

Exploring Students' Perceptions Of Peer Feedback On English Speaking

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Published: July , 2025

ABSTRACT

This study investigates students' perceptions of peer feedback in English speaking classes at the Foreign Language Development Institute (LPBA), Nurul Jadid University. Using a qualitative descriptive method, data were collected through classroom observations and in-depth interviews with eight intermediate-level learners. The results reveal that students generally hold positive views toward peer feedback, recognizing its role in increasing their awareness of language errors, improving fluency and pronunciation, and fostering greater speaking confidence. Despite these benefits, challenges such as vague suggestions and ineffective feedback delivery were noted. The study highlights the importance of training students in how to give and receive feedback effectively, suggesting that with proper guidance, peer feedback can be a valuable tool in developing speaking proficiency

Keywords: Students' perception, Peer Feedback, English Speaking

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INTRODUCTION

Currently, educators employ various methods to foster effective and conducive learning environments. One of the methods used is peer teaching. Peer teaching can be interpreted as an interactive learning process that involves students in ongoing learning activities, where they not only acquire knowledge but also actively engage in teaching and supporting their peers. This collaborative approach fosters deeper understanding, encourages communication skill, and promotes a sense of responsibility and confidence among learners as they share and construct knowledge together. Peer feedback is a method that can help students to process their own and others' productions, as well as giving an opportunity to take responsibility for what they have learned and, therefore, influence their own learning (Dagnev Chekol, 2020). The purpose of peer learning is to serve as an alternative educational approach that enhances students' ability to learn independently during collaborative efforts to attain new knowledge. This method provides an opportunity for students to share their knowledge and skills with other students. This learning method is seen as more comfortable since communication among friends tends to be more relaxed than with teachers. Additionally, students who possess a high level of knowledge or intelligence can serve as tutors, providing valuable guidance and support to their peers by sharing their understanding and skill freely (Nurhasanah & Gumindari, 2021).

English has also become one of the most important subjects in Indonesian schools (Dana & Aminatun, 2022). In English language learning, speaking skills are important to teach. Language skills are related to speech development, the more people are able to speak, the richer their language skills. Learning through peer feedback methods in English speaking can significantly encourage interactive communication among students, which in turn plays a crucial role in enhancing vocabulary mastery. When students engage in giving and receiving feedback with their peers, they are exposed to a variety of vocabulary choices, expressions, and sentence structures used in

authentic contexts. This interaction allows them to not only reinforce previously learned vocabulary but also acquire new words and phrases naturally through repeated exposure and contextual usage. Moreover, peer discussion creates opportunities for students to clarify meanings, correct each other's word choices, and suggest alternative vocabulary, which further deepens their understanding and retention of the language.

In this study, the researcher addressed the issue of peer tutoring as a learning method and its' factor on students' learning outcome. The focus was on examining how the implementation of peer tutoring influences students' academic performance and overall understanding of the subject matter. However, before this, the researcher had read and reviewed several journals related to the application of the learning method. Among them is research conducted by (Dagnew Chekol, 2020) about "Investigating the Influence of Using Peer Feedback on EFL Students' Speaking Achievement and Their Perceptions Towards Peer Feedback" shows that the effect of peer feedback on EFL students' speaking achievement and their perceptions of peer feedback with the study finding that after carrying out the feedback session there was a significant increase in speaking achievement and getting positive perceptions of peer feedback from 85.2% of students. this research using questionnaire and interview methods to find out students' perceptions and the effect of peer feedback on their speaking achievement. Furthermore, research from (Ky Nhan, 2024) about "exploring student's Perceptions of Peer Interaction in Developing English Speaking Skill" also shows that the exploration of student perceptions of peer interaction enhances language practice, reduces anxiety, increase self-confidence, also it improved fluency and accuracy in developing speaking skills the researcher use the questionnaire method to collect student perceptions of peer interaction and using structured tasks such as role-playing and activities for problem solving. Le Mai Van (2023) also conducted a study with the title "teachers' and students' perspectives to the impact of oral corrective feedback on student's speaking proficiency in English speaking classes" which examines the perspectives of teachers and students regarding the impact of feedback in the EFL context, the researcher used a semi-structured interview method with teachers and students to extract information related to student and teacher perspectives, stating that the results of the study were an increase in learning motivation and linguistic knowledge development and awareness of language use and transfer of responsibility. Not only that in the research of Anjarani, (2024) stated that the study found that students expressed satisfaction in giving and receiving oral feedback in speaking classes which showed that they valued the feedback process as something that was beneficial to their learning experience and they stated that they preferred emotional support in interaction with their peers during the feedback process. The study used a questionnaire to reveal students' satisfaction with peer feedback which was completed by 38 students enrolled in an English-speaking class. Based on previous studies, it can be concluded that peer feedback has a positive influence on EFL (English as a Foreign Language) students' speaking skills. Several studies have shown that peer feedback can improve speaking achievement, reduce anxiety, increase confidence, and motivate students to practice language more actively. This research and the previous research have similarities in that they examine the use of peer feedback in learning to speak English. However, this study examines students' perspectives on students' English-speaking learning by using peer feedback.

