

Student voice: insights from a video-annotated peer feedback study

Suara pelajar: pandangan daripada kajian maklum balas rakan sebaya beranotasi video

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ABSTRACT

Technology-supported peer feedback has recently emerged as the subject of intense academic investigation in various contexts of teaching and learning, yet the use of peer feedback, particularly with the use of video annotation tool has not been fully explored. It is uncertain as to how learners react to the use of peer feedback in an online learning environment facilitated by annotation tool. Novel perspectives on this human-computer interaction are needed to ascertain how such peer feedback sessions can facilitate student learning. This study thus aims to explore ESL learners' perceptions on the use of video-annotated peer feedback in developing their oral presentation. Thirty-six (36) Malaysian polytechnic students participated in three (3) rounds of video-annotated peer feedback session to improve their oral presentation skills. Qualitative data collected from students' journal entries and focus group interviews were coded and analysed thematically. Four main themes emerged from the analysis were: (1) facilitating students' active engagement in problem-solving/ oral presentation improvement, (2) gaining a better understanding of one's weaknesses in doing oral presentation, (3) promoting students' independent learning and (4) creating a motivating learning environment. The findings of this study contribute to our understanding on the use of video-annotated peer feedback sessions in developing ESL learners' speaking competence, thus further informing educational practices which aim to improve human-computer interaction in an online learning environment.

Keywords: *Annotation; Peer feedback; Video-annotated peer feedback; ESL learners; Oral presentation*

ABSTRAK

Maklum balas rakan sebaya yang dibantu oleh alat teknologi telah muncul sebagai subjek akademik yang popular dalam pelbagai konteks pengajaran dan pembelajaran. Namun, penggunaan maklum balas rakan sebaya, terutamanya dengan penggunaan alat anotasi

video belum diterokai sepenuhnya. Maka, kita tidak dapat mengetahui reaksi pelajar terhadap penggunaan maklum balas rakan sebaya dalam persekitaran pembelajaran dalam talian yang dibantu oleh alat anotasi. Perspektif baru mengenai interaksi manusia-komputer ini diperlukan untuk memastikan bagaimana sesi maklum balas rakan sebaya tersebut dapat memudahkan pembelajaran pelajar. Kajian ini bertujuan untuk meneroka persepsi pelajar ESL terhadap penggunaan maklum balas rakan sebaya beranotasi video dalam meningkatkan kemahiran pembentangan lisan mereka. Tiga puluh enam (36) pelajar politeknik Malaysia telah menyertai tiga (3) pusingan sesi maklum balas rakan sebaya beranotasi video untuk meningkatkan kemahiran pembentangan lisan mereka. Data kualitatif yang dikumpul daripada catatan jurnal pelajar dan temu bual kumpulan fokus telah dikodkan dan dianalisis secara tematik. Empat tema utama yang muncul daripada analisis ialah: (1) memudahkan penglibatan aktif pelajar dalam penyelesaian masalah/ penambahbaikan pembentangan lisan, (2) memperoleh pemahaman yang lebih baik tentang kelemahan seseorang dalam melakukan pembentangan lisan, (3) menggalakkan pembelajaran bebas pelajar dan (4) mewujudkan persekitaran pembelajaran yang bermotivasi. Dapatan kajian ini menyumbang kepada pemahaman tentang penggunaan sesi maklum balas rakan sebaya beranotasi video dalam membangunkan kecekapan bertutur pelajar ESL. Ini kemudiannya akan memaklumkan lagi amalan pendidikan yang bertujuan untuk meningkatkan interaksi manusia-komputer dalam persekitaran pembelajaran dalam talian.

Kata Kunci: Anotasi; Maklum balas rakan sebaya; Maklum balas rakan sebaya beranotasi video; pelajar ESL; Pembentangan lisan

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1. Introduction

Numerous studies have demonstrated that technology integration can help augment the use of peer feedback for student learning. Peer feedback facilitated by technological means can help create a safe and supportive learning environment (Li & Li, 2017; Liu, 2016), promote learners' deep self-reflection (Chien et al., 2019), allow learners to engage in the conduit of providing and receiving feedback with convenience and ease (Grant, 2016; Liu, 2016) and provide opportunities for learners to get high-quality feedback (Novakovich, 2016) and to get engaged and motivated (Priyantini, 2021). It was also found to promote student interests in improving their work (Xing, 2014). Also, enhancements in grammar, vocabulary, organization, coherence and punctuation were also noted (Saglamel & Çetinkaya, 2022). However, most of these studies (Li & Li, 2017; Novakovich, 2016; Saglamel & Çetinkaya, 2022; Xing, 2014) were conducted in writing context, confirming the relative scarcity of research on the use of peer feedback in student speaking as noted by Nguoi and Habil (2020). Therefore, more studies should be conducted to explore how peer feedback can be used effectively in speaking context.

