# Impact of Mobile-Facilitated Peer Feedback Platform on Improving the Accuracy of Spoken English: An Experimental Study

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***Abstract*—Peer Assessment (PA) has reformed the conventional teacher-centred assessment by adopting a more learner-oriented approach. This instructional strategy, especially in its online design, has gained popularity, although its integration into traditional classroom environments presents noteworthy challenges. The present study aims to assess the efficacy of Mobile-facilitated peer feedback platform on improving the accuracy of Spoken English. In this study, a Mobile-Facilitated Peer Feedback Platform (MF-PFP) employing Instant Response System (IRS) mechanisms was introduced to enhance spoken English by addressing grammatical errors (such as articles, prepositions, tenses, and sentence structures) among Indian ESL learners, specifically those in the 12th grade. The experimental study was used to assess the efficacy of this method in English language class for Indian secondary schools. The participants were selected using random sampling. The analysis involved 132 participants, with half of the students (66) in the experimental group utilizing the MF-PFP method, while the other half adhered to the traditional teacher-led assessment approach. The data were analysed using Repeated Measure ANOVA test. The results demonstrate that the MF-PFP approach significantly enhances students' spoken accuracy for article (mean = 4.13), prepositions (mean = 4.485), tense (mean = 3.53) and sentence structure (mean = 1.12) by reducing grammatical errors for article (mean = 2.93), prepositions (mean = 3.634), tense (mean = 1.92) and sentence structure (mean = 0.71) in their English learning process. The study's findings may incorporate lessons for teaching the English language, particularly for spoken English grammar.**

***Keywords*—digital peer assessment, instant response system, accuracy, spoken English, peer feedback**

## I. Introduction

In language learning, the importance of constructive and timely feedback cannot be overemphasized, particularly in fostering the development of spoken English skills by examining spoken recordings [1]. This approach enables learners to assess and refine their linguistic competencies [2]. However, effective feedback delivery remains a challenge in various language teaching contexts [3]. Dimitriadis and Gašević [4] underscore the critical role of feedback in empowering learners to regulate and enhance their spoken performance. Peer Assessment (PA) has emerged as a potent tool, encouraging active participation among learners by prompting them to analyze, observe, and evaluate their peers' presentations [5]. This process not only facilitates the improvement of language skills but also cultivates a reflective practice concerning one's work [6]. Research studies, such as those carried out by [7, 8], have further reinforced the advantages of PA, highlighting its effectiveness in speeding up language proficiency and sharpening students' critical thinking and evaluative abilities. Overall, this study compilation promotes PA's incorporation into language learning curricula, highlighting its potential to revolutionize the feedback process and create a more immersive and student-centred experience.

The employment of Peer Assessment (PA) has been extensively established in its ability to enhance active learning and participation in English as a Second Language (ESL) settings [9–11]. This has resulted in various benefits, including improved academic achievement and increased learner responsibility. In a study, Grez *et al.* [12] stressed the significance of giving students clear guidelines, enabling them to evaluate their peers' work based on specific criteria and determine if it meets the task requirements. This approach encourages students to engage with exemplary works, promoting self-reflection on their contributions and facilitating the development of task-relevant skills. Drawing from social constructivism and cognitive conflict theory, PA is believed to encourage learners to critically evaluate and articulate the quality of their peers' outputs [13]. Topping [14] further supports this notion by suggesting that PA can create cognitive congruence by prompting learners to reconsider and improve their work based on peer feedback, thus highlighting areas for enhancement. The existing literature emphasizes the transformative potential of PA in fostering a deeper engagement with learning materials and a more comprehensive understanding of the subject matter through collaborative evaluation.

The practical implementation of PA requires careful planning and active involvement from teachers and students [15]. In addition to evaluating and providing qualitative feedback, PA instils discipline among learners [16]. Key to the success of peer assessment is the explicit articulation of assessment criteria, instruction on delivering constructive critiques, and clarification of the educational advantages of peer assessment. This approach assists students in gracefully receiving praise and criticism, reducing apprehension, and fostering an appreciation for the essential competencies needed for continuous learning and self-evaluation [17]. Establishing a supportive and trustworthy learning environment is crucial for the effectiveness of in-class peer assessment activities. Without such an environment, students may be reluctant to fully engage in learning tasks that expose their weaknesses [18]. This perspective highlights the significance of a well-organized and empathetic approach to PA, emphasizing

the necessity of a learning context that promotes open participation as a means for personal growth.

