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Exploring the contribution of Padlet to mediate peer feedback on Chilean undergraduate students' performance in oral picture cued tasks.

Tesis para optar al grado de Magíster en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés

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EFL: English as a foreign language
CEFR: Common European Framework of Reference for Languages
ICT: Information and communication technology

Abstract

The study reports on an action research project which addressed Padlet mediated peer feedback and its contribution to undergraduate students' speaking skills. The study was conducted with a group of 17 English as a foreign language learners at Universidad Católica de la Santísima Concepción in Chile and aimed to measure the contribution of peer feedback and explore the participants' perceptions about the experience of giving and receiving feedback. The study considered a pre and post test, a Likert scale survey and a focus group to complete its objectives. The findings indicate a slight improvement in performance, especially regarding vocabulary accuracy. Moreover, the participants showed strong positive perceptions towards the contribution of peer feedback in their performance, its inclusion as part of the course activities and the platform choice to enable the process. The results are consistent with previous studies and factors such as student centered learning, collaborative work and increased error awareness can be highlighted. Peer feedback proved to be an effective methodology, fostering confidence, motivation and awareness. However, the study revealed the need for peer feedback training before successfully implementing the methodology, in order to access its full benefits inside the classroom.

Keywords: Peer feedback, EFL learners, ICT tools, Picture cued tasks.

CHAPTER I

INTRODUCTION

1.1 Background information

In the Chilean context, there is a high degree of effort put towards developing the communicative competence of the English language at all stages of education. The national curriculum guidelines (Ministerio de Educación, 2019) establish goals and competences that should be met by the time students finish 12th grade. Among these, it is expected from students to be able to communicate in a B1 level according to the CEFR (Council of Europe, 2020), showing a good control of elementary vocabulary or being able to express themselves with ease.

Unfortunately, meeting these expectations can be challenging in real life scenarios. Undergraduate students struggle at communicating in English at a beginner level (A1-A2). This might be due to several factors, for instance, there is a high degree of perceived anxiety towards the idea of participating in oral assessment and different speaking tasks in their classes, which has a major influence in the learners' engagement with the language, as well as their motivation and performance (Gómez & Sandoval, 2020).

1.2 Problem identification and aim

Students in the present study still show motivation and are eager to give speaking a try, but the struggle to put the vocabulary they know into practice quickly demotivates them. Their performance should be monitored in order to help students develop their speaking skill around various types of tasks, providing comments and feedback to guide their process. This action, however, becomes difficult if the size of the group is taken into account. As Paris (2022) suggests, large groups make the provision of effective feedback a challenge for the teacher if there are time constraints present and a predetermined schedule to follow.

Different methodologies and strategies intended to tackle this issue and support the development of their skills without the need of the direct supervision of the teacher have been developed over the years. The most prominent one is to train students to provide feedback to their peers as a means of fostering their development through collaborative learning. Peer feedback, according to Farahian and Noori (2023), can offer benefits at all levels, especially higher levels of education, and can be implemented to guide and provide systematic feedback in large groups. Other benefits related to peer feedback are related to the increase in the awareness of their own performance, higher degrees of autonomy and collaborative work skills.

Due to the factors presented before, peer feedback is a rarely used practice inside the EFL classroom. Therefore, there is a need to delve into its possible applications to maximize the amount of learning and speaking practice that Chilean students can obtain from this type of practice, while at the same time, shedding light into the possible benefits and challenges that the methodology presents in its implementation in the classroom. Consequently, the present study centers around the implementation of peer feedback in an English course with the help of the

Padlet app, and aims to measure the possible improvement that students can achieve thanks to this feedback process, and their perceptions regarding the experience.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 The speaking skill

Speaking is understood as a fundamental skill of the language and, for many, the most important one. According to Ur (2009) this notion can be easily illustrated through the term speaker being used to refer to individuals who acquire a language and are proficient in its multiple skills. Speaking can also be conceptualized as the oral or verbal use of a language to enable communication with other people (Fulcher, 2014) or as a competence that allows the individual to communicate ideas producing appropriate sounds and intonation patterns, while engaging in different text genres and situations, with purposes that go from the conversational to the transactional (Harmer, 2007). Another approach to its definition is to construct it as the human ability to produce sounds or voice in order to convey thoughts or feelings, without the necessity of using other means of expression (Safira & Gushendra, 2024). Based on these definitions, speaking is a language skill that is essential to enable oral communication with social or academic purposes, which requires the development of certain competences to be enacted in an appropriate way.

It is important to distinguish oral production from written production of language. To some people, it might be intuitive to establish this relation between the two skills. However, speaking is much more than simply verbalizing written language. According to Brown (2004), it involves a wide array of sub skills, such as producing chunks of language that vary in length or expressing meaning using grammatical forms. These sub skills contribute to the consolidation of speaking competence of a language (McDonough et al., 2013). A key difference that can be pointed out is the timing of most speaking interactions. Unlike writing, which can be planned or edited before the reader has the chance to access its contents, speaking interactions are dynamic and happen in real time (Khudhair, 2019; Simamora et al., 2020). This means that speaking challenges the automaticity of learners of a new language who need to think and organize their ideas before producing the target language confidently.
Consequently, there is a fictitious unseen timer on the duration of utterances and the turn taking for the conversation to continue and be effective. Speaking a new language is usually found to be much more of a challenge for new learners than the other three skills of the language. The challenge is likely due to the previously described spontaneous and interactive nature of speaking, which puts a heavy amount of pressure on the speaker to not stop and continue the production as the other participant is waiting for a reply. As mentioned by Bailey (2004), this leads to learners feeling self-conscious about their utterances, considering that even though this skill can be monitored, what has been said can not be edited as it would in a writing exchange.

Speaking, as a skill that functions around purpose (McDonough et al., 2013), plays a paramount role in communication. According to Kathrivel and Hashim (2020) it is of utmost importance for learners to acquire it in order to succeed in the current globalized world. Therefore, it can be claimed that developing speaking should be

a priority in language teaching and learning, taking into account the essential role it plays within the language system and globalized communication. Mastering the speaking skills in English is often linked to success in the target language, particularly from the point of view of the language learners. For this reason, learners tend to evaluate their improvement in the language based on their newly achieved proficiency when speaking. This highlights the need for incorporating more speaking activities and opportunities inside the EFL classroom (Richards, 2008).

In English as a Foreign Language contexts, such as in Chile, the learning of speaking skills can be quite challenging for students. The most influential factor, according to Bailey (2004), is the lack of real life applications and opportunities to speak outside of the school context. This issue is evident in the experiences of foreign language learners who struggle to understand and communicate effectively when they travel abroad, to places where the target language they learned is in use. English speaking classrooms, in different parts of the world, often find problems in providing the conditions to foster speaking accuracy and fluency in learners. Some of the documented reasons for these problems include time constraints in lessons, overcrowded classrooms or lack of exposure and practice outside of the English classroom (Dincer & Yeşilyurt, 2012). Inhibition is another common issue inside of the EFL classroom. Many learners usually hesitate to engage in activities because of affective reasons, such as being afraid of making mistakes, or the feedback they receive from peers. This is also true for students who experience shyness when faced with the thought of being the focus of attention during a speaking task (Luna et al., 2022; Ur, 2009).

One of the main challenges of education in an EFL context is to develop learners' speaking skill, especially when it comes to adult learners, who, by general definition, tend to be less willing to practice their speaking as a habit. Various factors play a role in this issue, such as the ones presented by Chand (2021). Low levels of motivation, a lack of confidence, teacher's attitudes and even learning infrastructure play a major role in a learner's willingness to participate and speak. Similarly, Nguyen and Nguyen (2024) discuss how the stress associated with struggling to articulate ideas affects adult second language learners, which again can set back the progress and practice of their speaking skill due to the fear of making mistakes.

2.2 Speaking and language proficiency

Speaking proficiency can be understood in different ways depending on the perspectives of different authors. For instance, Nunan (1989) defines it as the ability to carry out a conversation or give a full oral presentation considering the function or purpose of the speech; a rather strict and narrow conceptualization. However, one key main idea behind speaking proficiency would be that of achieving a level of speech performance that allows for communication to occur. Skehan (1996) proposes a set of goals for learners regarding speaking proficiency

or competence, considering accuracy, complexity and fluency. Accuracy relates to the learner's ability to manage their current level of interlanguage complexity to use the L2 properly. Complexity refers to the stage of elaboration and restructuration the learner is able to perform. And lastly, fluency, which concerns the learner's ability to use their knowledge of the acquired target language to communicate meaning in real time interactions.

Language proficiency needs to be seen as a complex phenomenon that considers both linguistic knowledge and processing skills. Jong et al. (2012) indicate that vocabulary, fluency and grammatical accuracy are predictors of great significance in measuring and achieving proficiency in a language. In relation to these two of these predictors, Rojano (2016) poses the need for more exposure to the language in order to improve at least two of the main components of speaking proficiency. Both accuracy and fluency benefit significantly from exposure to the language, which highlights the importance of using the limited hours of English instruction that the education system provides in EFL contexts to present authentic language examples and opportunities for practice.

In a similar fashion, Ko (2023) identifies four critical dimensions, consistent with previous literature, that help the characterization of the different proficiency levels in speaking: topic development, fluency, range and accuracy:

1. Topic development: also possible as task completeness, points to the ability to produce a coherent and logical flow of ideas, that considers adequate topics and use of cohesive devices.
2. Fluency: This refers to the ability to speak fluently with little to no hesitations while maintaining an acceptable speed and rhythm in the discourse.
3. Range: it refers to the display of lexical range and repertoire, as well as the use of distinct sentence structures and formulaic expressions.
4. Accuracy: defined as the "ability to make correct use of the language, including intelligible pronunciation and the correct use of grammatical structures" (Ko, 2023, p. 66).

In speaking interaction, and in order to reach any level of proficiency in speaking, there is an immediate need to make oneself understood by the listener (Bailey, 2004). This is, in fact, not an easy task, and the difficulty of this feat is more noticeable in the learners' first steps in the language, from beginner to intermediate levels. As a consequence, there is a demand for a degree of accuracy in the speech produced. Ur (2009) considers the presence of accuracy in speech to be desirable, as well as a required element in the classroom.

2.3 Accuracy

Based on Skehan (1996), accuracy refers to the learner's performance in relation to norms and rules that govern a native-like standard of speech. These norms and rules are linked to the use of vocabulary, grammar and pronunciation in different language tasks and situations (Dagnew, 2020; Derakhshan et al., 2016). When a

student speaks with accuracy in their speech, it means that they are able to build meaning with sentences and longer strings of language, complying with the rules that are proper of the language. Fulcher (2014) poses the idea that accuracy is a noticeable feature to the ears of an advanced speaker of the language, to the point where it becomes easy to recognize and point to examples of good and poor accuracy usage alike. Bailey (2004) provides another definition of accuracy. The author mentions that it corresponds to the "extent to which students' speech matches what people actually say when they use the target language" (p. 55), indicating a connection between the accurate use of the language and the language used as a consensus in real life applications. Dagnew (2020) goes further and describes some criteria to separate the different elements of accuracy; grammar, vocabulary and pronunciation. Grammar corresponds to the use of word order, tense, prepositions and other parts of speech in a correct arrangement, while being able to recognize such grammatical patterns in the speech as well. Vocabulary is portrayed as vital to properly communicate ideas, being able to choose and identify the appropriate words and collocations in the language. Lastly, pronunciation is depicted as the ability to speak and be understood, in other words, intelligibility would be the goal to be achieved.

Another view of accuracy is described by Torres (2016). Under this view, accuracy is understood as a component of linguistic competence of the language, and targets two dimensions; vocabulary and grammar. Vocabulary accuracy is related to the pupil's ability to communicate appropriately using the available words from their repertoire, while grammatical accuracy refers to the ability to produce speech that is syntactically correct. Accuracy is a desirable feature in speaking performance as inaccuracies could affect the effectiveness of communication. If unattended, fossilization occurs, and from an affective view, it could hinder the learners' motivation towards learning the target language.

Brown (2000) describes both accuracy and fluency as important speakers' goals to be achieved in a target language. The author argues that accuracy development could be achieved, to an extent, if students are able to focus on the different elements that make language accurate. An accurate speaker would be someone who speaks in a clear and articulate way, respecting grammatical and phonological rules.

Fulcher (2014) explains that accuracy of structure and vocabulary in speech can be considered as one component of speaking assessment, making the difference with fluency as a separate component that deals with the quality and speed of the produced discourse. Pertaining to accuracy, it is appropriate to mention the concept of error gravity. The gravity of an error can be measured in terms of the degree in which the error damages the comprehension of the message, and whether the error can be solved by salvaging information from the context in which the speech is produced. Most common errors produced by learners of a new language include the omission of words, word order confusion, difficulties in using appropriate tenses and struggles with the use of prepositions. Contrary to what

some literature might suggest by making a strong distinction between accuracy and fluency, as if they were complete opposites, accuracy can and should coexist with fluency (Brown, 1995). Accurate speech does not imply a lack of fluency nor the other way around.

In order to tackle different aspects of language proficiency, it is relevant to consider the type of task that the learner is engaging in, as it will determine the approach to learning and the sub skills that are put into practice in the learning and teaching context.

2.4 Types of speaking tasks

According to Brown (2004), speaking is a skill that can be empirically observed in its production. Regardless, in most cases, the perception of the message is heavily mediated by the listener's aural comprehension skill or by the participation of an interlocutor. Some tasks offer a context for speaking where this interaction is not necessary. Tasks such as monologues, reading aloud or performing a speech do not require the aural participation of the interlocutor.

Brown (2004) describes 5 categories of speaking tasks; imitative, intensive, responsive, interactive and intensive.

1. **Imitative tasks** limit the speaking performance to repetition or imitation of language, which can be, for example, a sentence or a lexical element. Even if this is considered to be a phonetic level of oral production, more criteria can be used for the assessment of the task.

2. **Intensive speaking** is a frequent task to use for assessment. It involves the production of short strings of oral language. This type of speaking seeks to assess a narrow range of grammatical, lexical or phonological features. The speaker needs to understand the semantic elements inserted in the task. However, small to no interaction is required at this stage. Some examples provided by Brown (2004) for this type of task include directed response tasks and limited picture-cued tasks.

3. **Responsive speaking tasks** are more complex in light of the fact that they consider interaction and comprehension, even if they are limited to short interaction in familiar contexts, such as greetings and introductions. The stimulus is provided through a spoken prompt, with some follow up questions if need be.

4. **Interactive tasks** pose a longer interaction to the learner, with a higher degree of complexity. This is given through the number of exchanges, the number of participants involved and the pragmatic aspects of the situations presented in the task. The interaction can have transactional or interpersonal purposes. The first considers exchanging information, while the latter deals with social nature interactions.

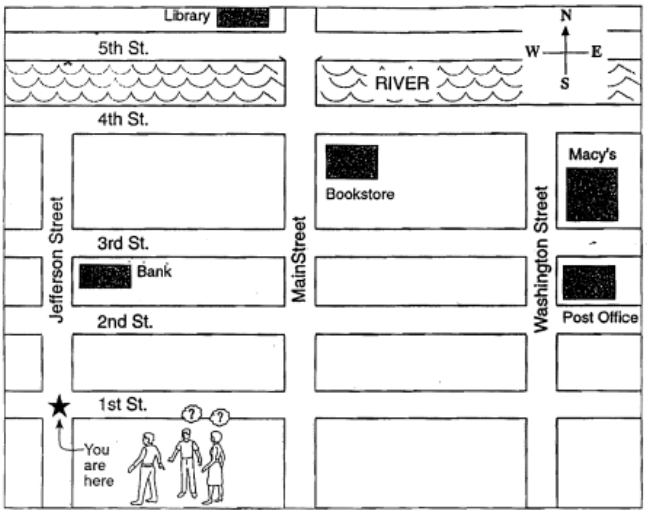
5. **Extensive speaking tasks** feature no interaction with the listener, with a more deliberative and planned approach to speaking. The typical tasks that fall under this category include oral presentations, monologues or speeches.

