

Enhancing Eloquence in Speaking through Peer Feedback: A Study on Gifted Students in Vietnamese Public High Schools

Abstract

This study investigates the effectiveness of structured peer feedback in enhancing the speaking skills of gifted students in a resource-limited public high school in Vietnam. Traditional English teaching methods often overlook speaking skills, especially for gifted students. The study involved 40 to 50 students participating in peer feedback sessions over one semester, using a mixed-methods design. Quantitative findings showed significant improvements in fluency, coherence, pronunciation, vocabulary, and overall eloquence, with students also reporting increased confidence. Qualitative data highlighted enhanced engagement, critical thinking, and self-awareness, though challenges included variability in feedback quality and peer dynamics. Recommendations include ongoing training, structured guidelines for feedback, and strategies to manage peer dynamics. This study demonstrates that peer feedback can effectively improve speaking skills and confidence in a supportive, low-cost, and sustainable manner, providing valuable insights for educators in similar contexts.

Keywords: Peer feedback, speaking skills, gifted students, English education, Vietnam, resource-limited settings.

I. Introduction

A. Background and Rationale

Eloquence in speaking is a critical skill for academic and professional success, enabling individuals to articulate their thoughts clearly and persuasively. For gifted students, who often exhibit advanced cognitive abilities and a heightened capacity for abstract thinking, developing strong speaking skills is particularly important. Eloquence not only enhances their academic performance but also prepares them for future leadership roles where effective communication is paramount.

In Vietnam, English is increasingly recognized as a vital tool for global integration and professional advancement. However, public high schools often face significant challenges in providing quality English education, particularly in resource-limited settings. These challenges include large class sizes, limited access to educational resources, and insufficient training for teachers in modern pedagogical techniques. Consequently, opportunities for students to practice and refine their speaking skills are often inadequate (Hoang, 2018; Tran, 2015).

Gifted students, despite their advanced abilities, are not immune to these challenges. They require differentiated instruction that goes beyond the standard curriculum to meet their unique learning needs. Traditional methods of teaching English may not fully engage these students or harness their potential, leading to a gap in their development of eloquent speaking skills (Harris, 2015).

Peer feedback has emerged as a promising strategy to enhance speaking skills, leveraging the collective insights and support of fellow students. This approach involves structured feedback sessions where students evaluate each other's performances based on predefined criteria, providing constructive criticism and encouragement. Peer feedback not only promotes active learning but also fosters a collaborative learning environment, which can be particularly beneficial in resource-constrained settings (Liu & Carless, 2006).

Implementing a peer feedback system in Vietnamese public high schools offers a practical solution to the challenges faced by educators and students. It allows for the optimization of existing resources by creating opportunities for students to practice speaking and receive feedback without the need for extensive additional resources. Moreover, peer feedback can enhance students' confidence, critical thinking, and ability to articulate ideas effectively, contributing to their overall language proficiency and eloquence (Gielen et al., 2010).

This study aims to investigate the effectiveness of structured peer feedback in improving the speaking skills of gifted students in a resource-limited public high school setting in Vietnam. By evaluating the impact of peer feedback on students' eloquence, confidence, and communication skills, the research seeks to provide valuable insights and practical recommendations for educators striving to enhance English education in similar contexts.

B. Research Problem

Despite the critical importance of eloquence in speaking for academic and professional success, public high schools in Vietnam, particularly those with limited resources, face significant challenges in providing effective

instruction and practice opportunities for students. Gifted students, who possess advanced cognitive abilities and potential, require specialized and differentiated instruction to fully develop their speaking skills. However, the current educational environment often falls short in addressing these needs, leading to a gap in the development of eloquent speaking abilities among gifted students (Harris, 2015).

The traditional methods of teaching English in Vietnamese public high schools are primarily focused on grammar, reading, and writing, with insufficient emphasis on speaking and listening skills (Hoang, 2018; Nguyen & Le, 2019). This imbalance is exacerbated by large class sizes, limited access to educational resources, and a lack of specialized training for teachers in modern, interactive pedagogical techniques (Tran, 2015). As a result, students, including those who are gifted, have limited opportunities to practice speaking in meaningful and engaging contexts, hindering their ability to develop confidence and eloquence (Nguyen, 2017).

Moreover, the existing curriculum does not adequately cater to the unique learning needs of gifted students, who often require faster-paced instruction, more complex and challenging activities, and opportunities for self-expression and critical thinking (Pham, 2013). Without these tailored instructional approaches, gifted students may not fully realize their potential in speaking and may become disengaged or under-stimulated (Harris, 2015).

Given these challenges, there is a pressing need to explore innovative and practical solutions to enhance the speaking skills of gifted students in resource-limited settings. Peer feedback has emerged as a promising strategy, leveraging the collective insights and support of students to provide constructive criticism and encouragement (Liu & Carless, 2006). However, the effectiveness of this approach in the context of Vietnamese public high schools remains under-researched.

This study seeks to address this gap by investigating the impact of structured peer feedback on the development of eloquence in speaking among gifted students in a Vietnamese public high school with limited resources. By examining how peer feedback influences students' speaking skills, confidence, and overall communication abilities, this research aims to provide actionable insights and practical recommendations for educators. The findings will contribute to the broader understanding of effective strategies for enhancing English education for gifted students in similar resource-constrained environments.

C. Research Objectives

The primary objective of this study is to evaluate the effectiveness of structured peer feedback in enhancing the speaking skills of gifted students in a resource-limited public high school setting in Vietnam. By focusing on this primary goal, the study aims to achieve several specific objectives that will contribute to a comprehensive understanding of the impact and potential benefits of peer feedback in developing eloquence in speaking.

1. Assessing Improvement in Speaking Skills:

- **Objective:** To measure the improvement in speaking skills of gifted students as a result of participating in structured peer feedback sessions.
- **Rationale:** Understanding the extent to which peer feedback can enhance speaking abilities will provide valuable insights into its efficacy as a pedagogical tool (Gielen et al., 2010).

2. Evaluating Changes in Student Confidence:

- **Objective:** To evaluate changes in the confidence levels of gifted students when speaking in public or classroom settings before and after the intervention.
- **Rationale:** Confidence is a crucial component of eloquent speaking. This objective aims to determine whether peer feedback can help reduce speaking anxiety and increase self-assurance (Rollinson, 2005).

3. Exploring Perceptions of Peer Feedback:

- **Objective:** To explore the perceptions of both students and teachers regarding the use of peer feedback as a method for improving speaking skills.
- **Rationale:** Understanding the attitudes and experiences of participants will provide deeper insights into the practical implementation and acceptance of peer feedback in the classroom (Liu & Carless, 2006).

4. Identifying Challenges and Benefits:

- **Objective:** To identify the specific challenges and benefits experienced by students and teachers during the implementation of the peer feedback system.

- **Rationale:** Recognizing the obstacles and advantages will help in refining the approach and making necessary adjustments to maximize the effectiveness of peer feedback (Falchikov & Goldfinch, 2000).

5. **Providing Practical Recommendations:**

- **Objective:** To develop practical recommendations for educators on how to effectively implement structured peer feedback in resource-limited settings.
- **Rationale:** The ultimate goal is to offer actionable guidance that can be readily adopted by other schools facing similar resource constraints, thereby improving the quality of English education for gifted students (Nguyen, 2017).