Despite mounting attention from researchers on the use of technology-supported peer feedback, the specific use of video annotation in developing students' speaking skills has not been fully explored. In actual fact, little is known about learners' perceptions on peer feedback practices in an annotation platform. Video annotation, which is a platform that allows users to drop contextual feedback comments to the selected scenes in a video recording, is commonly used to enhance student teachers' reflection (*see* Nagel & Engeness, 2021). As highlighted, the educational affordances of video annotation tools include facilitating learners' reflection and feedback process, enhancing comprehension of video content, promoting students' learning satisfaction and positive attitude and convenience and ease (Nguoi & Habil, 2021). It can offer plentiful opportunities for innovation in educational practices, which includes integration of video-based peer feedback in developing students' speaking skills. This study thus adds to the growing body of literature on using video-annotated peer feedback to develop ESL learners' speaking skills.

2. Literature Review

2.1 Peer Feedback

The surge of research interest on the use of peer feedback in educational settings can be attributed to several contributing factors. First, teacher feedback might not always yield positive outcomes in the classroom. For instance, teachers' constant intervention to offer corrective feedback when students are engaged in a communicative task might result in an undesirable outcome to hinder students from engaging in self-monitoring and self-repair (Thornbury, 2007). Besides, some teacher feedback, such as interactive and intrusive types might lead to issues such as discouraging students and shifting the classroom focus from communication to forms (Tsuitsui, 2004). Interactive feedback, which is the most common type of feedback used for students' oral performance might not be effective for speaking

tasks which have limited instructor-student engagement, such as oral presentation. Therefore, using post-performance feedback might be considered more effective for communicative-based language activities. Besides, recent studies, as evidenced by Chen and Cui (2022) have also shown that with proper training, students were able to provide useful feedback for their peers. As Yu and Schunn (2023) found that providing peer feedback has a larger impact on learning compared to receiving feedback and that the quantity of provided feedback can substantially predict improvements in students' task performance, sufficient instructional support such as training or guidance is necessary. Also, Arques and Ferrero (2023) have reconfirmed the beneficial effects of assisting students to achieve feedback literacy. With appropriate checklists, students were able to provide comprehensive feedback on microlinguistic and macrotexual features. Xing (2014) found that peer feedback is as effective as teacher feedback in improving students' writing performance. Students who learned through peer feedback can perform better than those with only teacher evaluation (Chien et al., 2019). Besides, studies also showed numerous beneficial effects of peer feedback on students' oral performance, particularly in improving delivery skills (Liu, 2016; Yeh et al., 2019), content development (Liu, 2016; Yeh et al., 2019), language (Chekol, 2020; Chien et al., 2019) and grammatical accuracy (Mahvelati, 2021).

2.2 Challenges in Incorporating Peer Feedback

While there seems to be a consensus on the value of peer feedback, certain concerns were raised. One of the main concerns in incorporating peer feedback is to get the students to close the feedback loop. As highlighted by Arques and Ferrero (2023), students could be active and could actually provide feedback effectively to their counterparts, but they were passive in terms of readiness to accept and act on the feedback received. Therefore, specific training on how to act on the feedback is deemed necessary. In another study (Aben et al., 2023), students' lack of motivation and a lack of competence were highlighted. It was also found that peer assessment is a complex process that may be affected by peer perceptions. A significant number of in-text additions were provided to peers who were perceived to have weaker language skills. Similarly, many studies (Al Qunayeer, 2019; Wu et al., 2015; Yang, 2015; Yu, 2019) have also reported the issue of students' insufficient self-confidence. Also, students were found to cast their doubts on the ability of their peers to evaluate and provide feedback (Al Qunayeer, 2019; Ge, 2019; Vorobel & Kim, 2017). 'Face threatening' factor (Qing, 2019) and the fear to hurt friends (Akiyama, 2017; Vorobel & Kim, 2017) were also seen as contributing factors to a considerably lower number of critical peer comments. Mahvelati (2021) also highlighted that issues concerning trust, grade and face might help explain why students favoured teacher feedback compared to peer feedback. Some students might view teacher as the sole trustworthy source of knowledge and error correction while some might have strong resistance to self-directed learning approaches. In view of these concerns, it is therefore important to note that there is a need to provide more guidance for students when designing a peer feedback activity (Yu & Schunn, 2023).

