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The Types of Peer Feedback Students use When Learning Oral Presentation in Telegram Application

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Abstract:

Peer feedback related researches have recently gained extensive attention as an important dominant tool in improving students' oral presentation skills. Although there are many types of peer feedback introduced by scholars in the literature related to oral presentation, very little was investigated using peer feedback in a technology-enhanced environment. This study examines the types of peer feedback shared by the participants via Mobile-assisted Language Learning (MALL) platform in learning oral presentation skills. Using purposive sampling and a qualitative research approach, ten undergraduate students practiced oral presentation skills in Telegram application while giving and receiving feedback among themselves for a duration of three weeks. The results highlight two main types of peer feedback and also all the areas of concern when students share peer feedback in Telegram application. It is recommended that all oral presentation instructors, teachers and trainers guide students to use peer feedback in Telegram applications and practice the suggested types of peer feedback in learning oral presentation skills.

Keywords: Peer feedback, oral presentation skills, Mobile-Assisted Language Learning (MALL), telegram application

1. Introduction

With the current dynamic and diverse professional world, there is the issue of high expectation for university students to be good in their oral presentation skills. Having good oral presentation skills provides broader opportunities for employment (Abdullah and Rahman, 2010). However, Hosni (2014) states that students have difficulties in presentation skills which may then lead to unemployment (Zaid and kamarudin, 2011). One of the causes for poor oral presentation skills among students are lack of practice (King, 2002; Harun *et al.*, 2016; Tanveer, 2007; Mezrigui, 2011; Thesis and Lahtinen, 2013; Hamzah and Ting, 2005). It is difficult for educators to give ample practicing ground for oral presentation courses due to time constraints and this has caused frustration among students (Al-Jamal and Al-Jamal, 2013; Al-Bashir *et al.*, 2016). Therefore, it is timely to integrate technology in the instruction of oral presentation (Yahya *et al.*, 2011; Siraj, 2004).

It is undeniable fact that our lives today evolve around technology making life easier, simpler and convenient. The new generation or the 'Digital Natives' are inseparable from gadgets and electronic devices (Worley, 2014). The challenge in the education system now is not on the method of teaching the students to use these gadgets and devices but on the effectiveness of these technological tools in the education system. Since technology is advancing fast, educators and researchers need to find ways to leverage technology to make a significant impact in classroom instruction to meet students' needs. Researchers believe integrating these advancements into the education system can increase motivation which ultimately improves the learning process (Lucas, 2011).

The use of smart phones in the learning language or also known as Mobile Assisted Language Learning (MALL) recently received positive feedback from students and educators. It was first introduced by Calan in 1994 and to-date many researchers have embarked on investigating MALL in language learning. Zarei, Darani & Ameri-Golestan (2017) investigated telegram application on Iranian vocabulary knowledge and attitude, Kulkulska-Hulme & Shield (2006) on communicative activities while Mc Carty (2005) used MALL to support learners' English studies. Other researchers (Belanger, 2005; O'Bryan, & Hegellieimer, 2007; Stanley, 2006; Zhang, *et al.*, 2011) also have focused on using mobile phones in language learning. However, there are two broad perspectives on this issue. While some studies supported MALL as an educational tool (Stockwell, 2010; Zhang, Song, & Burston, 2011), others suggested the opposite (Lu, 2008).

Besides using technology, one has to receive feedback to become aware of the gaps and mistakes made during a presentation. Feedbacks can be given by an agent (teachers, peers, parents, self-observation) about aspects of an individual's understanding (Hattie and Timperley, 2007). In this study, oral presentation is practiced by the participants in a MALL platform called Telegram and feedback is practiced among peers to help improve each other's oral presentation. This study was a preliminary study conducted to investigate the types of peer feedback students use when learning oral presentation skills in Telegram application.

2. Literature Review

Oral presentation skills are one of skills that students need to acquire if they want to function effectively in the real world and its deemed essential by the industry (Hedge, 2002; Fallows and Steven, 2000; Zivkovic, 2014). It is “a planned and rehearsed talk or speech that is not committed to memory or read directly from script, given by presenter to an audience” (Irvine, 2009). According to Patri (2002), oral presentation skills is one of the hardest skills for students to acquire. Woodrow and Chapman (2002) suggested that to score well in English Academic Purpose (EAP), students need to master oral presentation skills. Due to these expectations and demands, university has been held responsible to build a solid platform for students’ oral presentation skills.

