



Vidhyayana - ISSN 2454-8596

An International Multidisciplinary Peer-Reviewed E-Journal

www.vidhyayanaejournal.org

Indexed in: ROAD & Google Scholar

**Technology-Mediated Peer Feedback for Improving Speaking Skills in
Tertiary Language Education: A systematic Review**

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Background and Rationale for the Study

Students' language acquisition and communication skills in tertiary language education need to develop proficient speaking skills. Traditional teaching strategies, however, frequently have trouble giving students enough chances to exercise and get feedback on their speaking abilities. (Chong & Reinders, 2020). Due to this restriction, different strategies have been investigated, such as technology-mediated peer feedback. Technology-mediated peer feedback involves exchanging feedback between language learners using digital tools and platforms. It uses technology's capabilities and the advantages of peer interaction to foster an interactive and encouraging learning environment. Students can receive timely and helpful peer feedback on their speaking performance through technological peer-feedback activities, allowing them to pinpoint areas for improvement and develop their language skills.

Statement of the Problem:

Despite any potential advantages, the effectiveness and practical implications of technology-mediated peer feedback must be investigated in the context of tertiary language education. There isn't a thorough synthesis of the research findings in the literature that is currently available on this subject. (Richards, 2015). As a result, this study seeks to address the lack of knowledge regarding the effectiveness of technology-mediated peer feedback for enhancing speaking abilities in tertiary language education.

Objectives of the Research:

These are the main goals of this investigation:

1. To comprehensively review the literature on technology-mediated peer feedback in tertiary language education, focusing on how it affects speaking ability growth.
2. To evaluate and synthesise the results of a few studies to determine how well various technological tools and platforms facilitate peer feedback.

Significance of the Study

This study has several important ramifications for tertiary language education, including:

Pedagogical Advancement: This study contributes to creating novel pedagogical strategies in language



education by examining the efficacy of technology-mediated peer feedback. It offers knowledge about effectively using technology to improve instruction in speaking skills and develop lively, interactive learning environments. Peer feedback delivered through technology gives students the power to participate in their education actively. By giving students a chance to give and receive feedback, you can help them develop their critical thinking, self-evaluation, and communication skills while promoting their independence and self-assurance in their language skills. (Butarbutar, 2021). Implementing Instructional Design: The results of this study will help educators and instructional designers choose and use the right technological tools and platforms to facilitate peer feedback. It will direct the creation of efficient feedback protocols, task layouts, and assessment techniques in line with speaking skills instruction's particular requirements and objectives. Research and Policy Guidance: This systematic review will add to the body of knowledge already available on technology-mediated peer feedback, laying the groundwork for future studies in the area. The conclusions and suggestions drawn from this research can assist educational policymakers in implementing research-based strategies that support the inclusion of technology-mediated peer feedback in language education curricula.

In conclusion, this study aims to close the knowledge gap regarding the value of technology-mediated peer feedback for enhancing speaking abilities in tertiary language education. (Wood, 2022). This study aims to advance pedagogy and improve language learning experiences for tertiary students by conducting a systematic review and analysing the results to offer insightful information to educators, practitioners, researchers, and policymakers. The findings will be shared through publications and conferences. This research project will contribute to the field of education by providing valuable recommendations for enhancing language learning programmes and policies. (Kurt, 2021). The recommendations will be used to inform and guide future language learning initiatives.

Overview of the Current State of Language Education and the Importance of Speaking Skills:

Language instruction is essential for giving students the linguistic and communicative skills they need. The improvement of speaking abilities is crucial in the context of tertiary language education. Speaking abilities help students interact with others, express their ideas clearly, and participate in academic and professional settings. (Zhou, 2021). However, the active practice and feedback required to develop proficient speaking abilities are frequently overlooked in traditional language education approaches, which emphasise reading



and writing abilities more.

Discussion of the advantages of peer feedback in language learning:

Peer feedback, the practice of students giving feedback to their peers, has emerged as a successful instructional strategy for language learning. Peer feedback has many advantages, including boosting student engagement, encouraging active learning, and fostering the growth of analytical and metacognitive abilities. (Gonzalez et al., 2022). Students can gain different viewpoints, benefit from one another, and collectively improve their language skills through peer feedback. Additionally, it creates a safe, encouraging environment for students to experiment and improve based on constructive criticism.