3. Research Objectives

In particular, this study aims to describe participants' perceptions towards the use of video-annotated peer feedback sessions in their oral presentation lessons. A comprehensive

understanding on how learners perceive their learning in such environment is of utmost importance so as to uncover the implications of this peer feedback approach in teaching and learning.

4. Research Methodology

A total of thirty-six (36), aged 18-19 Semester one students from Mechanical Engineering Department, taking *Communicative English 1* course at one of the polytechnics in Malaysia participated in this study. Ethical approval for the study was obtained prior to the study. Initially, students were introduced to *NowComment*, a web-based annotation platform. To prepare participants for the peer review activity, a three-step approach peer feedback training (see *Figure 1*) which comprises teacher modelling, students' trial review practice and a whole-class discussion was conducted.

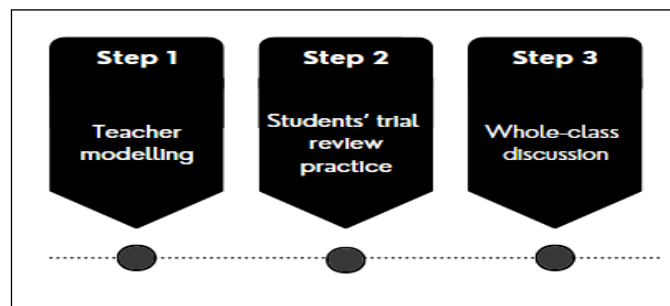


FIGURE 1 Peer feedback training

Next, as shown in *Figure 2*, participants were engaged in four (4) oral presentation tasks and three (3) rounds of video-annotated peer feedback (VAPF) sessions to improve their oral presentation skills.

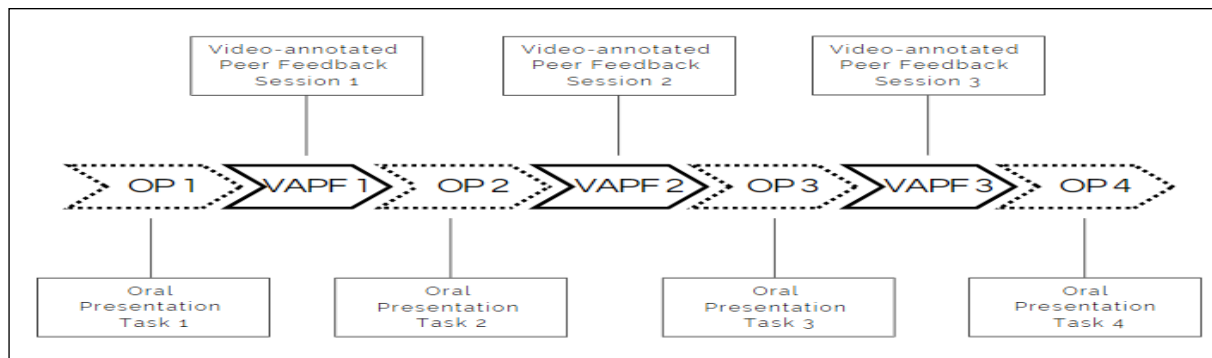


FIGURE 2 Peer feedback activity

After each small-group oral presentation task, the video recordings were imported to *NowComment*, the annotation platform for VAPF session. Students participated in the VAPF sessions with an oral presentation evaluation checklist which was developed and reviewed by an English language lecturer with more than 10 years of teaching experience in the oral presentation course. For each session, a student would receive feedback from all the group members, as illustrated in *Figure 3*.

