COMPARISON OF TEACHER AND PEER FEEDBACK ON THE REDUCTION OF LANGUAGE ERRORS IN JUNIOR STUDENTS' SPEAKING

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Abstract. From the standpoint of formative assessment, the primary distinction between peer and teacher feedback is that, in contrast to instructors, peers are not domain experts. Peer feedback's accuracy varies as a result. Peer opinions and advice might be misleading, entirely wrong, or only partially accurate. Additionally, an assessee typically does not view the peer assessor as a "knowledge authority," which makes them more reluctant to accept a peer's opinion or advise. Peer feedback, however, can be helpful for learning, which may perhaps be reason it differs from teacher feedback in that the impact and meaning of feedback are changed when there is no obvious "knowledge authority" (such as the teacher). In this paper, we outlined the comparison of peer and teacher feedback on the reduction of language errors in juniors' speaking skills alongside with the benefits each type provides.

Key words. Teacher feedback, peer feedback

INTRODUCTION

Error correction can be conducted in several ways such as self-correction, peer correction, and teacher correction. It stands for the fact that Lewis, stated that there are three sources of feedback.[1] Namely: teacher feedback, self-evaluation (self-directed feedback) and peer feedback

(i) Teacher Feedback

For comments on a variety of subjects, teachers have been the primary providers in both written and spoken languages. This circumstance arises during speaking lessons as well, and Hammer asserts that it is crucial that teachers let students evaluate their own work once they have finished an assignment.[2] In a speaking lesson, the problem is how and when to provide feedback. The impact of various strategies can be carefully considered in order to provide an answer. According to Harmer, overcorrection can impede students and disrupt the flow of the communication process when they are in the middle of a speaking activity. Additionally, it is possible that the teacher will not have enough time to comment on each student's oral presentation. An additional issue with feedback from teachers is that comments on students' assignments are usually written in a language that makes sense to the teacher but is incomprehensible to the students. Additionally, the teacher's feedback is a one-way flow and will not significantly influence student's future actions.

(ii) Peer Feedback

Peer feedback is an activity in which students voluntarily collaborate with one another to provide and receive constructive, encouraging, and non-evaluative comments from someone who is in a same circumstance as them.

The teacher's feedback might not be effective for certain students. These students frequently struggle with issues including lack of confidence, fear of making mistakes and their peers making fun of

[1] Lewis, M. (2002). Giving Feedback in Language Classes. *The University of Auckland: SEAMO Regional Language Centre.* 3-39

[2] Harmer, Jeremy. 2001. The Practice of English Language Teaching. *(3rd ed). England: Pearson Education, Ltd.* 289-295

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them, fear of asking their instructor questions, and little to no teacher attention. The application of peer-correction techniques may enhance the speaking abilities of EFL students since peer correction is essentially necessary for speaking performance. When friends correct their mistakes instead of teachers, students may feel less anxious.

Being corrected by a pair can occasionally be misinterpreted. Many students think that simply listening to what their peers correct them to say and repeating it will improve their speaking abilities.[3] At the absolute least, both students who participate in peer-correction need some training on the subject so they are conversant with the lesson's topics. It is crucial that teachers receive training on how to implement and oversee the proper application of these tactics. The goal of classroom time should not be restricted to improving students' speaking abilities; it should also include planning for the development of everyday life skills, capability, initiative, autonomy, responsibility, and teamwork.

As a socially beneficial activity that fosters students' independence, critical thinking, and analysis, working in pairs and utilizing peer-correction techniques is a good way to improve speaking students' abilities. Peer-correction techniques may help EFL students become more confident speakers by reducing their anxiety levels when their friends, not their teacher, correct their mistakes.[4]

According to Tost, a student who is having trouble pronouncing words correctly can benefit by listening to a classmate who speaks English correctly and reading aloud to improve their own pronunciation.[5] She discovered that when a classmate consistently corrects a student, it will positively impact the learner's reading comprehension, pronunciation, and fluency. Even while it could be a helpful tool for certain students during their education, others of them are quite reluctant to receiving correction from someone other than their teacher since they believe the teacher is the only one who truly knows.[6] Some students would prefer to get corrections from their teachers rather than from their peers because they believe that their peers will not support them or will ignore them.

