Mobile-Assisted Peer Feedback for Oral Presentation Performance: L2 English Speakers' Perceptions and Practices

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ABSTRACT
Prior research has underscored the advantages of online peer feedback in language learning. However, there is a paucity of research that specifically investigates the use of mobile technologies for providing peer feedback for English as a foreign language (EFL) speakers' oral presentation performances. The present study aims to examine the types and targets of peer feedback provided by EFL speakers, along with their views and experiences with mobile-assisted peer feedback. A total of thirty-two university students, enrolled in an upper-intermediate to advanced-level rhetoric and oral communication class, used an online platform to anonymously provide feedback on their classmates' oral presentations over a four-week period. Additionally, the participants completed a post-study survey to assess their perspectives and experiences. The findings indicated that the students' feedback predominantly comprised positive remarks than negative critiques. The primary aspects covered by both forms of feedback comprised three major areas: presentation content, spoken performance, and oral presentation skills. Survey results also revealed that, despite expressing concerns about potential friendship bias, anonymity, and issues related to lack of proper attitude in the expression of feedback, EFL speakers generally viewed mobile-based peer feedback positively.
Keywords: EFL learners; EFL speakers; L2 English; L2 speaking skills; MALL; negative feedback; peer assessment; peer feedback; technology; TELL

INTRODUCTION
Developing oral presentation skills has been recognized as crucial in demonstrating speakers' competence in using the second language (L2) appropriately and fluently. As well as being used as a method of assessment in language learning, these skills also facilitate success in academic and professional settings (Hill, 2003). One significant aspect of fostering L2 speakers' presentation skills lies in providing constructive feedback. However, for logistical reasons such as large class sizes and limited time (Lam, 2010) offering timely and detailed feedback on L2 speakers' performance, despite its merits, may pose a challenge for language teachers.

Mobile technologies have opened up new avenues for language learning and assessment by empowering teachers and learners inside and outside the classroom, transcending traditional classroom learning methodologies. A number of studies have demonstrated the effectiveness of mobile tools in providing feedback in language learning classrooms (e.g., Dai & Wu, 2022; Xu, Dong, & Jiang, 2017). Peer feedback, which enhances learning, self-reflection, and self-regulation (Liu & Lee, 2013), has received increasing attention in technology-enhanced learning contexts due to benefits such as anonymity and convenience (Vanderhoven, Raes, Montrieux, Rotsaert, & Schellens, 2015). Despite the benefits, the effects of online peer feedback on speaking or oral presentation skills have been limited, especially through the use of mobile technologies (Xu & Carless, 2017). The present study aims to investigate the types and targets of peer feedback that English as a foreign language (EFL) speakers at a higher education institution provided for their classmates on their performances in oral presentations. Additionally, it seeks to examine EFL speakers' perceptions and practices in providing and receiving mobile-assisted peer feedback. For convenience, to refer to participants in this study, the phrases EFL speakers, L2 speakers, and students will be used interchangeably.

LITERATURE REVIEW
Feedback is a vital component of language learning, regardless of whether one is aiming to master grammar and vocabulary or improve pronunciation. From a historical perspective, there has been a diversity of approaches in the conceptualization and implementation of the term feedback. According to the behavioral theory of learning, feedback serves to improve performance through the correction of mistakes and the transmission of information from the teacher to the student (Yang & Carless, 2013). Under this view of feedback, learners are considered passive receivers of feedback while teachers are the authority (Carless, 2015; Papi, Rios, Pelt, & Ozdemir, 2019). On the other hand, in a more socio-constructivist learning perspective, feedback is viewed as a collaborative process in which learners are the agents. Within this framework, feedback is defined as "a process through which

learners make sense of information from various sources and use it to enhance their work or learning strategies" (Carless & Boud, 2018, p. 1315). In this vein, Carless (2015), who underscored the importance of empowering learners by involving them in the assessment process, proposed a learner-oriented assessment framework wherein feedback is the key component. According to this framework, learners become the agents that potentially receive and produce the language.

Depending on the medium, context, and function of the feedback, there are a variety of approaches to classifications of feedback (Lyster, Saito, & Sato, 2013; Sheen & Ellis, 2011). Early work on the classification of feedback by Ur (1999) identifies two main categories based on feedback function: correction and assessment. In this view, while assessment informs learners "how well or badly [they] performed" correction gives them information on the particular "aspects of [their] performance: through explanation, or provision of better or other alternatives, or through elicitation of these from the learner" (p. 110). Later work on the corrective function of feedback by Lyster and Ranta (1997) proposed further categorizations of what they called corrective feedback (CF), which involved explicit correction, elicitation, metalinguistic clues, classification requests, recasts, and repetition. Partially supporting Ur's (1999) assessment category of feedback, Reigel (2008) used four different categories for positive feedback, which were affirmation, praise, nonverbal response (e.g., nodding), and laughter.