A challenge that arises in speaking task design is the use of elicitation techniques. Speaking is often seen as the product of the speaker's creativity in use, expressed through the construction of a message containing linguistic strings made with a real time decision making process to choose the appropriate structure for the discourse. If a teacher wants students to produce a particular structure or vocabulary, the design of the task is fundamental to their achievement. Brown (2004) suggests that the stimuli used in the tasks needs to be tailored to the production of the desired language to guide learners.

The following figure illustrates one of the possible items that fit intensive speaking tasks. In this case, Figure 1 shows a task which requires learners to respond to incorporating the input provided in the picture.

Figure 1
Example of picture cued task

Test-takers see:



Test-takers hear:

You are at First and Jefferson Streets [*point to the spot*]. People ask you for directions to get to five different places. Listen to their questions, then give directions.

1. Please give me directions to the bank.
2. Please give me directions to Macy's Department Store.
3. How do I get to the post office?
4. Can you tell me where the bookstore is?
5. Please tell me how to get to the library.

Source: Brown (2004)

The current study makes use of picture prompted or picture cued tasks, illustrated in Figure 1 above, which are items that best suit the intensive speaking task

category and can target content such as giving directions using a map. Fulcher (2014) indicates that this type of task is a common element in speaking tests, which gives the test taker a concrete starting point and topic to talk about. Brown (2004) complements this idea, signaling that pictures, maps and graphics in speaking tests are valuable assets. They lower the required linguistic input that the test taker receives to respond to the prompt. At the intensive level, test-takers are prompted to produce short sentences or phrases that demonstrate linguistic ability at a particular level, which resonates with the characteristics of picture cued tasks.

According to Brown (2004) picture-cued tasks provide stimulus that requires a description from the test taker. The pictures used are explicitly designed to elicit vocabulary or grammar structures, and can vary in complexity from the description of simple pictures to more elaborate situations depending on what is expected from the speaker (Simamora et al., 2020). Safira and Gushendra (2024) expand on the benefits of using this type of task. They pose the notion that pictures help learners originate and organize ideas effectively, skipping part of the planning stage of what they are going to utter, which offers a scaffolded starting point for their spoken answer.

After the tasks are completed, it is key to foster learning and to raise the students' awareness to provide feedback, which can come in different forms and from various sources, such as the teacher or the students themselves.

2.5 Peer feedback

According to Demirbilek (2015), feedback is an essential part of the learning process, which aims to strengthen students' self-regulation of their language performance. It can be understood as information delivered regarding the performance of the learner (Luna et al., 2022). Depending on the focus of the feedback that is provided, it can fall under two categories, corrective and non-corrective feedback. The former targets the errors made by the learner directly, while the latter focuses on praising the stronger elements of the performance.
Similarly, Gonzalez et al. (2022) present two distinct strategies to provide feedback; direct and indirect feedback. The former is akin to corrective feedback, where the focus is on the form and provides the appropriate or correct form directly to the learner, while the latter hints the learner towards the mistake they made in an attempt to prompt self-correction and awareness. Saidalvi and Samad (2019) expand on the proposed types of feedback. They explain that corrective feedback corresponds to information provided by an evaluator regarding the performance of the learners. This approach to feedback aims to foster learning through the correction of errors. In the case of peer feedback, this corrective feedback seldom takes place, as students hesitate to point out the mistakes of their peers directly. One cause for this hesitation is the power struggle between the proficiency levels of the learners. If the speaker's level is higher than the peer that is assessing, it is less likely for learners to try and correct them. Another type of feedback that is common inside the EFL classroom is motivational feedback. The aim of this type

of feedback is to encourage and provide motivation to the learner, in order to perform a task. It attempts to guide the learner to learn and perform, lowering the stakes by not focusing on the level of performance but on the willingness to participate in the task. The end goal is to foster feelings of confidence that would help the learner engage more in the target language in the future.

In a traditional setting, feedback on the student's performance is usually provided by the teacher. The first identifiable goal is to raise students' awareness about their own strengths and weaknesses in a particular task or skill, instead of focusing on correcting errors alone. This practice, however, has seen a transformation, where students become active participants in the feedback process, moving from being passive recipients of the teacher's feedback to the ones who provide it for their peers (Priyantin, 2021).

Peer feedback, as the name suggests, refers to an instance where learners are requested to assess, provide comments and give advice regarding the work of their peers (Farahian & Noori, 2023).This type of activity offers students opportunities to play active roles in their learning and skills development, having them experience the educational objectives and assessment criteria that guide their learning process first hand (Farahian & Noori, 2023; Rodríguez & Castañeda, 2016), which can yield benefits for the participants from both giving and receiving feedback. A benefit highlighted by Demirbilek (2015) relates to an increase in confidence and a reduction in students' anxiety levels by observing the strengths and weaknesses of their peers. Gonzalez et al. (2022) expand on the benefits, including a raise in the students' awareness about the strong and weak points of their performance, as well as the opportunity to foster their autonomy and critical thinking skills. The authors offer a contrast by listing some of the shortcomings of peer feedback, pointing towards class size and learners proficiency as limiting factors for peer feedback to occur in an effective way. They highlight the fact that there is abundant research about peer feedback in the second language context, and an important feature of this type of feedback is that it requires training the learners before its implementation in order for it to be effective.

One of the prominent ways in which people learn is by expressing their knowledge or understanding about a topic to others (Liu & Carless, 2006). Peer feedback instances create the perfect conditions for learners to engage in the articulation of comments that consider the criteria and understanding of a specific discipline or task. This means that there is an analysis process prior to the feedback itself that will inform the decisions made by the learners, who effectively take an active role in their learning, and would help them self assess their own performance as well. In other words, it can be understood that peer feedback promotes "a higher level of learning skills and critical insight in learners, as well as engender active reflection on the learners' own performance and that of their peers" (Iwashita & Dao, 2021, p.281). Along the same lines, Sackstein and Berkowicz (2017) suggest that asking students to teach and evaluate their peers corresponds to one of the highest levels of learning possible, fostering their growth and increasing their

mastery of the language by letting them ask questions, share information and identify challenges in their performances. Additionally, the author indicates a relevant part of peer feedback's nature, which is understanding it as a way to empower students to be more independent by shifting the role of expert from the teacher to the students themselves, bringing an interesting learning dynamic into the classroom. In the same vein, Luna et al. (2022) mention that collaboration in peer feedback, students increase their motivation, become more autonomous and committed to their learning process, by having a voice that is valued by their peers inside the classroom.

Feedback provided by peers is perceived to be much more easily understood, in contrast to the teacher's feedback. This is likely due to the creation of a less challenging environment and the understanding that learners are close in their zone of proximal development. The awareness generated through this feedback would cause learners to try and modify their performance as necessary, in order to improve their skills. Some correction areas include the organization of the speech, the delivery of the message and the language used, in terms of grammar vocabulary and pronunciation, elements that fall under the accuracy criteria (Saidalvi & Samad, 2019).

Another aspect of feedback that has changed over time is the mode of delivery of the feedback. Face-to-face peer feedback has switched to online peer feedback, effectively eliminating time and place restraints. This change helps reduce the learners' anxiety of giving and receiving immediate feedback on their performances (Saidalvi & Samad, 2019). Motlhaka (2022) suggests that online peer feedback opens the way for collaborative learning to occur in the classroom. This is done by giving learners the opportunity to be exposed to a diverse set of perspectives that differ from the teacher's yet still under the same explicit criteria to provide comments on their performance. This means that peer feedback helps students as a group to build their knowledge, while understanding and mastering the criteria that rules the different speaking tasks, raising their awareness about their performance and also the way their skills are assessed. Due to this change, a link between the process of feedback and the use of different technological tools and resources is established.

2.6 Use of ICTs and Padlet

The term Information and Communication Technologies (ICTs) refers to the different technologies that allow people to interact, access, present and communicate information. This technology can refer to physical hardware such as computers or mobile devices, as well as software in the form of various applications. A third element, connectivity is also considered, which is the availability of access to the internet or other networking infrastructures (Naciri, 2019). They can be understood as a diverse set of tools and resources used to communicate, create and manage information (Blurton, 1999).Therefore, it can be said that ICT refers to the different means of accessing, sharing and interacting

with information through different media, using the available technological devices and resources at hand to fulfill this goal. This relation that occurs between information, technologies and human interaction allows the use of these tools in various contexts, including the teaching and learning context.

The use of ICTs can improve students' motivation and foster their self-perceptions as capable language learners. Moreover, language skills are also benefited by the use of technologies in the learning process. The four language skills, considering listening, reading, writing and speaking, can be improved with the implementation of ICT tools (Madhavi et al., 2023).

Padlet (www.padlet.com) is a web tool that provides an online wall that allows users to interact and upload media in different layouts and topics that are controlled and monitored by the owner of the wall. In the classroom context, it acts as a digital whiteboard where documents such as pictures, videos, or files can be displayed, and has the teacher being the most likely owner of the virtual walls used by the group (Deni & Zainal, 2018; Syahrizal & Rahayu, 2020). The platform is fairly user friendly, not requiring the creation of special accounts, and can be easily accessed with a google email account. Regular users can create up to 3 walls, a limitation that is removed for premium users, making it practical and accessible in most contexts. Users are able to access the content in Padlet through different devices, such as computers and smartphones, making accessibility a crucial element to consider when choosing to implement activities with this ICT tool. Moreover, the app ensures the privacy and security of the participants, as Padlet lets the creator of a wall choose the privacy settings of the board, so the files shared by the participants remain private, while also providing settings to monitor and manage the post before they are available for the group, meaning that the content is highly moderated. Padlet allows and promotes collaboration, inviting peers and students to participate in the creation of the walls, which can contribute to activities that range from a simple brainstorming session to a full length classroom project.

2.7 Empirical studies

According to the study conducted by Contreras et al. (2023), students found that Flip, a former alternative similar to Padlet, offered a space where they could put into practice different linguistic aspects that correspond to speaking accuracy, such as vocabulary, grammar and pronunciation. The study was conducted with English pedagogy students, and aimed to collect their perceptions regarding the use of the Flip platform and its contribution to the development of self-regulation and linguistic aspects of the speaking skill.

Rodríguez and Castañeda (2016) studied both the effects and perceptions towards peer feedback on the speaking quality of undergraduate students in an L2 setting. The participants of this study were 17 students of a second-year Spanish conversation course in a four-year state university in the US. Their findings remark that L2 learners' speaking skill did not improve in terms of accuracy and lexical

variation, but it was found that participants provided affective peer feedback to their peers. The feedback focused on recommendations for improvement with polite statements to avoid possible humiliation, and the provided comments tackled L2 accuracy, including grammar, vocabulary and pronunciation.

Another study, carried out by Yeh et al. (2019), focused on the use of online peer feedback through blogs in order to help students improve their speaking performance. This study was conducted in a Taiwanese university, with two groups of English and non-English Majors, who were enrolled in different English courses. The English majors had a more advanced level of English, which allowed the students for that group to provide more detailed and informed feedback to their peers. The findings show that students were able to improve their speaking performance in a noticeable way thanks to the support provided by the peer feedback, especially regarding their expressive language skills, which have to do with volume, gestures and overall fluency. Another important aspect from this study revolves around students' reception of peer feedback, which indicates a certain degree of doubts about the quality of the comments received.

Dagnew (2020) studied the influence of peer feedback on students' achievement in an EFL setting, while also targeting their perceptions towards the feedback provided by their peers. The study's participants were 39 eleventh grade students from a secondary school in Ethiopia, who had to provide comments to their peers in oral presentation tasks. Their comments dealt with grammar, vocabulary, pronunciation and fluency. The results suggest a strong relationship between overall speaking achievement and the amount of peer feedback given and received, especially in the areas of grammar, vocabulary and fluency. Moreover, regarding the students' perceptions, the study shows that participants developed a positive attitude towards this type of feedback and even wanted the strategy to continue throughout the entire year of school.

Dai and Wu (2021) explored the impact of mobile assisted peer feedback on pronunciation learning and their perceptions of the process. The authors used a mixed-methods approach to gather quantitative data with tests and questionnaires and qualitative data through an interview. The participants of the study were 180 students from three different groups of the same level from a university in China. The results indicate that peer feedback was perceived as highly useful by the participants, while also being more effective than other methods of feedback according to post tests results. On top of that, the interview answers suggest the contribution of effective scaffolding as an important factor to foster learning that stems from peer feedback.

The study by Syahrizal and Rahayu (2020) attempted to establish the possible advantages and disadvantages of implementing Padlet in speaking activities. The study's participants were 35 students from a private university in Cimahi. Data was collected with the use of observations from the digital wall and comments made by the students to determine the impact of the inclusion of Padlet in their speaking

performance. The comments also aimed to provide data on the level of comfort that the app provided for the skill development of the learners. The results showed that as a fruit of collaboration, peer feedback emerged in the interactions between the participants. They made comments regarding the pronunciation, diction and content of the speaking performance of their peers, indicating a degree of collaborative knowledge construction thanks to the social interaction that fostered with the use of the app. Participants in this study pointed out the fact that by giving and receiving comments, they could actively learn and help others learn.

A final study, conducted by Wu and Miller (2020), dealt with Mobile assisted peer feedback and its possible contribution to improve EFL learners' speaking skill. The participants of this study were 25 students from a Business School in Hong Kong, whose level of English was assessed to be intermediate and upper-intermediate. As part of the study, the participants had to provide peer feedback using an app called PeerEval to practice for a meeting presentation. The findings indicate that both the teacher and the participants showed positive views towards the inclusion of this mobile technology app as a way to improve speaking skills, however there were some affective and technological constraints that hindered the effectiveness of the peer feedback.

The comprehension of the literature presented in this chapter serves as the foundation for the present action research study. Understanding the different definitions and elements of speaking and peer feedback, as well as their intertwined relationship with the modern use of ICTs informs the decision making process to be presented in the following sections.

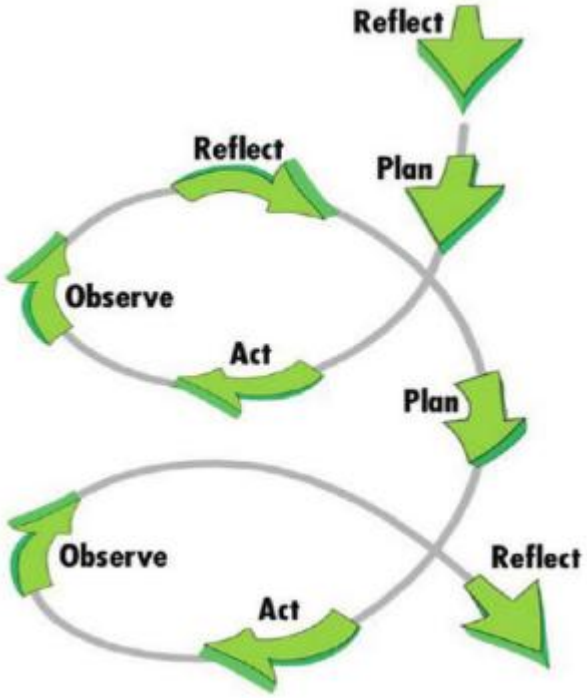
CHAPTER III

METHODS

3.1 Type of Research

The present study is action research. Burns (2009) defines action research as a cycle between action and research, where the researcher plans and implements actions to address a particular situation with the goal of bringing change. With this in mind, after a need is detected, an intervention plan is set into action with the objective of improving the initial situation. The researcher documents and observes the effects of said actions in order to adapt the intervention and reflect on these effects as an element to consider improving in further research cycles. Kemmis et al. (2014) narrow the definition to the classroom context, mentioning the need for teachers to implement qualitative and interpretive data collection techniques in this type of research approach. The different stages of action research are planning, carrying out an intervention, observing the results and reflecting. The structure of the action research cycle can be observed in Figure 2 below.