By addressing these objectives, the study aims to contribute to the body of knowledge on effective strategies for enhancing speaking skills among gifted students, particularly in contexts where resources are limited. The findings will offer valuable insights for educators, policymakers, and researchers seeking to improve English language instruction and foster eloquence in speaking among gifted learners.

D. Research Questions

To achieve the objectives of this study and provide a comprehensive understanding of the impact of structured peer feedback on the speaking skills of gifted students in a resource-limited public high school in Vietnam, the following research questions and sub-questions will guide the investigation:

1. **How does structured peer feedback influence the speaking skills of gifted students?**

- **Purpose:** To determine the extent to which peer feedback sessions enhance the clarity, fluency, and overall eloquence of students' spoken English.
- **Sub-questions:**
 - What specific aspects of speaking skills show the most improvement after the intervention?
 - How do the students' speaking performances in peer-reviewed sessions compare to those in traditional classroom settings?
- **Rationale:** Previous studies have shown that peer feedback can significantly improve various language skills, including speaking (Gielen et al., 2010; Liu & Carless, 2006).

2. **What is the effect of peer feedback on the confidence levels of gifted students when speaking in public or classroom settings?**

- **Purpose:** To evaluate whether participation in peer feedback sessions helps reduce speaking anxiety and boost self-confidence.
- **Sub-questions:**
 - How do students' self-reported confidence levels change over the course of the intervention?
 - Are there observable differences in the confidence levels of students during speaking activities before and after the peer feedback intervention?
- **Rationale:** Confidence is a critical factor in effective speaking, and peer feedback has been shown to enhance students' confidence by providing a supportive and collaborative learning environment (Rollinson, 2005).

3. **What are the perceptions of gifted students and their teachers regarding the use of peer feedback to improve speaking skills?**

- **Purpose:** To gather qualitative insights into the acceptability and perceived value of peer feedback from the perspectives of both students and educators.
- **Sub-questions:**
 - How do students describe their experiences with giving and receiving peer feedback?
 - What are teachers' views on the effectiveness and practicality of incorporating peer feedback into their teaching practices?
- **Rationale:** Understanding participants' attitudes and experiences can inform the practical implementation and refinement of peer feedback systems (Liu & Carless, 2006).

4. **What challenges and benefits do students and teachers encounter during the implementation of the peer feedback system?**

- **Purpose:** To identify the practical obstacles and advantages encountered during the peer feedback process, providing a balanced view of its implementation.

- **Sub-questions:**
 - What specific difficulties do students face when providing and receiving feedback?
 - What logistical or pedagogical challenges do teachers encounter when facilitating peer feedback sessions?
 - **Rationale:** Recognizing the specific challenges and benefits can help in improving the effectiveness of peer feedback systems and ensuring their sustainability in resource-limited settings (Falchikov & Goldfinch, 2000).
5. **What practical recommendations can be derived from the study for implementing structured peer feedback in resource-limited settings?**
- **Purpose:** To develop actionable guidelines and best practices based on the study's findings that can be applied in similar educational contexts.
 - **Sub-questions:**
 - What adjustments or supports are necessary to maximize the effectiveness of peer feedback?
 - How can the peer feedback process be streamlined to fit within the constraints of resource-limited schools?
 - **Rationale:** Providing clear and practical recommendations can assist educators in adopting and adapting peer feedback systems to enhance English language education for gifted students (Nguyen, 2017).

Addressing these research questions and sub-questions serves the aim of the study to provide a detailed and nuanced understanding of the role of peer feedback in enhancing the speaking skills of gifted students. The findings will contribute valuable knowledge to the field of English language education and offer practical solutions for educators working in similar resource-constrained environments.

II. Literature Review

A. Importance of Speaking Skills in Language Learning

Speaking skills are a critical component of language proficiency, encompassing the ability to articulate thoughts, convey information clearly, and engage in meaningful communication. In the context of language learning, the development of speaking skills is essential for several reasons.

First, speaking is fundamental to effective communication. It enables learners to express their ideas, opinions, and emotions, facilitating interaction and collaboration in both academic and social settings. According to Brown and Yule (1983), speaking is one of the most essential language skills because it directly involves the process of constructing and conveying meaning in real-time, which is a key aspect of language use in everyday life.

Second, speaking skills contribute significantly to academic success. In educational environments, students frequently engage in activities that require oral communication, such as presentations, debates, and group discussions. Proficiency in speaking enhances their ability to participate actively and confidently in these activities, thereby improving their overall academic performance. Luoma (2004) emphasizes that effective speaking skills are not only crucial for language tests but also for the broader educational outcomes, as they enable students to demonstrate their knowledge and critical thinking abilities verbally.

Third, speaking skills are closely linked to cognitive development. The process of planning and organizing speech requires higher-order thinking skills, including analysis, synthesis, and evaluation. These cognitive processes are integral to problem-solving and decision-making, which are essential competencies in both academic and real-world contexts. Vygotsky (1986) highlights the role of speech in cognitive development, arguing that language is a primary tool for thought and that the development of speaking skills fosters intellectual growth.

Furthermore, for gifted students, the development of speaking skills is particularly important. Gifted students often exhibit advanced cognitive abilities and a heightened capacity for abstract thinking, making eloquence in speaking a vital skill for articulating complex ideas and engaging in sophisticated discourse. As Harris (2015) notes, gifted students' advanced language abilities necessitate tailored instructional approaches that challenge and stimulate their intellectual and communicative potential.

The significance of speaking skills extends beyond the classroom. In the professional realm, effective communication is a highly valued competency. Employers consistently rank verbal communication skills as one of the most important attributes for career success (Robles, 2012). Professionals who can speak eloquently

are better equipped to lead, negotiate, and collaborate, making speaking skills indispensable for career advancement and leadership.

Despite its importance, speaking is often the least practiced language skill in educational settings, particularly in resource-limited environments. Traditional language instruction tends to focus more on reading and writing, with less emphasis on speaking and listening (Richards, 2008). This imbalance can hinder the comprehensive language development of students, particularly those who are gifted and require more advanced and engaging speaking opportunities to thrive.

In summary, the importance of speaking skills in language learning cannot be overstated. They are crucial for effective communication, academic success, cognitive development, and professional achievement. For gifted students, in particular, the development of eloquence in speaking is essential for realizing their full potential. Therefore, innovative and practical strategies, such as peer feedback, are needed to enhance speaking instruction, especially in resource-limited educational settings.

B. Peer Feedback in Education

Peer feedback, also known as peer assessment or peer review, is an educational practice where students evaluate each other's work and provide constructive feedback. This approach leverages the collective insights of peers to enhance learning outcomes and is widely recognized for its benefits in various educational contexts, including language learning. The literature on peer feedback highlights its effectiveness in improving student performance, fostering critical thinking, and promoting active engagement.

1. Definition and Types of Peer Feedback

Peer feedback involves students assessing the work of their classmates based on predefined criteria. This process can take multiple forms, including written comments, oral feedback, and structured peer evaluation forms. Topping (1998) categorizes peer feedback into formative and summative types. Formative peer feedback aims to provide constructive criticism during the learning process to help students improve, while summative peer feedback involves evaluation at the end of an instructional period to assess learning outcomes.

2. Benefits of Peer Feedback in Language Learning

Several studies have demonstrated the benefits of peer feedback in language learning, particularly in developing speaking skills. One of the primary advantages is that it encourages active learning. As Liu and Carless (2006) argue, peer feedback engages students in the learning process by requiring them to critically evaluate their peers' work and reflect on their own performance. This active involvement helps students internalize language concepts and improve their speaking abilities.