This study aims to determine students' perceptions of the peer tutor method at the Foreign Language Development Institute (LPBA). In this method, peer tutors present material in a casual and friendly way, which helps create a comfortable learning atmosphere. This approach can indirectly have a positive impact on students receiving the material, making them feel more motivated and confident in practicing English speaking. The study focuses on analyzing how students view learning English speaking with their peers and what factors influence their perception of peer feedback during this process. Factors such as the quality of feedback, the peer tutors' communication style, and the learning environment are considered important in shaping students' attitudes. Through this research, the implementation of the peer teaching method at LPBA will be examined to understand its effectiveness and challenges. The results are expected to provide insights into how peer tutoring supports students in improving their speaking skills and enhancing their

overall learning experience. English speaking ability becomes an essential skill in global communication.

Literature Review

Students Perception

Perception can be defined as a direct response/acceptance of an absorption. Perception in general terms is a person's view of something that will determine how and with what a person acts. According to (Sari et al., 2023), perception is also a response of an individual to the given stimulus. What is meant by response is a reaction or opinion of someone after seeing, feeling, or hearing something in their surroundings. With a perception, someone can select, organize, and interpret the incoming information and experiences, and interpret them to create a complete picture. With this, students' perception is the process of how students treat information about an object that applies within the school or institution environment. Perception can be influenced by individual experiences, values, and beliefs, so each person can have a different perception of a situation or event (Fathin et al., 2024). Based on (Septi Mulia et al., 2020) Perception can be defined as the result of students' observations of a particular situation or environment. This can take the form of mental images, concepts, or awareness of environmental elements through physical sensations, which can be interpreted as the ability of students to see, hear, feel, and present or understand everything about their environment, both in daily life and in their school life. According to (Fathin et al., 2024) there are several factors that influence a perception. These factors are divided into two: internal and external factors. Internal factors that influence perception are those factors that exist within the individual, while external factors that influence perception are the characteristics of the environment and the objects involved in it. These elements can change a person's perspective on the surrounding world and influence how someone feels about or perceives it.

Peer Feedback

In order to attain the competencies that students are required to acquire, teachers occasionally have trouble selecting an appropriate teaching strategy to use during the learning process. Although the learning methods are diverse. Factually, Students are generally quite curious about new concepts. The method of peer feedback can be an option to fulfill this. Because students can exchange thoughts and opinions with their friends. Based on (Zhou, 2019) peer feedback is practice where one student provides feedback to another. It has been widely studied, particularly in the context of improving writing skills, although this paper focuses on its limited roles rather than its effectiveness. And on (Lerchenfeldt & Taylor, 2020) explained that Peer feedback, which is also known as peer assessment or peer evaluation, is the process where medical students provide constructive comments to fellow students regarding various competencies, including knowledge, clinical skills, and professionalism, often used in a formative, ungraded manner. Also Learning with peers is a group reinforcement where all students in the class are actively involved in the learning process (Keerthirathne, 2020). So it can be concluded that the peer teaching method is a technique of delivering teaching materials through colleagues or the help of friends themselves. This means that peer teaching involves students learning from and with each other in ways that are mutually beneficial and there is an atmosphere of sharing knowledge, ideas and experiences between participants.