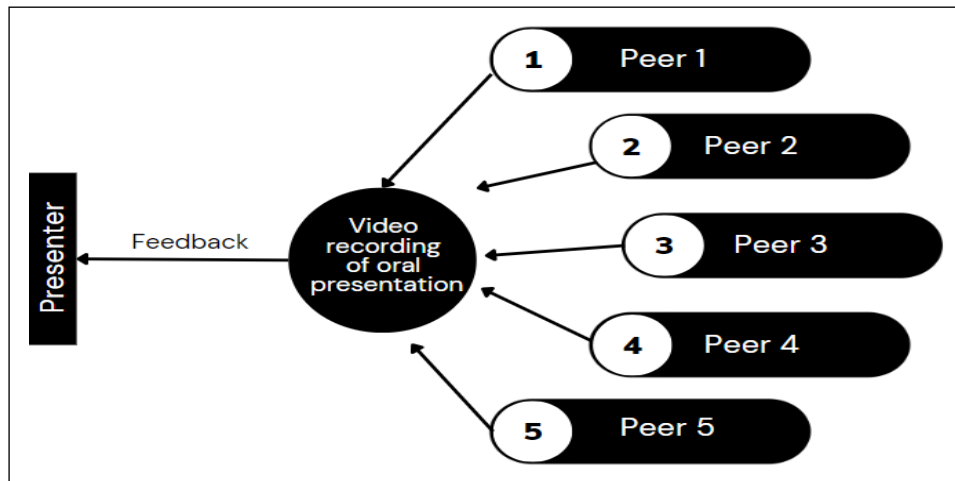


FIGURE 3 Video-annotated peer feedback session

Participants were required to keep a journal entry after each round of VAPF activity and work revision. The deployment of journal writing was attributed by the fact that it allows participants' behaviours, thoughts and feelings in-the-moment to be captured at or near to the time of occurrence, thus reducing the risk of post-rationalization (Palmer, 2019). Participants were allowed to use their preferred language, either English, Malay or a mixture of both to express their ideas in writing the journal entries. All in all, a total of 106 journal entries have been collected for data analysis. Three focus group interviews which involved a total of nine (9) of the participants were later conducted to explicate the findings on participants' perceptions on the use of VAPF sessions in their oral presentation lessons. The data gathered from participants' journal entries and focus group interviews were analyzed via thematic analysis and the recurring patterns of meaning across the qualitative data were reported as follows. Two coders were involved when analyzing the data and reliability in this study was established through inter-coder agreement (Creswell & Plano Clark, 2018).

5. Findings of the Study

From the analysis, a total of ten (10) subthemes emerged, which were then categorized into four main themes: (1) Facilitating students' active engagement in problem-solving process/oral presentation improvement, (2) Gaining a better understanding of one's weaknesses in doing oral presentation, (3) Promoting students' independent learning, and (4) Creating a motivating learning environment, as shown in *Table 1*.

TABLE 1 Summary of the main themes and subthemes

No.	Themes	Subthemes
1.	Facilitating students' active engagement in problem-solving process/ oral presentation improvement	Subtheme 1: Increased oral practice Subtheme 2: Obtained new ideas to improve oral presentation Subtheme 3: Identified useful solutions to problems/ issues in oral presentation
2.	Gaining a better understanding of one's weaknesses in doing oral presentation	Subtheme 4: Noticed the gap between their current and expected level of oral performance Subtheme 5: Identified areas for their further improvement

3.	Promoting Students' Independent Learning	Subtheme 6: Promoting students' self-reflection Subtheme 7: Seeking knowledge from a variety of sources
4.	Creating a motivating learning environment	Subtheme 8: Enhanced confidence to do oral presentation/ provide peer feedback Subtheme 9: Promoting students' self-satisfaction Subtheme 10: Strengthening peer support network

Theme 1: Facilitating students' active engagement in problem-solving process/ oral presentation improvement

Students' journal entries and focus group interview revealed that VAPF sessions can facilitate students' active engagement in problem-solving process/oral presentation improvement by helping them to have (i) increased oral practice (ii) new ideas to improve oral presentation and (iii) useful solutions to their problems/issues in oral presentation.

Subtheme 1: Increased oral practice

As revealed in the following excerpts from students' journal entries, participants were found to have increased oral practice by *"talking in front of mirror"* (S26), *"practising presentation to improve speech tone"* (S1), *"practising every day to reduce fillers"* (S35), *"doing more oral practice in English language"* (S31) and *"practising with the phone to improve body language"* (S11). Similar theme was echoed in focus group interview when S36 and S4 highlighted that they have overcome the challenge with delivery skills by having numerous practices prior to their presentation.