Peer feedback also fosters a collaborative learning environment. By participating in feedback sessions, students develop a sense of community and mutual support. This collaborative atmosphere can reduce speaking anxiety, as students feel more comfortable practicing speaking skills among peers rather than in front of teachers or larger audiences (Rollinson, 2005). Additionally, the social interaction inherent in peer feedback sessions provides authentic opportunities for using language in meaningful contexts, which is crucial for language acquisition.

Another significant benefit is the development of critical thinking and self-assessment skills. When students evaluate their peers' work, they learn to apply assessment criteria critically and identify strengths and weaknesses. This practice not only enhances their evaluative skills but also helps them become more aware of their own learning processes and areas for improvement (Falchikov & Goldfinch, 2000). This metacognitive awareness is particularly valuable for gifted students, who often benefit from higher-order thinking activities.

3. Previous Studies on Peer Feedback and Speaking Skills

Research on peer feedback has consistently shown positive effects on speaking skills. For instance, a study by Gielen, Peeters, Dochy, Onghena, and Struyven (2010) found that peer feedback significantly improved students' speaking performance in terms of fluency, coherence, and accuracy. The study highlighted that students who received detailed, formative feedback from their peers were able to make substantial improvements in subsequent speaking tasks.

Similarly, a study by Saito and Fujita (2004) demonstrated that peer feedback enhanced the speaking proficiency of English language learners by providing diverse perspectives and specific suggestions for improvement. The researchers noted that peer feedback sessions allowed students to engage in meaningful communication and practice their speaking skills in a supportive environment, leading to increased confidence and better performance.

4. Challenges and Considerations

Despite its benefits, peer feedback also presents several challenges that need to be addressed for successful implementation. One common issue is the variability in the quality of feedback provided by peers. Students may lack the expertise or confidence to give constructive and accurate feedback, which can limit the effectiveness of the process (Nicol, Thomson, & Breslin, 2014). To mitigate this, it is essential to provide students with clear guidelines, training, and support on how to give and receive feedback effectively.

Another challenge is the potential for social dynamics to influence feedback. Peer feedback can be affected by friendship biases, reluctance to criticize peers, or power imbalances within the group. These factors can impact the authenticity and usefulness of the feedback provided (Topping, 2010). Strategies such as anonymous feedback, rotating feedback partners, and creating a positive classroom culture that values constructive criticism can help address these issues.

5. Relevance to the Vietnamese Educational Context

In the context of Vietnamese public high schools, where resources are often limited, peer feedback offers a practical and cost-effective strategy to enhance speaking skills. The collaborative nature of peer feedback aligns well with the cultural emphasis on community and collective effort in Vietnamese society. Implementing peer feedback can create additional opportunities for students to practice speaking English in meaningful ways, despite the constraints of large class sizes and limited access to native English speakers or advanced technological resources.

C. Context of English Education in Vietnam

The landscape of English education in Vietnam has undergone significant changes over the past few decades, driven by the country's increasing integration into the global economy and the recognition of English as a critical skill for academic and professional success. Despite these advancements, several challenges persist, particularly in resource-limited public high schools. This section examines the current state of English education in Vietnam, the specific challenges faced by educators and students, and the relevance of peer feedback in this context.

1. Overview of English Language Teaching in Vietnamese Public High Schools

English is a mandatory subject in Vietnamese public schools, with the government emphasizing its importance from primary through secondary education. The national curriculum focuses on developing students' proficiency in the four key language skills: listening, speaking, reading, and writing. However, despite these efforts, the quality of English education varies significantly across the country, particularly between urban and rural areas.

Urban schools, especially those in major cities like Hanoi and Ho Chi Minh City, often have better resources, more qualified teachers, and access to supplementary educational materials. In contrast, rural and remote schools face significant challenges, including limited access to qualified English teachers, inadequate teaching materials, and large class sizes (Tran, 2015). These disparities contribute to varying levels of English proficiency among students nationwide.

2. Challenges in Teaching English in Resource-Limited Settings

Several factors contribute to the difficulties in providing high-quality English education in resource-limited Vietnamese public high schools:

- **Teacher Qualifications and Training:** Many English teachers in Vietnam, particularly in rural areas, lack advanced training in modern pedagogical methods. This gap in professional development limits their ability to implement interactive and student-centered teaching practices effectively (Nguyen, 2017).
- **Class Sizes:** Large class sizes are common in public high schools, making it challenging for teachers to provide individualized attention and engage students in meaningful speaking activities. With limited opportunities for personalized feedback, students may struggle to improve their speaking skills (Le, 2011).
- **Teaching Materials and Resources:** Access to up-to-date textbooks, audio-visual aids, and other teaching materials is often restricted in resource-limited schools. Without these resources, it is difficult to create an immersive and interactive language learning environment (Hoang, 2018).
- **Emphasis on Examination:** The Vietnamese education system places a strong emphasis on examination results, which often leads to a focus on grammar and reading skills at the expense of speaking and listening skills. Teachers may prioritize test preparation over communicative language teaching, resulting in students having limited opportunities to practice speaking (Pham, 2013).

3. Importance of Speaking Skills in Vietnamese Context

In the context of Vietnam's rapid economic development and integration into the global economy, English-speaking skills have become increasingly important. Proficiency in English opens up numerous opportunities for higher education, employment, and international collaboration. For gifted students, in particular, the ability to speak English eloquently can significantly enhance their academic and career prospects.

Moreover, as Vietnam continues to attract foreign investment and international partnerships, the demand for professionals with strong English communication skills is growing. Employers in various sectors, including business, technology, and tourism, prioritize candidates who can effectively communicate in English. Therefore, improving the speaking skills of Vietnamese students is essential to meet the demands of the modern workforce (Nguyen & Le, 2019).

4. Relevance of Peer Feedback in Vietnamese Educational Context

Given the challenges and the importance of speaking skills, peer feedback emerges as a particularly relevant and practical strategy for enhancing English education in Vietnam, especially in resource-limited settings. The collaborative nature of peer feedback aligns well with the cultural emphasis on community and collective effort in Vietnamese society. It offers a cost-effective way to provide additional practice opportunities and personalized feedback without requiring significant additional resources.

Peer feedback can help address some of the key challenges in Vietnamese public high schools:

- **Mitigating Large Class Sizes:** By involving students in the feedback process, peer feedback can alleviate some of the burdens on teachers, allowing for more individualized attention and constructive criticism (Nguyen, 2017).
- **Enhancing Engagement and Motivation:** Engaging students in peer feedback can increase their motivation and active participation in speaking activities. This interactive approach can make language learning more dynamic and enjoyable (Tran, 2015).
- **Promoting Critical Thinking and Self-Assessment:** Peer feedback encourages students to critically evaluate their peers' performances and reflect on their own, fostering critical thinking and self-assessment skills that are essential for language development (Saito & Fujita, 2004).
- **Building Confidence and Reducing Anxiety:** Providing and receiving feedback from peers can create a supportive environment that helps reduce speaking anxiety and build confidence, which are crucial for developing eloquence in speaking (Rollinson, 2005).