## II. Advancements in Digital Peer Assessment

Incorporating technology into the practice of Peer Assessment (PA) has exhibited considerable potential, resulting in instructors' widespread adoption of digital PA systems [19]. Using online platforms for PA introduces a previously attainable level of flexibility, allowing for anonymous participation and eliminating constraints on time and location [20]. This sense of anonymity cultivates a more open atmosphere for critique, granting students the freedom to evaluate each other's work without apprehension regarding personal bias or retaliatory actions [21]. Therefore, classroom time can be devoted to the analysis of submissions and the outcomes of the PA process [22, 23]. Despite these advancements, studies have identified obstacles associated with online PA systems. Students may display reluctance in providing feedback or ratings due to unfamiliarity with the assessment criteria or a lack of opportunity for dialogue with peers to clarify their evaluations [24–26]. Instances of biased assessments, encompassing both excessively generous and excessively harsh ratings, have been recorded [14]. Additionally, some students abstain entirely from the feedback process, refraining from contributing ratings or comments on their peers' work [25, 27]. In order to address these challenges, it is crucial to ensure rigorous supervision of the PA process and involve students in comprehensive discussions regarding the criteria and expectations of assessments both prior to and during the PA activities [28]. This approach aims to enhance the efficacy of online PA by fostering fairness, transparency, and active participation among participants.

Mobile-facilitated peer feedback platforms for improving spoken English skills face several challenges. The quality of peer feedback can vary significantly, lacking the expertise and objectivity of professional instruction, which is critical for nuanced aspects such as pronunciation. Technological limitations, including poor sound quality and connectivity issues, can hinder effective feedback. Furthermore, cultural and psychological barriers may affect how feedback is given and received, with some students potentially uncomfortable critiquing their peers or questioning the credibility of peer assessments. The platform's success also heavily relies on student engagement and motivation, which can be inconsistent. Additionally, dependence on peer feedback without professional oversight can lead to the reinforcement of incorrect language use, while disparities in device capabilities and internet access can create inequities among learners. These factors suggest that while beneficial, such platforms should be used with caution and supplemented with professional guidance to ensure effective learning outcomes.

They are addressing the pivotal inquiry of how educators can effectively implement Peer Assessment (PA) to augment the precision in spoken English. While the logistical aspects of conducting PA, such as organizing in-class sessions for peer review and feedback, are uncomplicated, the complexities lie in recognizing and addressing student behaviors that diminish the effectiveness of PA and determining the optimal moments for applying assessment criteria within the classroom environment. The success of in-class PA initiatives is based on two fundamental factors: profound engagement, characterized by active and comprehensive participation in the PA process [8], and self-reflection, which encompasses providing opportunities for students to reflect on their learning journey and the feedback received [4]. These components are crucial for fostering a productive learning milieu where PA serves as a tool for academic evaluation and as a catalyst for personal growth and development.

The emergence of mobile technology has presented instructors with innovative opportunities to integrate mobile-facilitated Peer Assessment (PA) into in-class activities, leveraging anonymity to improve the process. The Instant Response System (IRS), also known as clicker technology, offers a solution to previously identified challenges in PA implementation. By utilizing IRS for MF-PFP, students can anonymously and instantly evaluate their peers' work during class sessions, minimizing potential adverse effects on social dynamics. IRS technology involves the utilization of transmitters for submitting feedback and receivers for compiling it, facilitating a smooth exchange of evaluative information [29]. In practical application, IRS tools enable instructors to gather, aggregate, and review student responses in real time, displaying the compiled data on a screen accessible to the teacher. This immediate access to aggregated feedback allows instructors to identify areas of misunderstanding or difficulty in the PA process, enabling timely and effective pedagogical interventions to clarify expectations and procedures, thereby reducing student confusion and enhancing the overall effectiveness of the PA experience.