Subtheme 2: Obtained new ideas to improve oral presentation

Participants reported in their journal entries that VAPF sessions have helped them to obtain interesting ideas to improve their presentation. For instance, S29 managed to get some ideas from peers to develop his/her content in presentation *"my friend help me to get some interesting ideas. So, i get some of idea to improve my content."* S31 explained that his/her peer has put forward a suggestion for him/her to deal with his/her lacking of body language in presentation. Similarly, focus group interview also revealed that participants (S28, S36) obtained some ideas to improve their presentation slides by comparing their work with the work of their peers.

Subtheme 3: Identified useful solutions to problems/ issues in oral presentation

From students' journal entries, it was found that participants managed to identify some useful solutions to their problems/ issues in oral presentation with the help of their friends. For instance, by using 'read aloud' to improve pronunciation of words (S12), 'using attention grabber' (S33), 'using interesting quote' (S10), 'preparing slides' (S33) and 'included body language' during presentation (S11). As emphasized by S16, without the help of VAPF, he/she would not be able to tackle his/her lacking in content successfully. Focus group interview also found that S31 managed to overcome the lacking in presentation by making use of body language more effectively in his/ her daily communication. Similarly, S20 responded that he/she has learnt to have an increased audience awareness so as to convey his/her points more effectively during presentation. As explained, *"...make sure it's not complicated for others, simple for everyone and understandable. I made it (slide) simple, in my presentation, I only typed the keywords, instead of writing the whole sentence, so people will understand this is the main point. Improving the way that I'm going to present, the way I deliver my points to others."*

Theme 2: Gaining a better understanding of one's weaknesses in doing oral presentation

VAPF activity was found to help participants to detect/ notice their weaknesses in doing oral presentation, which might otherwise go unnoticed. Besides, VAPF activity also enabled participants to identify areas of presentation that they need to pay more attention to in improving their presentation.

Subtheme 4: Noticed the gap between their current and expected level of oral performance

S36 and S7 have learnt from their friends about the weaknesses of their introduction, i.e without an attention grabber. As indicated, *"My friends highlighted that i need to grab the audience attention by using a hook,so i have improve myself in indroduction part also and so on."* (S7). As explained by S13, he/she managed to notice many weaknesses, such as lacking in eye contact and voice tone from his/her peers who have pointed out them.

Subtheme 5: Identified areas for their further improvement

From students' journal entries, it was found that areas such as insufficient content (S16), lack of effective eye contact (S4) and ineffective use of visual aids (S2) were highlighted during VAPF sessions for students to improve their oral presentation. For instance, S4 mentioned that, *"I think I've improved in delivery part. My friends said that I need to have an eye contact to get my audience's attention."* Similarly, as indicated by S2, *"My friends highlighted that I had improved my slide presentation because before my slide was congested into one and now I changed the slides to three parts so it is more arranged. Now I have improved my delivery this time."* Similar theme was also found in focus group interview, as revealed by S28, feedback from the peers has helped him/her to identify areas, i.e PowerPoint slides and pronunciation, for further improvement of his/her oral presentation.

Theme 3: Promoting Students' Independent Learning

From students' journal entries and focus group interview, it was found that VAPF sessions can promote students' independent learning by (i) provoking their self-reflection and (ii) pushing them to explore knowledge from a variety of sources on their own.

Subtheme 6: Promoting students' self-reflection

From students' journal entries and focus group interview, it was found that reviewing peers' work during VAPF sessions can provoke students' self-reflection and deep thinking which were both beneficial for improving their own oral presentation. As highlighted by S29 in journal entries, reviewing his/her friends' work has allowed him/her to notice some of his/her mistakes in presentation as well. Hence, he/she has endeavoured to improve them. *"When giving feedback to my friends, i aslo learnt some of mistake that i can also impr(o)ve it. So i think i have do some i(m)provement to my presentation this time ."* More specific examples were revealed in the following excerpts from journal entries. Participants self-reflected on their own presentation when providing comments to their peers during VAPF sessions. They realized that they also need to have more eye contact (S4) and reduced fillers (S33) as well as making use of presentation slides (S24) to perform better in their own oral presentation. From focus group interview, S17 revealed that the need to provide peer feedback after reviewing his/her peers' work has pushed him to do a lot of reading and hence discovered a lot of useful information which in turn can also be used for him/her to improve his/her own oral

presentation. Besides, as revealed by S22 in his/her journal entry, receiving feedback on what to improve also helped to provoke his/her reflection on the effectiveness of his/her own presentation and would therefore engage him/her in deep and meaningful thinking on how to overcome the lacking. Similarly, S20 also highlighted that VAPF sessions have pushed him/her to self-reflect on his/her own weaknesses in presentation and hence become more conscious of the need to improve his/her language and do more oral practice in order to improve his/her oral presentation.