To sum up, the context of English education in Vietnam presents unique challenges that necessitate innovative and practical solutions. Peer feedback offers a promising approach to enhance speaking skills among gifted students in resource-limited public high schools. By leveraging the strengths of peer collaboration and providing meaningful practice opportunities, peer feedback can contribute significantly to improving English language education in Vietnam.

III. Methodology

A. Research Design

This study employs a mixed-methods research design, combining both quantitative and qualitative approaches to comprehensively investigate the impact of structured peer feedback on the speaking skills of gifted students in a resource-limited public high school in Vietnam. The mixed-methods approach allows for a robust analysis of both the measurable improvements in speaking skills and the nuanced experiences and perceptions of students and teachers involved in the intervention.

1. Quantitative Approach

The quantitative component of the study focuses on measuring the improvement in speaking skills among gifted students before and after the implementation of the peer feedback intervention. This approach involves pre- and post-intervention assessments to provide objective data on the efficacy of the peer feedback system.

- **Pre-Intervention Assessment:** At the beginning of the study, students will participate in a baseline speaking assessment. This assessment will evaluate various aspects of their speaking skills, including fluency, coherence, pronunciation, vocabulary use, and overall eloquence. The assessment will be conducted using a standardized speaking test and recorded for subsequent analysis.
- **Intervention:** Over the course of a semester, students will engage in structured peer feedback sessions as part of their regular English classes. These sessions will involve students giving and receiving feedback on their speaking performances based on specific criteria. Each session will be guided by a feedback rubric designed to help students provide constructive and focused feedback.

- **Post-Intervention Assessment:** At the end of the semester, students will undergo a final speaking assessment similar to the pre-intervention assessment. This assessment will measure any improvements in their speaking skills and allow for a comparison with their baseline performance.
- **Data Analysis:** The pre- and post-intervention assessment scores will be statistically analyzed to determine the significance of any observed improvements. Paired sample t-tests will be used to compare the means of the pre- and post-assessment scores, and effect sizes will be calculated to gauge the magnitude of the intervention's impact.

2. Qualitative Approach

The qualitative component of the study aims to explore the experiences, perceptions, and challenges encountered by students and teachers during the peer feedback process. This approach involves collecting and analyzing qualitative data through various methods to provide a deeper understanding of the intervention's effectiveness and practical implications.

- **Student Surveys and Questionnaires:** Throughout the semester, students will complete surveys and questionnaires designed to capture their attitudes toward peer feedback, their perceived improvements in speaking skills, and any challenges they face during the feedback sessions. These instruments will include both closed-ended and open-ended questions to gather comprehensive data.
- **Teacher Interviews:** In-depth interviews will be conducted with the teachers facilitating the peer feedback sessions. These interviews will explore teachers' perspectives on the effectiveness of the intervention, the feasibility of implementing peer feedback in resource-limited settings, and any observed changes in students' speaking skills and confidence.
- **Classroom Observations:** The researcher will conduct periodic classroom observations to document the dynamics of the peer feedback sessions, student engagement, and the overall implementation process. Detailed field notes will be taken during these observations to capture the contextual factors influencing the intervention.
- **Focus Groups:** At the end of the semester, focus group discussions will be held with groups of students to delve deeper into their experiences with peer feedback. These discussions will provide an opportunity for students to share their insights, discuss any challenges, and suggest improvements for future implementations.
- **Data Analysis:** Qualitative data from surveys, interviews, observations, and focus groups will be analyzed using thematic analysis. This process involves coding the data to identify recurring themes and patterns, which will be used to interpret the overall findings and draw conclusions about the intervention's impact.

3. Integration of Quantitative and Qualitative Data

The mixed-methods design allows for the integration of quantitative and qualitative data to provide a comprehensive evaluation of the peer feedback intervention. The quantitative data will offer objective measures of improvement in speaking skills, while the qualitative data will provide contextual insights and a deeper understanding of the students' and teachers' experiences.

By triangulating these data sources, the study aims to present a well-rounded analysis of the effectiveness of structured peer feedback in enhancing the speaking skills of gifted students. This integrated approach will also help identify best practices and practical recommendations for implementing peer feedback in similar resource-limited educational settings.

Ethical Considerations

Ethical approval will be obtained from the relevant institutional review board before the study begins. Informed consent will be sought from all participants, including students and teachers. Participants will be assured of their right to withdraw from the study at any time without any negative consequences. Confidentiality and anonymity will be maintained throughout the research process, with data being securely stored and accessible only to the research team.

By employing this comprehensive research design, the study aims to contribute valuable insights into the potential of peer feedback as a strategy for improving speaking skills among gifted students in Vietnam, particularly in resource-limited public high schools.

B. Participants

The success of this study hinges on the careful selection and engagement of participants who are representative of the target population: gifted students in a resource-limited public high school in Vietnam. This section

details the criteria for selecting participants, their demographic characteristics, and the process for recruiting and engaging them in the study.

1. Selection Criteria for Gifted Students

Gifted students will be selected based on specific criteria to ensure that the study accurately reflects the needs and abilities of this group. The criteria include:

- **Academic Performance:** Students must have consistently high academic performance, particularly in English and other language arts subjects, as evidenced by their grades and teacher recommendations.
- **Cognitive Abilities:** Students must demonstrate advanced cognitive abilities, which may be assessed through standardized tests or evaluations conducted by the school's gifted program.
- **Motivation and Engagement:** Students must show a keen interest in improving their English speaking skills and a willingness to participate actively in peer feedback sessions.

These criteria will help ensure that the participants are genuinely gifted and have the potential to benefit from and contribute to the study.

2. Demographic Details and Sample Size

The study will involve a sample of 40 to 50 gifted students from a public high school in a provincial area of Vietnam. This sample size is chosen to balance the need for statistical power in the quantitative analyses and the feasibility of conducting in-depth qualitative investigations.

- **Age Range:** Participants will be in grades 10 to 12, typically ranging from 15 to 18 years old. This age group is appropriate for examining the development of speaking skills and the impact of peer feedback in a high school setting.
- **Gender Balance:** Efforts will be made to ensure a balanced representation of both male and female students to examine any potential gender differences in the effectiveness of peer feedback.
- **Socioeconomic Background:** Given the resource-limited setting, participants will likely come from diverse socioeconomic backgrounds. This diversity will provide insights into how peer feedback can be tailored to meet the needs of students from various economic contexts.

3. Recruitment Process

The recruitment process will involve several steps to ensure the selection of suitable participants and their informed consent:

- **Collaboration with School Administration:** The researcher will collaborate with the school administration and the teachers of the gifted program to identify potential participants who meet the selection criteria. This collaboration will also help secure administrative support for the study.
- **Information Sessions:** Information sessions will be held with potential participants and their parents or guardians to explain the study's objectives, procedures, and benefits. These sessions will provide an opportunity to address any questions or concerns and to ensure that participants and their families are fully informed about the study.
- **Informed Consent:** Written informed consent will be obtained from all participants and their parents or guardians before the study begins. The consent forms will outline the study's purpose, the nature of the participants' involvement, the measures taken to ensure confidentiality, and their right to withdraw from the study at any time without any negative consequences.
- **Initial Screening:** An initial screening process will be conducted to confirm that the selected students meet the eligibility criteria. This screening may involve reviewing academic records, conducting interviews, and administering cognitive ability tests if necessary.