However, training students to achieve competency in oral presentation skills is not an easy task for teachers. Teachers have to ensure students meet the acceptable criteria for structuring a speech. These include 1) organization of speech with proper introduction and conclusion, clear ideas and objectives, 2) delivery with proper eye contact, posture and gestures; and 3) language with accurate grammar, vocabulary and pronunciation (Lucas, 2011 cited in Saidalvi, 2016). This involves time and commitment from both teachers and students. Students need to be trained and learn by practicing and experiencing the process (Saidalvi, 2016). Thus, it is important to have a methodological paradigm shift for the existing oral presentation course.

One of the ways to provide ample opportunities for students to practice oral presentation is through the integration of technology. Mobile-assisted Language Learning (MALL) is a learning process conducted via technological tools that uses mobile application such as mobile phones, iPad, Personal Digital Assistants (PDAs), Tablet PC (Nawi, Hamzah & Abdul Rahim, 2015). According to Taleba & Sohrabi (2012), MALL allows students to experience learning process in a more interactive, fun, flexible and spontaneous platform. Moreover, MALL encourages collaborative atmosphere for students from different geographical area.

In addition, the ease of connecting to the internet usually allows students and teachers to set up social media groups such as Whatsapp or Telegram. Through these medium, students and teachers communicate and engage on issues related to the courses which allows informal learning (Iksan & Saufian, 2017). In this study, Telegram application has been selected as the platform for students to practice oral presentation skills. This is due to the ease for downloading free of charge from Play Store by the android uses. Besides, it is accessible via any communication devices such as smartphones, iPads, tablets and computers. Telegram is also easy to handle and allows users to upload and download documents, videos, audio and images. Telegram allows students to view documents, videos, audio and images in a larger display when it can be easily access using computers or laptops making it more flexible for students.

Nonetheless, providing a good learning platform with the latest technology is still insufficient if students are unaware of their weakness or mistakes done during oral presentation session. According to Saidalvi (2016), providing constructive and effective feedback at the end of each presentations is important. Without feedback a learner is most likely to recycle past achievements and errors rather than create new insights, abilities and competence (Narciss, 2008). Feedback can be from teachers, peers, own self, or qualified experts in the field of public speaking (Hénard and Roseveare, 2012). Specific, prompt and challenging feedback is required to enhance students’ public speaking performance. Using Telegram application allows students to provide and receive peer feedback in a more flexible and interactive environment.

It was noted from the literature, that there has been little research in Malaysia on Telegram application, particularly on peer feedback received via Telegram application when learning oral presentation skills. Thus, the results of this study may offer an understanding on the types of peer feedback that students share when learning oral presentation skills in a technology-enhanced environment; in this case Telegram application. Generally, the present study, has great potentiality to contribute to teaching oral presentation skills to undergraduates via technology and peer feedback.

3. Research Methodology

The participants of this study were selected using purposive sampling method. Participants of the study were from Universiti Teknologi Malaysia who are undergraduates from three different engineering field. The reason for choosing students from three different engineering field was to have a diverse range of community in which they can interact and practice peer feedback in Telegram application despite being in different faculties and low possibilities of meeting and discussing their peer feedbacks offered in Telegram. Besides the participants have never accessed Telegram application before and it was a new experience for all the students. The participants have experienced receiving verbal and written feedback from peers and teachers through the use of rubric but was not familiar giving peer feedback in a MALL platform. The participants agreed to take part in this study and they were informed that this is an out of class learning activity and they are completely free to participate or quit the program whenever they want. The study was conducted for three consecutive weeks. Figure 1 below highlights the procedures conducted within the three weeks.

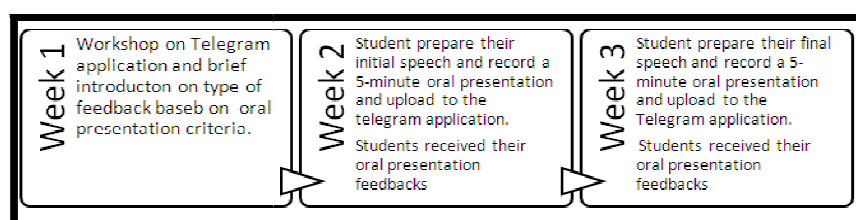


Figure 1: Procedure of the Study

Based on Figure 1, in the first week participants were introduced to the Telegram application, downloaded the application into the smart phones or any communication application students preferred. They were also briefed on the suggested criteria when providing peer feedback. In week 2, students were ready to record their first oral presentation speech using their mobile phone. Then, they were required to upload the recorded speech to Telegram for peer feedback. Students also practiced giving and receiving peer feedback the whole week 2. In week 3, students were encouraged to improve on the speech uploaded in Week 2 based on the peer feedback received or upload a new video. They continued practicing peer feedback in this final week. At the end of week 3 all peer feedbacks and videos from the Telegram application were downloaded for analysis. As an ethical procedure of video recording, participations were consulted for consent to allow their video recording to be used for research purposes.