Figure 2
Spiral of Action Research Cycles



Source: Coghlan (2019)

While Figure 2 illustrates action research as a continuous process, this study tackles a perceived need of a group of participants within the classroom context, only considering one cycle of action research, from the planning stage to the reflection stage. Therefore, an intervention that attempts to support the needs of the students will take place, followed by a process of reflection about the teaching decisions made and the teaching practice of the researcher. The study follows a mixed methods approach, combining both qualitative and quantitative research methods. The use of quantitative and qualitative methods helps provide a greater

understanding and richer insights regarding the subject matter that is being researched, through the multidimensional analysis that these methods enable (Dawadi et al., 2021; Heigham & Croker, 2009).

3.2 Description of participants

This action research is carried out in a semi-public traditional university from Concepción, Chile. The participants were selected by convenience sampling; therefore, for the selection of participants, their availability and willingness to partake in the study was considered. Accessibility to the participants was another important factor (Nikolopoulou, 2023), which played a role in the selection process of this study as well. The type of sampling fits the design of the action research since the project intends to gather data about perceptions and attitudes (Golzar et al., 2022). The studied group consisted of 17 undergraduate students enrolled in different healthcare related undergraduate programs, divided into 15 female and 2 male students, with ages ranging from 18 to 22. Most of the participants had 10 years of prior EFL instruction with limited exposure to the language, as part of their compulsory education in the Chilean system. A minority of the participants had the opportunity to learn English outside of the school system, as part of English courses at language institutes. Nonetheless, the group showed a positive general attitude towards English, and were eager to engage in activities using the language. During the semester, the participants had to take a compulsory EFL course, called *Comunicación en Inglés 2*, which aligned with their level of English and aimed to help students use the language effectively at an A1-A2 level. Before taking this English course, the participants had to either pass a prerequisite English course or successfully take a placement test to advance, both of which establish A1 level communication as the base level of the current course.This course is the second in a sequence of three compulsory English courses that these students have to pass during their training years and corresponds to a step towards achieving a B1 level of English by the end of their undergraduate programs, in line with the university graduation professional profiles.

3.3 Research question and objectives

Research question
How does providing peer feedback through Padlet support Chilean undergraduate students in their achievement when engaging in speaking picture cued tasks?

General objective
The general objective that guides the research process is:
To explore the contribution of peer feedback through Padlet to university students' task achievement, grammar, and vocabulary development in spoken picture cued tasks.

Specific objectives

SO1: To identify the contribution and effects of Padlet mediated peer feedback on participants' performance in picture cued tasks.

SO2: To identify the participants' perceptions about the inclusion and effects of peer feedback as part of the picture cued task training.

SO3: To reflect on the teacher researcher's tensions, gains and struggles of implementing a methodology to support peer feedback on students' speaking skill development.

3.4 Research problem

The problem that this action research tackles is undergraduate students' perceived difficulties when performing spoken picture cued tasks, related to their confidence in their skills. Their performances tend to miss relevant elements that lead to incomplete tasks that eventually would affect their marks.

According to the National Curriculum Guidelines (Ministerio de Educación, 2019), by the time students finish their compulsory education, they should have developed competences in English as a foreign language that would enable them to communicate at a B1 level, demonstrating adequate control of grammar rules and vocabulary to engage in conversation. The participants of this study are undergraduate students, enrolled in the English course *Comunicación en Inglés 2* at a university in Concepción, and are expected to use the language effectively at an A1-A2 level. This 5 hour per week course aims to help students develop the necessary skills to achieve these goals.

Unfortunately, meeting these expectations can be challenging in practice. These undergraduate students tend to struggle when communicating at a beginner level, and show a high degree of anxiety when they face oral activities or assessment. Anxiety plays a major role and can affect the learner's motivation, engagement and performance (Gómez & Sandoval, 2020). Therefore, there is a need to support the speaking training process of these students to help them develop their speaking skill, and a possible solution is to provide them with sufficient feedback to guide their learning process. Paris (2022) suggests that groups with large numbers of students can make the provision of effective feedback a challenge for teachers.

In order to solve this problem, this study aims to explore the inclusion of guided peer feedback given through the Padlet app to facilitate its delivery, as part of the training to perform in picture cued speaking tasks. Peer feedback offers the benefit of improving collaboration in the different stages of the training and raising awareness of participants regarding the requirements of the task. This is true for both participants, the one receiving feedback can improve thanks to the comments provided by their peers, which are supported by a small checklist. At the same time, using the checklist to assess others' work raises the participants' awareness of the criteria they need to meet to improve their own achievement in future

iterations of picture description activities. The choice of using the Padlet app was informed based on its ability to foster collaboration and autonomous learning (Syahrizal & Rahayu, 2020) while also being and approrpiate and easy to use platform to engage in peer feedback activities (Sari, 2019).

3.5 Stages of the action research

The action plan of this study consisted of four sessions that correspond to the intervention process. These sessions took place in face-to-face lessons that coincide with the scheduled lessons and contents proposed in the course's syllabus. During the sessions, participants practiced their speaking skills through picture cued tasks that focused on giving directions using maps. At the same time, they were prompted to record their answers to the tasks and upload them to the Padlet platform, so their peers could provide feedback to them based on their performance with the help of a peer assessment checklist. Additionally, a pre- and post- test were carried out at the beginning and at the end of the intervention period accordingly, to measure and compare the participants task achievement and accuracy in terms of vocabulary and grammar use. After the post test, participants were immediately asked to answer an online Likert scale survey to gather data about their perceptions of the integration of Padlet to provide feedback and comments. After the intervention period, a focus group was conducted to deepen the understanding of the participants' perceptions. Table 1 below summarizes the stages of the action plan project.

Table 1

Stages of the action research project

Session	Activity	Research objective
0	Introduction to peer feedback Pre-intervention test Post session audio log	SO1 - SO3
1-2-3-4	Intervention Speaking practice and peer feedback using Padlet. Post session audio logs	SO1 - SO3
-	Post-intervention test and online survey Post session audio log	SO1 - SO2 - SO3
-	Focus group	SO2

Source: own elaboration

3.6 Data collection techniques

In order to comply with and address the objectives of this action research, it is necessary to gather quantitative and qualitative data.

Specific objective 1's data is connected to the impact of Padlet mediated peer feedback on the participants speaking skill. In order to gather this quantitative data, pre- and post-intervention tests were carried out to measure the participants' improvement after the intervention period (see Appendix 1). The test consisted of a picture cued speaking task, which was assessed with an analytic rubric (Adapted from Aucapiña & Chicaiza, 2021) that considered task completion, grammar accuracy and vocabulary use as the main criteria to be assessed (see Appendix 2). During these tasks, the participants were asked to provide feedback to their peers using a checklist to guide their comments (see Appendix 3). It is important to note that the speaking tasks were not graded as part of the course, but contributed as training for future assessment instances that the participants would face.

Specific objective 2's data refers to participants' different perceptions and beliefs, regarding their improvement after the intervention process and the use of the Padlet app. These perceptions are gathered using both quantitative and qualitative data gathering instruments, a Likert scale survey and Focus groups.

A Likert scale survey is used to measure the attitudinal reaction of the participants (Sampieri et al., 2014) to different statements that represent aspects of the research. The important dimensions that were considered in this action research instrument were the perceptions of students regarding their improvement when describing pictures orally and the peer feedback they gave and received using the Padlet app.

The survey consisted of 12 items, evenly divided into 3 different dimensions. The dimensions that were addressed were the perceived contribution of the feedback on participants' performance, their beliefs towards peer-feedback and the perceptions of the appropriateness of the ICT tool used (see Appendix 4). The implementation of this instrument is consistent with the objectives of the research since the perceptions are illustrated through the degree of agreement that the participants show with each of the proposed statements.

To further gather qualitative data about the participants' perceptions, in a more in depth and detailed manner, the implementation of a focus group discussion was necessary. Focus groups allow the collection of "answers to behavioral questions that go beyond the level of surface explanation" (Stewart & Shamdasani, 2015, p. 12). The set of questions to guide the focus group aimed to elicit information regarding the perceptions about the feedback giving process, its impact on the participants' performance and how the app facilitated the delivery of it (See Appendix 5). The selection of topics is small, as Stewart and Shamdasani (2015) suggest that groups that cover a few topics in an adequate amount of time yield the best results. The focus group is organized around 2 dimensions; the perceived effects of the feedback provided in the intervention and the participants' view on peer feedback given through the Padlet app.

The last specific objective is linked to the last data collection instrument in this action research, it being the use of Audio logs. The purpose of this diary-like tool is to record meaningful information about an individual, in this case, the teacher researcher and their lived experiences, thoughts and feelings (Verma, 2021).

3.7 Data analysis techniques

The instruments used to gather data in this action research are analysed with different techniques, that pertain to quantitative and qualitative methods.

3.7.1 Pre- and Post-intervention test results

The data collected from the pre and post-test were analysed through descriptive statistics (Burns, 2009) and statistical tests to determine the results' statistical significance. The tests used were a Shapiro Wilk test to establish the normality of the data (Hanusz et al., 2016) and a Wilcoxon signed-rank test (Haynes, 2013), a non-parametric test that does not assume normal distribution and fits the size of the final sample.

3.7.2 Likert scale survey results

In the case of the Likert scale, a frequency analysis in accordance with their level of agreement with the statements about the overall experience of giving and receiving feedback through the Padlet app was performed. The data was then organized in percentages and averages for better understanding.

3.7.3 Focus group answers and audio logs

The answers from the focus group are recorded and then transcribed for their respective analysis. The same procedure was applied to the audio logs produced during the intervention phase. This data was analyzed through the content analysis technique, a useful technique to systematically compress large amounts of words and data into categories through rules of coding (Stemler, 2000). The goal of this analysis was to explore and uncover the different categories and subcategories that emerged from the participants' answers. The reason for using content analysis was to describe the answers through the examination of their content, considering who produced the answer and the possible meanings or interpretations of it (Vaismoradi et al., 2013).

CHAPTER IV

FINDINGS

In the following chapter, data gathered after the intervention period is presented, in regards to the different objectives proposed as part of this action research.

4.1 Specific objective 1: To identify the contribution and effects of Padlet mediated peer feedback on participants' performance in picture cued tasks.

4.1.1 Pre-intervention test

A pre-intervention test was carried out to measure the initial performance of the participants in picture cued speaking tasks before the peer feedback instances. The task presented students with the map of a city and asked them to give directions to find different places inside of the city. The instrument used to assess their performance was an analytic rubric, which included the following criteria: Completion of the task, Grammar use, Vocabulary accuracy and Pronunciation. The rubric had a total score of 16 points, with a minimum score of 4 if every criteria was scored in the lowest level possible.

Table 2 below describes the statistical analysis of the scores of the pre-intervention test. The total sample of participants was drastically reduced since not every single one answered the post test, therefore the sample size for these results is 10.

Table 2
Pre-intervention test scores' global statistical analysis

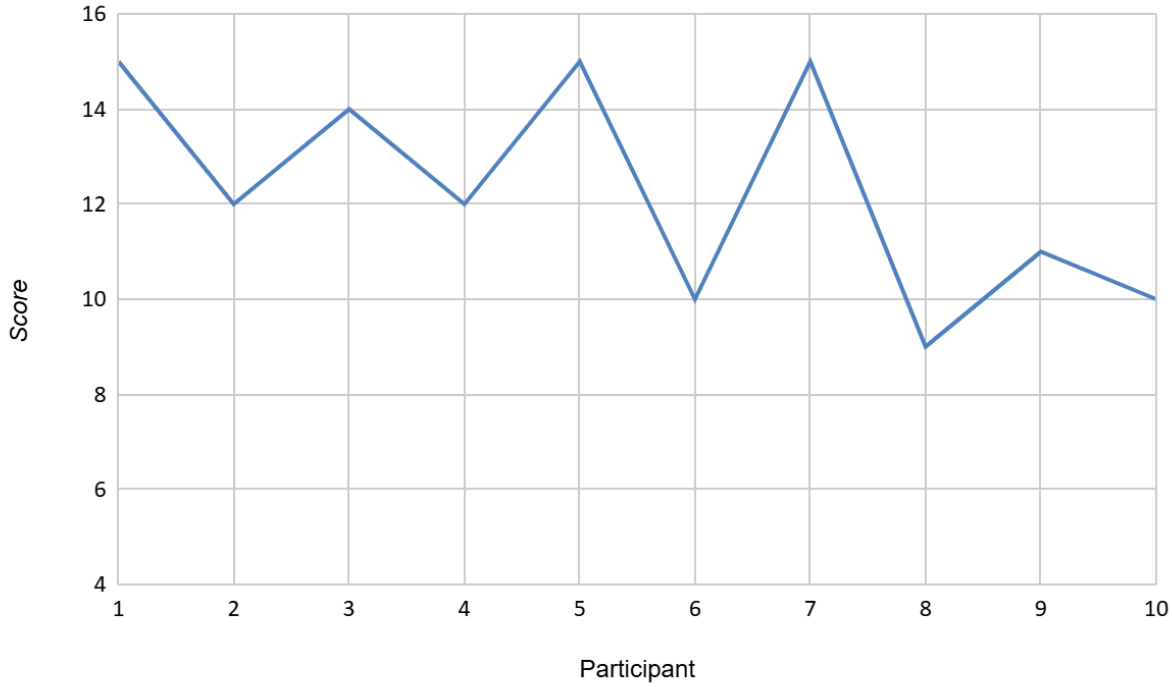
	N	Mean	Median	SD	Minimum	Maximum
Pre-intervention test scores	10	12.3	12	2.31	9	15

Source: own elaboration

The table indicates that the mean score of the participants was 12.3, while the median of the sample was 12. The scores ranged from 9 points to 15 points with a standard deviation of 2.31, which states that scores varied in 2.3 points on average in relation to the mean score registered and indicates a low degree of dispersion in the scores.

Figure 3 below illustrates the different scores obtained per participant in the pre-intervention test. The graph shows that the scores were similar for the most part and there was a small variability among the scores.

Figure 3
Pre intervention test scores per participant

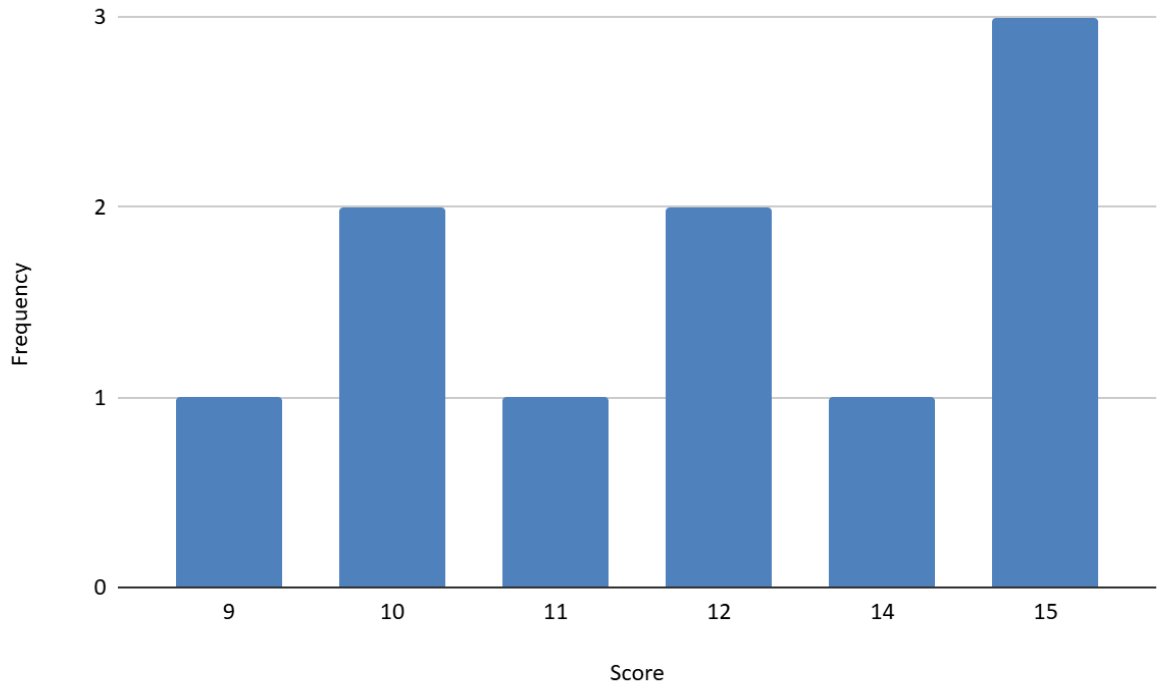


Source: own elaboration

As it can be seen in Figure 3, most of the participants' scores tended to differ by 1 point on average. Three participants were tied at 15 points while participant 8 saw the lowest results with 9 points in total. Regardless, the scores are positive, as their minimum score represents more than 50% of achievement in the proposed task.