Learner-oriented views of feedback emphasize the importance of learners taking part in the assessment process, which supports the practice of peer feedback, in which learners evaluate each other's performance through written or oral assessments. Recent research has demonstrated that peer feedback is as effective as teacher feedback (Al Jahromi, 2020; Au & Bardakçı, 2020) and offers tremendous benefits in language learning settings (Chien, Hwang, & Jong, 2020; Dai & Wu, 2022;). As well as fostering critical thinking (van Popta, Kral, Camp, Martens, & Simons, 2017), peer feedback also prepares tertiary students for professional and academic life in that they are able to evaluate their peers' performance and provide critical and constructive feedback. (Huisman, Saab, van Driel, & van Den Broek, 2020). Following some previous research (Liu & Carless, 2006; Panadero, Jonsson, & Alqassab, 2018), the present study operationalizes peer feedback students' providing qualitative feedback on positive and negative aspects of performance without awarding any points to them.

In the context of the assessment of speaking skills, peer feedback takes on a particularly important role (Patri, 2002). As technology advances, innovative solutions are developed to enhance the effectiveness of peer feedback in the learning of foreign languages. Mobile technologies offer a wide range of opportunities for effective peer feedback in speaking and oral presentation skills (Burston, 2014; Ebadijalal & Yousofi, 2023; Wu & Miller, 2020). Peer feedback provided in EFL classrooms using mobile devices can be framed under mobile-assisted language learning (MALL). MALL, which is characterized "by the mobility of the learner and location" and "probability of handheld devices" (Palalas, 2011, p. 76-77), has been shown to enhance language learning experiences (Burston & Giannakou, 2022; Elaish, Hussein, & Hwang, 2023). The use of mobile devices, such as smartphones and tablets, offers a range of multimedia capabilities and communication tools that can be used to enhance language learning and teaching (Dai & Wu, 2022). Mobile devices facilitate the organization and management of peer feedback, ensuring that language users have access to timely, anonymous, and comprehensive feedback that they can refer to when refining their skills. MALL technologies have been proven to be effective in vocabulary development (Stockwell, 2010; Xodabande & Hashemi, 2023), reading skills (Li, 2022; Valizadeh, 2022) as well as listening and speaking (Demouy & Kukulska-Hulme, 2010; see also Xu, 2020) by promoting student engagement and collaboration (Çakmak, 2019; Reinders & Cho, 2010). Additionally, mobile-assisted peer feedback has also been associated with increased willingness to communicate, self-regulated performance, and self-confidence among EFL speakers (Ebadijalal & Yousofi, 2023). However, successful implementation of mobile-assisted peer feedback in language classrooms requires careful consideration of a number of factors, including the selection of the appropriate platform or app (see Ocampo & Panadero, 2023), the accessibility of technology and the need for effective guidance and support from teachers.

Specifically regarding mobile-assisted feedback on spoken performance, research by Xu et al. (2017) investigated EFL learners' perceptions of mobile-assisted feedback on oral production in the context of a Chinese university. Students enrolled in an EFL teaching course watched a video, then recorded voices retelling and continuing the story over the social communication app called WeChat. Both teachers took turns providing oral feedback on students' oral performance using the group on the app, with one teacher providing feedback each time. The analysis of the data from a post-study survey, student reflections, and interviews revealed a positive attitude towards mobile-assisted teacher feedback, including increased self-confidence and improvement in speaking skills through a higher amount of engagement in MALL activities. Although this study only looks at students' perceptions of teacher feedback via smartphones for improving oral skills, it is one of the few studies combining feedback and speaking skills in L2 English learning.

THE STUDY

In the literature, there has been limited evidence of the potential for mobile technologies to provide peer feedback on speaking or oral presentation skills. An exception to this is the case study conducted by Wu and Miller (2020), which examined the effects of mobile-assisted peer feedback in the context of a university in Hong Kong. Twenty-five participants enrolled in the English for Business Communication class were first provided with a sample business meeting recording in groups and then were asked to perform in the mock meeting which was later assessed by their peers. The peer feedback was provided in the form of score assignments and comments via a mobile app. The findings suggested that learners' views were mainly favorable regarding the use of mobile-assisted peer feedback while they reported various logistical issues (e.g., the small screen size of smartphones) and found the rubric insufficient in various ways. Further research is warranted for a better understanding of mobile-assisted feedback in English learners using different mobile tools and with English learners from different learning settings. Such an endeavor will help explore the specific perspectives, best practices, and challenges associated with the effective integration of mobile technologies in classes geared toward improving speaking or oral presentation skills. The present study seeks to investigate tertiary-level EFL speakers' views and experiences regarding the use of anonymous mobile-assisted peer feedback when assessing their classmates' oral presentations in a face-to-face class. To achieve this, the study aims to address the following research questions:

1. What are the distinct categories/types of mobile-assisted peer feedback that L2 English learners utilize for assessing their classmates' oral presentation performances?
2. What are university-level L2 English learners' beliefs about peer feedback and its value?
3. How do L2 English learners reflect on their experiences in receiving and providing mobile-assisted peer feedback for oral presentation performances?

METHOD

Research Design

This mixed-methods study (Mackey & Gass, 2021) aims to comprehensively investigate the L2 English learners' views and experiences with mobile-assisted peer feedback in a university-level English oral communication skills course. The convenience sampling method was used based on participants' enrollment in the course. It examined the in-class anonymous mobile-assisted feedback that EFL speakers provided on their peers' performance in oral presentations which were analyzed qualitatively. It also included a post-study survey with close-ended and open-ended questions providing both qualitative and quantitative data to examine EFL speakers' views regarding their views and practices. The ethical approval for the study was granted by the author's institution.

