

Contributions or Constraints: Uncovering Students' and Teachers' Perspectives on Peer Feedback Activities in an English Oral Presentation Course

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Article information	Abstract
Article history:	<i>This study aimed to explore the perspectives of both students and teachers regarding the integration of peer feedback activities in the English Oral Presentation course and to identify any similarities or disparities in their viewpoints. The study involved 374 students enrolled in the course, along with ten English language instructors. Data collection involved questionnaires and interviews. Descriptive analysis and independent t-tests were employed for data analysis. The findings indicated that students and instructors held favorable attitudes toward incorporating peer feedback activities into the course. However, there were significant differences in attitudes between the two groups regarding a few issues, such as the effort students put into the peer feedback activities and their enjoyment of them. Moreover, the study revealed various advantages and challenges associated with implementing peer feedback activities in English as a Foreign Language (EFL) teaching and learning.</i>
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INTRODUCTION

Assessment has a significant influence in tertiary education. To effectively utilize expected learning outcomes, assessments should also provide feedback that enables learners to recognize their strengths and areas for improvement (Obilor, 2019). As there is a critical shift from a teacher-oriented paradigm to a student-oriented paradigm, focusing on students' engagement in learning and assessment, alternative assessment, especially peer assessment, has received growing attention from researchers.

Peer assessment as collaborative learning

Various names refer to peer feedback, including peer assessment, peer response, peer review, peer editing, and peer evaluation (Double et al., 2019). This feedback can be both quantitative (e.g., grades or ratings from criteria) and qualitative (e.g., written or oral comments) (Bolzer et al., 2015; Rotsaert et al., 2018; Topping, 2010). Van Gennip et al. (2010) and Webb (1991) explain that peer feedback is a form of collaborative learning. Learners must utilize their knowledge and skills to review and clarify their peers' work or performance based on the

criteria (Carless & Boud, 2018). The process helps and inspires learners to become autonomous and develop critical thinking skills, from understanding the concept of the topic, recognizing the stated criteria, and observing various examples from their peers' tasks. In other words, using peer assessment practice in classrooms is beneficial for learners in terms of learning and performance, problem-solving skills, self-regulated learning, as well as metacognition (Hwang et al., 2014; Kim & Ryu, 2013; Panadero & Brown, 2017; Panadero et al., 2016; Spandorfer et al., 2014). Furthermore, with these responsibilities, peer feedback promotes active learners (Basturk, 2008; Issa, 2012; Nicol et al., 2014; Sadler, 2010; Yang & Carless, 2013).

Research gaps in EFL and oral presentation contexts

Literature has proved the benefits of peer assessment in the learning process, with most research conducted among L1 and L2 learners. However, as peer assessment has become an increasingly popular and widely used pedagogical activity among EFL practitioners, concerns have arisen regarding its problems, including the need for greater confidence and ability to provide quality peer feedback, unfair assessment, and fear of creating negative relationships. Therefore, calls for research in an EFL context are needed.

In Thailand, peer feedback has been studied for decades, particularly in writing classes; however, more research is needed on spoken skills, especially in oral presentations (De Grez et al., 2010). Good presentation skills are one of the significant skills for undergraduate students in the modern labor market (Algouzi et al., 2023). According to Girard et al. (2011), EFL learners who present orally demonstrate greater involvement in class, pay closer attention to the lessons, and exhibit significant improvements in their language and other relevant personal skills. These skills benefit the learners' future employment (Živković, 2014).

Although some studies (De Grez et al., 2010; Girard et al., 2011; Widodo & Chakim, 2023) were conducted in an oral presentation course, they focused on score ratings based on rubrics rather than providing oral comments and suggestions in front of the class. Some researchers argue that while the pedagogical benefits of peer assessment are particularly suitable for the EFL instructional context, especially in a collectivist culture where students value teacher feedback and group harmony, these cultural factors can complicate its implementation. However, positive outcomes are more likely when peer assessment is designed to incorporate rich qualitative feedback, which can help address these concerns. Previous research indicates that feedback with descriptive, qualitative messages plays a more significant role in enhancing the quality of peers' work than quantitative ratings in developing writing performance (Liu & Carless, 2006; Yu & Wu, 2013, cited in Cheng et al., 2015). Unfortunately, studies focusing on both quantitative and qualitative feedback in oral presentation performance are still lacking. Therefore, this research aims to address this gap by providing both types of feedback during peer feedback activities.

The present study

At King Mongkut's University of Technology North Bangkok (KMUTNB), the English Oral Presentation (EOP) course is an elective English course that was first offered to students in the

first semester of the 2018 academic year. Usually, the course instructors have to deal with a large class size of 45-50 students with varying English abilities; it is impossible for an individual student to give a presentation each week and for a teacher to provide quality feedback and instruction within a 3-hour class time per week. Due to the constraints of teaching and learning context mentioned above, this study is, therefore, trying to fill the gap by designing oral peer feedback activities in the EOP course, in which students can collaboratively work in small groups to prepare their group presentations, give oral comments to other groups' presentations, analyze peer comments and suggestions from other groups, and use them to improve their performance before officially presenting in front of the class. Therefore, this study adopts collaborative learning, wherein students work in small groups, together with Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), which posits that learners' abilities can be enhanced through peer teaching or guided support, as its theoretical framework. Consequently, exploring students' perceptions of these peer feedback activities becomes particularly relevant.