Figure 4 illustrates the frequencies of the different scores obtained by the participants in the pre-intervention test.

Figure 4
Pre-intervention test scores frequency



Source: own elaboration

From the graph, it can be mentioned that the mode of the scores was 15 points, followed by 10 and 12 points tied in second place. The graph also suggests the visual possibility that the registered scores are not normally distributed, as most of the scores tend to be near the upper limit of the score range.

4.1.2 Post-intervention test

At the end of the intervention period, a second task was used to measure the possible contribution of the peer feedback on the performance of the students. A similar task as in the pre-intervention test was presented, with a new map but with the same objective and prompt. The same rubric was used in this second instance of measurement, considering the criteria and scores that were described in the previous section.

The global statistical analysis of the scores obtained in the post-intervention test is displayed below in Table 3.

Table 3

Post-intervention test scores' global statistical analysis

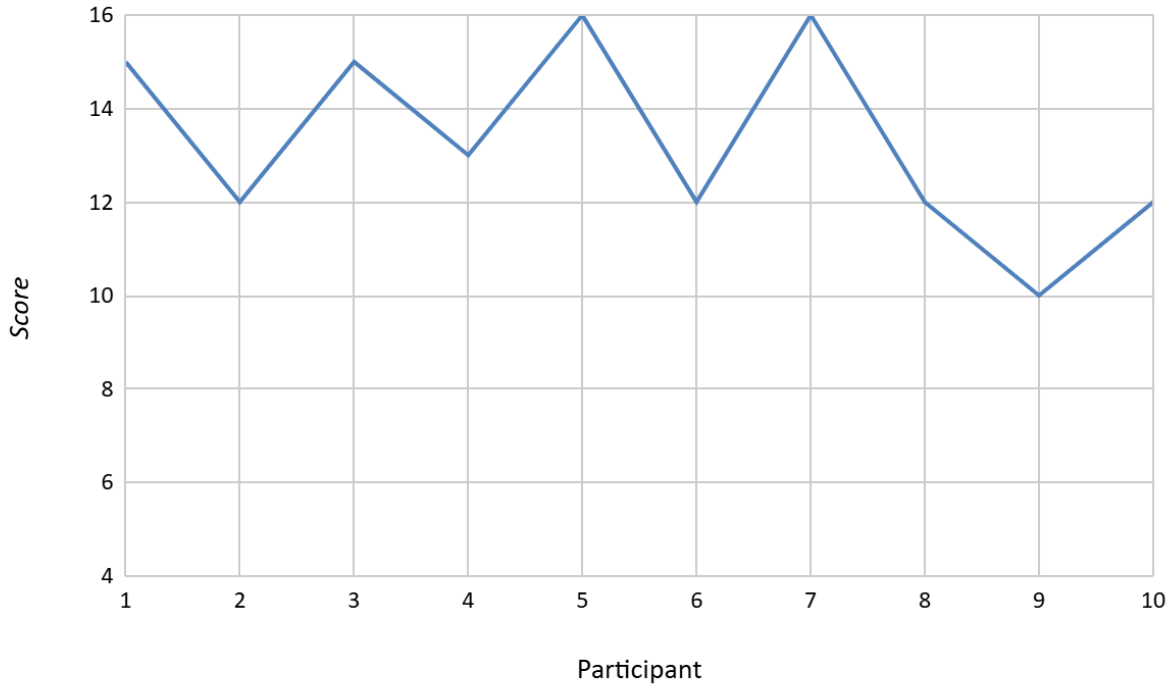
	N	Mean	Median	SD	Minimum	Maximum
Post-intervention test scores	10	13.3	12.5	2.06	10	16

Source: own elaboration

The results indicate that the mean score this time is 13.3 points, with a median of 12.5 points. The range for these scores was from 10 points to 16 points, which indicates that a pair of students obtained the maximum score after the intervention. Additionally, the standard deviation of these scores is 2.06, which indicates a smaller dispersion of the scores in comparison to the first test.

Figure 5 illustrates the scores per participant of the post-intervention test. It can be seen that there is a small variability in the scores. The graph also shows that most of the scores obtained are close to the maximum score for the task.

Figure 5
Post-intervention test scores per participant

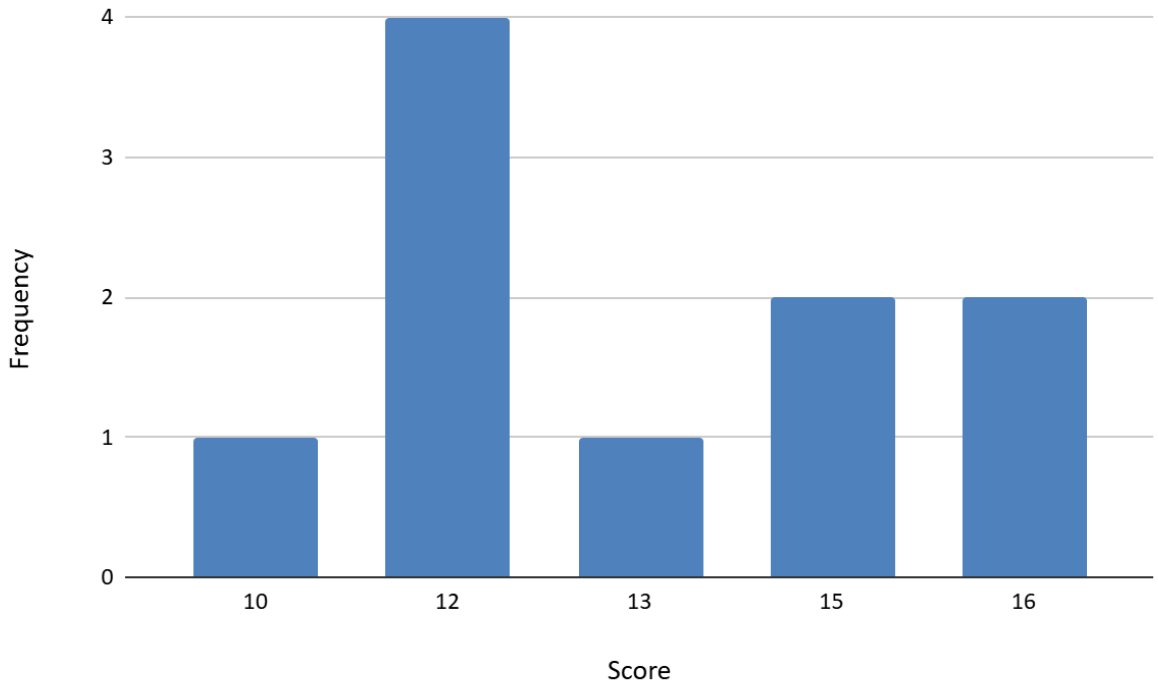


Source: own elaboration

The graph presented in Figure 5 indicates that two participants obtained the maximum score for the task in this instance of testing. Moreover, the scores show a positive level of achievement, as the minimum score of 10, obtained by participant 9, which represents up to around 60% of achievement in the task.

The frequency of the scores of the post-intervention test are displayed in Figure 6.

Figure 6
Post-intervention test scores frequency



Source: own elaboration

The graph clearly shows the mode of the sample, which corresponds to 12 points with 4 occurrences, followed by 15 and 16 points with two counts each.

4.1.3 Pre- and post-intervention tests

The comparison of the two sets of data and its statistical analysis is illustrated in Table 4 below. It can be clearly observed that there was an increase in both the arithmetical mean and median of the scores of the pre-intervention and post-intervention tests, suggesting a positive contribution of the peer feedback practices on the participants performance in picture cued speaking tasks.

Table 4
Pre- and post-intervention test scores' global statistical analysis

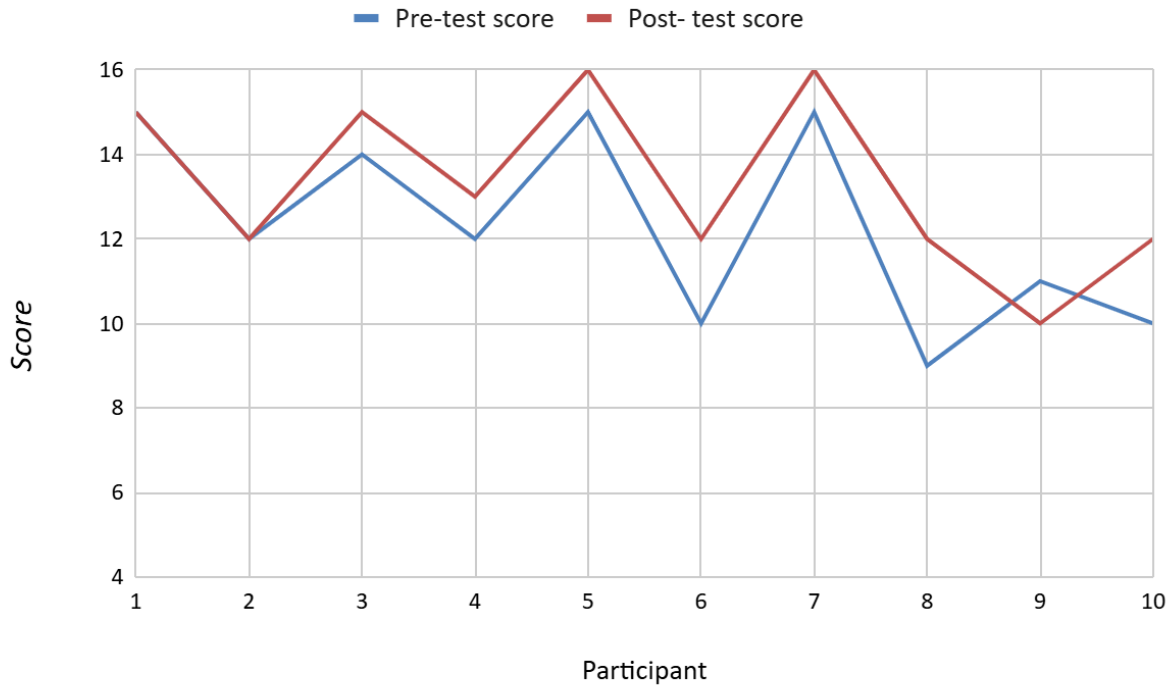
	N	Mean	Median	SD	Minimum	Maximum
Pre-intervention test scores	10	12.3	12	2.31	9	15
Post-intervention test scores	10	13.3	12.5	2.06	10	16

Source: own elaboration

It can be observed that the mean score increased by 1 point, which is also reflected on the minimum and maximum scores for each instance of the test. An important fact to note is that in the post-intervention test, some participants attained the maximum score, which was not observed in the pre-intervention test results. Furthermore, the standard deviation decreased in the post-intervention test, indicating a smaller variability in the scores after the intervention.

Figure 7 below shows the contrasted scores per participant for the pre- and post-intervention tests.

Figure 7
Pre and post-intervention test scores per participant

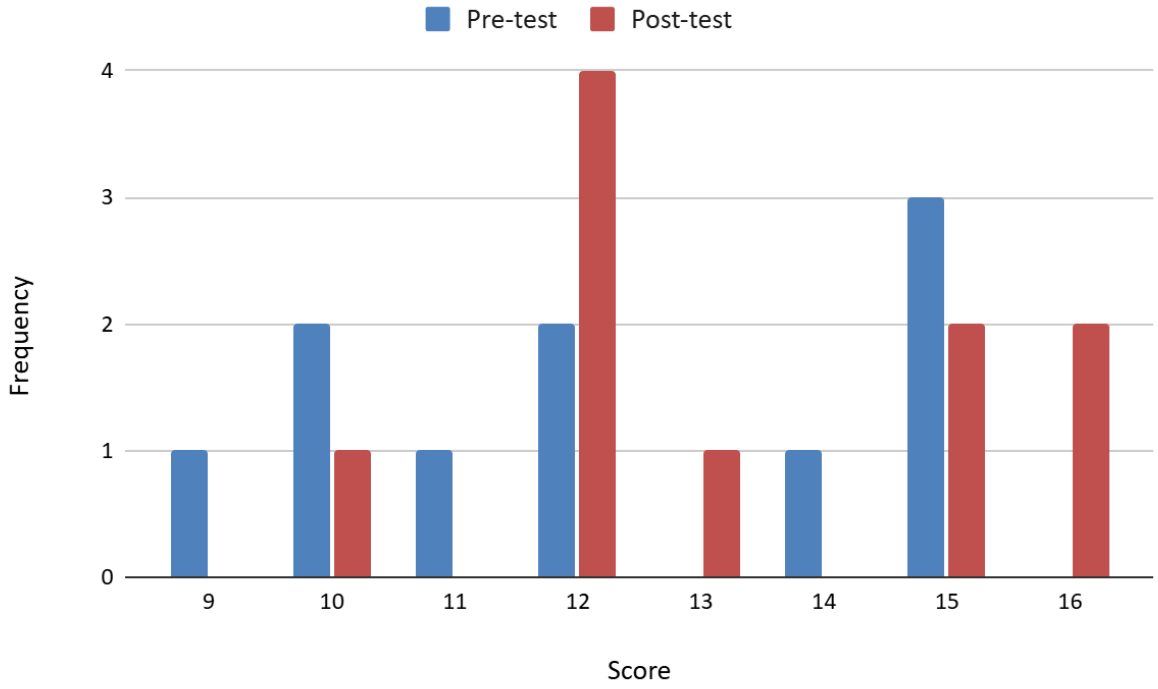


Source: own elaboration

As observed in Figure 7, the scores registered in the post-test tend to either remain consistent or show an improvement of 1 point, with the exception of participant 9, who saw a decrease of 1 point in their score. However, the variability in the scores persisted, as evidenced by the consistent pattern and shape of the lines, even though the scores were higher in the second testing instance

Figure 8 below shows the frequencies of the scores obtained in the pre- and post-intervention tests, respectively.

Figure 8
Pre- and post-intervention test scores frequency



Source: own elaboration

The contrasting results indicate that the pre-intervention test scores were distributed relatively evenly, with a slight inclination towards higher scores. In contrast, the post-intervention test results clustered more in the middle range, with a notable mode of 12 points. This suggests that the overall scores of the post-intervention tests were not only higher but also more consistent when compared to the pre-intervention test results.

A Shapiro-Wilk test was conducted to analyse the normality of the data. The results are presented in Table 5.

Table 5
Shapiro-Wilk test results

	W	p
Pre-intervention test	0.886	0.152
Post-intervention test	0.886	0.152

Source: own elaboration

As observed, the p value of 0.152 for both scores is higher than 0.05, presenting strong evidence to reject the null hypothesis, which in turn allows the assumption of normality in the distribution of both sets of data. Additionally, the W value of the

test is 0.886 in both cases, which is close to 1, strengthening the argument for the normality of the distribution.