Participants and Context

The participants involved 32 sophomores majoring in English Translation and Interpreting at a state university in Türkiye. They were selected based on their enrollment in the Rhetoric and Oral Communication Skills I course offered in the Fall of 2021. There were initially 40 participants in the study registered in the class. However, the data from 8 participants were excluded from the analysis. Three students were unable to complete the survey, four of them did not attend the mobile-assisted feedback session at least once, and one student dropped out of the program. Therefore, only responses from the students who attended all four feedback sessions & the training and completed the post-study survey following the sessions were included in the data analysis. The mean age of onset of L2 English learning for the participants was 10 ($SD = 2.46$). Only 6 (19%) students had been abroad, and 18 (56%) students had completed a two-semester intensive English program at tertiary level. Participants rated their engagement with English outside of school as 6.94 ($SD = 2.0$), and the majority of them expressed using English for digital activities such as watching movies, chatting with online friends, using social media platforms, playing video games, listening to songs, and doing translation tasks. Out of 10, participants rated themselves as a feedback provider as $M = 6.81$ ($SD = 1.55$), their willingness to speak in class as $M = 5.72$ ($SD = 1.78$), and their willingness to speak like a native speaker as $M = 9.07$ ($SD = 1.57$). Finally, regarding the self-reported proficiency in listening, speaking, pronunciation, and overall English, the mean scores were 6.41 ($SD = 2.24$), 6.94 ($SD = 1.90$), 7.09 ($SD = 1.96$), 6.81 ($SD = 1.86$), respectively. All of the participants either completed a two-semester intensive English program prior to matriculation or passed a proficiency exam to prove that they held a CEFR B1 level in English.

Course

The course *Rhetoric and Oral Communication Skills I* is a 14-week course meeting 3 hours a week. The primary goal of the course is to improve students' clear and fluent use of English especially in academic and professional contexts through activities and tasks including oral presentations on academic and personal topics, and video and audio recording assignments. The data relevant for this study was specifically collected from a 6-week module which comprised information and practice on how to give oral presentations and how to give feedback to classmates on their performances during oral presentations. Prior to this module on oral presentations (informative and persuasive speech types), students covered and practiced impromptu, extemporaneous, and memorized speech. For each of those, only teacher feedback and voluntary peer feedback were provided, although it should be noted

that peer feedback was at a minimum level as students were not willing to provide feedback to their classmates. For planned speeches, the students were required to turn in an outline which was prepared as described in previous weeks. The structure of the module that provided the data for the present study involves preparation, presentation performance, and/or peer feedback and feed-forward (see Figure 1).
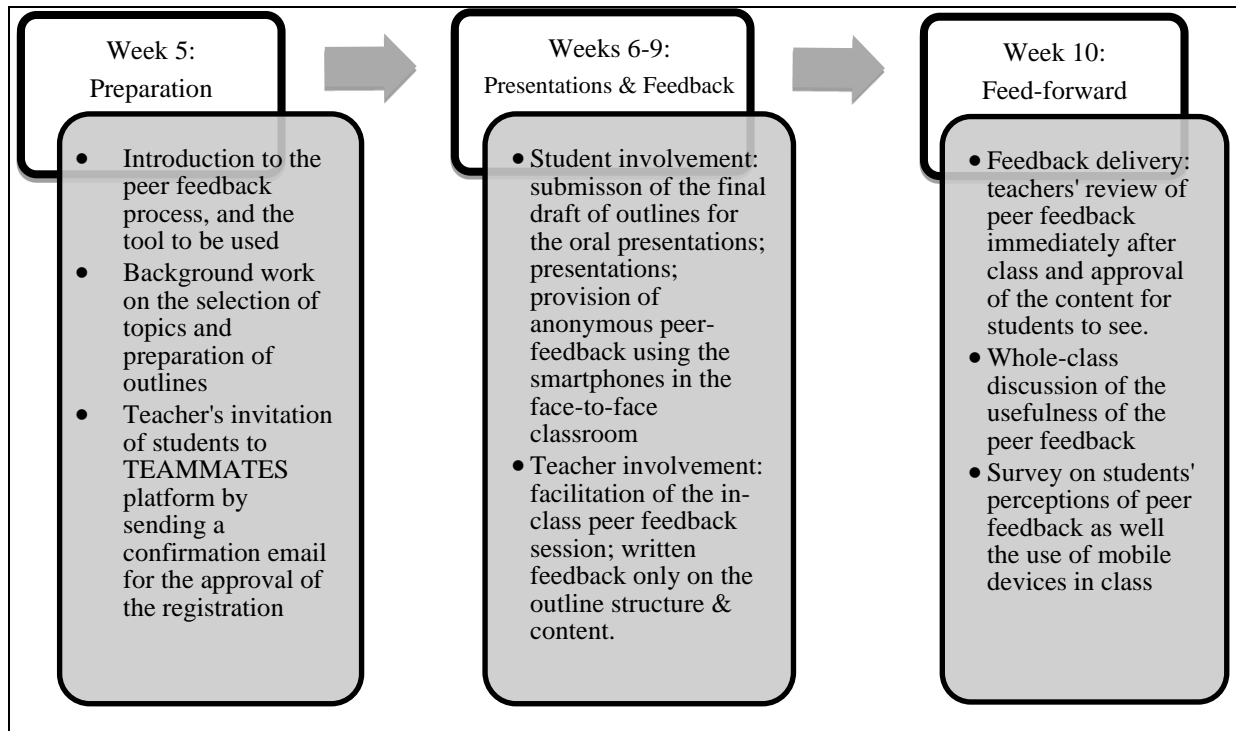