English Speaking

Having the talent to speak English is certainly a desire for many students. Also, according to (Chen, 2023) Non-native English speakers now far outnumber native speakers, and English has become the global language of communication. The fact that English has earned the title of a global language is clear considering how often it is used in the world. When learning English, speaking is essential to support their ability to use the language. Also (Triyoga et al., 2022) explained that English speaking is defined as an interactive process of constructing meaning that involves

producing, receiving, and processing information or expressing one's thoughts and feelings in spoken English. It is a critical aspect of learning the language, as success is often measured by the ability to converse effectively. One of the most challenging aspects faced by language learners in the language acquisition process is the development of speaking proficiency. There are several aspects that need to be considered when learning speaking is process, those are pronunciation, vocabulary, grammar and comprehension (Studi & Bahasa, 2023). By that To increase students confident in practicing speaking, exercises can begin by expanding their vocabulary, reading English books, watching movies, and listening to songs in English. By engaging in daily activities related to English, the process of learning to speak becomes more interesting and less monotonous.

METHOD

This study uses a qualitative descriptive approach to examine students' perceptions of the use of peer feedback in learning English speaking skills. The main focus of the study is to understand how peer feedback is implemented in the learning process and the factors that influence students' perceptions and responses to this method. The research subjects consisted of eight intermediate-level students from the Foreign Language Development Institute (LPBA), Nurul Jadid Islamic Boarding School. The participants had one year of experience using the peer feedback method in learning activities.

Data collection was conducted using two main instruments: unstructured observation and semi-structured interviews. Unstructured observation was used to capture the natural dynamics of student interactions, including emotional expressions and participation during peer feedback activities. Meanwhile, semi-structured interviews aimed to explore students' experiences, perspectives, and challenges in greater depth. The data collection procedure was conducted in two stages. The first stage involved field observations of learning activities to obtain an initial overview of the implementation of peer feedback. The second stage consisted of in-depth interviews conducted to confirm and strengthen the findings from observations, as well as to obtain richer data on individual perceptions.

The data obtained were analyzed through three stages:

1. Data reduction, by filtering important information from field notes and interview transcripts.
2. Data presentation, in the form of descriptive narratives based on observation results and interview quotes.
3. Conclusion drawing and verification, conducted through data triangulation to ensure the validity and consistency of the research results.

This approach was chosen to gain a comprehensive and in-depth understanding of how students respond to and experience the peer feedback process in developing their English speaking skills.

FINDINGS

To address the research questions related to students' perceptions of peer feedback in English speaking learning and the factors that influence those perceptions, the researcher conducted observation and in-depth interviews with eight intermediate-level students at the Foreign Language Development Institute (LPBA) of Nurul Jadid. These students were selected based on their experience in participating in peer feedback activities during their English-speaking lessons. The observation aims to know how students respond emotionally and socially to feedback given by their classmates And the interviews aims to explore students' individual experiences, opinions, and feelings toward the peer feedback process, as well as to identify any internal or external factors that shaped their responses.

Data Observation

Researchers conducted observation during meeting in English speaking classes that used the peer feedback method. The purpose of these observations was to see firsthand how students responded and engaged in peer feedback activities and how this affected their behavior and attitudes in learning.

The observation was conducted on January 17, 2025 Based on the observation results, it was found that most students showed enthusiasm and active involvement in the peer feedback process. This was evident from their participation in providing direct comments after the speaking activity, both in group discussions and individually. Students seemed to pay attention to their friends' performances and noted aspects that needed improvement, such as pronunciation, grammar, and fluency. The researcher also noted that the classroom atmosphere became more interactive and dynamic. Many students who were initially passive began to confidently express their opinions and give and receive feedback. In some cases, peer feedback also sparked spontaneous discussions among students, strengthening their understanding of the material and the mistakes made. This indicates an increase in linguistic awareness and collaboration among students, which is a positive impact of this method. However, researchers also observed some challenges. Some students appeared less confident when giving feedback, particularly due to fear of offending their peers. Additionally, some comments were still too general, such as "it's good" or "it's okay," without clear explanations. This indicates that some students still do not understand how to give constructive feedback, so the effectiveness of peer feedback is not yet fully optimized.

Overall, the observation results reinforce the interview data, indicating that peer feedback can enhance self-confidence, awareness of mistakes, and active engagement in English speaking learning, provided it is accompanied by guidance on how to give good feedback. Students' positive responses to this activity suggest that they are beginning to view peer feedback as an important part of the learning process, not merely a class assignment.