Regardless of the previously described results, the sample size remains small (N<20-30), which makes the data unfit to be analysed through parametric tests. Therefore, a Wilcoxon signed-rank non-parametric test was conducted to analyse the significance of the data. The results of the test are presented in Table 6.

Table 6

Wilcoxon signed-rank test results

			Statistic	p	Effect size (r_{rb})
Pre-intervention test	**Post-intervention test**	**Wilcoxon W**	3.00[a]	0.037	-0.833

Note. H_a $\mu_{\text{Measure 1 - Measure 2}} \neq 0$

[a] 2 pair(s) of values were tied

Source: own elaboration

The Wilcoxon signed-rank test indicates that there was a significant increase in the post-test scores, signaled by the W value of 3.00 and p=0.037. Since the obtained p value is higher than 0.05, it can be said that the results are statistically significant. Furthermore, the value of the effect size is $\mathbf{r_{rb}}$=-0.833, which supports a large effect in the described changes with its absolute value being ~0.8.

4.2 Specific objective 2: To identify the participants' perceptions about the inclusion and effects of peer feedback as part of the picture cued task training.

The results obtained from the Likert scale survey were analyzed and presented in terms of its different dimensions which address distinct specific objectives from the study. From the initial group, only 17 participants answered the survey though only 10 participated in the pre- and post-intervention test. The second stage of the data collection for this objective was performed through a focus group session, whose answers were analyzed per dimension to delve deeper into the perceptions of the participants. A content analysis was performed in order to identify the most prominent themes in the participants' responses and draw possible relations regarding the results of the survey as well.

4.2.1 Perceptions about possible performance improvement

The following analysis focuses on the dimensions of the Likert scale survey and the focus group that considered the perceived contribution of peer feedback on the participants' own performance.

4.2.1.1 Likert Scale Survey's Dimension 1's answers analysis

Dimension 1 from the Likert scale survey gathered the participants' perceptions regarding the contribution of the intervention to their speaking performance. Table 7 shows the descriptive statistics obtained from the answers to the first dimension.

Table 7

Descriptive statistics of Dimension 1's answers

	Statement 1	**Statement 2**	**Statement 3**	**Statement 4**
N	17	17	17	17
Mode	Strongly agree	Strongly agree	Strongly agree	Strongly agree

Source: own elaboration

The analysis suggests that a great portion of the answers were positive, as evidenced by the mode being "Strongly Agree" (highest level of agreement).

Table 8 below illustrates the frequencies of the answers to Statement 1, which deals with the perceptions of possible improvement in the participants' overall performance.

Table 8

Frequencies of Statement 1

Answer	Count	% of Total
Strongly agree	10	58.8%
Agree	6	35.3%
Neutral	1	5.9%
Disagree	0	0%
Strongly disagree	0	0%

Source: own elaboration

The data shows that almost 59% of the participants who answered the survey strongly agreed with perceiving an improvement in their speaking performance in picture cued tasks after the intervention period. Moreover, up to 35% of the participants agreed with this idea as well, adding up to 16 out of 17 participants having a positive view on the statements.

The second statement from the survey refers to the contribution of peer-feedback towards the effective recognition of the elements required to properly give directions using a map, in line with the instructions of the task. In this regard, statement 2 considers the task completion aspect of the picture cued speaking activity. Table 9 shows the frequencies of answers to this statement. It can be seen

that most answers indicate a positive perceived contribution from the participants in this area.

Table 9

Frequencies of Statement 2

Answer	Count	% of Total
Strongly agree	12	70.6%
Agree	4	23.5%
Neutral	1	5.9%
Disagree	0	0%
Strongly disagree	0	0%

Source: own elaboration

Similarly to what was reported for the first statement, 16 out of 17 participants had positive levels of agreement with this statement. Almost ¾ of the participants strongly agreed with the statement, indicating a strong perceived contribution of peer feedback to their task performance.

A key aspect included in the first dimension is accuracy, specifically regarding the use of grammar and vocabulary. These elements were addressed through statements 3 and 4 of the survey, respectively. Table 10 and Table 11 below show the frequency of the answers to these two statements.

Table 10

Frequencies of Statement 3

Answer	Count	% of Total
Strongly agree	10	58.8%
Agree	6	35.3%
Neutral	1	5.9%
Disagree	0	0%
Strongly disagree	0	0%

Source: own elaboration

As observed in Table 10, over 90% of the participants showed positive levels of agreement with the idea of perceiving an improvement in their grammar accuracy based on the activities carried out during the intervention, with 10 participants even indicating a strong agreement with the statement. Only one participant remained neutral to the statement, which implies that even if they did not perceive some

benefit from the peer feedback, the practice of this type of task did not affect them negatively either.

The same finding is also true for the perception of the improvement in the accurate vocabulary use in the picture cued tasks, addressed through statement 4 and illustrated in Table 11.

Table 11

Frequencies of Statement 4

Answer	Count	% of Total
Strongly agree	12	70.6%
Agree	4	23.5%
Neutral	1	5.9%
Disagree	0	0%
Strongly disagree	0	0%

Source: own elaboration

Table 11 reflects that the participants' perceptions regarding the contribution of peer feedback to their vocabulary development were highly positive. 12 participants indicated to be in strong agreement with the idea proposed in the statement, which amounts to the vast majority of the sampled group. Moreover, there were no answers that hinted at disagreement or a perceived negative effect of the intervention on the participants' performance in this area.

4.2.1.2 Focus group's Dimension 1's analysis

The participants' answers to the focus group were transcribed and later codified to be organized in different themes or categories. After the codification process, one major theme emerged, with five sub-themes. The themes and sub-themes regarding Dimension 1, in line with specific objective 2, are displayed in Table 12 below.

Table 12

Dimension 1: Intervention's contribution to performance in picture cued speaking tasks

Dimension	Theme	Sub-theme	Frequency	Examples
Intervention's contribution to performance in picture cued speaking tasks	Perception of the experience and its contribution	Positive perceptions	4	"Para mi fue bueno porque así uno aprende cómo otra persona puede pronunciar las palabras" (Participant 1) "Fue bueno porque me da otra perspectiva" (Participant 2)

		Benefits of the peer feedback	12	“Hablar con tus pares puede ayudar a mejorar la pronunciación porque los imitas también” (Participant 5) “Sirve para comparar” (Participant 5) “Uno se da cuenta de las cosas en que uno se equivocó” (Participant 2) “Uno se da cuenta si en verdad hizo un buen trabajo o no” (Participant 6) “Uno puede ver otros trabajos que quizá lo hicieron más completo” (Participant 6)
		Facilitating factors	10	“Si nos dan una crítica, es constructivo siempre y somos empáticos, no lo hacemos en tono de burla” (Participant 1) “Igual hay más confianza en decir las cosas” (Participant 3) “Uno tiene la oportunidad de equivocarse” (Participant 6)
		Hindering factors	4	“La confianza” (Participant 5) “La confianza. Porque yo le puedo decir, ¿Sabes qué? Encuentro que tu trabajo está deficiente. Y ella no me lo va a tomar mal. No se va a enojar conmigo. Pero no es como comentarle a las de tecnología médica porque nosotros no tenemos ningún contacto con ellos y no se la van a tomar de la misma manera” (Participant 1) “A mí me da miedo” (Participant 3) "Yo creo que igual da vergüenza comentarle a una persona desconocida” (Participant 4)
		Signs of improvement	17	“En el segundo (ejercicio) le agregué más cosas. Palabras nuevas” (Participant 3) “Quizás en este momento con lo que aprendí ahora ya puedo llegar y decirlo mirando la foto. Pero al principio no” (Participant 1) “Yo aumente mucho en el vocabulario, igual en el idioma. O sea, al pronunciar igual lo aumenté por tanto escucharlo. (Participant 1)

Source: own elaboration

The content analysis revealed that participants generally perceived the intervention as having a positive impact on their performance. In this respect, the content analysis reported positive perceptions among participants, consistent with their responses on the Likert scale survey. Comments such as those made by Participant 1 highlight noticeable improvements, particularly in pronunciation—a key aspect of accuracy. Additionally, participants expressed favorable views on the diverse perspectives that peer feedback offers, citing benefits such as learning through imitation and comparison of classmates’ responses, as well as heightened self-awareness regarding their own performance.

Focus group discussions also uncovered factors that participants considered essential for effective peer feedback. These included affective elements such as

trust in peers and empathy, along with the importance of a safe environment where mistakes are not judged or punished, enabling valuable learning opportunities. However, participants also identified challenges and barriers encountered during peer feedback tasks. A recurring issue was the lack of rapport with certain peers, which often influenced their reactions to feedback. Some participants, including Participants 1 and 4, reported feelings of fear or potential embarrassment stemming from this lack of connection.The participants reported various signs of improvement in their answers. They referenced improving in different areas, such as vocabulary use, listening comprehension and the ability to fulfill the task in a more thorough manner thanks to the repeated practice, imitation and collaborative work that they had to perform.

4.2.2 Perceptions about the integration of Padlet mediated peer feedback

Dimensions 2 and 3 from the Likert scale survey collected data corresponding to the participants' perceptions about the inclusion of peer feedback in the course and its delivery through the Padlet app, respectively. Table 13 below shows the descriptive statistics of the answers of dimension 2; conversely, Table 14 illustrates the results for dimension 3's items.
Focus group's questions also targeted these areas through dimensions 2 and 3, respectively. The theme analysis corresponding to each one of these dimensions, is presented in this section, complementing the results observed in the survey.

Table 13
Descriptive statistics of Dimension 2's answers

	Statement 5	**Statement 6**	**Statement 7**	**Statement 8**
N	17	17	17	17
Mode	Strongly agree	Strongly agree	Strongly agree	Strongly agree

Source: own elaboration

Table 14
Descriptive statistics of Dimension 3's answers

	Statement 9	**Statement 10**	**Statement 11**	**Statement 12**
N	17	17	17	17
Mode	Strongly agree	Strongly agree	Strongly agree	Strongly agree

Source: own elaboration

In line with the data collected in Dimension 1, the responses to items in Dimensions 2 and 3 predominantly reflect positive perceptions, as evidenced by the mode being "Strongly Agree," the highest level of agreement with the statements.

4.2.2.1 Likert Scale Survey's Dimension 2's answers analysis

Statement 5 refers to the perceived utility of peer feedback in order to recognize important aspects of the task. The answers, illustrated in Table 15 below, indicate an overall positive perception in this area.

Table 15

Frequencies of Statement 5

Answer	Count	% of Total
Strongly agree	9	52.9%
Agree	6	35.3%
Neutral	2	11.8%
Disagree	0	0%
Strongly disagree	0	0%

Source: own elaboration

The results in Table 5 indicate that most responses reflect a positive level of agreement with the statement, suggesting that participants found peer feedback helpful in identifying key elements needed to successfully complete the picture-cued directions task. Over 50% of participants strongly agreed with this view, while more than 30% agreed, highlighting a perceived improvement in their understanding of the task's success criteria due to peer feedback.

Table 16 presents the answers to statement 6. This statement refers to the utility of peer feedback as a way to offer a point of view that differs from the teacher to assess work.

Table 16

Frequencies of Statement 6

Answer	Count	% of Total
Strongly agree	9	52.9%
Agree	7	41.2%
Neutral	1	5.9%
Disagree	0	0%
Strongly disagree	0	0%

Source: own elaboration

Table 16 reveals that the majority of participants expressed a positive level of agreement with this statement. Over 90% of responses indicated agreement with

the idea that their peers' perspectives could serve as a valuable tool for assessing and improving their performance, complementing the teacher's feedback on their work.

Table 17 presents the responses to Statement 7, which addresses participants' perceptions of the usefulness of the checklist provided to guide their peer feedback process during the intervention.

Table 17

Frequencies of Statement 7

Answer	Count	% of Total
Strongly agree	14	82.4 %
Agree	2	11.8%
Neutral	1	5.9%
Disagree	0	0%
Strongly disagree	0	0%

Source: own elaboration

The analysis of the participants' answers, displayed in Table 17, evidence that over 90% of the participants considered the checklist used for the task to be helpful as a way to guide the assessment of their peers' work, and serve as the basis for the provision of feedback.

Table 18 displays the responses to Statement 8, which explored participants' agreement with the coherence of the comments and assessments provided by their peers.

Table 18

Frequencies of Statement 8

Answer	Count	% of Total
Strongly agree	13	76.5%
Agree	3	17.6%
Neutral	1	5.9%
Disagree	0	0%
Strongly disagree	0	0%

Source: own elaboration

The results illustrated in Table 18 indicate that the participants held positive perceptions towards the comments and assessment provided by their peers. This suggests that the participants perceived the feedback they received as valid and coherent, given that they had similar levels of knowledge and could guide their feedback with the provided checklist.

4.2.2.2 Focus group's Dimension 2's analysis

The analysis of the second dimension of the focus group's answer is displayed in Table 19, containing three main themes in relation to the participants perceptions of peer feedback and five sub-themes.

Table 19

Dimension 2: Perceptions about giving and receiving peer feedback

Dimension	Theme	Sub-theme	Frequency	Examples
Perceptions about giving and receiving peer feedback	Previous experiences with peer feedback	New experience as an undergraduate student	4	"Nunca había evaluado un trabajo de un compañero en inglés" (Participant 1) "Todas las otras clases que he tenido de inglés siempre fueron como muy iguales" (Participant 5)
	Perceptions of participating in the peer feedback instances	Positive perceptions towards giving and receiving feedback	10	"Es como más dinámico" (Participant 5) "Vi los tremendos trabajos y eso me motivaba a mejorar" (Participant 5) "Para mí no fue tan difícil" (Participant 1)
		Representations of the role of giving feedback	4	"La verdad, me dio risa un poquito" (Participant 3) "Me sentí profe... Me sentí juzgadora" (Participant 1)
		Reservations about participating in peer feedback	15	"Van a escuchar el mío y... Qué vergüenza" (Participant 6) "Me van a criticar" (Participant 3) "Qué le pongo (en el comentario) que no se vaya a escuchar mal" (Participant 1) "Uno no sabe cómo va a reaccionar la otra persona" (Participant 6) "Se puede malinterpretar (los comentarios)" (Participant 3) "Igual es medio duro recibir comentarios de alguien que no conoces. Porque me pongo en el contexto y si recibo, no sé (cómo reaccionaría)" (Participant 5)

	Factors that mediate the peer feedback	Own knowledge as a key aspect of effective feedback.	12	"Mis conocimientos eran los mismos que estaba hablando mi compañero" (Participant 1) "Igual depende de tus conocimientos, porque si uno no sabe mucho, no le va a encontrar nada malo" (Participant 3) "El evaluar parte como de uno. El conocimiento. Si yo no sé pronunciar bien. ¿Cómo voy a decirle a mi compañera que no sabe pronunciar?" (Participant 1)

Source: own elaboration

Overall, Table 19 shows that the participants demonstrated a good perception about giving and receiving peer feedback. They compared the intervention to their own previous experiences with peer feedback as undergraduate students. Their answers indicate that these instances were not often found in their contexts, especially in their previous EFL classroom experience. Even though the experience was new, participants found it positive, making remarks about the dynamic and collaborative nature of peer feedback and group work. An important finding here is that participants were able to feel empowered in their learning process by taking an active role, as suggested by a comment made by Participant 1, "Me sentí profe".

Although the responses in this dimension are encouraging, they did not mean participants were free from some inhibiting factors such as embarrassment from showing their work to others. Participants mentioned being afraid of showing their work to a partner if there were mistakes in their responses, as they would get criticized. Another reservation that participants had is related to a degree of uncertainty about how the comments made in the peer feedback sessions could be perceived by their peers. This is directly linked to a point described in the previous dimension, where the affective factor of rapport with classmates negatively influenced the possibility of giving effective feedback.