Figure 1. The structure and the flow of the course module

In the preparation stage, information about the process was provided by the teacher. She discussed the process and gave the students a short training on how to give constructive peer feedback on the oral presentation performance of their classmates over the following four class sessions. No specific rubrics or rating scales were provided on the type and amount of feedback to be provided. The students were guided primarily by the teachers' feedback. This feedback included holistic constructive oral feedback provided during class on students' short talks and other group work, as well as individual written corrective feedback on specific aspects of the final drafts of their outlines. The students were informed that their comments would be anonymous and not affect their grades. Each student presented twice over four weeks, which involved one informative and one persuasive speech. The information about those speech types as well as sample speeches were covered in the preceding weeks. Students had the flexibility to select topics that were both academically and professionally appropriate and aligned with the expected type of speech (informative or persuasive).

Materials and Procedure

There were two sources of data in this study: peer feedback provided by the students in class using the online platform and the survey responses. First, the data collection for the feedback content lasted for four weeks during which students provided feedback twice per speaker. When the semester was over, they completed a survey that consisted of three parts: a language and socio-demographic background questionnaire, a questionnaire on the participants' views about peer feedback, and a single open-ended question with sub-questions about EFL speakers' views about and experiences with mobile-assisted peer feedback. The second part of the survey was adapted from Hogg (2018) and Huisman et al. (2020). From Hogg (2018), seven questions (specifically, questions #2, 3, 4, 7, 8, 9, 10) out of 11 were adapted to make them clear and appropriate for the students and the context. All ten questions from Huisman et al.'s (2020) Beliefs about Peer Feedback Questionnaire were adopted by only making minor changes to the wording to fit the setting. While items on Hogg's (2018) questionnaire aim to reveal the participants' overall attitude towards the value of peer feedback in a more holistic way, Huisman et al.'s (2020) scale approaches the issue from a more pedagogical and instructional perspective. Finally, the last open-ended question was prepared considering the previous studies on mobile-assisted and traditional peer feedback on oral performance (Al Jahromi, 2020; Hogg, 2018; Huisman et al., 2020; Wu & Miller, 2020; Xu et al., 2017). The question that was included as the final question of the survey was "*What are your positive and negative thoughts about the use of mobile-assisted peer feedback you were involved in as a provider as well as a recipient during our class sessions? Explain your reasons, and feel free to mention your experience regarding the use of the platform.*"

As for the procedure, each EFL speaker in the classroom possessed a smartphone with an internet connection. To provide peer feedback, the students had to be registered with TEAMMATES (2010), which is an online feedback management system for education. With its powerful, flexible, and simple interface, TEAMMATES, which was developed with support from a variety of organizations, universities, and programmers, uses the infrastructure of the School of Computing at the National University of Singapore. It is an outcome of an ongoing non-profit project that still attracts developers as well as users from hundreds of universities with strong visibility control, and multiple options for the assessment of individuals and groups (see also Dooly, 2022). Since the online platform did not allow individuals to register, there was a need for the teacher to request access to the system and enter the student information for registering the students into the platform under the respective course. In week 5, each student was sent a link with login information for registration approval. During Week 5 and at the beginning of class in Week 6, any technological issues encountered by the students were resolved. Then, during Weeks 6 through 9, the system was activated for students to enter their peer feedback. Once each oral presentation was complete, the participants were given 3-4 minutes to provide feedback on their classmates' performance before the next presenter initiated their talk. Finally, the students completed a post-study survey investigating their views and experiences regarding peer feedback and the use of the TEAMMATES platform via their smartphones. Figure 2 is a sample print screen of the TEAMMATES platform with the instructions given to the students for writing their feedback after each presentation.
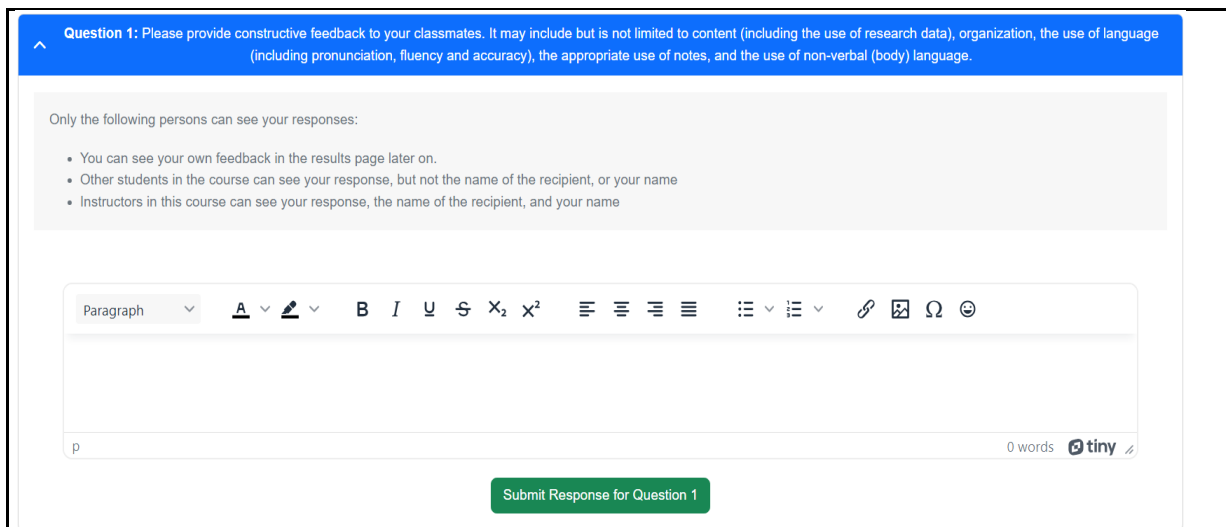