## III. Aims of the Study

Incorporating the Mobile-Facilitated Peer Feedback Platform (MF-PFP) into classroom dynamics presents a unique opportunity to enhance language teaching approach, particularly within India's educational framework. By utilizing MF-PFP for in-class activities, instructors can promptly address any confusion related to assessment criteria or learning objectives during peer assessment sessions. This approach guarantees a more transparent and understanding-driven learning environment, encourages increased interaction between instructors and students, and fosters a collaborative learning culture among the students. Additionally, the real-time monitoring capabilities of MF-PFP systems allow for immediate identification and correction of any unjust evaluations or inappropriate feedback that may result from students' lack of engagement or understanding. Despite these clear advantages, there is a lack of literature on using MF-PFP, especially when employing IRS technology to facilitate in-class peer evaluations in English language learning projects focused on oral recording. This gap indicates a need for comprehensive research to explore the practical benefits and potential drawbacks of MF-PFP in educational settings. Thus, this research proposes a thorough examination of the utilization of MF-PFP in spoken recording tasks in ESL settings to offer robust

empirical proof of its influence on learners' spoken correctness. Specifically, it seeks to compare the outcomes of instructional strategies implemented with and without MF-PFP while also evaluating students' perceptions of the role of MF-PFP activities in enhancing the peer assessment teaching methodology. During this investigation, the study aims to illuminate the efficiency of MF-PFP in the Indian setting, providing valuable perspectives into its relevance and consequences for language learning approaches. The study aims to explore the following research questions:

- Does introducing an in-class Mobile-Facilitated Peer Feedback Platform (MF-PFP) lead to improved spoken accuracy by reducing error rates in a spoken recording project, as evidenced by pretest and post-test comparisons between experimental and control groups?

## IV. Research Design

### A. Participants and Sampling

This study was conducted on 132 twelfth-grade Indian students. The aim was to investigate the relative effectiveness of various teaching methods in enhancing their spoken English skills, specifically focusing on grammar accuracy (articles, prepositions, tenses, sentence structure). The students were selected and divided into two primary groups using random sampling technique: the experimental group, which consisted of 66 students, received instruction through a Mobile-Facilitated Peer Feedback Platform (MF-PFP) to promote collaborative and interactive learning. The control group, including 66 students, received a more traditional teacher-centred approach where the teacher played a central role in teaching and assessing students. Significantly, the same instructor with vast expertise in teaching English instructed both groups. The primary objective of this study endeavor was to comprehensively assess and comprehend the diverse impacts of these teaching methodologies (peer assessment versus teacher-led instruction) on the students' spoken English abilities. Furthermore, the investigation sought to capture the students' subjective assessments of how these instructional techniques contributed to their learning outcomes, particularly in terms of effective communication in English. This comprehensive analysis was designed to provide valuable insights into the pedagogical practices that are most effective in enhancing the spoken English skills of senior secondary school students in Assam, considering their unique linguistic and cultural backgrounds.

### B. Mobile-Facilitated Peer Feedback Platform

To evaluate the effectiveness of the instructional method, the study utilized an integrated approach that combined a mobile-based ZUVIO Instant Response System (IRS) and Google Drive. This specific combination was designed for the experimental group of students (Fig. 1). By implementing this strategy, the study facilitated a thorough PA process, supported by two primary databases that created an environment conducive to PA. The first element of this infrastructure was a cloud-based storage solution on the Google Drive platform, which provided a secure repository for students to submit and retrieve their spoken English project assignments. This ensured that students had a reliable and accessible means of submitting their work for review. The second element was the ZUVIO system's database, carefully designed to serve a dual purpose. It not only securely stored the ratings and qualitative feedback provided by both students and instructors, fostering a transparent and constructive evaluative process, but it also maintained a detailed record of personal information associated with each student's profile. This record includes student names, identification numbers, and groupings. The approach was designed and implemented in the PA system to enhance the pedagogical effectiveness of the experimental instructional method, promoting a more enriching learning experience through the seamless integration of technology-facilitated assessment tools.