1. Students' Perception of Peer feedback in English Speaking

Findings from the interviews show that most students have a positive perception of the use of peer feedback methods in English speaking learning. Six out of eight informants stated that this method helped them recognize mistakes such as mispronunciation and sentence structure, as well as increasing their confidence in speaking in public. However, 2 students expressed negative perceptions because they felt that comments from peers were often too direct, rude, or unspecific, causing discomfort and confusion in correcting mistakes.

Table 1. Summary of Students' Perceptions of the Use of Peer Feedback

QUESTION	INFORMANT	ANSWER	INFORMATION
What is your perception and opinion about using peer feedback in learning English speaking?	Student 1	<i>"I find peer feedback very helpful because I can see my mistakes from my peers' perspective, not just from my teacher."</i>	- Very helpful
	Student 2	<i>"I think this method is good because I don't just wait for input from my teacher, but also from my friends."</i>	- Good method - Get input from friends, not just teachers

	Student 3	<i>"Sometimes I feel uncomfortable when my friends' comments are too direct or don't use polite words."</i>	- Uncomfortable
	Student 4	<i>"I like it because comments from friends help me to improve my pronunciation which is not right in speaking"</i>	- Like - Helps to fix errors
	Student 5	<i>"I think it's good, at first I was embarrassed when I got input from friends but after a while I felt more confident because my friends gave input in a good way for me"</i>	- Good - Get feedback- good
	Student 6	<i>"I don't like this method because, not all friends understand how to give good feedback, so sometimes their comments are not very helpful."</i>	- Do not like - Unhelpful comments
	Student 7	<i>"I think this method is good for learning speaking because peer feedback makes me pay more attention to my friends' presentations and in the end, I learn from them too."</i>	- Good
	Student 8	<i>"I feel this method is good because I am more active in learning because we can give and receive comments from each other."</i>	- Good - Interactive learning

The majority of students felt that this method improved their speaking skills, both in terms of fluency, pronunciation, and sentence structure. However, one challenge that was identified was the students' lack of skills in providing polite and constructive feedback.

2. Factors Influencing Students' Perception

The factors that influence students' perceptions of peer feedback are classified into two categories: internal factors and external factors. Internal factors include self-confidence, readiness to accept criticism, and active involvement. External factors include the way peers provide comments, the learning atmosphere, and the clarity of feedback.

Table 2. Factors Affecting Student Perceptions

QUESTION	INFORMANT	ANSWER	INFORMATION	CODING
What factors influence your perception of using peer feedback in speaking learning?	Student 1	<i>"I think there are several factors that influence me, the first one is commenting on each other's mistakes. Because, I can see my mistakes from my friends' perspective, not just from the teacher."</i>	- Commenting on each other's mistakes - Seeing mistakes from a friend's perspective - A relaxed and stress-free	External factor Internal

		<i>Friends can usually see small things that I miss, such as pronunciation or grammar. Second, the atmosphere is more relaxed and not tense. That's what makes me more confident to speak English."</i>	learning environment - Increased confidence in speaking	factor External factor Internal factor
	Student 2	<i>"The factor that influenced me was an effective method by giving each other feedback among friends. I like this method because I don't only get feedback from my teacher, but also from my friends. Friends' input is easier to understand because they are also studying with me. In addition, getting feedback from friends makes me more enthusiastic about learning and do not afraid of making mistakes when speaking. So, I can learn more actively and confidently."</i>	- Feedback from friends who are studying together - Increased enthusiasm for learning and a lack of fear of making mistakes - More active and confident learning	External factor Internal factor Internal factor
	Student 3	<i>"Actually, there are several factors, one of which is that I don't</i>	- Inappropriate comments from peers	External factor

		<i>like the comments my friends make. So honestly, I'm not comfortable with peer feedback, especially if the friend who gives the comment speaks too directly or doesn't use polite words. I feel a bit inferior and don't focus on the content of the comment. Maybe if all students were taught how to give good feedback, this method could be more effective. But for me personally, I prefer it when the feedback comes from the teacher.</i>		
	Student 4	<i>"So what influences me is comments from friends. I like it because comments from friends help me realize pronunciation mistakes that I didn't realize myself. Their input makes it easier for me to improve my speaking style, because the delivery is also more relaxed and easy to understand. So, my pronunciation can get better with practice."</i>	- Comments from friends that help you realize your pronunciation mistakes - Relaxed and easy-to-understand feedback - Awareness of mistakes and improvement in speaking style	External factor External factor Internal factor