Finally, a relevant idea stemming from these responses is that participants also identified their own knowledge as one the defining factor of the peer feedback they provided. This signals a degree of self awareness about their own performance and how it is linked to the view they hold of the performance of others. This also indicates the notion that participants see the feedback they provide and receive as coherent, since they should have similar levels of understanding of the target language; a perception that is in line with the answers of the survey as well.

4.2.2.3 Likert Scale Survey's Dimension 3's answers analysis

Dimension 3's Statement 9 refers to the technical aspects of the app used to provide feedback and how it helps or hinders the ability to perform said task. The statement asked participants about the app's user interface and how intuitive or

user friendly it was for them. The answers, presented in Table 20, show that over 85% of the participants perceived that the app was easy to use when providing their peers with feedback.

Table 20

Frequencies of Statement 9

Answer	Count	% of Total
Strongly agree	12	70.6%
Agree	3	17.6%
Neutral	2	11.8%
Disagree	0	0%
Strongly disagree	0	0%

Source: own elaboration

12 out of the 17 participants who answered the survey indicated that they strongly agreed with Padlet being a user friendly app, a feature that helped the process of integrating the app into the classroom activities. Since no participant disagreed with the statement, it is assumed that they mostly found the app easy to navigate and its interface did not hinder the process of giving peer feedback during the intervention.

Table 21 below shows the analysis of the answers to Statement 10. This item refers to the perceived contribution of the app to the peer feedback process.

Table 21

Frequencies of Statement 10

Answer	Count	% of Total
Strongly agree	12	70.6%
Agree	4	23.5%
Neutral	1	5.9%
Disagree	0	0%
Strongly disagree	0	0%

Source: own elaboration

As can be seen in the responses, there was a marked tendency in the perceptions that leaned in favor of the use of the app in order to make the experience richer. This is demonstrated by the two highest levels of agreement, Strongly agree and Agree respectively, having over 90% of the answers. There is no evidence

suggesting a negative effect of the app as no participant indicated disagreement with the proposed statement.

The last two statements correspond to perceptions about the recordings that were part of the peer feedback activity. Statement 11 asked about the degree of confidence that the use of the app provided to record their work to be assessed by their peers. The answers to this statement are presented in Table 22 below.

Table 22

Frequencies of Statement 11

Answer	Count	% of Total
Strongly agree	13	76.5%
Agree	1	5.9%
Neutral	3	17.6%
Disagree	0	0%
Strongly disagree	0	0%

Source: own elaboration

The participants' responses indicate that over 80% expressed a positive level of agreement regarding the confidence the app provided when recording their answers and sharing them with the group for peer feedback. However, 3 out of the 17 participants were neutral toward this statement, suggesting that while they utilized the app, they still harbored some reservations about sharing their work.

Lastly, Statement 12 referred to the ability to listen to the recordings more than once enabled by the app to facilitate giving appropriate feedback to their classmates. The answers to these statements are presented in Table 23.

Table 23

Frequencies of Statement 12

Answer	Count	% of Total
Strongly agree	14	82.4%
Agree	1	5.9%
Neutral	2	11.8%
Disagree	0	0%
Strongly disagree	0	0%

Source: own elaboration

The responses to Statement 12 revealed a high level of agreement, with most participants perceiving that listening multiple times helped them assess their peers' work and provide appropriate feedback. Over 80% of participants strongly agreed with the statement, suggesting that they indeed listened to their peers' recordings multiple times to evaluate their work. This highlights an advantage of using the app, as it allows participants to revisit the recordings, unlike face-to-face communication where they lack the ability to rewind or replay responses.

4.2.2.4 Focus group's Dimension 3's analysis

The last dimension of the focus group gathered data about the participants' perception towards the use of the app as a tool to give and receive peer feedback. The analysis of the data produced three distinct themes, with four sub-themes to further analyse the answers. The themes and sub-themes of this dimension are shown in Table 24.

Table 24

Dimension 3: Perceptions towards the use of the Padlet app for peer feedback

Dimension	Theme	Sub-theme	Frequency	Examples
Perceptions towards the use of the Padlet app in the peer feedback activities.	Positive perceptions towards the app's interface.	User friendly interface	7	"¡Fácil! Sí, es fácil (de usar)" (Participant 6) "Es como que... es bien amigable la página. Bien friendly" (Participant 1)
	Aspects that could facilitate peer feedback with the app	Annonymous comments	9	"Quizás si tuviera anonimato...quizás tendría mejores resultados" (Participant 1) "Usted vería la realidad (si los comentarios fueran anónimos)" (Participant 3)
		Need for guided delivery of the comments	8	"Nadie corregía nada" (Participant 2) "Poner good job y un fundamento de por qué es bueno" (Participant 5) "Es que tal vez si hubiese dicho...dígale si tiene esto...si no tiene esto" (Participant 3)
	Arguments for face-to-face feedback rather than through an app	Factors that facilitate face-to-face feedback	2	"Es que en persona es diferente. Es muy diferente. Sobre todo el tono de voz y todo eso. Porque en forma de escribir es muy serio" (Participant 3) "Pero, es como cuando uno lo está diciendo porque uno le pone otros tonos" (Participant 1)

Source: own elaboration

The participants' responses suggest that they had no difficulty navigating the app or completing the tasks presented on the platform. Additionally, participants expressed a liking for the user interface of the Padlet app, describing it as "friendly" in their own words. Another notable point is the feedback participants provided on the app's visual and technical aspects, emphasizing features such as the variety of colors available to customize their responses and the different rating systems offered, including the 5-star rating system used in one of the tasks.

Although initial perceptions suggest that participants viewed the app positively—highlighting its ease of use and its effectiveness for commenting on each other's work, there were areas for improvement identified to better facilitate feedback delivery. Participants suggested two key improvements: the inclusion of anonymous comments to avoid potential misunderstandings, and a more guided approach with clearer instructions on how to provide feedback.

In the first case, participants noted that trust among peers, as discussed in previous dimensions of the focus group, is essential to avoid misinterpretations of comments. To address this concern, they suggested allowing anonymous comments to maintain objectivity and neutrality in the feedback process.

The second improvement relates to the perceived ambiguity in the peer feedback task instructions. Participants expressed a need for more explicit guidance on how to formulate feedback, specifically asking for clarifications on why their work is considered correct or pointing out areas of improvement. Clearer instructions would enable deeper reflection on the feedback provided, aligning with the objectives of the action research model.

Lastly, participants raised concerns about the limitations of written feedback through the app, particularly the potential for comments to be misinterpreted, especially when critical of others' performance. They emphasized the value of face-to-face feedback, where tone and non-verbal cues can help prevent misunderstandings and create a more supportive environment. This aligns with previous responses regarding the affective factors influencing peer feedback.

4.3 Specific objective 3: To reflect on the tensions, gains and struggles of implementing a methodology to support peer feedback on students' speaking skill development.

The collection of data corresponding to specific objective 3 was carried out through the recording of audio logs after each session of the intervention period. The intention behind this data collection instrument was to keep track of the researcher's perceptions and view during the process, focusing on the different factors that played a role in the intervention and its eventual contribution to the participants' development. The recordings, once transcribed, were analyzed through a thematic analysis.

The results of the analysis of the first dimension, which considered one major theme with two sub-themes, are summarized in Table 25 below.

Table 25

Dimension 1: Teacher researcher's perceptions of the contribution of peer feedback to the participants' performance in picture cued speaking tasks

Dimension	Theme	Sub-theme	Frequency	Examples
Teacher researcher's perceptions.	Perceptions related to the achievement of the objectives in the intervention.	Positive observations about the participants' achievement.	4	"Los grupos pudieron evaluar el trabajo de sus compañeros y utilizaron bien el feedback haciendo cambios de ser necesario." "Se les ve más confiados en sus direcciones, especialmente en el vocabulario."
		Positive perceptions of the learning environment and app choice.	4	"Da gusto ver que algunos lo intentan o están comprometidos con la actividad." "Les parece divertido usar Padlet y por ejemplo dar estrellitas para calificar."

Source: own elaboration

Dimension 1's analysis indicates that there were multiple instances in which it was possible to observe in the participants a great degree of achievement in the peer feedback instances related to picture cued tasks by giving directions with the prompt of a map. As shown in the examples, participants were able to provide feedback to their peers, and make changes to their work and performance accordingly. This occurred in both face-to-face interaction and in the work done through Padlet. This is an encouraging finding that signals a successful engagement of the participants in the tasks, from the point of view of the teacher. Additionally, this dimension also reported on the positive perceptions regarding the classroom environment at the time of the intervention. The presented examples indicate the researcher's positive perceptions about the level of commitment to the task and the positive reception of the Padlet app observed in the participants. Another relevant finding is that the participants showed enjoyment or interest towards using Padlet in the classroom activities. From what could be observed in their behavior, they mostly liked the interactive elements of the app and found it innovative as a way to interact with the work of their peers.

A second dimension emerged from the voice recording analysis. Dimension 2 considers the possible limitations of the study to a degree, by grasping the negative factors that hindered the progress of the participants and the perceived points of

improvement regarding the pedagogical decisions. The analysis of this dimension is illustrated below in Table 26.

Table 26

Dimension 2: Perceptions of hindering factors and points of improvement related to the intervention process

Dimension	Theme	Sub-theme	Frequency	Examples
Perceptions of hindering factors during the intervention process	Hindering factors	Participants' behavior related factors	6	"Hoy vinieron pocos o se tuvieron que retirar antes, pero es un tema del horario en el que tenemos clases." "Hay un grupo considerable que no trabaja directamente su speaking, cuando les doy las instrucciones para que empiecen a interactuar se quedan en silencio o escriben lo que van a decir antes de empezar la tarea."
		Planning related factors.	3	"Se hace corto el tiempo para poder dar el peer feedback." "La señal de internet en la sala es pobre, entonces los chicos no pueden entrar a la app y posponen el trabajo."
	Points of improvement	Peer feedback training	3	"En retrospectiva, debí haber sido más claro con las instrucciones y con los ejemplos de comentarios… Al final quizás limité los comentarios de los chicos con mi ejemplo."

Source: own elaboration

Dimension 2's analysis shows that the researcher had problems regarding the attendance levels in some of the sessions. These problems are linked to the fact that the sessions were the last class that the participants had in the afternoon. Moreover, according to their words, many had to travel immediately after the class, forcing them to leave the classroom earlier than expected. This meant that some modifications were made in order, to ensure that the peer feedback tasks were carried out with some flexibility. Another issue that emerged during the sessions was the overall participation of the class in the speaking tasks. This finding revealed a factor that hindered the participants' progress and eventual improvement thanks to the peer feedback activities performed. As exemplified in Table 26, some participants refused to engage in the speaking task without preparing their answers in writing before speaking. This finding points towards the need for more scaffolding with the task or to a lack of confidence from the participants on their speaking skills.

Another sub-theme that emerged from this analysis is related to the planning of the sessions and how the success of the lessons was affected by it. The teacher researcher held the idea that better time management could have facilitated the learning experience of the participants, giving them enough time to perform the peer feedback activities to their full extent in every session. However, due to the aforementioned issues with the attendance and retention inside of the classroom, the effective time of the lessons was reduced. The recordings also referred to issues with resources inside the classroom, where the computer would shut down for minutes, halting the progress of the planned activities, or the internet connection would make it difficult for the participants to access the tasks in Padlet. As a result, some tasks that were intended to be completed in the classroom were assigned as homework, which may have impacted the completion of these tasks and reduced the level of guidance the learners received while performing them.

Lastly, one key theme that emerged regarding potential improvements in teaching decisions is related to the amount of peer feedback training provided to participants before the intervention tasks. The instructions given could have been clearer and more scaffolded to better guide learners. For example, allowing participants to write comments in either English or Spanish could have helped them communicate their ideas more effectively. As a result, most participants attempted to write their comments in English, but this may have hindered their ability to fully convey the points their peers needed to improve upon. This suggests that with more comprehensive instructions, participants could have achieved better results and gained more from the peer feedback tasks.

CHAPTER V

DISCUSSION

In this chapter, the collected data will be discussed in regards to the different objectives proposed for the action research project.

5.1 Specific objective 1: To identify the contribution and effects of Padlet mediated peer feedback on participants' performance in picture cued tasks.

Pre- and post-intervention tests were carried out to gather the necessary data to achieve the first objective. As it was pointed out in the findings chapter, the results of these tests indicated a slight improvement in most of the participants' scores in picture cued speaking tasks.

In light of the results obtained from the comparison of the participants' performances in both the pre- and post- tests instances, it could be observed that participants benefited from the inclusion of guided peer feedback through Padlet into the activities of the course to support the development of their speaking skill. This finding is consistent with previous studies on the matter, as it is the case of the research carried out by Dagnew (2020), where there was a strong correlation between the amount of peer feedback received and the speaking achievement of the participants. Moreover, some of the benefits of using Padlet could be highlighted in this regard. Padlet, as a platform that enabled online peer feedback during the intervention, provided the participants with more time-independence to give feedback to their peers and process the received feedback about their performance. This was exemplified by the participants having multiple chances to listen to their peers work to offer a more detailed assessment of their performance, while also having more time to compare their answers and learn from them. This finding is consistent with the conclusions proposed by Jongsma et al. (2022), where time-independence was found to be an advantage of online peer feedback over traditional face-to-face peer feedback. Another explanation for the observed positive contribution of Padlet mediated feedback relies on the collaborative nature of the task and how Padlet can support the learners' interactions to foster collaborative learning (Syahrizal & Rahayu, 2020). In this way, Padlet could have facilitated the collaborative learning between the participants, thus leading to an improvement in their speaking development.

One of the factors that could explain the contribution of peer feedback on the performance of L2 learners is the raised awareness that emerged from the peer feedback tasks. During the intervention, participants had to actively work with a checklist to guide their assessment of their peer's work and the delivery of peer feedback in their comments. Moreover, they were exposed in multiple instances to the recordings of their peer's directions and had some face-to-face interaction as well which could serve as a model if the performance was appropriate or as an indicator of the possible errors one could be prone to making. According to Iwashita and Dao (2021), this awareness can be understood as a product of the implementation of corrective feedback to target language forms, which is coherent with the aims of the present study. Additionally, another factor that contributes to the improvement is the amount of practice opportunities that the learner centered methodology offers, where the learners interact with the task and its success

criteria. The importance of mastering the assessment criteria was then highlighted, as it became a requirement to properly participate in the class activities. This means that the participants became familiar with the elements they should include and pay attention to when speaking to fully achieve the objective of the task. Using the checklist and understanding the criteria allowed participants to notice the relevant elements their peer's work should include while at the same time making them aware of these elements in their own performance. Therefore, it can be assumed that becoming familiar with the criteria and the raised awareness that came along with that process benefited the participants twofold in different fronts, a notion that is consistent with the benefits of more explicit and understandable criteria to assess language learners explained by Balan and Jönsson (2018). First, it enabled the participants to provide a better assessment of their peers' work, paving the way for improvement as they incorporated the aspects from the received comments in their next versions of the task, and second, it gave them the tools necessary to monitor their own performance which in turn would yield more accurate directions that landed greater scores in the post-intervention tests.