For the instructors, the peer assessment was first introduced in the EOP course, so most of them had not yet experienced this type of assessment. Some of them need to become more familiar with it, or may feel awkward using it in their classes, as they may have different backgrounds, teaching experiences, and beliefs in English language instruction. Previous research found a relationship between teacher beliefs and classroom behaviors (Borg, 2006). Several studies have explored teachers' beliefs about feedback on students' writing; however, few have examined teachers' beliefs and attitudes toward feedback on oral presentations (Wang et al., 2018). Given the potential for instructor uncertainty and gaps in existing research, it is valuable to examine teachers' attitudes toward oral presentation instruction and their perceptions of peer feedback activities used in their classes. However, understanding the instructors' perspective is only part of the picture. A match or mismatch between students' and teachers' views may affect students' motivation and achievement. Therefore, this study explored the similarities and differences in attitudes between students and teachers regarding the use of peer feedback activities that involve both quantitative and qualitative inputs.

The findings of this research provide valuable insights for various stakeholders. For curriculum designers, the results can directly guide the improvement of the EOP course, pinpointing specific areas where the peer feedback process can be enhanced and where instructors may need extra training or support. For instructors, this study offers a clearer view of student perspectives, which can help them facilitate these activities more effectively and address any potential gaps in expectations. Ultimately, a more aligned and practical approach to peer feedback will benefit students by increasing their engagement, motivation, and overall success in developing their oral presentation skills.

Research questions

1. What are the students' perspectives on using peer feedback activities in the EOP course?
2. What are the teachers' perspectives on using peer feedback activities in the EOP course?
3. What are the similarities and differences between the students' and teachers' perspectives on using peer feedback activities in the EOP course?

Context of study

English Oral Presentation (EOP) course

The study was conducted at KMUTNB, Thailand. The EOP course is an elective English course for undergraduate students. According to the course description, it aims to develop basic English presentation skills. After taking this course, students are expected to be able to 1) deliver a presentation with acceptable posture, gestures, eye contact, and voice inflection; 2) design and present a variety of visuals effectively; and 3) structure a presentation with an introduction, body, and conclusion with appropriate transitions.

The class duration is 3 hours, once a week for over 15 weeks. The commercial English textbook *Speaking of speech (new edition)*, 2009, by David Harrington and Charles LeBeau, is used due to its relevance to the course objectives. The textbook focuses on three main components of oral presentation skills: the physical, visual, and story messages. All 20 sections are required to follow the same syllabus. Students experience the same textbook, classroom activities, assessment criteria, and course evaluation. Regarding the course evaluation, throughout the semester, students form groups of 4-5 to prepare and deliver seven mini-presentations (46%), one final presentation (21%), seven peer assessments (21%), class attendance (6%), and end-of-class quizzes (6%). During the seven weeks of the mini-presentations, each group must evaluate another group's performance using the peer assessment guidelines, which become more detailed each week. Consequently, the mini-presentation scores gradually increase (4%, 5%, 6%, 7%, 8%, 8%, 8%, totaling 46%). Table 1 presents the structure of the peer assessment guidelines, with additional criteria added later based on the textbook *Speaking of speech*'s structure.

Table 1
The structure of the peer assessment guidelines

Assessment Criteria	Presentation (67%)							
	1	2	3	4	5	6	7	Final
	4%	5%	6%	7%	8%	8%	8%	21%
A. Physical and vocal messages								
1. Posture	✓	✓	✓	✓	✓	✓	✓	✓
2. Eye contact	✓	✓	✓	✓	✓	✓	✓	✓
3. Gestures		✓	✓	✓	✓	✓	✓	✓
4. Voice inflection			✓	✓	✓	✓	✓	✓
5. Voice volume	✓	✓	✓	✓	✓	✓	✓	✓
6. Speech pace	✓	✓	✓	✓	✓	✓	✓	✓
7. Pronunciation	✓	✓	✓	✓	✓	✓	✓	✓
8. Language use	✓	✓	✓	✓	✓	✓	✓	✓
B. Visual message								
1. Short & clear slides				✓	✓	✓	✓	✓
2. Correct English				✓	✓	✓	✓	✓
3. Appropriate visuals				✓	✓	✓	✓	✓
C. Story message								
1. Introduction					✓	✓	✓	✓
2. Body					✓	✓	✓	✓
3. Conclusion						✓	✓	✓

According to the peer assessment guidelines, the students need to rate each assessment criterion on a scale of three: Good (2), Fair (1), and Poor (0). They must also present their qualitative and quantitative feedback orally in front of the class. The diagram of the peer feedback activities is illustrated in Figure 1.