Subtheme 7: Seeking knowledge from a variety of sources

Students' journal entries demonstrated that participants were actively engaged in the knowledge-seeking process. For instance, S34 mentioned that he/she has referred to powerpoint notes on oral presentation in learning how to do introduction. S7 stated that he/she has referred to PowerPoint notes to learn about attention grabber for improving his/her oral presentation. Also, S28 mentioned that he/she has referred to Powerpoint notes in learning how to explain his/her points or create an effective transition from one idea to the other in presentation. Not only from Powerpoint notes which have been prepared and shared by the educator in the beginning of the oral presentation class, S29 also found information from websites in his/her attempt to improve his/her oral presentation. Similarly, S18 highlighted that he/she has improved the content with other online resources. Not only that, S13 and S12 also mentioned that they used the online dictionary in the attempt to improve their pronunciation. Similarly, from focus group interview, participants highlighted that they have sought information from a wide range of mediums when they were engaged in VAPF activity. For instance, as revealed by S10 and S4, they referred to PowerPoint notes on oral presentation when trying to identify the lacking of their peers' presentation during peer review. Besides, online dictionary was also frequently used by S4. S4 further added that after receiving peer feedback, he/she would do a round of checking on the information received via peer feedback. Therefore, receiving peer feedback also engaged him/her actively in the knowledge-seeking process. Besides, as revealed by S8, after receiving the peer feedback, he/she would do more reading online or refer to notes on oral presentation and ask around in the attempt to improve his/her oral presentation.

Theme 4: Creating a motivating learning environment

VAPF sessions were found to promote student learning motivation by (i) enabling them to have enhanced confidence to do their oral presentation/ provide peer feedback (ii) promoting students' self-satisfaction of their presentation and (iii) enabling them to have strengthened peer support network.

Subtheme 8: Enhanced confidence to do oral presentation/ provide peer feedback

Data from students' journal entries suggest that participants managed to overcome their nervousness and acquired enhanced confidence in doing their oral presentation with the help of VAPF. As highlighted by S5, "*Peer feedback session has helped effectively as I feel more confident presenting without repeating myself or being unsure about my points and thoughts. I would like to thank my friends for highlighting my weaknesses such as my body language and I hope I have improved it.*" (S5) Similarly, S30 wrote that "*today I feel a little confident compared to last week because my friends give me motivation and feedback about my performance last week. I think I can make my confident level up by this presentation.*" The same was reported by S20, "*this week i have already improve from my mistake last*

week, from my teammate comments i go through all of my mistakes and recorrect them. now i think i am more confident and redy (ready) to finally rock in my oral presentation.” From focus group interview, S10 highlighted that the feedback that he/she received has helped to increase his/her confidence. With positive feedback like praises, he/she was motivated to do better in his/her oral presentation. Meanwhile, it was found that VAPF sessions also helped participants to gain confidence to provide peer feedback. S28 highlighted that he/she managed to build confidence in providing feedback to his/her peers. His/her lack of confidence to provide peer feedback stemmed from his/her fear of hurting his/her peers and the challenges to understand the presentation and provide feedback which can really be helpful for his/her peers.

Subtheme 9: Promoting students’ self-satisfaction

From students’ journal entries, keywords such as ‘praise myself’ (S34), ‘puas hati’/satisfied (S28) and ‘bangga’ /proud of myself (S28, S35) were clustered together to illustrate the theme of students’ self-satisfaction. Similar theme was also echoed in focus group interview when S35 highlighted that during the final presentation, he/she was very proud of his oral presentation as he/she managed to overcome all the lacking which have been pointed out in VAPF sessions. Similarly, S28 expressed his/her utmost delight with the improvement which he/she has observed in his/her final presentation. *“for today i’m relieve(d) and proud to myself because the presentation went well at least for me.” (S28)*

Subtheme 10: Strengthening peer support network

From students’ journal entry, it was demonstrated that peer support network can be further strengthened via VAPF sessions. S25 showed his/her appreciation towards the feedback provided by his/her peers in helping him/her to improve his/her presentation. In another excerpt, S12 was motivated to do better and he/she wished to ‘keep in touch’ with his/her peers for more comments. *“Next time i will try to present in better way and keep in touch with my friend for their comment.” (S12)* S33 also mentioned that the peer feedback is very helpful in helping him to build a good relationship with his/her peers (S33). With the strengthened peer support network, a more motivating learning environment was thus created.