4. Data Analysis

In order to analyse the results of this study, the students' initial and final oral presentations and all the peer feedback practiced during the three weeks were downloaded. Braun and Clarke's (2006) framework was utilised to analyse the collected peer feedbacks. Each student's feedbacks were studied and broken into smaller meaningful chunks. Three students' responses were examined meticulously and identified the important idea or concepts at the initial stage. Similar codes were clustered into comprehensive category. After removing the unrelated, researcher developed a unified framework and applied it to all other feedbacks. The collected peer feedbacks were categorised following Earl (2003) and Hattie and Timperley (2007) identified types of feedback.

5. Findings and Discussions

Table 1 below presents the emerging categories and codes along with excerpts of the students' peer feedback conducted in the Telegram application. It was found that the collected types of feedback could be categorised by on two broad types of peer feedback; descriptive and evaluative types of feedback.

Line	Excerpts the Students' Feedback	Types of Feedback	Areas of Concern
1	<ul style="list-style-type: none"> Overall your presentation is good especially your confident level 	Evaluative	confident
2	<ul style="list-style-type: none"> You looked so confident in your presentation 		
3	<ul style="list-style-type: none"> and most important is during the presentation you are confident while speaking which you nailed it 		
4	<ul style="list-style-type: none"> and most important is during the presentation you are confident while speaking which you nailed it" 		
5	<ul style="list-style-type: none"> with good command of language skill 	Evaluative	language
6	<ul style="list-style-type: none"> your speed is appropriate with good language skill 		
7	<ul style="list-style-type: none"> and content was relevant 	Evaluative	content
8	<ul style="list-style-type: none"> firstly, you speak fluently and the audience able to understand your content 	Evaluative	fluency
9	<ul style="list-style-type: none"> That's is a good improvement and your speech are fluent 		
10	<ul style="list-style-type: none"> I notice that you did not repeat any particular words compare to your previous presentation. 	Evaluative	Repeated words
11	<ul style="list-style-type: none"> and improvement in your eye contact as well 	Evaluative	Eye content
12	<ul style="list-style-type: none"> you have improved your eye contact 		
13	<ul style="list-style-type: none"> you have improved your eye contact 		
14	<ul style="list-style-type: none"> You maintain good eye contact with the audience 		
15	<ul style="list-style-type: none"> you have improved your eye contact with audiences 		
16	<ul style="list-style-type: none"> Overall your presentation is good 	Evaluative	presentation
17	<ul style="list-style-type: none"> and you able to keep your presentation focused on key agenda item which are easy for the audience to follow and understand 		
18	<ul style="list-style-type: none"> you present well compare to your previous video that you have recorded 		
19	<ul style="list-style-type: none"> Excellent presentation 		
20	<ul style="list-style-type: none"> you have done good job 	Evaluative	good
21	<ul style="list-style-type: none"> and able to engage with the audience and 	Evaluative	audience
22	<ul style="list-style-type: none"> make them attentively listen to your presentation 		
23	<ul style="list-style-type: none"> As always your body language, gesture and voice are well portrait in an effective manner 	Evaluative	Body language Gesture voice

Line	Excerpts the Students' Feedback	Types of Feedback	Areas of Concern
24	<ul style="list-style-type: none"> in my opinion, you need some improvement in your presentation 	Descriptive	presentation
25	<ul style="list-style-type: none"> you also can change for better attire so you talk can be visually appealing as well 	Descriptive	attire
26	<ul style="list-style-type: none"> I think your presentation needs improvement on attire, 		
27	<ul style="list-style-type: none"> maybe you can wear formal shirt to portray your charisma 		
28	<ul style="list-style-type: none"> I think it would be better to stand and present 	Descriptive	posture
29	<ul style="list-style-type: none"> You will be able to communicate better with more body languages, thus a better presentation 	Descriptive	body language
30	<ul style="list-style-type: none"> Keeping presentation focused on key and body language is important 		
31	<ul style="list-style-type: none"> yet I think you might want to improve on gestures 	Descriptive	gestures
32	<ul style="list-style-type: none"> and eye contact so that the information that are to be conveyed will be clearer, which I believe, essential for a presentation 	Descriptive	Eye contact
33	<ul style="list-style-type: none"> Eye contact need to be maintained too 		
34	<ul style="list-style-type: none"> As your weakness, you need to maintain your eye contact with your audiences 		
35	<ul style="list-style-type: none"> you maintain good eye contact with the audience 		
36	<ul style="list-style-type: none"> So I suggest you need to improve on your time management so that it should be short and clear". 	Descriptive	Time management