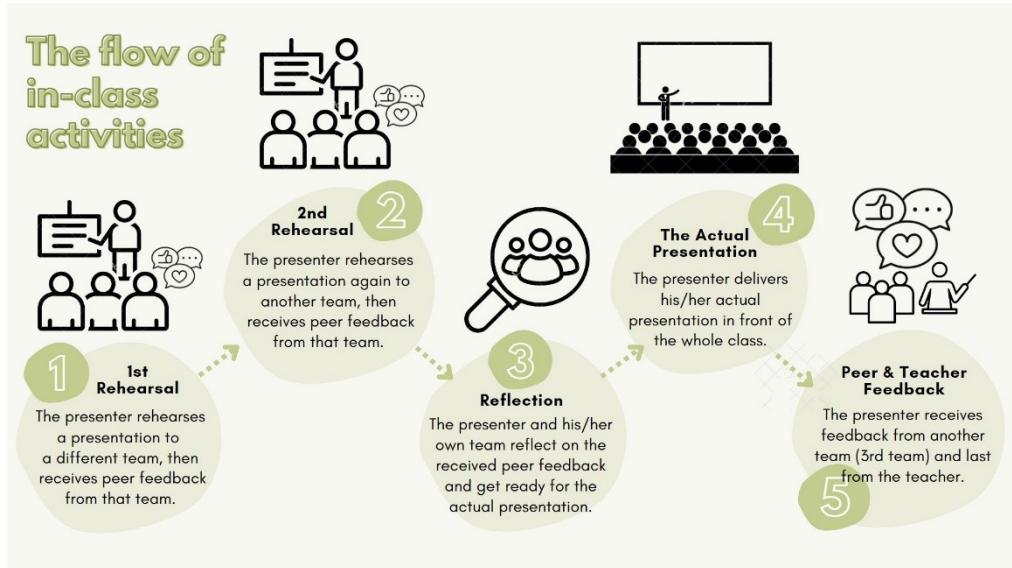


Figure 1 The diagram of the peer feedback activities

According to Figure 1, a teacher facilitates the flow of classroom activities to achieve the course objectives, trains students to provide quality peer feedback both quantitatively through rating scale criteria and qualitatively through comments and suggestions in front of the class, and helps students manage peer feedback activities effectively. A teacher also provides feedback on each group's presentation and rates the quality of peer feedback after the students have given their feedback to a presenter.

Population and samples

Approximately 700 undergraduate students from five faculties — Applied Science, Architecture and Design, Business and Industrial Development, Engineering, and Technical Education — were enrolled in this course. The course is offered across 15 to 20 sections each semester and is facilitated by ten instructors. According to Krejcie and Morgan's (1970) sample size determination table, for a population of 700 students, a recommended sample size of 248 participants was selected. Given the small population of ten instructors, it was deemed appropriate to include all instructors in the study.

As a result, this study consisted of two groups of samples. The first group consisted of 374 students from the five faculties mentioned above, who enrolled in the course during the second semester of 2020. Their ages ranged from 19 to 21 years old. They had mixed English proficiency levels. The second group consisted of ten English language instructors responsible for teaching the course. The demographic profiles of the instructors are presented in the following table.

Table 2
Demographic data of the teachers

No.	Nationality	Gender	Age	Educational Background	Employment Status	English Language Teaching Experience (year)
*T1	Thai	Female	34	Ph.D.	Full-time	2.5
T2	Thai	Female	40	Ph.D.	Full-time	15
T3	Thai	Female	38	Master's Degree	Part-time	7
T4	Thai	Female	55	Master's Degree	Full-time	30
T5	Thai	Male	65	Master's Degree	Part-time	30
T6	Nepali	Male	33	Ph.D.	Full-time	9
T7	British	Male	35	Master's Degree	Part-time	10
T8	American	Male	37	Master's Degree	Full-time	12
T9	American	Male	51	Bachelor's Degree	Full-time	20
T10	American	Male	63	Master's Degree	Full-time	35

*T = Teacher

Research instruments

In this study, there were two main types of instruments.

Questionnaires

Students' questionnaires

The online questionnaire was designed to elicit students' responses regarding their attitudes toward peer feedback activities, using a five-point Likert scale that ranged from "strongly disagree" (1) to "strongly agree" (5). Besides the demographic data, the questionnaire was composed of six main parts with 50 items:

- 1) general perspectives on the use of peer feedback in the course;
- 2) perspectives on peer groups;
- 3) perspectives on the benefits of receiving feedback from peers;
- 4) perspectives on the problems of receiving feedback from peers;
- 5) perspectives on the benefits of giving feedback to peers; and
- 6) perspectives on the problems of giving feedback to peers.

Three experts validated the instrument, and the Index of Item Objective Congruence of the qualitative instruments (IOC) was 1. According to the pilot study conducted with 30 students, the reliability of the questionnaire was assessed using Cronbach's Alpha Coefficient, which yielded a value of 0.98 in SPSS. It was distributed to the students at the end of the course. Descriptive statistics, i.e., means and standard deviation (S.D.), were used for the data analysis.