6. Discussion

The first theme emerged was facilitating students’ active engagement in problem- solving/ oral presentation improvement. It was highlighted that participants were actively engaged in oral practice after receiving VAPF on the lacking of their oral presentation, particularly on delivery skills, such as the lack of good eye contact, issues with vocal delivery and body language. Participants were also engaged in oral practice as a result of the self-reflection stimulated by the feedback giving process during peer review. This finding is encouraging as a lack of opportunities for students’ language practice (Chien et al., 2019) remains one of the main challenges for educators to develop students’ speaking skills. Not only that, participants also obtained many new ideas to improve their oral presentation via VAPF sessions. Lacking of ideas to improve oral presentation was in fact one of the barriers for students to improve their oral presentation productively. Ideas were not only retrieved from VAPF received, but also from the comparison done with other group members in the annotation platform, such as in improving the use of presentation slides. Making comparison of content with other

classmates and learning to develop the speech topic were also reported in another study which incorporated peer feedback (Liu, 2016). Also, seeing each other's creativity and speech flows can help students to revise their speech outline (ibid). As highlighted by Wu and Miller (2020), observing and assessing others' speaking and getting peer feedback can help improve one's speaking skills. In fact, 'observing others to get better idea of doing presentation' was one of the essential steps for preparing for presentation (Hanifa & Yusra, 2018). Third, with VAPF, participants managed to identify useful solutions to problem-solve the lacking in their oral presentation. This included ways to improve their introduction via the use of attention grabber, effective use of presentation slides and body language to enhance presentation. In essence, technological mediation as highlighted in Wu and Miller's (2020) study, such as spontaneity of peer feedback and the provision of real-time feedback might have helped participants to gain a lot of new ideas in a short period of time to improve their oral presentation. In line with Lee's (2017) study, students perceived that the peer feedback task was significantly beneficial for them to enhance their oral performance.

The second theme was concerned with helping participants to gain a better understanding of their weaknesses in doing oral presentation. As reported by participants, peer feedback which highlighted their lacking in oral presentation, has allowed them to notice the gap between their current and expected level of oral performance. For instance, they were made aware of the need to have an effective use of attention grabber in introduction. Useful information on the weaknesses, such as ineffective use of eye contact, speech tone, body language and visual aids, pronunciation errors as well as the lacking in content development has helped participants to identify areas which they can work on to improve their presentation skills. In fact, students also benefitted from having a real audience to communicate their content as VAPF sessions made use of readily available audience i.e their peers in the classroom. Students jointly constructed their understanding on how to present effectively by acting as both feedback providers and feedback receivers via interaction with others.

Third, it was perceived that VAPF can help promote students' independent learning, particularly in prompting them to self-reflect and engage actively in the knowledge-seeking process. As revealed in the excerpts, participants highlighted that reviewing their peers' work as well as receiving feedback on what to improve from their peers were very useful experiences that can incite their reflection in learning. As Chien et al. (2019) inferred, peer assessment strategy allowed learners to observe how others work and reflect on their own performance. Also, the process of reviewing and providing feedback to the peers has allowed them to locate some useful information which they can also use to improve their own presentation. In short, peer review played an essential role in prompting participants to think about: "What worked? What did not work?" And hence, "Next, what could they do to improve their own oral presentation?" As highlighted by Ma and Shen (2018), students were able to provide more in-depth comments when they were familiar with the approach and that identifying problems in content development require students' deep thinking, long-term observation and cognitive efforts. Therefore, this is in line with Chekol's (2020) viewpoint that peer feedback is essentially vital for creating a 'student-centred' and 'autonomous learning' environment with students actively engaged in the whole learning process. Grounded in sociocultural theory, VAPF provides students with numerous scaffolding opportunities to advance their zones of proximal development (Vygotsky, 1978). It was noted that participants not only received a lot of input from their peers, but also sought information

from a wide range of mediums, such as Power Point notes on effective oral presentation skills, online dictionary and/or other online resources when they were engaged in VAPF activity. They were thus engaged actively in the process of constructing and building their understanding on how to perform effectively in oral presentation. As highlighted by Wu and Miller (2020), peer feedback activity provides opportunities for students to become knowledge producers and this allows them to transform their identities and participate more actively in their speaking tasks.