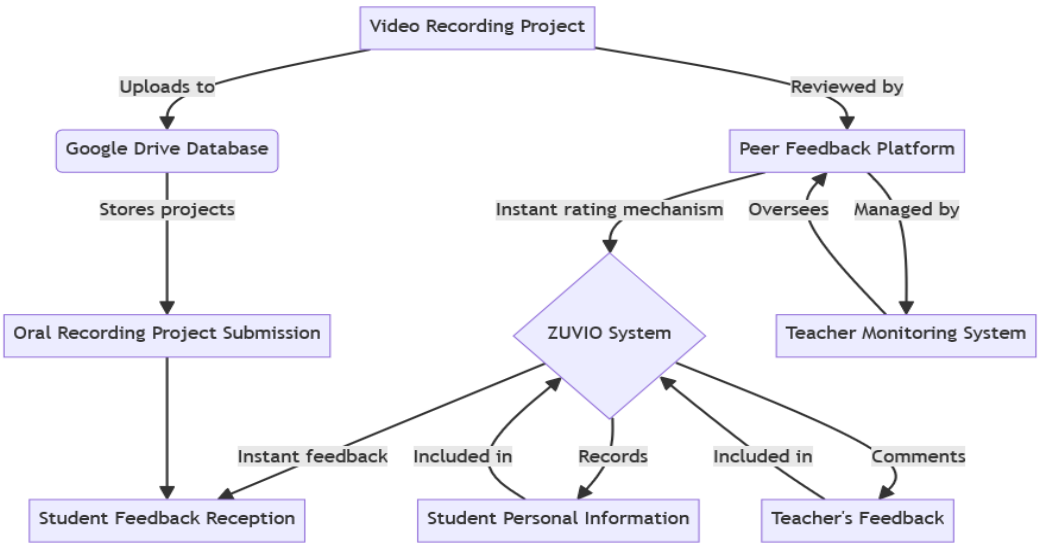


Fig. 1. ZUVIO IRS and Google Drive integration for peer assessment.

In addition, to fulfill the requirements of the educational setting during the process of Peer Assessment (PA), three distinct functionalities were introduced. Firstly, incorporating the 'spoken English recording project' feature enabled students to upload their spoken language assignments to a designated space on Google Drive, ensuring the secure

storage and management of their submissions. Secondly, the MF-PFP functionality was developed to facilitate the evaluation of these assignments, encompassing features such as immediate grading and feedback mechanisms. This was made feasible within the ZUVIO platform through a mobile application that offered an extensive user interface, granting access to submission records, personal information and received critiques. Students were empowered to employ their devices to submit evaluations and access feedback from peers and the instructor, thereby amplifying the interactivity and engagement of the PA process. This functionality also allowed instructors to initiate PA activities in the classroom, integrating features for immediate peer evaluation and feedback dissemination. Lastly, the 'Instructor Monitor' capability, empowered by ZUVIO's web services, provided instructors with robust tools for overseeing the PA process, ensuring a seamless and practical assessment experience. This multifaceted approach was designed to support a dynamic and interactive learning environment, leveraging technology to augment teaching effectiveness and student engagement in the assessment process.

The methodology commences in the following order: First, students finalize their oral recording assignments and upload them onto the Google Cloud platform. Following this, in classroom sessions, the instructor commences the peer assessment phase by presenting a chosen group's submission on a visible screen. This is succeeded by the students participating in the evaluation process directly from their mobile devices, where they allocate ratings and provide constructive feedback on the presented work. Once this evaluative phase is concluded, a specific interface becomes accessible, allowing students to access and review the feedback and ratings given by their peers. This immediate feedback mechanism guarantees that the evaluations recipients promptly comprehend their evaluators' perspectives. Throughout this MF-PFP process, the instructor possesses tools to oversee the ongoing PA activities, explicitly identifying and addressing any abnormalities in the ratings or any occurrences of improper behavior. Therefore, the role of the instructor transitions towards facilitating and ensuring the integrity of the MF-PFP process, rather than contributing direct feedback, serving more as an overseer to ensure the smooth execution and effectiveness of the peer assessment activities.

### A. Procedure

The research took place over twelve weeks, in which the control and experimental groups were given identical guidelines, evaluation criteria, and a uniform rating scale. Before the beginning of the study, an instructional session was held to provide both groups with essential skills in oral communication, scriptwriting, video recording, and uploading these videos to Google Drive using personal devices. Additionally, they were introduced to the ZUVIO system. This initial phase also included a comprehensive introduction to the spoken English recording project and the evaluation rubrics. The students from both groups were then categorized into three teams, resulting in ten teams per group. These teams were assigned to create a video recording, ranging from three to five minutes, on a topic taught by the instructor. Subsequently, these recordings were to be uploaded to Google Drive. After the production and presentation of their videos for assessment, a pretest was conducted to evaluate the spoken recording project.

Participants in the experimental cohort were involved in the peer evaluation endeavor, wherein they provided constructive criticism on the audio recordings of ten fellow participants. After receiving anonymous feedback from their peers, they were encouraged to enhance their submissions and upload them again. The role of the instructor in this process was restricted to supervision, rendering requisite assistance or intervention as necessary. Conversely, individuals in the control group received evaluative remarks exclusively from the instructor, based on identical standards and proceeded to make revisions as instructed. After submitting revised materials from both groups, a posttest evaluating the oral recording project was administered.