Teachers' questionnaires

The online questionnaire was designed to elicit teachers' responses regarding their attitudes toward peer feedback activities, using a five-point Likert scale that ranged from "strongly

disagree" (1) to "strongly agree" (5). Besides the demographic data, the questionnaire was designed to elicit the teachers' attitudes in four main parts with 70 items:

- 1) beliefs in the instruction of the course;
- 2) general perspectives on the use of the peer feedback activities in the course;
- 3) perspectives on the benefits of the peer feedback activities in the course; and
- 4) perspectives on the problems of the peer feedback activities in the course.

The instrument was validated by three experts, resulting in an Index of Item-Objective Congruence (IOC) of 1. A pilot study conducted with five English language teachers yielded a Cronbach's Alpha reliability coefficient of 0.84, calculated using SPSS, indicating good internal consistency. The questionnaire was administered to the teachers at the end of the course. Descriptive statistics, including means and S.D., were employed to analyze the data.

Interviews

Semi-structured interviews were conducted after the course concluded to obtain more in-depth insights into the use of peer feedback activities within the course. The interview questions were also validated by three experts, yielding an Index of Item-Objective Congruence (IOC) of 1, indicating excellent content validity of the qualitative instruments. All ten instructors were privately interviewed in English. For example, they were asked about their experience of using peer feedback activities in other courses and the advantages and disadvantages of the peer feedback activities.

Twenty students were willing to participate in the face-to-face interview. These students comprised two students from each instructor's class. The interviews, which lasted 30-45 minutes each, were conducted in Thai to ensure students' understanding and facilitate greater contributions. For example, they were asked what they liked and disliked most in the course and which role they benefited from more: being a feedback giver or receiver.

Data collection

For quantitative data, both the students' and the teachers' online questionnaires were sent to the samples after the end of the course. After receiving the questionnaire results, 30 participants (20 students and ten teachers) were interviewed to gain qualitative data. The interviews were conducted in a semi-structured style.

Data analysis

The data from the students' and teachers' questionnaires were analyzed using a statistical analysis software program to answer the first two research questions. The data were presented as means and standard deviations (S.D.). For the third research question, the independent *t*-test was used to compare whether their responses were significantly different. The interview data were transcribed, qualitatively analyzed, and then categorized for presentation of the results.

FINDINGS

To investigate the perspectives of students and teachers on using peer feedback activities, online questionnaires were completed by 374 students and ten teachers.

The data were analyzed after the questionnaires had returned, as presented in the following table. A five-point Likert scale ranged from “Strongly Disagree” (1) to “Strongly Agree” (5). To make the data more precise, the students’ and teachers’ perspectives were interpreted by using the evaluation criteria described below:

- 1.00-1.80 means that the respondents strongly disagree with the statement. (SD)
- 1.81-2.60 means that the respondents disagree with the statement. (D)
- 2.61-3.40 means that the respondents moderately agree with the statement. (M)
- 3.41-4.20 means that the respondents agree with the statement. (A)
- 4.21-5.00 means that the respondents strongly agree with the statement. (SA)

1. What are the students’ perspectives on using peer feedback activities in the course?

The questionnaire consists of six main parts. Each part is reported respectively.

Table 3
Students’ perspectives on the use of peer feedback activities in the course

Aspect	Number of Items	Mean	S.D.
1. General perspectives on the use of peer feedback activities in the course	16	3.41 (A)	0.93
2. Perspectives on peer groups	6	3.47 (A)	0.94
3. Perspectives on the benefits of receiving feedback from peers	7	3.56 (A)	0.87
4. Perspectives on the problems of receiving feedback from peers	4	2.85 (M)	0.81
5. Perspectives on the benefits of giving feedback to peers	6	3.78 (A)	0.77
6. Perspectives on the problems of giving feedback to peers	11	2.74 (M)	0.80
Total	50		

Table 3 shows the means and S.D. of the students’ questionnaire responses in the six main aspects of perspectives on peer feedback activities. Overall, the students have positive attitudes regarding peer feedback activities, peer groups, and the benefits of peer feedback as a receiver and a giver. At the same time, they moderately agreed with the problems raised in the questionnaire. To delve further, the highly positive attitudes of the students in each aspect, as well as other notable findings, are reported as follows.

According to the first aspect, general perspectives on the use of peer feedback activities in the course, the top three high responses of the agreement were 1) they thought both teacher and peer feedback could help them improve their presentation skills, 2) receiving peer feedback

could improve their presentations, and 3) peer feedback could help them learn their weakness in their presentations. In contrast, they disagreed with the statements, saying 1) peer feedback was not helpful, 2) they did not learn anything new from peer feedback, and 3) they preferred not having peer feedback activities in the course.

For the results of the second aspect examining the perspectives on peer groups, it was found that the students did not mind receiving feedback from different peer groups, as they felt comfortable and thought peer feedback was valuable and helpful. However, they disagreed with item 3; they felt embarrassed when other peer groups commented on their presentations.

From the third aspect, the peer feedback receivers' perspectives focusing on the benefits, the students agreed that peer feedback activities could help them improve their overall presentations, especially in the physical, visual, and story messages. However, they disagreed with the negative statement, saying peer feedback could not help them improve their presentation skills. This negative statement was included in the questionnaire to disrupt a response set where subjects responded favorably or unfavorably to all items (Marsh et al., 1984).

