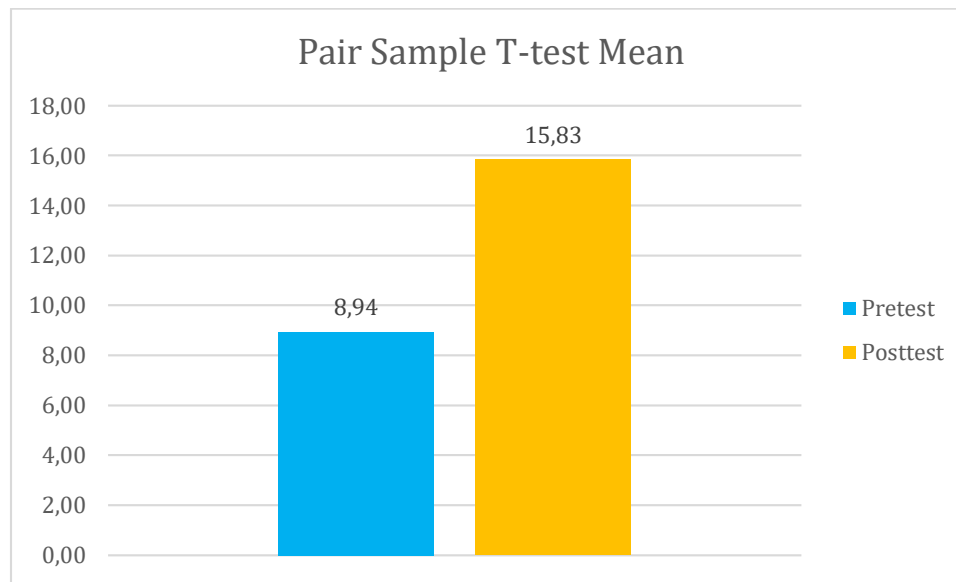


Figure 3. Statistical comparison of pretest and posttest rubric results

Research question 2: What attitudes would students have toward the use of peer feedback?

To answer the second research question, the researcher used a questionnaire. Six open-ended questions were administered to nine students selected based on their performance after the training. The responses were categorized according to students' perceptions of peer feedback as an instructional method for improving oral communication, the effectiveness of practicing dialogues, students' confidence in the quality and usefulness of the peer feedback they provided and received, contribution to their own learning, and students' perceptions of the topic's difficulty as a learning objective. The answers were classified based on the types and components of attitudes.

Table 4

Summary of the attitude components found in this study.

Items	N	Cognitive Attitudes	Affective Attitudes	Behavioral Attitudes	Total			
6	9	Positive Attitude	28%	Positive Attitude	20%	Positive Attitude	31%	79%
		Negative Attitude	6%	Negative Attitude	13%	Negative Attitude	2%	21%
		Total	34%	Total	33%	Total	33%	100%

According to Table 1, the positive cognitive component of attitudes, which includes beliefs, thoughts about confidence, and the contribution of peer feedback, reached 28%. These are citations from what the students said:

“It helped me remember to use -ing after for, so I follow the advice ”(S2); “My partner's feedback increased my confidence, I corrected my errors” (S3); “I didn't have enough vocabulary to say the dialogues and thanks to comments, I improved them” (S4); “I reviewed and corrected my dialogues after receiving the feedback” (S5); “They corrected my incorrect pronunciation or grammar, then I corrected” (S6), “They gave me new ideas to improve my dialogues” (S8); “when they mentioned my mistakes, I wanted to improve my dialogue” (S9); “My intention was to point out his mistakes so that he could correct them, and I believe that I assisted him” (S6); “I encouraged my peer to correct his pronunciation so that I could comprehend his dialogues” (S7); “I instructed him to use the s in the third person and the -ing ending following for” (S8)

The value of the positive affective component of attitudes, which refers to feelings or emotions regarding perception and challenging of peer feedback, was 20%. These are direct quotes from the students' comments:

“I liked speaking with my partner and try to simulate a conversation” (S1) (S2); “I enjoyed practicing with peers who have a better English knowledge, Because I was

able to improve my speaking” (S5); “I was shy to speak in English but then I wanted to participate in the conversation” (S6); “The topics were not difficult because they were common things of daily life. It was fun to make dialogues” (S7) “I had more opportunities to practice the language and correct my errors with my classmates because I become confused when I study alone” (S8) (S9); “The dialogues were not difficult but simple and I really liked doing them” (S8) (S9).

The practice and planning related positive behavioral component of attitudes reached a value of 31%. These are passages from the students' comments:

“It helped me improve my pronunciation because before I only did written dialogues and didn't speak them” (S2); “It is necessary to plan and practice dialogues so that I can communicate with others and express my thoughts and feelings” (S3) “There are so few opportunities for me to engage in conversation, which motivates me to travel” (S4); “Practicing dialogue was important because it gave me the chance to correct my mistakes so that my peers could understand me” (S5) (S6); “It pushed me to memorize new words and pronounce them correctly in dialogues, which was very helpful” (S7) (S8); “It was very helpful to plan and record dialogues in order to choose the right vocabulary and avoid feeling confused when speaking” (S9).