Figure 2. A print screen of the platform with the instructions feedback providers received

Data analysis
Both quantitative and qualitative data sources were used for analysis. The quantitative data was analyzed using descriptive statistics using mean scores and percentages as the unit of analysis. The qualitative data analysis was conducted for both responses to the open-ended question and the anonymized feedback comments from the four peer feedback sessions. In both, content analysis was employed to systematically analyze the data and to generate codes (Drisko & Maschi, 2016). For the qualitative analysis of the comments from the feedback sessions, data were coded using QDA Miner Lite v.2.0.9 (Provalis Research, 2018) to determine recurring linguistic and non-linguistic targets in the feedback. Instead of assigning feedback types to data, the holistic nature of the feedback led to coding based mainly on targets. Following Creswell and Miller (2000), the reliability and the validity of the coding were ensured by having an expert with an M.A. in language teaching code 15% of the peer feedback data and 25% of the responses to open-ended questions. There were a few major non-overlaps with the coding, but they were resolved. The inter-coder reliability score of Cohen's kappa was found to be high, $\kappa = .87$ (Cohen, 1960).

FINDINGS
Characteristics of mobile-assisted peer feedback
The first research question aimed to examine the type of feedback peers provided to each other. To achieve this, qualitative peer feedback was analyzed using content analysis. A total of 403 feedback comments were found to be eligible for the analysis which comprised 5043 words in total. Figure 3 demonstrates a print screen from the instructor's page on TEAMMATES while keeping students' personal information confidential.

Figure 3. Print screen of mobile-assisted peer feedback session results on TEAMMATES

The comments were categorized into two broad themes titled *positive* and *negative feedback* to capture all the data provided. No distinction was made between peer assessment vs. corrective feedback since the subcategorizations implemented in earlier studies (e.g., Xu & Peng, 2017) did not completely suit the feedback data provided in this study. Table 1 presents a summary of the feedback types examined.

Table 1. *Mobile-assisted Peer Feedback Type*

Feedback type	Coding frequency	%
Positive feedback	602	69.4
Negative feedback	265	30.6

The data presented in Table 1 indicates that students provided twice as much positive feedback ($n = 602$) as negative feedback ($n = 265$). A closer analysis of each of these categories revealed that each feedback domain comprised linguistic and non-linguistic targets suggested by peers. Table 2 provides the findings of the content analysis of positive peer feedback.

Table 2. *Positive Peer Feedback Targets*

Feedback target	f	Sample excerpt
Content and topic selection	156	*The topic was very interesting with excellent management of content. It was informative and full of nice points.*
Speaking skills		
Fluency	105	*It was a very fluent and effective speech with no hesitations. I liked it.*
Pronunciation & Accent	57	*I very much liked your accent and pronunciation. Your pronunciation was mind-blowing.*
Tone of voice	32	*The way you used your voice tone was great. It was high enough, too. It helped draw listeners' attention.*
Intonation	3	*The way you used the intonation of sentences was successful.*
Vocabulary use	9	*The vocabulary choice was great. The words you used for transitions were good.*
Oral presentation skills		
Eye contact	36	*You established eye contact with everyone, a hard task.*
Preparation	33	*It was obvious that you prepared your presentation well with very limited use of notes.*
Body language	32	*The use of body language and gestures speaks for themselves, with good control.*
Stage presence	25	*His presence in front of the audience was very successful in managing them and gaining attention.*
Self-confidence	12	*You kept your self-confidence high and it helped prevent any slips of the tongue/minor mistakes from prevailing the speech.*
Use of visuals	7	*Using the whiteboard for drawing graphs and noting numbers*

		was a successful strategy.
		She was able to stay calm and seem stress-free, which is a great
Anxiety Management	7	*thing in my opinion.*
Praise (with no Elaboration)	88	*Good presentation. I liked the presentation.*
TOTAL	602	

The most frequent feedback targets that students provided positive feedback on were content (topic selection, information quality, etc.), fluency, pronunciation and accent. Besides speaking skills, they were also able to focus on presentation skills and non-verbal communication channels. However, an important finding to note is that a majority of the feedback ($n = 88$) comprised praise without any elaboration (e.g., good presentation). The next broad category for peer feedback types was negative (& constructive) feedback L2 English learners provided. Table 3 illustrates how negative feedback was further classified into target domains.