### B. Instruments

The study comprised a collaborative effort between researchers and an instructor to enhance the Oral Test Rubric, initially developed by Huang *et al.* [30], to evaluate spoken skills in second language learners to be suitable for assessing speaking skills in this particular context. The objective of this adaptation was to establish a comprehensive framework for evaluating various aspects of oral communication. In addition, the Rubric for Video Projects, introduced by Vandervelde [31] to promote self-assessment or peer assessment in creating video projects related to subject matter expertise, was also customized for use. The modified rubric incorporated four crucial grammatical criteria: articles, prepositions, tenses, and sentence structure, thereby providing a comprehensive evaluation of student performance in spoken tasks. To ensure the reliability of the assessments, two experienced teachers were recruited to evaluate the students' spoken tasks. The consistency of their evaluations was measured by an inter-rater reliability score of 0.71, indicating a high level of agreement in their ratings and confirming the dependability of the assessment process.

## V. Results

The examination of the dataset through the utilization of multivariate tests disclosed noteworthy impacts and interactions among the variables of concern: Errors (articles, prepositions, tense, and sentence structure), groups (experimental and control), tests (pretest and posttest), and their combinations. An account of each factor and interaction is provided herein, depend on the F statistic, significance level ($p$-value), and partial eta squared ($\eta^2p$), which have facilitated an understanding of the degree and importance of these effects.

### A. Main Effect

In the conducted analysis, it was demonstrated that the influence of errors on the dependent variables was of significant. The statistical analysis yielded an F statistic of $F(59, 7) = 278.479$, with a level of significance of $p < 0.001$ (Fig. 2). This result indicated the presence of a statistically significant impact. The estimate of effect size, known as the partial eta squared ($\eta^2p$), was computed to be 0.971. This

substantial value of $\eta^2p$ signifies a considerable effect size, suggesting that errors influence the outcomes considerably. Specifically, these errors account for a noteworthy proportion of the variability observed in the data. The types of errors and their respective means were as follows: article errors at 4.064, preposition errors at 5.636, tense errors at 3.205, and sentence structure errors at 1.042. These outcomes highlight the significance of addressing such errors to enhance the validity of the dependent variables in the dataset.

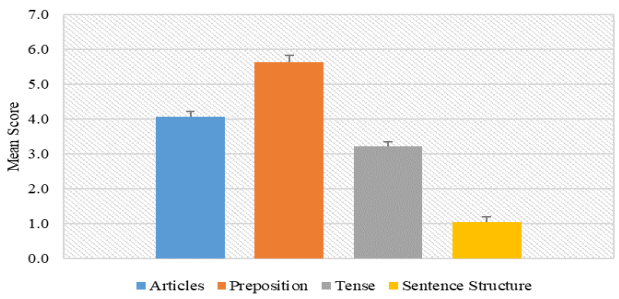


Fig. 2. Impact of error types.

Additionally, the analysis revealed that group distribution's effect on the data was statistically notable. The computed F statistic was $F$ (65, 1) = 302.377, with a $p$-value of less than 0.000, indicating a highly significant distinction between the groups (Fig. 3). The effect size, as assessed by the partial eta squared ($\eta^2p$), was determined to be 0.823, which denotes a substantial effect, signifying that group disparities substantially influence the measured outcomes. This statistical evidence implies that group distinctions represent a primary origin of variability within the data. Further investigation of the groups indicated that the mean score for the experimental group was 2.289 with a standard error of 0.003, while the control group manifested a mean score of 2.856 with a standard error of 0.009. These results underscore the considerable impact of the experimental manipulation on the dependent variables, as the experimental group exhibits a noticeably lower mean score compared to the control group, reinforcing the conclusion that group allocation is a crucial factor influencing the dataset.