	Student 5	<i>"The factor that made me like peer feedback is the input from my friends for me. At first, I felt embarrassed and a bit awkward when I got input from my friends, because I was afraid of being wrong or criticized. But after a few times, I realized that they gave input in a polite and supportive way, not to bring me down. From there I started to feel more confident. And secondly, I became braver to speak up and open to receiving suggestions because I knew they also wanted me to develop. The learning atmosphere became more comfortable, and I wasn't afraid of making mistakes."</i>	- Polite and supportive feedback from friends - A comfortable and supportive learning environment - Open to criticism for self-improvement	Internal factor External factor Internal factor
	Student 6	<i>"The thing that makes me dislike this method is when friends give comments. In my opinion, not all friends know how to give good feedback. Sometimes the comments are too general or unclear, so I'm confused about which part to fix. There are also those who just say 'it's good' without any explanation. So, even though their intentions are good, input like that doesn't help me to develop. But I understand, because we are all still learning."</i>	- Friends' comments are not specific or clear enough - Difficulty understanding which parts need improvement	External factor Internal factor
	Student 7	<i>"I think the factor is active interaction. I quite like the peer feedback method because I become more active when my friends present, and I also learn from them. But I think this"</i>	- Active interaction that increases student engagement - The learning process becomes more	Internal factor

This finding supports (Dagnev Chekol, 2020) results, which revealed that 85.2% of EFL learners saw improvements in their speaking abilities and adopted more positive attitudes after receiving peer feedback. In a similar vein, Student 1 mentioned that she found it easier to identify her mistakes when assessed through her peers' insights instead of just depending on the teacher's feedback. Student 2 emphasized the advantage of having various viewpoints, which enhanced their learning experience. Additionally, Students 5 and 8 conveyed that regular and thoughtful feedback from their peers significantly boosted their confidence and made them feel more at ease while speaking in front of other. These findings also support (Anjarani, 2024) observation that students appreciate emotional support from peers and find satisfaction in collaborative interactions. When feedback is delivered in a friendly, constructive, and respectful manner, students tend to become more receptive and motivated. The collaborative nature of peer feedback promotes a learner-centered environment, where students take ownership of their learning and contribute to their peers' development as well. However, the study also revealed some negative perceptions, particularly from Student 3 and Student 6, who expressed discomfort due to impolite, overly direct, or vague feedback. This aspect poses a serious concern, as inappropriate delivery of comments can reduce students' willingness to speak and engage. Feedback that lacks clarity or is not constructive can be counterproductive, leading to confusion rather than improvement. These challenges resonate with (Van, 2023), who emphasized that the success of peer feedback largely depends on students' linguistic awareness and ability to communicate in a respectful and precise manner.

Furthermore, this study found that some students lacked the skills to provide proper feedback, often giving comments that were too general or non-specific (e.g., "it's good" without explanation). This issue suggests that while peer feedback holds significant potential, its implementation must be supported by adequate training and clear guidance from educators. Teachers play a crucial role in setting standards for feedback etiquette, modeling appropriate language use, and helping students develop critical thinking in evaluating peer performance.

CONCLUSION

Peer feedback is increasingly valued in English speaking classes as it actively supports learners' speaking development. By engaging students in giving and receiving feedback, it encourages participation, builds confidence, and promotes deeper reflection on their own language use. However, the effectiveness of peer feedback depends largely on how well it is delivered. Feedback that is clear, specific, and constructive can motivate improvement, while poorly given comments may discourage learners. To maximize its benefits, educators should provide clear instructions and model positive feedback strategies, ensuring that students understand how to communicate respectfully and helpfully. This guidance helps create a supportive learning environment where peer feedback becomes a powerful tool for language growth.

This study recommends further research on peer feedback across different learning environments to better understand how various factors such as cultural background, class size, and teaching methods affect its effectiveness. Additionally, longitudinal studies are needed to evaluate its long-term impact on students' speaking proficiency and their development of learner autonomy, helping to determine whether peer feedback can sustain improvement and encourage independent language use over time.

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