Negative attitudes could have manifested to a lesser extent (21%) because some students lacked vocabulary in the target language, which was one of the most significant obstacles to performing their dialogues. In addition, mispronunciation of words led to poor performance.

Discussion

Regarding the first research question, to what extent did peer feedback improve the speaking accuracy of students? The area that improved the most, according to an

analysis of the pretest and posttest results, was vocabulary, which included range, control, and extension, with an average increase of 2.08 points between the pretest and posttest, followed by interaction, with a difference of 1.91. Grammar (1.74 standard deviations) and pronunciation (1.2 standard deviations) were the areas where they struggled the most. (See Figures 1-2.)

This result aligns with the opinions of the students. Participants reported a boost in vocabulary as well as an increase in interaction. According to the researcher's observations, at the beginning of the innovation students were confused when commenting on their partner's dialogue. They had trouble providing feedback on their peers' pronunciation because they lacked knowledge of this speaking aspect, which prevented them from improving it during the innovation.

Similar challenges were reported by Adil (2017) in his study in Iraq, which revealed the inadequate training of students and their lack of sufficient knowledge, which prevented them from correcting the errors of their peers; nevertheless, some students benefited from the process during the feedback process.

The use of a checklist, which was more user-friendly than the rubric, helped students improve their peer recommendations. Because participants understood the purpose of peer feedback during the subsequent practices, they corrected each other in Spanish when they did not understand the other's dialogue, thereby reducing the difficulty.

Regarding the second research question, what attitudes would students have toward the use of peer feedback? The results were predominantly positive. Seventy-nine percent of the students viewed peer feedback as an opportunity to use and repeatedly practice the target language. Most students' participation and comments improved when

they were encouraged to engage in short dialogues and exposed to the language by listening to themselves, imitating the pronunciation, employing the target vocabulary, and correcting their own and their classmates' mistakes.

The field notes also supported this, although the students continued to make grammatical errors during the innovation, they were able to share their experiences, generate ideas, and give their opinions on how to improve the accuracy of the dialogues. These results were consistent with those of Sato and Ballinger (2016) in Japan, Khoram et al. (2020) in Iraq, and Valdiviezo (2021) in Ecuador, who discovered that peer feedback improves oral production and enables students to speak accurately and appropriately.

Nonetheless, at the conclusion of the innovation, the concept of collaborating with a peer inspired participants to enhance their speaking abilities. The students understood that the purpose of their performance was to enhance their interaction and learning through mutual support; consequently, their precision and fluency were also enhanced. In accordance with the findings of Okyar and Eksy (2019) in Turkey, regarding student error correction, participants were more autonomous during peer interaction because they were able to seek assistance from their peers when developing the target language presented difficulties.

Conclusions

This research aimed to improve speech accuracy through peer feedback. After engaging in brief social exchanges, students commented and reflected on the interactions of their classmates. This study demonstrated that vocabulary and interaction were the skills with the best performance. The participants were able to emphasize individual words and

words within sentences when expressing apologies in brief conversations, but they require additional practice.

Grammar and pronunciation were the most difficult aspects to master, particularly in terms of sentence structure; however, the student's performance was acceptable; nevertheless, additional practice is necessary. In addition, recording their conversations and listening to them multiple times could have helped them improve their speaking skills and become more aware of their mistakes for their next oral interaction. Training students to use standards, rubrics, and checklists to provide appropriate feedback was essential to the innovation's success.

The attitudes of these participants toward the utilization of peer feedback were predominantly positive. Peer feedback increased students' responsibility and autonomy and facilitated their transition from passive to active learners because, when students engage in peer feedback, they learn from their classmates' work and have the opportunity to enhance their own dialogues. Utilizing peer feedback has more advantages than disadvantages. It increased the collaborative work of students to improve their speaking.

Limitations

This study had several limitations, including the absence of a peer feedback culture because of the unfamiliarity of the task for the students, the fact that they expected feedback from the teacher and not their peers, their perception that providing feedback was difficult, and their belief that they and their classmates were unqualified to provide useful feedback on their interactions.

The length of the implementation was also a limitation. It lasted only three (3) weeks (12 hours in total). Students have trouble comprehending the English language. Due to their limited language proficiency, the students provided peer feedback in Spanish.

Students have limited contact with the target language outside of school hours, resulting in minimal language development.

Recommendations

The instructor should train students on how to incorporate peer feedback into their EFL studies. Therefore, the instructor must provide clear instructions, tools, and procedures for students to identify peer errors. Teachers should train students in a variety of ways and the goal of peer feedback is to improve language skills and oral performance. The classroom activities should aid students in acquiring the language in a social context and encourage student participation to facilitate communication.

Before, during, and after the peer feedback process, students must receive assistance in order to provide useful feedback on their peers' performance. Practicing offering and receiving beneficial peer advice is necessary. Students should review the rubric or checklist as a group to ensure that everyone understands the requirements and expectations. In addition, it is suggested that, for future research, the duration of the intervention be increased to at least six months to achieve better results.

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