Table 1: Emerging Categories and Codes with Excerpts of the Students' Responses.

It was noted after the analysis of the peer feedbacks two main types of feedback were frequently utilised by the participants. The first type of feedback is descriptive feedback and secondly evaluative feedback. Descriptive feedbacks are feedbacks that is "linked to the learning that is expected" (Earl, 2003). It addresses mistakes and lack of understanding. It provides students with information on what to do next to improve their speech. The second type of feedback is evaluative type feedback. The feedbacks are in the form of brief general comments and most of the time complements the speaker. This type of feedback does not convey information on how and what to improve (Earl, 2003).

It was recorded that more than half (63.8 percent) of the peer feedback collected by the researcher are evaluative in nature while 36.2 percent consists of descriptive type feedbacks. Table2 below highlights the areas of concern when students provide evaluative feedbacks to their peers related to oral presentation.

Line	Excerpts the students' feedback	Areas of concern	Percentage
1	<ul style="list-style-type: none"> Overall your presentation is good especially your confident level 	confident	17.5%
2	<ul style="list-style-type: none"> You looked so confident in your presentation 		
3	<ul style="list-style-type: none"> and most important is during the presentation you are confident while speaking which you nailed it 		
4	<ul style="list-style-type: none"> and most important is during the presentation you are confident while speaking which you nailed it" 		
5	<ul style="list-style-type: none"> with good command of language skill 	language	8.7%
6	<ul style="list-style-type: none"> your speed is appropriate with good language skill 		
7	<ul style="list-style-type: none"> and content was relevant 	content	4.3%
8	<ul style="list-style-type: none"> firstly, you speak fluently and the audience able to understand your content 	fluency	8.7%
9	<ul style="list-style-type: none"> That's is a good improvement and your speech are fluent 		
10	<ul style="list-style-type: none"> I notice that you did not repeat any particular words compare to your previous presentation. 	Repeated words	4.3%
11	<ul style="list-style-type: none"> and improvement in your eye contact as well 	Eye content	21.7%
12	<ul style="list-style-type: none"> you have improved your eye contact 		
13	<ul style="list-style-type: none"> you have improved your eye contact 		
14	<ul style="list-style-type: none"> You maintain good eye contact with the audience 		
15	<ul style="list-style-type: none"> you have improved your eye contact with audiences 		

Line	Excerpts the Students' Feedback	Types of Feedback	Areas of Concern
16 17 18 19	<ul style="list-style-type: none"> Overall your presentation is good and you able to keep your presentation focused on key agenda item which are easy for the audience to follow and understand you present well compare to your previous video that you have recorded Excellent presentation 	presentation	17.5%
20	<ul style="list-style-type: none"> you have done good job 	good	4.3%
21 22	<ul style="list-style-type: none"> and able to engage with the audience and make them attentively listen to your presentation 	audience	8.7%
23	<ul style="list-style-type: none"> As always your body language, are well portrait in an effective manner 	Body language	4.3%

Table 2: Evaluative Feedback and Areas of Concern for Oral Presentation

Among the areas of concern for students when they provide evaluative feedback to their peers will be eye contact (21.7%), confident (17.5%), presentation (17.5%), language(8.7%), fluency (8.7%), audience (8.7%), content (4.3%), repeated words (4.3%), body language (4.3%) and content (4.3%). It was noted that students focus more on eye-contact when they evaluate their peers. This could possible because that it normally the area of focus for first impression when audience listen to a speech. Students also were seen to evaluate peers' confidence level. Expressing approval of their peer's presentation using words like 'good' and 'excellent' were also noticeable from this first category of feedback. Some studies comments on students lack of confidence as one of the reasons for unsuccessful presentation. Gee Whai and Lai Mei (2015) state based on interview sessions that students were lack of confident during their oral presentation performances. Mohamed and Asnawi (2018) added that students encounter lack of confidence due to nervousness and anxiety. Thus, offering evaluative type feedback will help to boost the speaker's confidence in presentations.