As receivers, the students moderately agreed with all the problem statements, and it could be said that they did not have severe problems with the feedback provided by their friends.

Next, the results of the students' perspectives on the benefits of giving feedback to peers showed that students agreed that providing feedback to their friends could help them improve their presentations and enhance their self-confidence. Their feedback contribution could help them understand the crucial points of effective presentations.

Regarding the last aspect, the students' perspectives on the problems of giving feedback to peers, the results showed that the students moderately agreed with the obstacles they experienced when providing peer feedback, such as their fear of giving incorrect feedback due to limited presentation experience, their concern about not being more proficient in English presentations than their peers, and their apprehension that direct feedback might hurt their friends' feelings. However, they disagreed with the negative statements on 1) their low effort in providing peer feedback, 2) their inability to provide feedback on the physical message and the visual message, and 3) their negative feelings while giving feedback to their friends.

In addition to the questionnaires, 20 students were invited to an interview. The qualitative findings from the interviews were presented in three main aspects: a receiver's opinions, a giver's opinions, and further suggestions for course improvement. The interviews were conducted in Thai to minimize language barriers and subsequently translated into English.

As a receiver:

As receivers, most questionnaire respondents appreciated the peer feedback activities due to the benefits they received from the feedback. The following are some of their opinions from the interview translated into English:

Peer feedback is beneficial because it helps me improve my presentation. I am motivated and want to make my presentation perfect, as I know the teacher and my friends are my audience. (S2)

I am more confident in speaking in public because I gain considerable knowledge, comments, and suggestions from my friends. (S6)

I think my presentation is getting improved as I know my friends indicated my weaknesses. (S14)

In contrast, the interviews also revealed negative aspects of peer feedback activities. For example, some respondents expressed concerns about their friends' ability to provide them with high-quality feedback, as the comments were overly optimistic, suggesting that their friends were overly considerate of their feelings and did not want to upset them. Direct comments would negatively affect their relationship. However, some students reported that their friends had hurt their feelings by commenting too directly, which discouraged and stressed them.

As a giver:

According to the results of the interviews, most students tended to have positive attitudes toward using peer feedback activities in the course. As a giver, 15 students said that they gained benefits from commenting on other friends' presentations and providing feedback in many aspects, such as improving their presentation skills, increasing critical thinking, being proud of having the ability to give feedback to higher-proficiency classmates and avoiding making the same mistakes found in their peers' presentations.

The difficulties were also undeniably mentioned. Some students reported that they were not confident in providing helpful comments due to their limited English abilities and insufficient knowledge to offer constructive feedback. Twenty percent of the respondents also hesitated to provide honest feedback, fearing it might damage their friends' feelings and relationships.

Further suggestions for course improvement:

When asked about the students' suggestions for course improvement, most said that this course was beneficial for their future careers and recommended implementing peer feedback activities in the future EOP course. However, some of them mentioned the scoring rubrics, which were too detailed for them, so it took time to finish the comments. A few students proposed reducing the number of students in the subgroup, as some of them did not contribute to providing feedback. Some students recommended having online peer feedback as they expected honest comments would be provided when the givers were anonymous. Some suggested that technology should be used for calculation and scoring reports. Interestingly, five percent of the questionnaire respondents said they preferred teacher comments.

2. What are the teachers' perspectives on using peer feedback activities in the course?

Table 4
Teachers' perspectives on the use of peer feedback activities in the course

Aspect	Number of Items	Mean	S.D.
1. Beliefs in the instruction of English oral presentation	18	3.55 (A)	0.77
2. General perspectives on the use of peer feedback activities in the course	15	3.21 (M)	1.04
3. Benefits of the peer feedback activities in the course	20	3.36 (A)	0.99
4. Problems of the peer feedback activities in the course	17	2.67 (M)	0.99
Total	70		

According to Table 4, for the first aspect, the teachers' beliefs in the instruction of the course, the teachers mostly agreed with the following statements: 1) speech comprehensibility, knowledge of the content, speech organization, slide design, and the physical delivery were believed to be the critical factors for effective presentations; 2) teachers' feedback to each student was essential; 3) immediate feedback was necessary; and 4) praise, suggestions, and criticism were necessary to help students improve their presentation skills. However, they denied that teacher feedback alone was sufficient.

For the second aspect, focusing on the use of peer feedback activities in the course, the teachers had moderately positive attitudes toward using peer feedback activities. The teachers agreed that students could benefit from both teacher and peer feedback, and they could provide helpful feedback to their peers. However, the teachers disagreed that students put their full efforts into the activities. More interestingly, they generally felt that the students did not like the peer feedback activities and did not enjoy providing feedback to their peers.

For the third aspect of the benefits of peer feedback activities, the teachers thought they could enhance student engagement in their peers' presentations and help improve their performance regarding physical and visual messages. However, they noted that peer comments could have been more effective in improving story messages, language accuracy, and pronunciation.