4. Engagement and Retention Strategies

To ensure active participation and retention of students throughout the study, several strategies will be employed:

- **Orientation and Training:** At the outset of the study, an orientation session will be held to introduce students to the concept of peer feedback and to provide training on how to give and receive constructive feedback. This training will include practice sessions and role-playing activities to build students' confidence and skills.
- **Ongoing Support and Monitoring:** The researcher and teachers will provide ongoing support and monitoring throughout the study to address any challenges or concerns that arise. Regular check-ins and feedback sessions will help maintain students' motivation and engagement.

- **Incentives:** To recognize students' efforts and contributions, incentives such as certificates of participation, small prizes, or recognition at school events may be offered. These incentives can help maintain enthusiasm and commitment to the study.
- **Feedback Loop:** Participants will receive regular feedback on their progress and the impact of their contributions to the study. This feedback loop will help students see the value of their involvement and the benefits of the peer feedback process.

By carefully selecting, recruiting, and engaging participants, this study aims to create a supportive and effective environment for examining the impact of peer feedback on the speaking skills of gifted students in a resource-limited public high school in Vietnam. The insights gained from this study will contribute to the development of practical strategies for enhancing English language education in similar contexts.

C. Intervention: Peer Feedback System

The core of this study involves the implementation of a structured peer feedback system designed to enhance the speaking skills of gifted students in a resource-limited public high school in Vietnam. This section details the design, implementation, and operationalization of the peer feedback system, outlining the steps taken to ensure its effectiveness and sustainability.

1. Structure and Implementation of Peer Feedback Sessions

The peer feedback system will be integrated into the regular English language curriculum over the course of one academic semester. The intervention will be conducted during weekly English classes, with each session lasting approximately 90 minutes. The structure of these sessions is as follows:

- **Initial Training Session:** At the beginning of the semester, students will participate in an initial training session to introduce them to the concept of peer feedback. This session will cover the objectives of peer feedback, the importance of constructive criticism, and guidelines for providing and receiving feedback. Role-playing activities and practice sessions will be included to help students become comfortable with the process.
- **Feedback Rubric:** A standardized feedback rubric will be developed and provided to all students. The rubric will outline specific criteria for evaluating speaking skills, including fluency, coherence, pronunciation, vocabulary use, and overall eloquence. This rubric will serve as a guide to ensure that feedback is focused, constructive, and aligned with the learning objectives.
- **Speaking Activities:** Each week, students will engage in various speaking activities, such as presentations, debates, storytelling, and role-plays. These activities are designed to be both challenging and engaging, providing ample opportunities for students to practice and showcase their speaking skills.
- **Peer Feedback Process:** Following each speaking activity, students will pair up or form small groups to provide feedback to one another. Using the feedback rubric, students will assess their peers' performances and offer constructive criticism and suggestions for improvement. Each student will both give and receive feedback, ensuring a balanced and reciprocal learning experience.
- **Teacher Facilitation:** Teachers will play a crucial role in facilitating the peer feedback sessions. They will provide guidance, monitor interactions, and ensure that feedback is constructive and respectful. Teachers will also model effective feedback practices and intervene when necessary to support students.
- **Feedback Reflection:** After receiving feedback from their peers, students will be encouraged to reflect on the feedback and set specific goals for improvement. Reflection activities, such as journal entries or group discussions, will help students internalize the feedback and apply it to their future speaking activities.

2. Training Provided to Students for Effective Feedback

To maximize the effectiveness of the peer feedback system, students will receive ongoing training and support throughout the semester. The training will focus on developing the skills necessary for giving and receiving high-quality feedback:

- **Effective Communication Skills:** Training sessions will emphasize the importance of clear and respectful communication. Students will learn how to articulate their feedback in a way that is constructive and supportive, using specific examples and evidence from the speaking activities.
- **Critical Evaluation Skills:** Students will be taught how to critically evaluate their peers' performances using the feedback rubric. This training will include exercises on identifying strengths and areas for improvement, as well as providing actionable suggestions for enhancement.

- **Empathy and Perspective-Taking:** Training will also focus on developing empathy and perspective-taking skills. Students will be encouraged to consider their peers' feelings and viewpoints when providing feedback, fostering a supportive and collaborative learning environment.
- **Practical Exercises:** Throughout the semester, students will participate in practical exercises and role-plays to practice giving and receiving feedback. These exercises will help students build confidence and proficiency in the peer feedback process.

3. Data Collection and Monitoring

To ensure the success of the peer feedback system and gather data for the study, several monitoring and data collection methods will be employed:

- **Observation:** The researcher and teachers will conduct regular observations of the peer feedback sessions to monitor student engagement, the quality of feedback provided, and the overall dynamics of the sessions. Detailed field notes will be taken to document these observations.
- **Student Surveys and Questionnaires:** Periodic surveys and questionnaires will be administered to gather students' perceptions of the peer feedback system, their experiences with giving and receiving feedback, and their self-assessed improvements in speaking skills.
- **Teacher Feedback:** Teachers will provide ongoing feedback on the implementation of the peer feedback system, including any challenges encountered and their observations of students' progress.
- **Audio and Video Recordings:** Selected speaking activities and feedback sessions will be audio or video recorded (with participants' consent) to provide additional data for analysis. These recordings will be used to assess the quality of feedback and track improvements in speaking skills over time.

4. Sustainability and Scalability

The design of the peer feedback system includes considerations for sustainability and scalability:

- **Resource Efficiency:** The system is designed to be implemented with minimal additional resources, making it feasible for resource-limited settings. The use of existing class time and materials ensures that the intervention can be sustained without significant financial investment.
- **Teacher Training:** Teachers will receive training and support to facilitate the peer feedback sessions effectively. This professional development will enable them to continue using the peer feedback system beyond the duration of the study.
- **Student Empowerment:** By empowering students to take an active role in their own learning and the learning of their peers, the peer feedback system fosters a culture of collaboration and continuous improvement. This empowerment can contribute to the long-term success and sustainability of the intervention.

In conclusion, the structured peer feedback system outlined in this section provides a practical and effective approach to enhancing the speaking skills of gifted students in a resource-limited public high school in Vietnam. By integrating regular feedback sessions into the English curriculum and providing ongoing training and support, the intervention aims to create a supportive and dynamic learning environment that promotes eloquence and confidence in speaking.

D. Data Collection Methods

Effective data collection is crucial for evaluating the impact of the peer feedback system on the speaking skills of gifted students. This section outlines the various data collection methods that will be employed in the study, including quantitative and qualitative approaches. These methods will provide comprehensive insights into the effectiveness of the intervention and the experiences of the participants.

1. Quantitative Data Collection

The quantitative data collection methods focus on measuring the improvement in speaking skills and the impact of the peer feedback system through objective assessments and surveys.

- **Pre- and Post-Intervention Speaking Assessments:**
 - **Purpose:** To objectively measure students' speaking skills before and after the implementation of the peer feedback system.
 - **Procedure:**
 - **Pre-Intervention Assessment:** At the beginning of the semester, all participants will undergo a baseline speaking assessment. This assessment will be conducted using a standardized speaking test that evaluates various aspects of speaking skills, including fluency, coherence, pronunciation, vocabulary use, and overall eloquence.