In terms of areas of improvement in the pre- and post-intervention tests, the first that can be named is the use of vocabulary. The data indicated that 40% of the participants saw an increase of 1 point regarding this criteria, while the rest maintained their scores from the previous testing instance. Interestingly, one participant saw a decrease in their vocabulary score. The participant in question second guessed herself on many occasions during the lessons, often questioning her decisions in word choice and vocabulary use, even when the answer was accurate to begin with. This behavior could be a sign of low self-confidence and how it can hinder a learner's performance, in this particular case, through excessive self-monitoring that leads to second guessing the use of lexical items. It is necessary to understand that language learning is a process influenced by linguistic and non-linguistic elements, which include psychosocial elements such as confidence in the individual's own abilities (Ghafar, 2023). In relation to the reported improvement in the participant's performance in this area, it was evidenced by a more thorough and accurate use of the studied vocabulary items to give directions inside the map. While in the first instance there were some missing words in the expressions or inaccuracies with the adequate use of the words, in the post-intervention test most of these errors were solved. These findings are consistent with Sippel's (2019) study, where a relation between peer feedback interaction and vocabulary development was established. Therefore, it can be argued that collaboration and interaction do bring benefits in different areas, including vocabulary development. This notion can be linked to Vygotsky's idea of the Zone of proximal development which is also in line with previous research on this issue, where collaborative work to regulate vocabulary learning tasks was implemented (Mirzaei et al., 2017). It is possible for learners to see an improvement if they have the necessary scaffolding when interacting with other learners who might have a greater degree of knowledge, pushing the learners to improve in a natural way thanks to collaborative work. Through the peer feedback activities carried out in the present study, learners had the opportunity to interact with their peers and with their peers' work, offering plenty of instances where

collaborative work was facilitated inside the classroom to influence their learning experience.

Grammar accuracy was another area that saw an improvement thanks to the intervention in the study. The participants' answers showed an increased understanding of grammar use in a way that is adequate for the task. Up to 40% of the participants obtained better results after the intervention, while the rest maintained their previous scores, which indicates that the intervention was beneficial for a significant number of learners. Giving directions on a map, the activity of choice under the picture cued speaking task category requires learners to use specific vocabulary in a coherent way, connecting the different expressions with the use of prepositions to describe each step of the directions. The use of prepositions at the beginning lacked consistency, since the participants' either forgot to add the prepositions to provide more detail to their directions or made a mistake in their choice of preposition that would fit the situation best (eg: using in instead of on). In the post-intervention test's answers, participants were more aware of the appropriate prepositions they needed to use and had a better understanding of their position inside of the sentence structure. Identifying a contribution from peer feedback to grammar development is consistent with previous studies, such as the one conducted by Alcívar and Santos (2023), whose participants also saw an improvement in grammar accuracy. It is relevant to mention that research regarding peer feedback and grammar development tend to have inconclusive results at establishing a relation between the two factors. Nevertheless, akin to the previous points made about vocabulary learning and peer feedback, collaboration plays an important role in grammar development. Through checking the work of their peers, participants became aware of the adequate forms they need to use in the proposed task, by correcting their own performance based on the comments of peers with a higher understanding of the grammar norms and comparing their work with the success criteria they had access to for the task.

5.2 Specific objective 2: To identify the participants' perceptions about the inclusion and effects of peer feedback as part of the picture cued task training.

Data regarding the participants' perceptions were collected through two different instruments; a Likert scale survey and a recorded focus group session. The data from both instruments were analyzed under the scope of three dimensions. The overall analysis of this data indicated strong positive perceptions towards the methodology of peer feedback in the intervention and its possible effects on the participants performance.

In regards to the first dimension, concerning the possible improvement brought upon thanks to the implementation of peer feedback after practicing the picture cued tasks, most participants agreed on the intervention having positive effects on their performance and were able to recognize some benefits that came with the peer feedback.

The participants' answers in both the Likert scale survey and the Focus group reflected strong positive perceptions towards the implementation of peer feedback as part of their speaking skill training and its effects on their performance after the intervention period. The participants agreed on perceiving improvements in different areas of speaking accuracy, including grammar use, vocabulary use and even pronunciation, which was included in the assessment rubric to obtain the scores of the participants in each instance of the task, but not present as a key aspect for participants to look out for in the checklist they used to provide feedback during the sessions. The area where the participants perceived the most improvement is vocabulary, which is in line with the data collected in the pre- and post- intervention tests' scores. These positive perceptions about their improvement could be attributed to affective factors, such as motivation from being able to work collaboratively with peers or an increase in self-confidence due to the shift from a passive to a more active role in assessment and learning with the inclusion of peer assessment and feedback. From these notions, it can be drawn that collaboration played a major role in the learning process of the participants. The fact that they could interact with the work of their peers could have been more motivational than just submitting their pieces of work to be assessed by the teacher, an understanding that is consistent with Cui et al. (2021), where motivation increased because of the peer feedback practices. Moreover, the participants could improve their peer feedback performance, especially if they worked with someone who they trusted or enjoyed collaborating with, which was the case in the proposed activity as the participants chose whose work to assess on a social proximity basis. The idea of increased levels of self-confidence stems from the empowerment that comes along with taking an active role in the learning process, where the participants could even feel more committed to the task since they had to perform duties that are traditionally reserved for teachers. Previous research also aligns with this finding, explaining that learners who receive feedback from peers see more benefit towards their confidence than learners that receive feedback from their teachers. Consequently, and in line with the present action research project, the authors also make a call for action to include peer feedback activities into the courses' curriculum to foster this type of interactions in benefit of the self-confidence of the language learners (Feyli & Ayatollahi, 2016).

In regards to the benefits that participants' were able to perceive, one of them corresponds to an increase in error awareness about the participants' own performances. This implies that the participants used the peer feedback instances not only as a way to help their peers with comments but also to further their own understanding of the subject matter. In this case, through the revision and comparison of the answers they reviewed in their peers' work, participants could notice elements they missed when completing their own task or common mistakes that they also had made without noticing. Performing the speaking task and checking the work of a partner are two completely different processes which made the learners focus on different elements, for instance, they focused on monitoring their own performance when they completed the task, but they payed close attention to the checklist and the success criteria in more depth when they assessed the work of their peers. It can be assumed that having the time to pause

and analyze another learner's work, using the checklist to guide the analysis, provided useful insight for the participants' future performances. Recognizing error awareness as a key factor for improvement is consistent with Gunn (2005), who explains that having the teacher take a mediator role in feedback while allowing learners to take control of their learning can lead to raised awareness of the errors they and others make in their speaking practice. Additionally, the author mentions the need to include types of tasks that foster the reflection of students to raise their awareness of their language use, especially in EFL contexts, such as the one in the present study.

The second dimension of the instruments that gathered data about the participants' perceptions referred to their experience with peer feedback. It can be said that participants showed a clear tendency towards holding positive perceptions towards partaking into peer feedback activities inside the classroom.

In line with the perceptions about the improvement thanks to the peer feedback, the participants agreed with most of the items that signalled positive perceptions about the whole peer feedback process. Among the factors that influence these perceptions, the following can be listed; the dynamic nature of the interaction in comparison to the traditional teacher given feedback and the opinion of peers as an innovative element inside of the learning process. Along the same lines as the previous dimension, collaboration and interaction play a major role in how participants perceive the peer feedback process, where they need to become active moving pieces inside ~~of~~ the classroom activities to help their peers grow as learners of the language.

One aspect that participants valued was receiving an alternative perspective on their work, one that came not from the teacher but from their peers, while also having the opportunity to offer such feedback to others. Having agency in this task made them feel more important as part of the learning process, drawing similarities with feeling like a teacher or someone who can judge the work of others. It can be inferred then that participants value opportunities to break the established routine of the traditional classroom and are open to make shifts in the organization of their learning process to a more learner focused environment. Similarly, the opportunity to have a voice inside the classroom's activities in regards to their peers' and their own work was highly valued. This could have led to an increased amount of confidence in both the participants' performance and knowledge, as their opinions were relevant for their peers and helped them visualize their own work in face of the success criteria that were presented in the checklist they used in the different tasks.

The participants' answers also indicated an interesting fact about the way the curriculum system tends to work in the context of the university and to an extent, in the country. When asked about their previous experiences with peer feedback, the participants stated that they had no previous experiences engaging in tasks that allowed them to give or receive for that matter peer feedback. They deemed what happened in the intervention as a brand new experience for them, which is a

relevant finding that points towards future opportunities to continue with the implementation of this type of task in the future. Going back to the participants' replies, they indicated not having similar experiences in their other courses in their time as undergraduate students, especially in previous English language courses. This underlines the necessity to include more varied methodologies in the English classroom to target different needs in the students, while fostering elements such as collaboration that may be left behind in traditionally structured courses.

The participants were also able to recognize some elements that have a direct connection to peer feedback, presented in their answers as factors that mediate peer feedback, that can also be observed under the scope of areas that heavily benefit from the same process. These elements correspond to self-efficacy or the degree in which learners trust their own abilities in the language and their own knowledge of the subject matter to partake in the tasks appropriately. In order to provide peer feedback, a learner needs to have a certain degree of knowledge to help validate their assessment of others' work, not only in the eyes of the receiver of the feedback but also to feel like a reliable source of input for the improvement of others. However, they can not be sure that their knowledge is enough unless they are aware and certain of their capabilities. This can imply a link with the concept of self-efficacy, as learners need to hold the belief that they are capable of understanding the language and the necessary criteria to perform well in the task before they start to effectively assess and give feedback to others. Therefore, it can be assumed that exposing learners to activities that engage them in peer feedback training and practice, can help them become aware of their capabilities, raising both their confidence in their knowledge and their self-efficacy in the language. These benefits would help them provide better and more accurate feedback, while also fostering their own development of the proposed skills, yielding higher results such as the ones highlighted in the pre- and post-intervention tests' analysis. This understanding of connecting peer feedback and self-efficacy is consistent with previous research, such as the study of Cui et al. (2021), where the authors found an increased level of task self-efficacy after the intervention semester and, moreover, a rise in the self-efficacy at giving peer feedback. Consequently, there can be established a positive feedback loop in the relation of peer feedback and self-efficacy, as performing more of these tasks would increase the appropriacy of the feedback given in future iterations of the task.

The third and last dimension of the instruments explored the participants' perceptions about the use of the Padlet app and its contribution to the peer feedback experience. The analysis of the collected answers clearly indicated strong positive perceptions of the participants towards the use of the app in the activities carried out during the intervention. One of the areas that the answers covered was the design of the app and how user friendly was its use. In regards to this point, the participants indicated a positive reception of the app, labelling it as user friendly because of the organization and visual elements that were presented to them through the tasks. The elements that the participants enjoyed from the app, or the ones that helped them express their comments in a more ludic

way, such as using emojis or using visual elements to rate their peers' work, could have contributed towards the motivation of the participants to engage in these activities. These elements added a new layer of motivating factors to the peer feedback practice, since the answers' had previously reported motivating elements such as the presence of praise in the comments the participants provided. It can be stated that using an app to provide peer feedback has the positive side effect of increasing the learners motivation, not only to keep engaging in the tasks, but also to motivate their learning process. This notion is consistent with the study of Nguyen and Trang (2023), who studied the contribution of peer feedback through Padlet on writing tasks, and achieved a similar conclusion, where the app helped increase task motivation and learning motivation in the respective language skill.

After the analysis of the participants' answers in this dimension, it can be seen that some contradicting views emerged. If we compare the surveys' answers, which are mostly positive, with the answers of the focus group, that are positive but bring the attention to points of improvement or downsides of the methodology and app choice, there is a small dissonance in the data. One reason that can explain this situation is the scope of the instruments used to collect the data. The survey aimed to collect closed answers to the different proposed statements that fell into the discrete degrees of agreement of the instrument. On the other hand, the focus group allowed the participants to explain their perceptions in a more broad manner, giving the leeway to delve deeper into their answers and their reasoning behind them.

The dissonant perceptions held by the participants are related to the perceived difficulty to deliver constructive criticism to their peers in a tactful manner, since writing comments about others' work could be misinterpreted when compared to talking to the other person face to face to give comments. The participants' answers portray, in this dimension and the previous ones as well, how trust and rapport is necessary for them in order to provide feedback confidently. Based on this notion, it can be inferred that the participants of this study seem to see criticism towards their work as hostile, even if it is contextualized to a task and with proper guidance to avoid stepping over the line in the comments or areas to assess. Under that view, they fear that the comments they could give to their peers would sound harsh and carry mostly corrections about their performance instead of a fair assessment that includes a balance of praise and suggestions where necessary. Additionally, the participants' answers indicate a misconception of what honest feedback is. For them, to be honest would mean to freely comment on the mistakes of their peers. Therefore, they consider that rapport or a close social relation with the other person is necessary to ensure their comments will not be perceived as rude by their peers. However, this view is linked to the idea that feedback is always highly corrective and punitive towards errors. It is possible that the participants made this connection based on their previous experience receiving corrective feedback from their teachers, leading to negative preconceptions about the process. To avoid this from happening, more extensive peer feedback training could be a solution. Chen (2014) arrived at a similar conclusion in their study, where it was argued that peer feedback training and guidance leads to a higher

degree of benefits for the learners. At the same time, the author suggests that explicit instruction and training is a requirement for effective peer feedback to happen in the classroom setting. In hindsight, and considering that the participants did not have any prior experience at performing this type of task, the most appropriate pedagogical decision would have been to implement small peer feedback tasks throughout the entire semester, with proper instructions from the beginning, instead of presenting the students with peer feedback tasks exclusively during the intervention period. In this way, their understanding of the process would help them provide better comments to their peers in an unbiased manner, sticking to the success criteria they could master during the training sessions. This change would then offer a sense of validity to both the person who gives and the one who receives the feedback.

5.3 Specific objective 3: To reflect on the tensions, gains and struggles of implementing a methodology to support peer feedback on students' speaking skill development.

To address the third objective, data was collected through audio logs recorded by the teacher researcher in situ after the different sessions of the intervention. The transcribed recordings were later analyzed with a content analysis to delve deeper into the perceptions of the researcher. The initial analysis of the data indicated positive perceptions about the process of implementing the peer feedback methodology to support the participants' speaking skill development. However, there were at least two important areas of improvement that can point to pedagogical implications for future teaching practices.

The first area of interest is related to the amount of peer feedback training that is necessary for peer feedback to occur properly inside the classroom. The recordings showed a concern related to the need to include more peer feedback training before the intervention period. The participants were exposed to the use of the Padlet app before the intervention happened, meaning that it would help them navigate in an easier way the proposed tasks in the future. Likewise, the participants were exposed to small peer feedback tasks before the intervention, but they were not as detailed as the one presented as part of the intervention. That fact, combined with the participants' responses about the intervention being their first time practising peer feedback in the classroom, indicate that they could have used more specific training to provide clear and informed comments to their peers. Alcívar and Santos (2023) mention that sufficient training is necessary for learners to benefit from the peer feedback activities. By sufficient training they mean having students familiarize with the assessment criteria and rubric. Said procedure was also followed in the present study, however, some shortcomings related to the quality of comments provided by the participants reveal that more training could have been beneficial in the long term.

The second area of concern presented in the audio logs data is related to the participants' unwillingness to engage in the speaking activities without preparing what they could say in writing beforehand. Only a few participants presented this

behavior, but it was noticeable when asked to speak and exchange comments with their peers. In those scenarios, the participants would first take some time to prepare what they were going to say and sometimes write their answers down before interacting with the rest. One thing to note here is that they did not read their answers directly from what they wrote, but it seemed to be a way to organize their ideas before speaking. This could be related to factors that were previously mentioned, such as a lack of self confidence in their current skills or anxiety at the moment of speaking. Therefore, they opted for alternative ways to support their own learning process, in this case to write before speaking. Increasing the amount of training for peer feedback could also tackle this issue, offering more instances for the learner to practice and make mistakes when speaking while making them feel more confident and familiar with the process to reduce anxiety, as one of the causes for it is that learners feel that they lack the required preparation to engage in a task (Addin et al., 2023).

5.4 Limitations of the study

Although the discussed results are encouraging and indicate the benefits of the methodology of peer feedback to the speaking skill development of the participants, there are some limitations that should be considered.

The first point to address is the size of the sample. The original number of participants saw a considerable reduction related to the participation and engagement with the tasks performed. There was a high percentage of initial participants who did not answer the post-test, meaning that an important amount of data was missed. Similarly, more than half of the initial group did not answer the Likert scale survey, once again reducing the amount of data to be analyzed. With this in mind, it can be said that the results presented in this section are limited, even if they represent a real situation of the context.