The last aspect of the problems of peer feedback activities was also reflected in the teachers' viewpoints. Overall, the teachers moderately agreed with the problems stated in the questionnaires. For example, peer feedback could have been more precise and reliable; however, the peer feedback activities were time-consuming, and students were unable to provide honest feedback to their peers. Furthermore, the teachers agreed that it required considerable effort for students with limited English proficiency to provide peer feedback.

Apart from the quantitative data, the interview results were reported. When asked about the teachers' experience using peer feedback in their English language instruction, only a few had used it in their classes. One shared their experience as follows:

I have tried some activities regarding peer feedback. I asked a group of students to evaluate the English-speaking performance of other groups through the provided criteria and form. However, I never tried using it with individuals. The response was rather positive, even though some of them might feel uncomfortable commenting or suggesting to their peers since they felt that they were not capable enough to do so. In my view, feedback from a peer is quite interesting. (T2)

When asked about the teachers' general perspectives on the use of peer feedback activities in the course, both negative and positive viewpoints were expressed as shown below:

I would recommend doing such a thing on the course. It might be time-consuming, but students can benefit from providing feedback in English. This way, they should be able to employ their presentation skills and knowledge to help their peers and themselves. (T3)

I think peer feedback is beneficial. I think students are more attentive to the presentation they critique. Moreover, when they are the presenters, they try their best because they know they will receive not ONLY the teacher's opinions. (T5)

I still think peer feedback is important, and it is another way to 'train' our students to think more critically. I found it difficult because I lacked knowledge of the features of good feedback and lacked experience in conducting this assessment. Speaking of the oral presentation course, a peer feedback session was a good idea. It engaged and demanded students to listen to their friends' presentations carefully. However, this idea was very new to the students. Therefore, the quality of the feedback was not constructive enough. (T6)

Sometimes students are weak in English. They are not happy giving feedback in English. (T8)

Using peer feedback is very useful for teachers and students as this activity enhances critical thinking and teaches them how to improve confidence in public speaking. Using peer feedback is the most important activity for oral presentations. (T9)

3. What are the similarities and differences between the students' and teachers' perspectives on using peer feedback activities in the course?

To answer this last research question, the similar statements in the teacher and student questionnaires were matched and grouped into three main aspects: 1) general perspectives on the use of peer feedback activities in the course, 2) the benefits of the peer feedback activities in the course, and 3) the problems of the peer feedback activities in the course. Next, the independent t-test was used to analyze whether their responses were significantly different. The results are reported below.

Table 5

The students' and teachers' perspectives on the use of peer feedback activities in the course

Statements	Teachers		Students		t-test	Sig
	Mean	S.D.	Mean	S.D.		
1. General perspectives on the use of peer feedback activities in the course						
1. Students have an adequate ability to assess their friends' presentation performance.	2.90 (M)	1.20	2.92 (M)	0.86	.071	.943
2. I believe using peer feedback activities in the course is useful.	3.40 (M)	1.07	3.79 (A)	0.83	1.453	.147
3. The course is more interesting when peer feedback activities are used.	3.30 (M)	1.25	3.62 (A)	0.82	1.213	.226
4. I believe students can gain benefits from both teacher feedback and peer feedback.	3.80 (A)	0.92	3.97 (A)	0.99	-2.283	.123
5. To help students improve their presentation performance, praise is necessary.	2.80 (M)	1.03	3.10 (M)	0.92	1.019	.309
6. Students can provide useful feedback or suggestions to their friends.	3.50 (A)	1.18	3.25 (M)	0.70	-1.073	.284
7. Students put their full efforts into peer feedback activities.	2.40 (D)	0.97	3.59 (A)	0.73	5.049	.000*
8. Students like peer feedback activities.	2.60 (D)	1.07	3.68 (A)	0.81	4.131	.000*
9. Students have fun when they give feedback to their friends.	2.60 (D)	1.17	3.41 (A)	0.80	3.125	.002*
10. Students appreciate the feedback they receive from their friends.	3.00 (M)	0.94	3.96 (A)	0.86	3.500	.001*
11. Students enjoy using peer feedback activities in the course.	2.40 (D)	0.52	3.45 (A)	1.08	3.076	.002*
2. Benefits of the peer feedback activities in the course						
12. Peer feedback activities help improve students' overall presentation performance.	3.50 (A)	1.27	3.80 (A)	0.82	1.123	.262
13. Peer feedback activities help improve students' presentations regarding physical messages.	3.70 (A)	1.06	3.81 (A)	0.80	.427	.670
14. Peer feedback activities help improve students' presentations in terms of visual messages.	3.60 (A)	0.97	3.80 (A)	0.83	.748	.455
15. Peer feedback activities help improve students' presentations regarding story messages.	3.20 (M)	1.14	3.75 (A)	0.84	2.022	.044*
3. Problems of the peer feedback activities in the course						
16. Peer feedback is not clear.	3.20 (M)	1.03	2.97 (M)	0.67	-1.039	.300
17. Peer feedback is unreliable.	3.10 (M)	0.99	2.97 (M)	0.85	-.485	.628
18. Students cannot provide honest feedback to their friends.	3.50 (A)	1.18	3.20 (M)	0.81	-1.129	.260
19. Students need more English proficiency to give feedback to their friends.	3.80 (A)	0.79	2.96 (M)	1.07	-2.476	.014*
20. Students fail to incorporate peer feedback or suggestions into their following presentations.	2.70 (M)	0.67	2.64 (M)	0.91	-.202	.840

*An asterisk indicates the statistical significance of the t-value.