Table 3. *Negative Peer Feedback Targets*

Feedback target	f	Sample excerpt
Need for enhanced content and topic selection	6	*The content was too generalized. It could be improved with specific details and research results.*
Speaking skills		
Need for improved fluency	20	*The speaker could have been more fluent. She was hesitant, stuttering, and stopped for no reason. I could not follow her.*
Need for improved pronunciation	13	*Sometimes the pronunciation was weak. You need to improve your pronunciation.*
Too low/high tone	12	*You should use your voice better by balancing the tone, without shouting maybe. It would be better.*
Excessive speed	7	*The speech contained a lot of dates and dense information. You spoke too fast.*
Need for improved intonation	3	*You need to improve your intonation. You sound too monotone.*
Oral presentation skills		
Excessive reliance on notes	73	*He constantly checks his notes, and it disrupts me.*
Inability to manage anxiety	45	*She was tense, and it caused her to lose control in the middle of the presentation.*
Little to no eye contact	28	*You should have established eye contact with the audience. Not with the teacher alone.*
Inadequate use of body language	22	*I believe the use of body language was weak and should be improved. I wish you had not turned your back on us.*
Excessive/inadequate speech length	15	*The presentation was too long despite its complicated nature; it should be shorter.*
Memorized speech	10	*I sensed that he memorized it all but forgot what to say next in the middle. This is not a good way of presenting.*
Need for improved stage presence	6	*You did not establish dominance/authority in class during the speech. Moving alone does not do it.*
Insufficient preparation	5	*I do not think she prepared well enough. Better preparation is needed.*
TOTAL	265	

The analysis of peer feedback content revealed that negative feedback provision ($n = 265$) was performed at half the rate of positive feedback ($n = 602$). The most commonly given feedback was about L2 English speakers' excessive reliance on their notes and their inability to manage their anxiety/stress. Eye contact and ineffective use of body language were also considered problems for the audience. To sum up, in their negative feedback, the students focused on the content, speaking, and oral presentation skills.

University-level L2 English learners' beliefs about peer feedback and its value
The second research question aimed to examine the participants' perceptions of peer feedback and its perceived value. The first seven questions in part two of the survey were included to measure the perceived value of peer feedback among L2 English speakers. Table 4 shows descriptive findings by item and overall mean scores.

Table 4. *Descriptive statistics for items measuring the value of peer feedback*

Likert-scale items	Agree	Neutral	Disagree	*M*	*SD*
Giving peer feedback to my classmates was a useful activity.	17 (53.1%)	13 (40.6%)	2 (6.3%)	3.69	0.89
Giving peer feedback to my classmates gave me relevant experience for my planned career.	15 (46.9%)	14 (43.8%)	3 (9.4%)	3.56	1.01
Being a peer feedback provider in this course did not develop any new skills.	3 (9.4%)	6 (18.8%)	23 (71.9%)	2.13	1.1
Peer feedback took valuable time away from other more valuable learning.	1 (3.1%)	14 (43.8%)	17 (53.1%)	2.19	0.93
I valued the way peer feedback helped me feel more powerful.	14 (43.8%)	12 (37.5%)	6 (18.8%)	3.19	1.09
More university courses should use peer feedback.	21 (65.6%)	8 (25.0%)	3 (9.4%)	3.84	1.14
Teachers should consider peer feedback in their grading.	16 (50.0%)	7 (21.9%)	9 (28.1%)	3.19	1.35

Note. The items were adapted from Hogg (2018). The category "Agree" includes the response options "Agree" and "Strongly Agree" on the Likert scale. The category "Disagree" includes the response options "Disagree" and "Strongly Disagree" on the Likert scale.

The remaining 10 questions in part two of the survey were adapted from the Beliefs about Peer Feedback (Huisman et al., 2020) and the descriptive statistics are provided in Table 5. The overall mean score of 3.79 indicates a positive attitude toward peer feedback. When the descriptive statistics are further examined, the lowest mean score is observed in the L2 speakers' confidence in the feedback they provided to their classmates ($M = 3.41$) followed by the peer feedback they received ($M = 3.86$). The highest mean score belongs to the value the participants attributed to the peer feedback as an important skill ($M = 4.04$). Overall the findings indicate that despite holding favorable attitudes towards peer feedback, L2 English learners were relatively less confident as feedback providers and receivers.

Table 5. *Descriptive statistics for beliefs about peer feedback scale and reliability indices*

Factors	Descriptives			Scale correlations				
	M	*SD*	α	Overall	VPS	CR	CO	VIM
VIM (3)	3.74	.81	.69	.91**	0.848**	0.557**	0.56**	–
CO (2)	3.41	.86	.83	.75**	0.626**	0.412*	–	
CR (2)	3.86	.79	.87	.75**	0.646*	–		
VPS (3)	4.04	.87	.87	.95**	–			
Overall (10)	3.79	.71	.91	–				

Note. The numbers in parentheses next to the factors indicate the number of items under the corresponding factor. *$p < .05$, **$p < .001$; VIM = Valuation of peer-feedback as instructional method (e.g., Involving students in feedback through the use of peer feedback is meaningful); CO = Confidence in own peer-feedback quality (e.g., In general, I am confident that the peer feedback I provide to other students is of good quality); CR = Confidence in quality of received peer-feedback (e.g., In general, I am confident that the peer-feedback I receive from other students is of good quality); VPS = Valuation of peer-feedback as an important skill (e.g., Being capable of giving constructive feedback is an important skill).