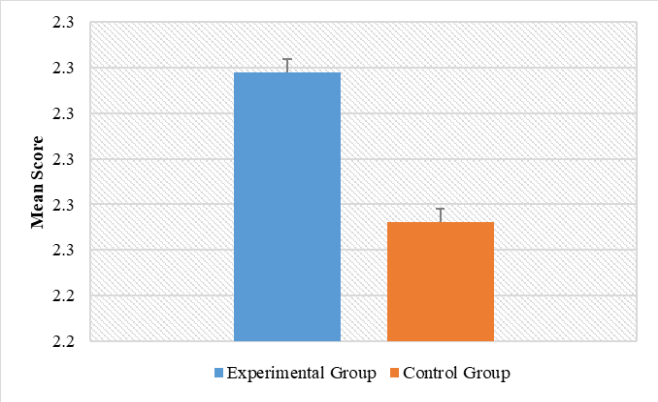


Fig. 3. Group effect on errors.

In addition, the statistical analysis suggested that the impact of the test conditions on the dependent variables was statistically significant. The calculated F statistic was $F$ (65, 1) = 190.320, with a $p$-value of less than 0.001 (Fig. 4). This outcome confirms that the test conditions substantially impacted the outcomes within the dataset. The partial eta squared ($\eta^2p$) was determined to be 0.745, indicating a significant effect size. This encounter highlights that a significant part of the total variability observed in the data can be attributed to the test conditions. Further analysis of the conditions unveiled that the mean value during the pretest was 2.782, with a standard error of 0.086. On the contrary, the average rating for the posttest was 2.363, with a standard error of 0.079.

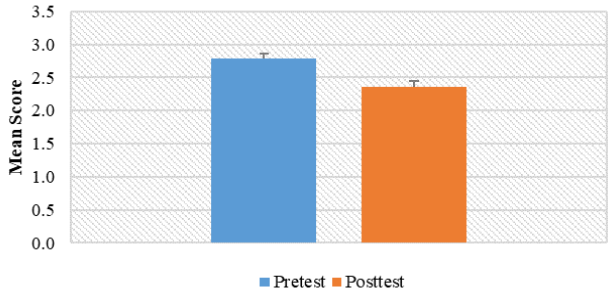


Fig. 4. Pretest and Post-test condition effects.

## B. Interaction

The statistical analysis revealed the apparent influence of the interaction between error types and test conditions. This is evident through the F statistic ($F$ (59, 7) = 12.023) and the significant p-value of less than 0.001. Moreover, the calculated partial eta squared ($\eta^2p$) indicated a moderate to large effect size of 0.588, further highlighting the significance of these results. These statistical results demonstrate that the interplay between different error types in the test conditions significantly impacts the dependent variables. Upon careful examination of the data, it becomes evident that there is a notable decline in the average number of errors across all grammatical categories from the pretest to the post-test. Specifically, the average number of errors in Articles reduced from 4.364 ($SE$ = 0.173) to 3.765 ($SE$ = 0.131), Prepositions decreased from 5.924 ($SE$ = 0.207) to 5.348 ($SE$ = 0.173), Tenses decreased from 3.606 ($SE$ = 0.186) to 2.803 ($SE$ = 0.115), and Sentence Structure errors dropped from 1.144 ($SE$ = 0.170) to 0.939 ($SE$ = 0.130). These results suggested that the test conditions have a significant corrective effect on error frequency across different grammatical categories.

Furthermore, the statistical examination of the correlation between group differentiations and test circumstances resulted in highly notable outcomes, with an $F$ statistic of $F$ (65, 1) = 315.843 and a p-value of less than 0.001. The partial eta squared ($\eta^2p$) was computed as 0.829, indicating a substantial effect size and emphasizing the profound influence of the correlation on the dataset. This indicated that group affiliation and the test circumstances collectively play a critical role in the observed outcomes. Specifically, the experimental group demonstrated a decrease in mean scores from the pretest ($M$ = 2.729, $SE$ = 0.089) to the post-test ($M$ = 1.848, $SE$ = 0.085), while the control group displayed an increase from the pretest ($M$ = 2.835, $SE$ = 0.084) to the post-test ($M$ = 2.877, $SE$ = 0.083). These alterations signify that the experimental intervention significantly affected the altering of the measures of the dependent variable, which differed from the experience of the control group.