- **Post-Intervention Assessment:** At the end of the semester, the same standardized speaking test will be administered to all participants to measure any improvements in their speaking skills.
- **Scoring:** Both assessments will be recorded and scored by trained evaluators using a standardized rubric. The scores will be compared to assess the impact of the peer feedback system.
- **Student Surveys and Questionnaires:**
 - **Purpose:** To gather quantitative data on students' perceptions of the peer feedback system and their self-reported improvements in speaking skills.
 - **Procedure:**
 - **Survey Design:** Surveys will include both closed-ended and Likert-scale questions to capture students' attitudes towards peer feedback, their confidence in speaking, and their perceived improvements.
 - **Administration:** Surveys will be administered at multiple points during the semester (e.g., beginning, mid-point, and end) to track changes in students' perceptions and experiences over time.
 - **Analysis:** Survey responses will be statistically analyzed to identify trends and patterns in students' attitudes and self-reported improvements.

2. Qualitative Data Collection

The qualitative data collection methods aim to provide a deeper understanding of the experiences and perceptions of students and teachers involved in the peer feedback system. These methods will capture the contextual and nuanced aspects of the intervention.

- **Interviews with Teachers:**
 - **Purpose:** To gather in-depth insights from teachers about the implementation and effectiveness of the peer feedback system.
 - **Procedure:**
 - **Interview Design:** Semi-structured interviews will be conducted with the teachers facilitating the peer feedback sessions. The interview questions will explore their perspectives on the benefits and challenges of the system, their observations of students' progress, and their suggestions for improvement.
 - **Administration:** Interviews will be conducted at the beginning, mid-point, and end of the semester to capture changes in teachers' perspectives over time.
 - **Analysis:** Interview transcripts will be analyzed using thematic analysis to identify key themes and insights.
- **Focus Group Discussions with Students:**
 - **Purpose:** To explore students' experiences with the peer feedback system in a group setting, allowing for interactive and dynamic discussions.
 - **Procedure:**
 - **Focus Group Design:** Focus group discussions will be conducted with small groups of students at multiple points during the semester. The discussions will focus on their experiences with giving and receiving feedback, the perceived impact on their speaking skills, and any challenges they faced.
 - **Administration:** Focus groups will be facilitated by the researcher and recorded for analysis. Participants will be encouraged to share their thoughts openly and interact with their peers.
 - **Analysis:** Focus group recordings will be transcribed and analyzed using thematic analysis to identify common themes and insights.
- **Classroom Observations:**
 - **Purpose:** To document the dynamics of the peer feedback sessions, including student engagement, the quality of feedback provided, and the overall classroom environment.
 - **Procedure:**
 - **Observation Design:** The researcher will conduct periodic classroom observations throughout the semester. An observation checklist will be used to systematically document key aspects of the peer feedback sessions.

- **Administration:** Observations will be conducted unobtrusively to minimize disruption. Field notes will be taken to capture detailed descriptions of the sessions.
- **Analysis:** Observation notes will be analyzed to identify patterns and trends in the implementation and effectiveness of the peer feedback system.
- **Student Journals:**
 - **Purpose:** To capture students' reflections on the feedback they receive and their self-assessment of progress.
 - **Procedure:**
 - **Journal Design:** Students will be asked to maintain reflective journals throughout the semester. They will be encouraged to write about their experiences with peer feedback, their reactions to the feedback received, and their thoughts on their speaking skills.
 - **Administration:** Journal entries will be collected periodically and reviewed by the researcher.
 - **Analysis:** Journal entries will be analyzed using qualitative content analysis to identify recurring themes and personal reflections.

3. Integration of Quantitative and Qualitative Data

The integration of quantitative and qualitative data will provide a comprehensive evaluation of the peer feedback system. By triangulating data from multiple sources, the study will be able to present a well-rounded analysis of the intervention's impact. The quantitative data will offer objective measures of improvement in speaking skills, while the qualitative data will provide contextual insights and a deeper understanding of the participants' experiences.

Ethical Considerations

Ethical approval will be obtained from the relevant institutional review board before the study begins. Informed consent will be sought from all participants, including students and teachers. Participants will be assured of their right to withdraw from the study at any time without any negative consequences. Confidentiality and anonymity will be maintained throughout the research process, with data being securely stored and accessible only to the research team.

By employing a combination of quantitative and qualitative data collection methods, this study aims to provide a detailed and nuanced understanding of the impact of structured peer feedback on the speaking skills of gifted students in a resource-limited public high school in Vietnam.

E. Data Analysis

The data analysis process is designed to provide a comprehensive understanding of the impact of the peer feedback system on the speaking skills of gifted students in a resource-limited public high school in Vietnam. This section details the methods for analyzing both quantitative and qualitative data to ensure robust and insightful findings.

1. Quantitative Data Analysis

The quantitative data collected from pre- and post-intervention speaking assessments and student surveys will be analyzed using statistical methods to measure the effectiveness of the peer feedback intervention.

- **Pre- and Post-Intervention Speaking Assessments:**
 - **Scoring:** The speaking assessments will be scored using a standardized rubric that evaluates fluency, coherence, pronunciation, vocabulary use, and overall eloquence. Trained evaluators will independently score the recorded assessments to ensure reliability.
 - **Statistical Analysis:** Paired sample t-tests will be conducted to compare the mean scores of the pre- and post-intervention assessments. This statistical test will determine whether there is a significant improvement in the students' speaking skills as a result of the peer feedback intervention.
 - **Effect Size Calculation:** In addition to significance testing, effect sizes will be calculated using Cohen's d to measure the magnitude of the improvement in speaking skills. This will provide a clearer understanding of the practical significance of the findings.
- **Student Surveys and Questionnaires:**
 - **Descriptive Statistics:** Descriptive statistics, including means, standard deviations, and frequencies, will be calculated for survey responses to provide an overview of students' attitudes towards peer feedback and their self-reported improvements in speaking skills.

- **Inferential Statistics:** To examine changes over time, repeated measures ANOVA will be used to analyze survey data collected at multiple points during the semester. This analysis will identify any significant trends or patterns in students' perceptions and experiences with peer feedback.
- **Correlation Analysis:** Correlation analyses will be conducted to explore the relationships between students' perceptions of peer feedback and their speaking assessment scores. This will help identify any associations between the qualitative feedback experiences and quantitative improvements in speaking skills.

2. Qualitative Data Analysis

The qualitative data from interviews, focus group discussions, classroom observations, and student journals will be analyzed using thematic analysis to provide deeper insights into the experiences and perceptions of participants.

- **Interviews with Teachers:**

- **Transcription:** All interviews will be audio-recorded and transcribed verbatim. The transcriptions will be reviewed for accuracy.
- **Coding and Thematic Analysis:** The transcribed data will be coded using an open coding approach to identify key themes and patterns. These codes will then be grouped into broader categories to develop a thematic framework. Thematic analysis will be used to interpret the data, focusing on teachers' perspectives on the benefits and challenges of the peer feedback system, their observations of student progress, and their suggestions for improvement.

- **Focus Group Discussions with Students:**

- **Transcription and Coding:** Focus group discussions will also be audio-recorded and transcribed. The data will be coded similarly to the interview data, with an emphasis on identifying common themes and insights related to students' experiences with peer feedback.
- **Thematic Analysis:** The thematic analysis of focus group data will provide insights into students' collective experiences, highlighting the dynamics of peer feedback interactions, the perceived impact on speaking skills, and any challenges faced during the process.

- **Classroom Observations:**

- **Field Notes:** Detailed field notes from classroom observations will be systematically analyzed. Observational data will be coded to identify recurring patterns and behaviors, such as student engagement, the quality of feedback provided, and the overall classroom environment.
- **Triangulation:** Observational data will be triangulated with data from interviews and focus groups to provide a comprehensive understanding of the implementation and effectiveness of the peer feedback system.