According to Table 5, for the first aspect, the general perspectives on using peer feedback activities in the course, teachers and students had significantly different opinions on five out of 11 statements, as shown by the t-test results (items 7–11). The students agreed with these five statements, but the teachers tended to disagree with them. Regarding the similarities,

both teachers and students moderately agreed that students had an adequate ability to assess their friends' presentation performance (item 1) and that praise was necessary (item 5). Here are examples of opinions from the interview.

Although my English proficiency is not high, I think I could give quite good feedback to my friends as I followed the assessment guidelines and concepts learned in class. (S15)

Even though the students seemed to feel unconfident to give feedback initially, they became more confident and more capable of commenting and suggesting their peers as weeks passed by. (T3)

For the second aspect, the benefits of peer feedback activities, both groups reflected similar views. Peer feedback activities could help improve students' presentation performance especially the physical and visual messages. However, the teachers' and students' opinions on item 15, peer feedback activities help improve the students' presentations in terms of story message, were significantly different. Here is an example of contrasting opinions between students and teachers.

Because of the feedback from my classmates, I was able to make the body part of my presentation better by giving more specific supporting evidence. (S19)

My students commented only on 'physical message' and 'visual message' points, and they rarely dug deeper into detailed feedback on story message. (T8)

Lastly, the perspective on the problems of peer feedback activities was reflected. Overall, teachers and students reported moderate agreement about these problems, which may be the drawbacks of using peer feedback activities in the course. However, their viewpoints differed significantly on one statement (item 19). The teachers agreed that it is challenging for students to provide feedback to their peers due to their limited English proficiency, while the students moderately agreed.

DISCUSSION

This discussion addresses the key research questions by examining how students and teachers perceived the use of peer feedback activities in the course, as well as the similarities and differences in their views. The findings of this study clearly demonstrate the contributions of peer feedback activities in an oral presentation context, with both students and teachers recognizing the benefits of these practices. This is consistent with previous studies, which have shown that implementing peer assessment in classrooms supports learning and performance, problem-solving skills, self-regulated learning, and metacognition (Bryant & Carless, 2010; Changpueng & Wattanasin, 2018; Cheng & Warren, 2005; Hwang et al., 2014; Kim & Ryu, 2013; Spandorfer et al., 2014; Zevenbergen, 2001). However, some potential challenges were also identified, particularly regarding the accuracy and reliability of peer feedback. These concerns are reflected not only in the present study but also in prior research (Liu & Carless, 2006; Panadero et al., 2013; Zhao, 2018).

There are still concerns about the role of learners as novice assessors and presenters, as reflected in the responses from both groups of respondents. Moreover, the teachers reflect a higher level of worry, especially regarding uncertainty about learners' abilities and readiness for this method. The issue of learners' inadequate ability is also echoed in Chaqmaqchee's (2015) and Boston's (2002) studies. Additionally, the unfamiliarity with peer feedback assessment among Thai EFL learners has been acknowledged as affecting the process. Adopting a passive traditional learning method is also a concern in many studies (Adachi et al., 2018; Harris & Brown, 2013; Zhao, 2018).

As the significant role of the classroom conductor is to achieve each period's set goal, teachers take significant responsibility for the success of peer assessment in a classroom (Wanchid & Charoensuk, 2024). For this reason, experts emphasized the importance of the beliefs and attitudes held by the teachers (Boud, 2016; Cowie & Harrison, 2016; Fives & Buehl, 2012; Rubie-Davies et al., 2012; Xu & Brown, 2016).

From the findings of this study, it was also discovered that both groups of respondents expressed concerns about learners' emotional responses and their relationships with other participants. The problems include willingness to criticize, face value, self-confidence, pressure, trust, honesty, and anonymity which is similar to the findings of many previous studies (Harris et al., 2013; Huxham et al., 2012; Joughin, 2007; Noonan & Duncan, 2005; Vanderhoven et al., 2015; Wang et al., 2018). However, in this study, a mismatch was observed between teachers' and students' opinions in certain points. For example, the students generally expressed their enjoyment in the peer feedback activities, appeared to put effort into providing feedback, and were often able to comment on the story message. They believed they could provide honest comments to their friends, and the limitation of their English proficiency did not hinder their ability to offer feedback. In contrast, the teachers felt that the students did not enjoy the peer feedback activities, did not put enough effort into providing peer feedback, were reluctant to give honest feedback, and had limited ability to give feedback on presentation performance, especially on the story message, due to their limited English proficiency. A potential reason for these mismatches could be derived from different teacher and student expectations. The students' feedback performance may have fallen below the teachers' expectations, while the students may have felt they had contributed enough to the peer feedback activities. For example, from the teachers' perspectives, the students could only give detailed comments on the physical and visual messages, but superficial comments on the story message. However, from the students' perspectives, they were satisfied with the quality of their comments on all three messages. As a result of these differing opinions, the teachers might decide not to employ peer feedback activities in their classes, even though the contributions of peer feedback activities outweigh their constraints. Instead of giving up peer feedback activities, teachers should plan how to design the activities and train their students to give effective feedback to their peers.