In addition, the three-way interaction analysis between

types of errors, groups, and tests yielded statistically significant results, as evidenced by an F statistic of $F$ (59, 7) = 23.904 and a p-value of less than 0.001 (Table 1). The partial eta squared ($\eta^2 p$) was found to be 0.739, indicating a substantial effect size. This disputes that the clear connection among these factors trivializes the dependent variables and does not justify a significant portion of the variability within the dataset. Specifically, the experimental group exhibited a decrease in errors from the pretest to the post-test in the category of articles (from 4.136 with a standard error of 0.178 to 2.939 with a standard error of 0.122), a drop in prepositions (from 4.485 with a standard error of 0.229 to 3.634 with a standard error of 0.192), a reduction in tenses (from 3.530 with a standard error of 0.189 to 1.924 with a standard error of 0.140), and a decrease in sentence structure errors (from 1.121 with a standard error of 0.169 to 0.712 with a standard error of 0.107). In contrast, the control group maintained consistent error rates from the pretest to the post-test across all error types, with mean values for articles and tenses at 4.591 and 3.682, respectively, and standard errors remaining unchanged at 0.181 and 0.191. Similarly, mean values for prepositions and sentence structure were 6.121 and 1.167 for the pretest, with standard errors of 0.197 and 0.171, respectively, and slightly increased to 0.210 and 0.171 for the post-test. This stressed the unequal outcome of the intervention on the experimental group relative to the control group.

Table 1. Interaction effects: Error types, groups, tests

| Errors Types | Groups | N | Tests | Mean | Std. Error |
|---|---|---|---|---|---|
| Articles | Experimental | 66 | Pretest | 4.136 | 0.178 |
| | | | Post-test | 2.939 | 0.122 |
| | Control | 66 | Pretest | 4.591 | 0.181 |
| | | | Post-test | 4.113 | 0.094 |
| Prepositions | Experimental | 66 | Pretest | 4.485 | 0.229 |
| | | | Post-test | 3.634 | 0.192 |
| | Control | 66 | Pretest | 6.121 | 0.197 |
| | | | Post-test | 6.212 | 0.210 |
| Tenses | Experimental | 66 | Pretest | 3.530 | 0.189 |
| | | | Post-test | 1.924 | 0.140 |
| | Control | 66 | Pretest | 3.682 | 0.191 |
| | | | Post-test | 3.682 | 0.191 |
| Sentence Structure | Experimental | 66 | Pretest | 1.121 | 0.169 |
| | | | Post-test | 0.712 | 0.107 |
| | Control | 66 | Pretest | 1.167 | 0.171 |
| | | | Post-test | 1.167 | 0.171 |

## VI. Discussion

The findings of this investigation present a clear indication of the efficacy of a Mobile First Peer Feedback Platform (MF-PFP) in enhancing the accuracy of spoken English among individuals learning the language. The statistically significant reduction in grammatical errors observed in the experimental group, as demonstrated by the effect sizes across various error categories, aligns with previous research emphasizing peer feedback's advantages in language acquisition [14, 32, 33]. Integrating mobile technology through the MF-PFP has been verified to enhance the traditional peer assessment process by providing immediacy and anonymity, facilitating genuine and constructive feedback [29]. These results support the educational paradigm proposed by Falchikov [16], which underscores the role of peer assessment in cultivating discipline and reflective practices among learners.

The considerable impact sizes and statistically significant F values underscore the educational significance of MF-PFP and its role as a substantial determinant in enhancing spoken English precision. This is particularly remarkable in light of prior research, which has identified the necessity for stringent supervision and well-defined evaluation criteria to alleviate the difficulties associated with PA, such as prejudiced assessments and students' hesitance to participate in the feedback process [14, 25, 32]. The study's findings offer empirical validation for the strategies advocated by Tsai *et al.*, [28] to augment the efficacy of online PA by fostering equity, transparency, and active involvement among participants.

Moreover, the error rates of the control group, which remained unchanged after the intervention, indicate the additional benefits of the MF-PFP compared to conventional assessment techniques. These traditional methods often lack the interactive and immediate nature crucial in a PA context [33–35]. The disparity in outcomes between the two groups further emphasizes the significance of the innovative approach employed by the MF-PFP, which actively involves learners in the feedback procedure and enhances their language proficiency [33, 36–38].