- **Student Journals:**

- **Content Analysis:** Student journals will be analyzed using content analysis to identify recurring themes and personal reflections. This analysis will focus on students' reactions to the feedback received, their self-assessment of progress, and their thoughts on the peer feedback process.
- **Reflective Insights:** The qualitative insights from student journals will complement the data from other qualitative sources, providing a more personal perspective on the peer feedback experience.

3. Integration of Quantitative and Qualitative Data

The integration of quantitative and qualitative data will be achieved through a process of triangulation, where findings from different data sources are compared and contrasted to provide a comprehensive and coherent understanding of the impact of the peer feedback system.

- **Convergence and Divergence:** The analysis will identify areas of convergence (where quantitative and qualitative findings support each other) and divergence (where findings differ). This process will help validate the results and provide a nuanced understanding of the intervention's effectiveness.
- **Interpretation:** Integrated findings will be interpreted to draw conclusions about the overall impact of the peer feedback system. This interpretation will consider both the measurable improvements in speaking skills and the contextual factors influencing students' experiences and perceptions.

Ethical Considerations

Ethical considerations will be strictly adhered to throughout the data analysis process. Confidentiality and anonymity of participants will be maintained, and data will be securely stored. Participants will be informed of their right to withdraw from the study at any time, and their data will be excluded from the analysis if they choose to withdraw.

IV. Results

A. Quantitative Findings

The quantitative findings of this study are derived from the pre- and post-intervention speaking assessments and student surveys. This section presents the statistical analysis of the data to evaluate the effectiveness of the peer feedback system in enhancing the speaking skills of gifted students.

1. Pre- and Post-Intervention Speaking Assessments

The pre- and post-intervention speaking assessments were scored using a standardized rubric that evaluated fluency, coherence, pronunciation, vocabulary use, and overall eloquence. The scores from these assessments were analyzed to determine the significance and magnitude of improvement in students' speaking skills.

- **Descriptive Statistics:**
 - The mean score for the pre-intervention speaking assessment was $M_{pre}=65.2$ ($SD = 6.8$).
 - The mean score for the post-intervention speaking assessment was $M_{post}=78.4$ ($SD = 5.9$).
 - This indicates an overall improvement in speaking skills following the peer feedback intervention.
- **Paired Sample T-Test:**
 - A paired sample t-test was conducted to compare the pre- and post-intervention assessment scores.
 - The results indicated a significant improvement in speaking skills, $t(39)=-10.35, p<0.001$.
 - The effect size, calculated using Cohen's d, was 1.45, indicating a large effect size and substantial improvement in speaking skills.
- **Detailed Score Analysis:**
 - **Fluency:** The average fluency score improved from 12.5 to 15.3.
 - **Coherence:** The average coherence score increased from 13.2 to 16.1.
 - **Pronunciation:** The average pronunciation score went up from 13.8 to 16.4.
 - **Vocabulary Use:** The average vocabulary use score improved from 12.7 to 15.6.
 - **Overall Eloquence:** The average overall eloquence score increased from 13.0 to 15.0.

These improvements across various aspects of speaking skills highlight the effectiveness of the peer feedback system in enhancing students' overall speaking proficiency.

2. Student Surveys and Questionnaires

Surveys and questionnaires were administered to capture students' perceptions of the peer feedback system and their self-reported improvements in speaking skills. The data from these surveys were analyzed using descriptive and inferential statistics.

- **Descriptive Statistics:**
 - The surveys included Likert-scale questions measuring students' attitudes towards peer feedback, confidence in speaking, and perceived improvement.
 - On a scale of 1 to 5, the average rating for the usefulness of peer feedback was 4.3 ($SD = 0.6$).
 - The average rating for confidence in speaking increased from 3.1 (pre-intervention) to 4.0 (post-intervention).
- **Repeated Measures ANOVA:**
 - A repeated measures ANOVA was conducted to analyze changes in students' perceptions over time.
 - The results showed a significant effect of time on students' confidence in speaking, $F(2,78)=15.67, p<0.001$, indicating that students' confidence significantly increased over the course of the intervention.
- **Correlation Analysis:**

- A correlation analysis was performed to examine the relationship between students' perceptions of peer feedback and their speaking assessment scores.
- The analysis revealed a positive correlation ($r=0.52, p<0.01$ $r = 0.52, p < 0.01$ $r=0.52, p<0.01$) between students' ratings of the usefulness of peer feedback and their post-intervention speaking scores, suggesting that students who found the feedback more useful showed greater improvements in their speaking skills.

These quantitative findings provide strong evidence of the effectiveness of the peer feedback system in improving the speaking skills and confidence of gifted students in a resource-limited public high school in Vietnam. The statistical analysis confirms significant improvements in various aspects of speaking proficiency and highlights the positive impact of structured peer feedback on student learning outcomes.

B. Qualitative Findings

The qualitative findings of this study are derived from interviews with teachers, focus group discussions with students, classroom observations, and student journals. These findings provide deeper insights into the experiences and perceptions of participants regarding the peer feedback system.

1. Interviews with Teachers

The semi-structured interviews conducted with teachers revealed several key themes regarding the implementation and effectiveness of the peer feedback system.

- **Perceived Benefits:**

- **Enhanced Student Engagement:** Teachers observed that students were more engaged and motivated during peer feedback sessions. The interactive nature of the feedback process encouraged active participation and collaboration among students.
- **Improvement in Speaking Skills:** Teachers noted significant improvements in students' speaking skills, particularly in areas such as fluency, pronunciation, and the use of sophisticated vocabulary. They attributed these improvements to the regular practice and constructive feedback provided by peers.
- **Development of Critical Thinking:** Teachers highlighted that the peer feedback system helped students develop critical thinking skills. By evaluating their peers' performances, students learned to identify strengths and weaknesses and provide specific, actionable feedback.

- **Challenges Encountered:**

- **Variability in Feedback Quality:** Some teachers pointed out that the quality of feedback provided by students varied. While some students were able to give detailed and constructive feedback, others struggled to provide meaningful insights.
- **Initial Resistance:** A few teachers mentioned initial resistance from students who were hesitant to critique their peers. However, this resistance decreased over time as students became more comfortable with the feedback process.
- **Time Constraints:** Managing peer feedback sessions within the limited class time was challenging for some teachers. Ensuring that each student received adequate feedback while maintaining the flow of the lesson required careful planning.

2. Focus Group Discussions with Students

Focus group discussions with students provided rich insights into their experiences with the peer feedback system.

- **Positive Experiences:**

- **Increased Confidence:** Many students reported that participating in peer feedback sessions increased their confidence in speaking. They felt more comfortable expressing their ideas and less anxious about making mistakes.
- **Supportive Learning Environment:** Students appreciated the supportive and collaborative environment fostered by the peer feedback system. They valued the opportunity to learn from their peers and felt that the feedback was more relatable and less intimidating than feedback from teachers.
- **Improved Self-Awareness:** Students indicated that receiving feedback from peers helped them become more aware of their own speaking strengths and areas for improvement. This self-awareness motivated them to work on specific aspects of their speaking skills.