Overall, teachers and students held diverse attitudes toward using peer feedback activities in a few aspects. These perspectives were shaped by various factors, including their understanding of peer assessment and oral presentation, as well as the roles of learners and teachers and overall classroom dynamics. The findings from this study will be valuable for implementing peer

feedback effectively in English oral presentations within an EFL classroom. By understanding what enhances and hinders the success of this practice—especially from the viewpoint of the most influential parties in the classroom—all involved participants can improve its application. Ultimately, this will enable students to gain significant learning benefits from peer feedback activities and engage in more authentic communication practices, particularly through oral presentations.

CONCLUSIONS AND IMPLICATIONS

The findings of this research have shown the perspectives of both students and teachers on the use of peer feedback activities in the course. Both students and teachers had positive attitudes toward incorporating peer feedback activities in the course. The peer feedback activities were beneficial for improving students' overall presentation performance, including the physical, visual, and story message aspects. However, there were mismatches between students' and teachers' perspectives, particularly regarding students' enjoyment, effort, ability to provide honest and valuable feedback, and whether their English proficiency could have improved through effective feedback. Despite the recognized benefits, these differing viewpoints influence teachers' willingness to implement peer feedback activities. Factors such as the roles of learners and teachers, classroom relationships, and experience with peer assessment influenced the perspectives of both groups.

The students' positive attitudes, as shown in this study, create a new opportunity for engaging them in the learning process, evaluating their friends' presentation performance, and using the comments to improve their presentation skills. The constraints of using peer assessment from the teachers' perspectives would be challenging; however, these problems could be overcome by clear expected learning outcomes, good preparation, appropriate student training, well-planned peer feedback activities, and vivid assessment criteria and evaluation. Based on the use of peer feedback activities designed in this research and considering the results of the findings, the Peer Feedback Activity Process scheme using the Plan-Do-Study-Act (PDSA) cycle is proposed for pedagogical implications, as shown in the following figure.

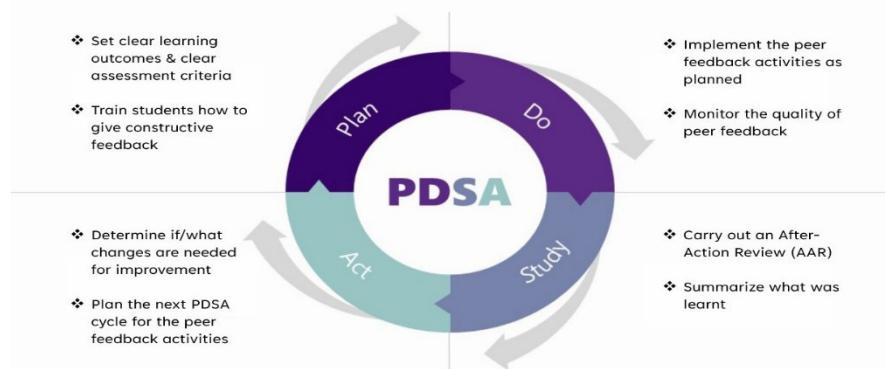


Figure 2 The Plan-Do-Study-Act (PDSA) cycle for the peer feedback activity process scheme

As illustrated in Figure 2, there are four main steps for using the peer feedback activities in the EOP course.

1. Plan:

- Set clear learning outcomes for each presentation that the students are required to achieve, such as physical, visual, and story messages. In this study, the key assessment points were identified.
- Prepare clear assessment criteria and evaluation forms for each presentation.
- Plan how to assign the students in a group, such as the number of students, levels of English proficiency, and gender, or give the students the freedom to choose their group members.
- Train the students to get familiar with the peer feedback activities. Explain the concepts, the purpose, the benefits, and the methods of measurement to them.

2. Do

- Implement the planned peer feedback activities using the peer assessment form as a guideline.
- Facilitate the peer feedback process and monitor the quality of peer feedback.
- Encourage peer group discussions for presentation improvements.

3. Study

- Each week, study and analyze the results from the in-class peer feedback activities to determine whether the activities resulted in the expected learning outcomes.

4. Act

- If the peer feedback activities are successful, implement them the following week. If unsuccessful, repeat the PDSA cycle with a new improvement plan.

For research recommendations, further investigation could explore whether and to what extent students' English proficiency levels impact the quality of peer feedback. Secondly, further research could investigate whether results differ between Thai and non-Thai instructor perspectives for English-major students versus non-majors. The study highlights the promise and complexities of using peer feedback activities effectively in an EFL oral presentation context. Careful planning, training, and a balanced approach that considers both student and teacher perspectives are strongly recommended.

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