L2 English learners' reflections on their experiences in mobile-assisted peer feedback
The final research question was mainly about L2 English learners' reflections on their experiences with the mobile-assisted peer feedback process in their oral communication course. The data to address this question came from responses to a single open-ended question. Students expressed a variety of opinions about their experiences in giving mobile-assisted peer feedback on their classmates' oral presentation performances. Of 32, twenty-nine students found this implementation useful although they expressed hesitations. Some of the aspects L2 English speakers found useful and sample excerpts from their responses are provided in Table 6.

Table 6. *Positive Aspects of Mobile-assisted Peer Feedback*

Positive aspect	Sample excerpts from the responses
Awareness raising in performance	*I find it useful because the constructive feedback I received helped me view my performance from a different perspective and raised my awareness of my performance.*

Learning to tolerate criticism	*I think constructive ones were very effective because the best way to be good at anything is to be open to criticism.*
Opportunity to improve oneself	*The comments I received pushed me to try harder to develop my skills, and eventually improve myself.*
Receiving and giving objective comments with anonymity	*Especially for those who have difficulty, it was a good opportunity to see that it is okay to criticize your peers' performances.* *The comments were useful because anonymity makes the comments fairer and honest, which shows us how well we are doing our job, and this is the key to success.*
Increasing motivation and self-efficacy	*Positive comments increase trust and self-efficacy by motivating me to develop myself and show that I am on the right track.*
Collaborative learning	*By helping out each other, I think we both establish stronger relationships by caring about each other. Trying to understand our weaknesses, I think we learn together.*
Convenient and easy-to-use platform	*The platform we used was really useful and convenient. The interface was successful.*

As indicated in Table 6, students found their experiences with mobile-assisted peer feedback useful. Only sixteen students specifically mentioned the platform in their comments, and they were all positive especially because of the convenience and the anonymity it provided. Although almost all students were positive overall, they also expressed hesitations and various negative aspects regarding their use of mobile-assisted feedback experiences.

Table 7. *Participants' Reservations Regarding the Use of Mobile-assisted Peer Feedback*

Negative aspect	Sample excerpts from responses
Friendship bias	*My friends get very nervous during the presentations, so I don't think our classmates would make comments that would hurt anyone. It was both fun and difficult.* *If you are close to that person, for making a negative comment, you can stay in limbo, so sometimes I may have been afraid of breaking hearts.*
Inferiority in effectiveness compared to teacher feedback	*But of course, I think the teacher's feedback is more comprehensive and knowledgeable.* *I found the teacher's feedback more constructive & effective. While my friends' comments were mostly positive, I got more objective feedback from my teacher because she is an expert.*
Anonymity as a problem	*In my opinion, feedback should not be provided anonymously because, with the belief that "my name doesn't appear anyway," negative yet bold and unfair comments are made.* *It was very effective to receive anonymous feedback; however, as in social media, it is quite possible to go a bit far.*
Lack of proper attitude in expression	*I find it overall helpful, but I do not approve of feedback provided in a more negative tone.* *The only negative side was that some students were rude in their negative comments while staying in disguise.*
Discouragement caused by negative feedback	*Negative comments help us see our mistakes, of course, but they also discourage students who are unable to tolerate criticism and eventually have a negative rather than a positive effect on self-confidence.*

Despite the favorable attitudes towards the mobile-assisted feedback experiences students had in their classes, they mentioned various downsides as summarized in Table 7. The data in Tables 6 and 7 show that despite agreement on the majority of negative and positive aspects of their experiences, the students differed on specific points. One of them is the anonymity in peer feedback. While 17 out of 32 students considered anonymous feedback an advantage, 5 students mentioned that such feedback was not helpful mainly because it caused some peers to comment in a bad tone. It should be noted here that the teacher meticulously reviewed and edited the comments before sharing them with the students to prevent any potential issues. Second, some participants found mobile-assisted peer feedback both encouraging/confidence boosting/motivating ($n = 12$) while a few also expressed that negative comments were rather discouraging ($n = 4$). Finally, regarding the platform, participants did not mention anything negative about the platform they used.

Overall, the peer feedback provided by L2 English speakers, who were in the second year of their degree program in English Translation and Interpreting, was more positive than negative. The targets in both domains included linguistic as well as non-linguistic targets in content, speaking skills, and presentation skills (both verbal and non-verbal). Regarding their attitudes and experiences, they mostly held positive attitudes towards mobile-assisted peer feedback although they had concerns about friendship bias, quality and fairness of peer feedback, lack of proper tone in expression, and the discouragement that negative feedback brought about. As in previous studies, teacher feedback was regarded as superior to peer feedback, and anonymity was mentioned among the negative aspects by several students, potentially because of the negative and discouraging comments or expressions they received.

DISCUSSION

It is the objective of this study to advance our understanding of how mobile-assisted peer feedback is used to improve oral presentation performance among university-level EFL speakers. Despite the limited scope and location of the study, the findings provide valuable insights into the perceptions and practices of EFL speakers in providing and receiving mobile-assisted feedback from their peers.