As for the last theme, it was perceived that VAPF can help create a motivating learning environment for students. Participants reported that they had enhanced confidence to do oral presentation after making improvement to their presentation with the help of VAPF. Their enhanced confidence level in doing oral presentation, which was particularly obvious in the very last round of small-group oral presentation task implies that the VAPF sessions had prepared them well to do their actual oral presentation. This finding was echoed by Chekol (2020) who highlighted students' reduced fear during their oral presentation while in Liu's (2016) study, student reported that it was not difficult to present an English speech owing to the rehearsals and practices in advance. As suggested by Hanifa and Yusra (2018), building students' confidence is one of the essential steps to prepare them for presentation. Also, when seeing all the lacking in presentation as opportunities to further improve themselves, participants would have actively engaged in the problem-solving process and have thus gained enhanced subject knowledge and confidence in doing their oral presentation. This finding was very encouraging as self-confidence is one of the most important psychological factors which has considerable influence on students' speaking skills (Maftuna, 2020). It is also worth noting that participating in a small group is a common form of social interaction. Working with the same group members whom they know quite well and feel comfortable with might also enhance their confidence to speak in front of the audience. In a safe and comfortable learning environment, the fear of making mistakes when speaking in the target language might be greatly reduced. As highlighted by Lee (2017), 'working together as a group' and 'getting close to one another' seemed to positively affect the students to provide helpful feedback to each other and improve their weaknesses in doing oral performance. Besides, enhanced confidence in providing peer feedback and communicating in English were also revealed. When assessing their peers' work, participants are engaged in a cognitively demanding activity that broadens their own understanding of the subject matter and this might have helped them to gain more confidence in doing peer review and providing peer feedback. Besides, as highlighted by Ma and Shen (2018), the cumulative peer feedback experiences might have, to a certain extent, motivated the participants to be more confident when providing peer feedback. In constructing feedback, participants also need to learn how to communicate their ideas effectively to their peers. Hence, the ability to communicate clearly in the target language might also be enhanced. As pointed out, to improve ESL/EFL students' speaking ability, it is essentially important for students to learn how to interact productively with their peers (Cotter, 2007). Next, it was found that participants were 'proud' and 'satisfied' with their own oral performance after going through VAPF sessions. This 'student pride' or 'the sense of feeling good' with the accomplishments basically implies that the participants were well-motivated towards achieving the goals. Furthermore, VAPF sessions were found to strengthen peer support network. Participants were found to greatly appreciate the assistance offered by their peers to improve their oral performance. Besides, some expressed their wish to 'keep in touch' and 'build a good relationship' with their peers.

Similar finding was reported in Liu's (2016) study as students were found to appreciate the opportunities to join the peer feedback activity to improve their speech performance. With this strengthened peer support network, a motivating learning environment was thus created.

7. Conclusion

To conclude, participants perceived VAPF sessions positively, considering it to (i) facilitate their active engagement in problem- solving/ oral presentation improvement, (ii) enable them to gain a better understanding of their weaknesses in doing oral presentation, (iii) promote their independent learning and (iv) help create a motivating learning environment for them to learn oral presentation skills. As consistent with prior PF research, the results imply that VAPF could be an alternative to scaffold students in learning oral presentation. When properly designed and conducted, VA tool can be used to support student learning within a peer feedback integrated learning community. Besides, assigning learners to present in small groups might help develop 'peer familiarity'. Having a sense of closeness with each other might allow them to overcome their nervousness when presenting and provide peer feedback more comfortably. A good peer support culture can be established as students feel that they can help each other to improve further. Besides, working together enables them to have a better understanding of each other's strengths and weaknesses and this can help them to provide more accurate and reliable feedback during VAPF session. As highlighted by Lee (2017), the effect of peer feedback might be maximized with the design of small group work and intimacy among the students. Therefore, the VAPF activity presented in this study might serve as a guide for ESL practitioners to incorporate the use of peer feedback in the teaching of oral presentation. However, as the VAPF sessions were fully implemented in an online environment rather than in-class and oral presentation was taught virtually due to the outbreak of Covid-19 pandemic, there might be some differences when replicating this study in a physical classroom. Therefore, future research can explore the use of VAPF in a different learning context. Further exploration might consider this annotation platform as a powerful reflection tool to engage ESL learners in the process of reflecting on their language use.

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