

Peer Feedback and Learner Autonomy in English Speaking Proficiency

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Providing feedback has long been recognized as being a crucial part of language teaching and learning over the last few decades. Although studies on feedback provision abound in literature, few focus on learner autonomy and English speaking ability. The current study aimed to bridge the research gaps by investigating the impact of peer feedback on learner autonomy in English speaking proficiency. This study involved two groups of 60 English major sophomores, with the experimental group engaging peer assessment, while the control group was exposed to conventional teacher feedback. Quantitative data were collected through pre- and post-speaking test to examine the effectiveness of peer feedback on English speaking proficiency. Qualitative method was adopted to investigate participants' perceptions about the correlation between peer feedback and English speaking ability. Results reveal that participants in the experimental group demonstrated greater improvements in learner autonomy and speaking proficiency compared to the control group.

Online Profile

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