First, based on the data collected over four weeks, the findings showed that EFL speakers provided positive peer feedback twice as often as they provided negative peer feedback. The feedback on performances comprised (un)favorable comments regarding aspects including content, anonymity, fluency, pronunciation, tone of voice, intonation, eye contact, body language, stage presence, preparedness, anxiety management, and use of visuals. Apart from these aspects, a considerable number of the students also praised presenters or their performances with no elaboration. Previous research examining the types and targets of technology-mediated peer feedback was mostly conducted in L2 writing (see Zhan, Wan, & Sun, 2022), in which feedback targets and types differed from those of oral skills. Limited research examining mobile-assisted peer feedback on oral skills used peer assessment with score assignments (out of 5) for various aspects/functions, e.g., fluency, and pronunciation (Wu & Miller, 2020) rather than asking them about their weaknesses/strengths. However, in their study, Wu and Miller (2020) only reported qualitative findings regarding the use of mobile-assisted peer feedback and the specific app used. In this respect, the present study provides complementary data on the types and targets of peer feedback provided.

Additionally, it is important to develop students' oral presentation skills and ability to give feedback to peers, as these skills are crucial for success in their future academic and professional lives. Although the present study did not ask EFL speakers to assign a performance score to their peers, this could be considered for further research. The present study shows that a comprehensive classification is needed for a better understanding of the types and functions of peer feedback on oral presentation skills as well as for designing relevant and effective rubrics for assessment. Finally, the content of the peer feedback revealed that a majority of the EFL speakers did not provide detailed corrective or elaborative feedback on their peers' performances. Usually, they either praised their peers/performances without mentioning specific points/words uttered by them, or they provided completely brief and general comments. However, one explanation for this finding could be that the purpose of peer feedback in this class was not to assign a score. Another possible reason could be that peer feedback was provided within a limited amount of time in class. This might have hindered students' focus on the details unless they took notes while listening. Consequently, the students provided more holistic feedback rather than corrective feedback. By carefully examining how they implement and define peer feedback, future studies may explore the expectations associated with peer assessment.

Second, the results of the study indicate that EFL speakers have a positive view of peer feedback and its value. They were comparatively neutral on making peer feedback a part of the official grades and felt least self-confident in receiving and providing peer feedback, which supports previous research (Wu & Miller, 2020; Xu & Peng, 2022). This indicates that despite having received a small amount of training, the students still did not feel confident. This could be because individual and social factors including prior knowledge, self-efficacy, relations among peers (Panadero et al., 2018), proficiency (Liu & Hansen, 2002), or motivation (Xu & Peng, 2022) have been shown to affect the peer feedback process. To minimize the negative effects of such factors, providing students with training on how to give appropriate peer feedback requires a significant amount of time. An extended period of training may be the most effective method in equipping students to provide quality feedback to their peers. In the present study, the training lasted for a single class session, and this might have affected the feedback outcomes negatively. Further studies involving learner training with clearer guidelines and practice opportunities are warranted.

Finally, learners' reflections on their use of mobile-assisted peer feedback practices have revealed various benefits and downsides. EFL speakers mostly commented on the positive aspects of mobile-assisted peer feedback such as increased awareness, tolerance, motivation, and self-efficacy. They further considered it an opportunity for learning and improving themselves and found the anonymity the platform offered very useful and convenient.

These findings are in line with previous research that reported favorable comments on mobile-assisted peer feedback provision (Wu & Miller, 2020). Anonymity has been regarded as a component paving the way for reaching reliable results in peer assessment (Vanderhoven et al., 2015; Zhao, 1998). Since anonymity was also maintained through the use of mobile technologies, most of the participants expressed satisfaction with the feedback they provided.

On the other hand, EFL speakers had reservations regarding the use of mobile technologies in peer feedback provision. The primary concern revolved around friendship bias, which they considered a significant factor influencing the nature and validity of peers' feedback to each other. Findings regarding this issue have been inconclusive in the literature (Vaughan, Saito, & Saito, 2016) as there are other intervening factors such as the character or the culture of the feedback provider/the receiver (Guardado & Shi, 2007). Interviews might help gain deeper insights into the issue and are recommended for further research. EFL speakers also expressed that they found teacher feedback to be of higher significance and reliability, which aligns with the findings of previous studies (e.g., Al Jahromi, 2020; Gielen, Tops, Dochy, Onghena, & Smeets, 2010). To raise students' awareness, during training sessions, the value of peer feedback, especially using mobile technologies, could be emphasized by making peer feedback a habit in classroom assessment. Regardless of whether it is considered an alternative or a main form of assessment, peer feedback remains an effective means of learning for language learners.

CONCLUSION
The purpose of the present study was to examine the type and functions/targets of the mobile-assisted feedback EFL speakers provided to their classmates. A secondary purpose was to understand their perceptions and practices regarding the use of an online platform for anonymous peer feedback provision. The findings revealed that students provided more positive than negative feedback to their classmates. Their perceptions and practices indicated a favorable view of the use of mobile-assisted peer feedback while holding various reservations regarding its use. Despite the limitations such as the small sample size, and the short amount of implementation and training, the study provides valuable insights and pedagogical implications.

ACKNOWLEDGEMENTS

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