It is also surprising to note that body language was among the least the students concern of when complimenting their peers. Although evaluative type peer feedbacks do not highlight the areas for improvement, these types of feedback according to Hattie and Timperley (2007) make the students feel better and at times complacent and gives hopes to students that they will be able to overcome anxiety and to succeed in their oral presentation. Besides, evaluative feedback creates positive climate (Earl, 2003) and peers should be encouraged to increase the level of praise they give during feedback sessions. Next, Table 3 below highlights the areas of concern when students offer descriptive feedback to their peers.

Line	Excerpts the Students' Feedback	Areas of Concern	Percentage
24	<ul style="list-style-type: none"> In my opinion, you need some improvement like putting in some jokes in your presentation. 	presentation	7.7%
25 26 27	<ul style="list-style-type: none"> you also can change for better attire so you talk can be visually appealing as well I think your presentation needs improvement on attire, maybe you can wear formal shirt to portray your charisma 	attire	23.1%
28	<ul style="list-style-type: none"> I think it would be better to stand and present 	posture	7.7%
29 30	<ul style="list-style-type: none"> You will be able to communicate better with more body languages, thus a better presentation Keeping presentation focused on key and body language is important 	bodylanguage	15.4%
31	<ul style="list-style-type: none"> yet I think you might want to improve on gestures 	gestures	7.7%
32 33 34 35	<ul style="list-style-type: none"> and eye contact so that the information that are to be conveyed will be clearer, which I believe, essential for a presentation Eye contact need to be maintained too As your weakness, you need to maintain your eye contact with your audiences you maintain good eye contact with the audience 	Eye contact	30.7%
36	<ul style="list-style-type: none"> so I suggest you need to improve on your time management so that it should be short and clear". 	Time management	7.7%

Table 3: Below Presents the Areas of Concern When Students Suggest Descriptive Feedbacks to Their Peers.

It was noted from Table 3 above that the highest area of concern when correcting peer's presentation is eye contact (30.7%) followed by attire (23.2%), body language (15.4%), and finally time management, gestures, posture and overall presentation with each 7.7 percent. It was noted students provide detailed, specific information about improving peers' oral presentation, for example in lines 25- 27, peers suggested the speaker what to wear to boost their credibility and in lines 32 to 35 specifically mentioned about the speakers need improvement in their eye-contact.

Based on Guo and Ed (2006) research, one of the respondents self-observed his oral presentation video clip and encountered that looking unprofessionally have impacted his speech performance and to improve is performance for the following presentation, presenter dressed up professionally to give a good impression to audiences. So, it is good when peers can help identify and pin-point such importance areas for improvement in their peers' oral presentation. These types of feedback can assist students to take note on the responsibility of self-correcting (Earl, 2003) for improvement. Nicol & Macfarlane-Dick (2006) also state that students will most of the time act on the feedback offered to them by peers. Besides, Al-Issa and Al-Qubtan (2010) suggest giving feedback on body language and proper eye contact because these are some of the crucial area's students face problems during presentation sessions. In this study, it was noted that peers have already identified such areas of concern as in lines 29 – 30 and also lines 32- 35. Thus, it is clear that students linked the presentation of their peers to what is ideal or expected from them by addressing mistakes for better performance and highlight what a good presentation looks like so that peers can do self-correction of their oral presentation.

6. Conclusion

From the findings of the study, two types of peer feedback were utilised by the participants of the study; i.e. evaluative and descriptive peer feedback. Students offer more evaluative feedback than descriptive feedback. In addition, among the three highest areas of concern for students when they provide evaluative feedback to their peers were eye contact, confident, and presentation skills while the lowest areas of concern were content, repeated words, body language and content. On the other hand, the highest area of concern when offering descriptive type feedback were eye contact, followed by attire and body language while the lowest percentage of descriptive feedback were noted for areas like time management, gestures, posture and overall presentation.

7. Recommendations of the Study

Based on the findings and conclusions of this study, it is recommended that teachers should provide ample opportunities for students to assist each other by giving feedback using mobile applications like Telegram. Students should be guided on areas to look for when giving feedback to peer's presentations and allow students to self-corrections and self-observation in a platform that they enjoy using like Telegram. In addition, it is recommended that researchers conduct similar study with a larger group of participants and from different parts of the world.

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