The second point relates to the criteria used to score the tests and their inclusion during the intervention period. The study focused only on two of the three described aspects of speaking accuracy, that is grammar and vocabulary, and left out the pronunciation aspect. The participants showed to be self-conscious about their speaking performance, and probably the most likely cause for their anxiety when speaking is due to their self perceived poor pronunciation. Due to this, the decision was made to leave that aspect out of the analyzed aspects. However, if the goal is to address speaking accuracy, the sensible choice would be to include all its elements to establish a more thorough assessment of the methodology’s contribution.

CHAPTER VI

CONCLUSION

According to Ali (2020), the aim of action research in education is to help solve a specific problem regarding the teaching and learning context. The present action research study dealt with the need to scaffold the participants' speaking skill development process when facing picture cued tasks. This was carried out through the methodology of peer feedback supported by the use of the Padlet app, to provide comments and assessment on the participants' use of vocabulary, grammar accuracy and the overall completion of their task. The action research considered five intervention sessions and collected data through pre- and post-intervention tests to measure the impact of the methodology on the learners' achievement. Additionally, the perceptions of the participants were explored with the implementation of a Likert scale survey and a focus group. Since action research considers reflection as a key element for its process, the study registered and analysed the perceptions of the teacher researcher as well to help inform the reflection stage of the action research cycle.

With regards to the first research specific objective "to identify the contribution and effects of Padlet mediated peer feedback on participants' performance in picture cued tasks", it can be concluded that peer feedback had a positive impact on the studied group's performance. The pre- and post- intervention tests reflected an improvement in most of the participants. Regarding the use of vocabulary in the task, a majority of the participants saw an improvement in their scores. Similarly, most participants obtained higher scores in relation to the grammar accuracy in their responses. These findings can be attributed to the increased awareness that peer feedback offered to the participants or to the amount of training and practice that was done through the sessions. Nonetheless, the intervention period only consisted of 5 sessions, which could arguably be considered too short a period for its results to represent a sustainable improvement for the learners. Additionally, it is necessary to mention that previous studies have shown to be inconclusive in regards to the effect of peer feedback on the performance of EFL learners, presenting cases where improvement is seen and others where it is not attained. Regardless, the present study indicates a correlation between the inclusion of peer feedback to speaking tasks training and higher levels of achievement in the performance after the intervention.

Regarding the second specific objective of this action research, "to identify the participants' perceptions about the inclusion and effects of peer feedback as part of the picture cued task training", it can be determined that the participants held highly positive perceptions about the methodology of peer feedback and its implementation into the classroom activities. The participants' perceptions were analysed around three different dimensions that dealt with the perceived contribution of the intervention, their perceptions about the peer feedback experience and finally, the integration of Padlet into the peer feedback giving process.

From the first dimension, it can be concluded that learners perceive benefits to their performance as a consequence of the peer feedback activities carried out during the intervention period. The participants explained that they perceived an

improvement in some areas of their performance, especially when having their starting point as a comparison. Li et al. (2010) established a direct relation between the amount of peer feedback learners provide and an increase in their own performance thanks to the process. Similarly, in this study, providing peer feedback helped the participants become aware of the different mistakes they made, and they were able to learn from said mistakes as well as from the input offered by their peers and their work. In terms of the areas of improvement, the participants highlighted vocabulary use as the most prominent and noticeable one, indicating that with the help of peer feedback, learners can expand their understanding of vocabulary to successfully engage in the proposed tasks with a wider and more appropriate vocabulary range.

In regards to the second dimension, it can be established that learners value the experience provided by the methodology of peer feedback. This was evidenced by the positive perceptions the participants showed in their answers. They indicated that peer feedback was a new experience for them for the most part, but were able to see the contribution to their learning process as they got into a more active role in both theirs and their peers' learning. The participants were able to interact at a different level with the way they learn and approach tasks, by understanding how the assessment process works and from that perspective, could become valid sources of knowledge and comments for their peers and to an extent to inform their own performance in the tasks.

Lastly, in relation to the last dimension, the following conclusions can be drawn. The participants saw the inclusion of the Padlet app to the classroom practices as a positive element to enrich the experience, despite the technical drawbacks that presented during the sessions. This is demonstrated by their positive answers in the survey, indicating that the app was easy to navigate and the features proved to be useful to mediate the peer feedback comments. However, even if their perceptions were positive, they had mixed feelings about the implementation, evidenced by some of the answers to the focus group questions that inclined towards a preference for face-to-face peer feedback instead. It can be argued that peer feedback can be perceived as helpful and can contribute to the learning of the participants, whether it is through an app or given face-to-face. Nonetheless, it has been suggested that online peer feedback has a slight edge over offline peer feedback in its contribution to the learners' performance (Jongsma et al., 2022), meaning that the choice of methodology in the present study was adequate.

Concerning the last specific objective of the action research, "to reflect on the tensions, gains and struggles of implementing a methodology to support peer feedback on students' speaking skill development" it can be concluded that from the eyes of the teacher researcher as an observer, peer feedback is an important asset to be included in the classroom activities. Peer feedback motivated the learners and helped them improve in their performances. Nonetheless, sufficient training with the methodology is required for it to be effective, as well as clarity of instructions especially if there is no previous experience to serve as a reference of the methodology for the participants.

6.1 Personal reflection

After finishing the present action research study, I have become aware of the need to implement different methodologies to make students have more agency inside their own learning process. Interaction between the learners is something that every teacher should be able to foster inside of the classroom, but adding peer feedback in this case, takes it to the next level as it puts some responsibility on the learner as well. This responsibility might be the first step for them to become more autonomous and confident learners of English, especially after considering that in previous courses and experiences, they had only been exposed to the more traditional form of feedback, and arguably a more teacher centered approach to teaching and learning. At the same time, trying new methodologies inside the classroom helps me build more confidence in my own teaching decisions. Opportunities such as carrying out this action research project offer instances to reflect and question my own practices, which set the stage for more innovation and more guided pedagogical decisions in the future.

From this experience, I can gather that it is necessary to implement more speaking activities in my classroom and offer my students opportunities to fail with low stakes. It is easy to focus on grammar rules or just the content in the English lessons, however, the true need that should be addressed is how scarce speaking practice is in the undergraduate courses' classrooms. In this project, my students had plenty of opportunities to speak and interact without the fear of being assessed with a mark, but still showed to be unwilling to speak or shy at times. In the future, I will implement this type of task as part of everyday classroom activities to help my students overcome their fears regarding speaking.

Lastly, another aspect that requires my attention is the quality of instructions given during the intervention period. After the intervention period, and having conducted the focus group, I noticed that the instructions I provided for the participants could have hindered their ability to give effective peer feedback to their peers. In order for a task to be effective and valid, the learners need to understand the instructions. In this instance, I adapted the instructions to make them understandable, but considering this was the participants' first time dealing with this type of feedback, more scaffolding was necessary. For example, with a clear guide or template that they could use to give comments to their peers. With that, their process could have been much more fruitful and could have allowed better communication among them. Thanks to this research, my decision making regarding the quality of instructions will be adequate in the future.

Overall, the process of planning, carrying out the intervention and then reflecting, has proven to be a tough but enjoyable experience for me as a professional. Moreover, it has helped me become a better teacher, being more aware of my strengths and weaknesses and more reflective about my own teaching practices.

6.2 Recommendations

This research demonstrated that undergraduate students could benefit from introducing peer feedback practices inside of their training. Therefore, a recommendation would be to encourage the inclusion of peer feedback as part of the classroom activities in different contexts, to help students become more confident and autonomous in the language. However, there are some aspects that could be considered or addressed in future research. One area that could be addressed is the differences between ICT supported peer feedback and face-to-face peer feedback, in terms of which one offers the most benefits for learners in similar contexts. Another area could be the impact of peer feedback in other types of speaking tasks, as a way to prepare students for different academic situations rather than only a specific assessment in the course.

It would be interesting to continue with further research delving into the peer feedback process and the quality of the comments that the learners provide to each other. With that information, it could be possible to determine the best approach to guide said comments for the learners to be able to communicate their suggestions effectively and maximize the positive impact the comments can make.

Finally, the last point for further research could explore, in a similar research design as the present study, the long term effects of peer feedback on the speaking skill of the participants. For this to happen, it would be necessary to have access to the participants for a longer period of time, to apply follow up tests and see if they are able to retain the improvement that was suggested in the present study. In this way, the sustained effects of peer feedback could be explored, something that was not able to happen due to the limitations of this study.

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Appendices

Appendix 1: Pre- and post-intervention tests (With example response)

Javier Andrés López Cartes • 22 • 1mo

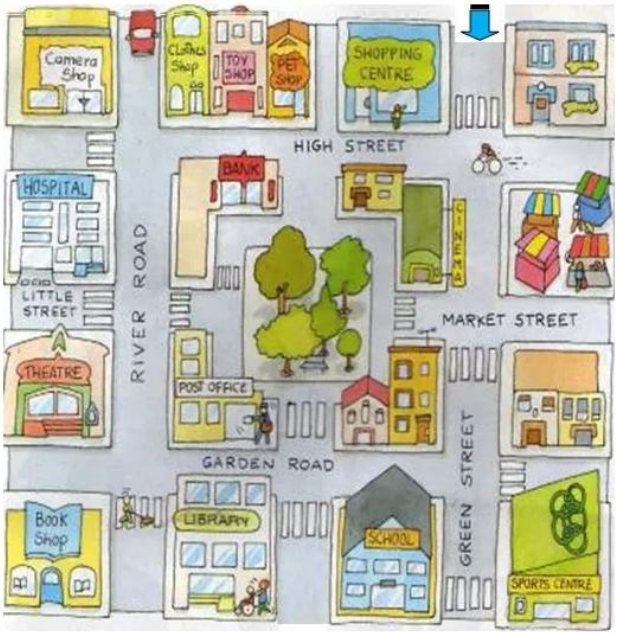
GIVING DIRECTIONS

Look at the map below. Using it as a guide, answer one of the questions asking for directions. Record your answers and upload them to the platform, as a reply to the post. (Seleccionan la pregunta y aprietan (+) para agregar post → audio) Remember to add your name or use an account to register your participation

MAP FOR DIRECTIONS + ···

Javier Andrés López Cartes 3mo

You start at the blue arrow. How can you get to the Library?



Rate 0

Add comment


[redacted] 3mo
Tutorial on how to get to the park
The park is located next to the bank and in front of the cinema.
-0:01
[redacted] 3mo
Good job!!!
Add comment

Appendix 2: Analytic Rubric (Adapted from Aucapiña & Chicaiza, 2021

Giving directions rubric

Criteria	4 - Excellent	3 - Good	2 - Needs improvement	1 - In development
Completion of the task	The student completes the task thoroughly and the directions are clear.	The student completes the task. Some elements are missing but the directions are clear.	The student does not fully complete the task. Some elements in the directions are missing but can be recovered from the picture.	The student does not complete the task. The directions are not coherent with the picture.
Grammar	The student uses accurate grammar structures.	The student uses accurate grammar structures but makes some mistakes.	The student is not very accurate when using grammar structures and makes quite a lot of mistakes.	The student does not use almost any accurate grammar structures and makes many mistakes.
Vocabulary	The student uses appropriate and specific vocabulary.	The student uses appropriate and specific vocabulary but makes some mistakes.	The student does not always use either appropriate or specific vocabulary and makes quite a lot of mistakes.	The student does not use either appropriate or specific vocabulary and makes many mistakes.
Pronunciation	The student has got an accurate pronunciation.	The student is accurate regarding pronouncing but makes some mistakes.	The student is not accurate enough regarding pronunciation and makes quite a lot of mistakes.	The student is no accurate at all regarding pronunciation and makes many mistakes.
Total				**_____/16 points**

Appendix 3: Checklist for the peer feedback activity

Checklist - Giving directions	Si	No
Las indicaciones describen todo el camino, son claras y ayudan a llegar sin problema al destino.	☐	☐
Las indicaciones son detalladas. Incluyen el número de cuadras al avanzar y hacia dónde hay que mirar para encontrar los lugares.	☐	☐
Se utiliza el vocabulario y frases estudiadas para dar indicaciones de forma correcta.	☐	☐
Se incluyen preposiciones adecuadas para describir la posición del destino en el mapa.	☐	☐
Se nombran las calles y otros puntos de referencia en las indicaciones.	☐	☐
Total de Sí y No	☐	☐

Appendix 4: Likert scale survey

Dimensión 1 - Percepciones sobre los comentarios en su desempeño.					
Statement	**Muy de acuerdo**	**De acuerdo**	**Neutral / No lo sé**	**En desacuerdo**	**Muy en desacuerdo**
1- La retroalimentación que recibí de mis pares me ayudó a mejorar mis habilidades para dar indicaciones en un mapa.					
2- La retroalimentación que recibí de mis pares me ayudó a notar e incluir elementos necesarios para dar indicaciones efectivas.					
3- La retroalimentación que recibí de mis pares me ayudó a mejorar mi uso de las estructuras gramaticales.					
4- La retroalimentación que recibí de mis pares me ayudó a mejorar mi uso del vocabulario adecuado para la tarea.					
Dimensión 2 - Percepciones sobre entregar y recibir feedback entre pares.					
Statement	**Muy de acuerdo**	**De acuerdo**	**Neutral / No lo sé**	**En desacuerdo**	**Muy en desacuerdo**
5- Ayudando a mis pares, reconocí aspectos importantes de la actividad.					
6- Un punto de vista distinto al del profesor es valioso para mi aprendizaje.					
7- La lista de cotejo (pauta) proporcionada facilitó el proceso de retroalimentación.					
8- Siento que la retroalimentación y comentarios que recibí son coherentes con mi trabajo.					
Dimensión 3 - Percepciones sobre el uso de Padlet para retroalimentar las actividades.					

Statement	Muy de acuerdo	De acuerdo	Neutral / No lo sé	En desacuerdo	Muy en desacuerdo
9- La interfaz de la aplicación es amigable y fácil de utilizar para entregar retroalimentación.					
10- La integración de la aplicación mejoró mi experiencia de aprendizaje.					
11- La aplicación me brindó seguridad para compartir mis grabaciones con mis pares.					
12- Poder escuchar mi trabajo y el de mis pares más de una vez, facilitó la experiencia.					

Appendix 5: Focus group questions

Preguntas de Focus group ¿Qué les pareció la experiencia de retroalimentación entre pares?
Dimensión 1 - Percepciones sobre el efecto del feedback entre pares entregado a través de Padlet en su desempeño.
¿Que importancia le darían a la retroalimentación entre pares practicada en su habilidad de speaking al dar indicaciones en base a un mapa en inglés?
En base a los comentarios recibidos, ¿Qué aspectos de tu speaking o habilidad oral consideras que mejoraron entre la primera y la última grabación?
¿Qué aspectos claves fueron mencionados en los comentarios que recibieron y en los que entregaron a sus pares? ¿Contribuyeron a su uso de vocabulario y claridad en las indicaciones?
Dimensión 2 - Percepciones sobre la entrega de retroalimentación entre pares a través de Padlet.
¿Qué sintieron al evaluar las indicaciones de sus pares? ¿Fue una tarea fácil/difícil? ¿Del 1-10, que tan en serio se tomaron esta actividad?
¿Qué tan útil fue la lista de cotejo (pauta) para evaluar el trabajo de sus compañeros? ¿Por qué?
¿Qué elementos de la aplicación Padlet pudieron, en su opinión, facilitar o dificultar la retroalimentación entre sus pares? ¿Por qué?

.¿Les gustaría agregar algo más? ¿Qué fue lo más dificil al evaluar el trabajo de sus compañeros? ¿Les gustaría seguir utilizando esta metodología?