Figure-1 Importance of peer feedback

Review of Studies on Peer Feedback Through Technology in Tertiary Language Education:

The research on peer feedback mediated by technology in tertiary language education has produced encouraging findings. Peer feedback on speaking abilities has been studied concerning various technological tools and platforms, including online discussion boards, videoconferencing software, and collaborative writing platforms. These resources allow students to interact in real-time or asynchronously, record and review their speaking performances, and give and receive peer feedback. (Hosseini, 2021). The results of these studies suggest that the development of speaking abilities can benefit from peer feedback mediated by



technology. It allows students to get timely and detailed feedback, encourages self-reflection on how well they're doing, and promotes active language use. Peer feedback delivered through technology has also been shown to improve learners' motivation, sense of self-efficacy, and sense of community.

Findings Regarding Research Gaps or Limitations:

Despite the encouraging results, the current research on technology-mediated peer feedback in tertiary language education has several gaps and restrictions. The first issue is the absence of standardised procedures and recommendations for effectively implementing technology-mediated peer feedback. It isn't easy to compare and generalise the findings across studies due to the variation in tools, task designs, and assessment criteria. (Lai & Li, 2011). In these areas, future research should aim for greater consistency and precision.

Furthermore, most previous studies have concentrated on particular language pairs or used small sample sizes, which restricts the generalizability of the results. There is a need for more varied and extensive research considering various languages. This would provide a more comprehensive understanding of language learning and its outcomes. Learners and contexts. Furthermore, there hasn't been much research done on the best way to combine technological tools, feedback techniques, and instructional designs. Its further development and application will benefit from identifying the most efficient methods and studying the effects of various variables on the results of technology-mediated peer feedback.

Additionally, understanding the impact of these variables can lead to more effective implementation strategies. Further research is needed on how instructors can facilitate and direct technology-mediated peer feedback. Technology-mediated peer feedback can be improved by examining the instructor's role in providing scaffolding, modelling effective feedback, and creating a supportive learning environment. The literature review concludes with a discussion of the value of speaking abilities in tertiary language instruction, the advantages of peer feedback in language learning, and the encouraging results of research on technology-mediated peer feedback. The gaps and limitations in the current body of knowledge necessitate additional research. These investigations should establish standardised protocols, investigate various contexts and learner populations, identify the best strategies, and look at the instructor's role in facilitating technology-mediated peer feedback. Filling in these gaps will improve speaking abilities in tertiary language education.



Conclusion:

In its conclusion, the literature review highlights the potential of technology-mediated peer feedback in enhancing speaking abilities in tertiary language education. The value of peer feedback for language learning is emphasised, as is the significance of speaking abilities in language instruction. The studies under review present encouraging results that suggest technology-mediated peer feedback can improve speaking abilities by offering pertinent and detailed feedback, encouraging active participation, and fostering a supportive learning environment.

But the current research also identifies flaws and restrictions that must be fixed. A significant concern is the absence of standardised protocols and guidelines for effectively implementing technology-mediated peer feedback. It isn't easy to compare and generalise findings across studies due to the diversity of tools, task designs, and assessment criteria. Future studies should work to create standardised protocols that lay out precise instructions for choosing the right technological resources, creating tasks, and evaluating speaking performance.

Future research should also consider examining various contexts and learner populations to improve the generalizability of findings. This will entail examining the efficiency of technology-mediated peer feedback in various language contexts, cultural settings, and learner demographics. We can learn more about how technology-mediated peer feedback can be modified to meet different learners' needs by broadening the research scope.

Future studies should also determine the best procedures for technology-mediated peer feedback. This includes researching the effects of various technological tools, feedback techniques, and instructional designs on the development of speaking abilities. Educators can decide whether to incorporate technology-mediated peer feedback into their teaching practises by determining the most effective approaches.

Another area that needs more research is the role of instructors in facilitating and directing technology-mediated peer feedback. Future research should examine the instructor's role in creating a supportive learning environment, providing scaffolding, and modelling effective feedback. The creation of focused professional development programmes and support systems will be made possible by understanding the impact of the instructor on the efficacy of technology-mediated peer feedback.



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The long-term effects of technology-mediated peer feedback and its applicability to genuine communicative circumstances should also be considered in future research. The long-term advantages of this strategy will be better understood by looking at the sustainability of learning outcomes over time and evaluating the transferability of skills learned through technology-mediated peer feedback to other language modalities.

Teachers, practitioners, and researchers can improve the efficiency and application of technology-mediated peer feedback for enhancing speaking skills in tertiary language education by addressing these gaps and conducting additional research. These initiatives will help pedagogical practises advance, inform policy choices, and ultimately improve student language learning outcomes and experiences.



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