The investigation findings strengthen the argument for incorporating innovative feedback methods into language learning programs [39–42]. This strategy advocates for an approach that prioritizes the learner and emphasizes interactive techniques, which aligns with Carless's principles of constructive feedback. Additionally, the findings of the present study align with Skinner's [43] idea of Behaviorism. According to Skinner, language learning is viewed as a set of habits that can be formed or changed through repeated exposure and reinforcement. In this context, feedback acts as a form of reinforcement. Positive feedback reinforces correct usage, encouraging repetition of the correct form, while negative feedback or correction helps to eliminate errors and discourage their repetition [43]. This approach aligns with the behaviorist emphasis on observable and measurable aspects of learning, suggesting that consistent and immediate feedback can effectively shape grammatical competence. Furthermore, it facilitates the enhancement of accurate oral English skills. These findings are supported by the broader discourse on the transformative potential of peer evaluation in fostering a deeper connection with educational materials and a more nuanced understanding of the subject matter [44].

Feedback plays a crucial role in enhancing learning accuracy in spoken English, particularly through the lens of constructive feedback and social learning theory. Constructive feedback, which is specific, actionable, and supportive, helps learners reflect on and adjust their language use, encouraging them to internalize correct grammatical structures [45]. Social learning theory, which emphasizes learning through observation, imitation, and modeling within a social context, highlights the importance of peer interaction [46]. This interaction allows learners to engage dynamically, observe effective communication strategies, and receive or give immediate feedback, which is vital as it provides an environment for practicing spoken English where errors can be immediately addressed and corrected. Immediate feedback is especially effective in preventing the fossilization of errors, ensuring that correct forms are quickly internalized [47]. Practically, language teaching should integrate structured

peer activities, train students to provide constructive feedback, and leverage technology for real-time corrections. Teachers should facilitate these interactions, guiding peer feedback sessions and creating a supportive environment that encourages active participation and mutual learning [48–53]. These strategies collectively enhance the effectiveness of teaching spoken English, making feedback a pivotal element of language learning.

The study highlights the critical role played by the MF-PFP in enhancing the accuracy of spoken English. Consequently, it suggests a need to reassess existing language teaching methods and embrace technological advancements that can foster a more interactive and thoughtful learning atmosphere.

## VII. Conclusion

The analysis conducted in this study examines the influence of a Mobile-Facilitated Peer Feedback Platform (MF-PFP) on the enhancement of spoken accuracy. This examination yields valuable insights into the pedagogical benefits and limitations of the MF-PFP. However, the experimental design employed in this study is robust, and the specific context limit the implication in heterogenous classrooms. It is essential to mention that certain factors, such as students' levels of engagement, cultural backgrounds, and individual responses to peer feedback, were not thoroughly explored, suggesting the need for further investigation in these areas. Future research is mildly discouraged from expanding upon the methodologies employed in this study to encompass diverse educational contexts, thereby investigating the longitudinal effects of such pedagogical interventions on learners' language proficiency and engagement. Moreover, it is suggested to integrate qualitative research methods to further explore the Model Feedback-Peer Feedback Process (MF-PFP). Incorporating techniques such as semi-structured interviews, focus groups, and the analysis of open-ended survey responses will enable a deeper examination of students' subjective experiences and perceptions. This approach will provide valuable insights into the emotional and cognitive effects of peer feedback, enriching our understanding of its impact. Such a holistic view will not only complement the quantitative data but also enhance the broader literature on effective peer feedback mechanisms within educational environments. Additionally, exploring how integrating MF-PFP with other teaching strategies impacts language learning outcomes and intervenes the learners' perceptions and experiences of peer feedback would contribute to a more nuanced understanding of the dynamics inherent in peer-assisted learning environments.

From an educational perspective, this study underscores the significant role of technology in enabling a student-cantered approach in the area of English as a Second Language (ESL) education. Mobile-Friendly Peer Feedback Platforms (MF-PFPs) offer a promising avenue for enhancing oral accuracy, fostering a culture of self-evaluation and peer-based learning by facilitating immediate and constructive feedback. Consequently, EFL educators are encouraged to incorporate MF-PFPs into their instructional repertoire, recognizing the potential of these platforms in addressing language errors and cultivating a more engaging learning experience. Nevertheless, the effective implementation of such platforms necessitates comprehensive support and explicit guidelines from educators, addressing potential challenges such as ensuring the quality of feedback and promoting active student involvement. The investigation indicates a shift in language education, advocating for integrating innovative, technology-driven feedback mechanisms that promise to make the learning process more interactive, engaging, and successful in achieving language proficiency goals. This aligns with broader educational trends prioritizing student engagement, high-quality feedback, and technology integration to facilitate personalized learning paths, enhancing the overall language learning experience.

## Conflict of Interest

The author declares no conflict of interest.

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