If we summarize the statements used above, we might come up with an overview of the benefits and best practices of each type of feedback and how each can contribute to error reduction:

Benefits of Peer Feedback:

Collaboration: Peer feedback is defined as any comment made by students to other students. It is also considered a social activity and is very helpful in speaking classes because of the cognitive and social benefits of peer feedback. It promotes a helpful classroom atmosphere where students can share knowledge. The fact that students are actively exchanging, debating and negotiating ideas within their groups increases students' interest in learning. More importantly, by engaging in discussion and taking responsibility for their learning, students are encouraged to become critical thinkers.

Perspective: Provides a unique viewpoint on typical mistakes, which is frequently sympathetic because peers deal with comparable difficulties.

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[3] Ramírez, I., & Guillén, P. (2018). *Self* and Peer-Correction to Improve College Learners' Writing Skills. *Profile Issues in Teachers' Professional Development, 20(*2), 179-194

[4] Gudu, B. (2015). Teaching speaking skills in English language using classroom activities in secondary school level in Eldoret Municipality. *Journal of Education and Practice*, 6, 55–63.

[5] Tost, G. (2013). Bettering pronunciation through reading aloud and peer appraisal. *Bellaterra Journal of Teaching & Learning Language & Literature,* 6(1), 35-55.

[6] British Council. (2019). *Teaching English*, London, UK.

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Building Confidence: Students' critical thinking and communication abilities are enhanced through feedback conversations.

Best Practices: Students are encouraged to give an oral presentation early and take it seriously, which leads to their improvement because peer feedback involves working cooperatively with others, taking responsibility for their own learning, and deepening their understanding of specific course material.

Feedback-giver-receiver relationships help students grow as learners and become more intelligent assessors of their own learning. Asking appropriate, right questions, exchanging knowledge, identifying difficulties, and offering solutions all contribute to students increased mastery and clearly define expectations for helpful comments. Students mostly concentrate on particular mistakes (e.g., pronunciation, grammar, fluency).[7] That's why it can encourage both constructive feedback and good engagement. For instance, during a speaking practice, a student may see that a classmate frequently pronounces a word incorrectly and gently point it out, offering an alternative pronunciation. So, it can be effective in improving common errors, especially pronunciation and fluency but less effective for complex grammatical issues.

Peer Feedback Empowers Students to Be Experts

Every student has the potential of becoming experts. In order to empower and train our students to be effective peer experts, our first task in the classroom is to get to know them so that we can recognize and enhance their talents.[8] There are several chances for students to succeed in each subject or field of study. We involve students in the greatest degree of learning—asking them to teach—by granting them the responsibility of sharing their knowledge to one another. Because every student offers their own perspective, opinions, and preferences, this teaching and learning approach also naturally differentiates the learning. Students witness directly that there is no one "right" approach to teach or learn. There is no longer a need for teachers to be the only experts in the room. Since technology creates new chances for teachers and students to learn together, this reality should be exciting rather than frightening.

Benefits of Teacher Feedback:

Expertise: Teachers are able to see minor mistakes in vocabulary usage, grammar, or pronunciation that classmates might overlook and build trust and reinforce correct usage.

Structured Guidance: Teachers give specific comments according to learning goals. **Modelling Appropriate Use:** Teachers can set an example of appropriate language use for students to follow, can tailor feedback based on each student's needs.

Best Practices: - Provide accurate, authoritative, and detailed corrections, most effective in addressing structural, grammatical, and complex errors and helps improve overall language accuracy and builds a strong foundation.[9]

CONCLUSION

[7] Ramírez, I., & Guillén, P. (2018). *Self* and Peer-Correction to Improve College Learners' Writing Skills. *Profile Issues in Teachers' Professional Development, 20(*2), 179-194

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When delivered positively, peer feedback can be highly motivating. It provides a sense of support and community, which can boost morale. Motivation resulting from teacher feedback depends on the teacher's approach. Constructive, encouraging feedback can inspire learners, while overly critical feedback may have the opposite effect. Self-feedback can offer high motivation, especially for self-directed learners. It enables learners to track their own progress and set goals, enhancing intrinsic motivation.

Peer feedback is most effective in addressing common and easily identifiable errors. Its usefulness may be limited for more complex issues. Type of feedback that is teacher's is effective for all types of errors, from basic to advanced, due to the teacher's expertise.

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