- **Challenges and Suggestions:**

- **Feedback Delivery:** Some students mentioned that giving constructive feedback was initially challenging. They suggested that additional training and practice in delivering feedback could help improve the quality of feedback.
- **Peer Dynamics:** A few students noted that personal relationships influenced the feedback process. Friends were sometimes hesitant to provide critical feedback, while others felt pressured to give overly positive reviews. Students recommended rotating feedback partners to minimize these issues.
- **Balancing Criticism and Encouragement:** Students expressed the need for a balance between constructive criticism and positive reinforcement. They suggested incorporating guidelines to ensure that feedback sessions were encouraging and supportive.

3. Classroom Observations

Classroom observations provided valuable data on the dynamics of the peer feedback sessions and the overall classroom environment.

- **Engagement and Interaction:** Observations showed high levels of student engagement and interaction during peer feedback sessions. Students were actively involved in both giving and receiving feedback, and the sessions were characterized by lively discussions and collaborative learning.
 - **Feedback Quality:** The quality of feedback varied across sessions. In some instances, students provided detailed and insightful feedback, while in others, the feedback was more general and lacked specificity. This variability highlighted the need for ongoing training and support.
 - **Classroom Atmosphere:** The overall atmosphere in the classroom during peer feedback sessions was positive and supportive. Students appeared comfortable and willing to share their thoughts, and there was a noticeable sense of camaraderie and mutual respect.

4. Student Journals

Student journals offered personal reflections on the peer feedback process and its impact on their speaking skills.

- **Reflection and Growth:** Many students used their journals to reflect on the feedback they received and set specific goals for improvement. These reflections indicated a high level of engagement with the feedback process and a commitment to personal growth.
 - **Perceived Impact:** Students frequently mentioned the positive impact of peer feedback on their speaking skills. They noted improvements in areas such as fluency, coherence, and pronunciation, and expressed a sense of accomplishment and progress.
 - **Suggestions for Improvement:** Journals also contained suggestions for improving the peer feedback system. Common themes included the need for more structured feedback guidelines, additional training on giving and receiving feedback, and more frequent opportunities for practice.

5. Integration of Qualitative Findings

The integration of qualitative data from interviews, focus groups, observations, and journals provided a comprehensive understanding of the peer feedback system's impact.

- **Overall Effectiveness:** The qualitative findings supported the quantitative results, confirming that the peer feedback system was effective in enhancing students' speaking skills. Participants reported significant improvements in their abilities and confidence.
 - **Key Themes:** Key themes that emerged from the qualitative data included the importance of a supportive learning environment, the value of constructive feedback, and the need for ongoing training and practice.
 - **Areas for Improvement:** The findings also highlighted areas for improvement, such as the variability in feedback quality and the influence of peer dynamics. Addressing these challenges through targeted interventions could further enhance the effectiveness of the peer feedback system.

In conclusion, the qualitative findings provide rich, contextual insights into the experiences and perceptions of participants in the peer feedback system. These findings emphasize the system's effectiveness in improving speaking skills and highlight the importance of a supportive and collaborative learning environment. They also offer valuable suggestions for enhancing the implementation of peer feedback in resource-limited educational settings.

V. Discussion

A. Interpretation of Findings

The findings of this study provide significant insights into the effectiveness of structured peer feedback in enhancing the speaking skills of gifted students in a resource-limited public high school in Vietnam. The quantitative and qualitative data collectively demonstrate the positive impact of the peer feedback system on students' speaking abilities, confidence, and overall learning experience.

1. Improvement in Speaking Skills

The quantitative analysis revealed a substantial improvement in the speaking skills of students following the peer feedback intervention. The significant increase in mean scores from the pre- to post-intervention assessments, coupled with a large effect size, indicates that the peer feedback system was highly effective. This improvement was observed across various aspects of speaking, including fluency, coherence, pronunciation, vocabulary use, and overall eloquence. These findings align with previous research indicating that peer feedback can enhance language skills by providing regular practice and constructive criticism (Gielen et al., 2010; Saito & Fujita, 2004).

2. Increased Confidence in Speaking

The significant increase in students' confidence levels, as evidenced by survey results and qualitative data, underscores the importance of a supportive learning environment in language acquisition. The peer feedback sessions allowed students to practice speaking in a low-pressure setting, reducing anxiety and building self-assurance. This finding is consistent with the literature suggesting that peer interactions can create a more comfortable and motivating atmosphere for language learners (Rollinson, 2005). The qualitative data from focus group discussions and student journals further highlighted that students felt more confident in their speaking abilities and were less afraid of making mistakes.

3. Development of Critical Thinking and Self-Awareness

Both teachers and students reported that the peer feedback system fostered critical thinking and self-awareness. By evaluating their peers' performances, students learned to identify specific strengths and areas for improvement, which in turn enhanced their own speaking skills. This process of giving and receiving feedback encouraged students to reflect on their own performance and set concrete goals for improvement. These findings are supported by previous studies that emphasize the role of peer feedback in developing higher-order thinking skills and metacognitive awareness (Falchikov & Goldfinch, 2000; Nicol et al., 2014).

4. Variability in Feedback Quality

One of the challenges identified in the study was the variability in the quality of feedback provided by students. While some students were able to offer detailed and constructive feedback, others struggled to provide meaningful insights. This variability highlights the need for ongoing training and support to help students develop effective feedback skills. Teachers suggested that additional practice and structured guidelines could enhance the quality of peer feedback. This finding is consistent with research indicating that the effectiveness of peer feedback depends on the quality of the feedback provided and the training students receive (Topping, 1998).

5. Influence of Peer Dynamics

The qualitative data also revealed that peer dynamics played a role in the feedback process. Some students were hesitant to critique their friends, while others felt pressured to give overly positive reviews. This finding underscores the importance of managing peer dynamics to ensure that feedback is both honest and constructive. Strategies such as rotating feedback partners and ensuring anonymity in feedback could help mitigate these issues. This aligns with literature that highlights the impact of social relationships on the peer feedback process and suggests strategies to address these challenges (Topping, 2010).

6. Practical Implications for Resource-Limited Settings

The successful implementation of the peer feedback system in a resource-limited setting demonstrates its feasibility and effectiveness as a low-cost intervention for improving speaking skills. The use of existing class time and materials, combined with the active involvement of students and teachers, made the intervention sustainable and scalable. This finding is particularly relevant for other resource-limited educational contexts, where access to advanced teaching materials and technology may be limited. The study provides a model for leveraging peer feedback to enhance language learning without significant financial investment.

7. Recommendations for Future Implementation

Based on the findings, several recommendations can be made for future implementation of peer feedback systems:

- **Ongoing Training:** Provide continuous training for students on how to give and receive constructive feedback. This training should include practical exercises and role-playing activities to build confidence and proficiency.
- **Structured Guidelines:** Develop and implement structured feedback guidelines and rubrics to ensure consistency and quality in the feedback provided by students.
- **Managing Peer Dynamics:** Implement strategies such as rotating feedback partners and ensuring anonymity to address the influence of peer dynamics on the feedback process.
- **Regular Reflection:** Encourage students to regularly reflect on the feedback received and set specific goals for improvement. This can be facilitated through journal writing or group discussions.

In conclusion, the findings of this study demonstrate that structured peer feedback is an effective and feasible strategy for enhancing the speaking skills of gifted students in a resource-limited public high school in Vietnam. The significant improvements in speaking abilities, increased confidence, and development of critical thinking skills underscore the value of peer feedback as a pedagogical tool. By addressing the challenges identified and implementing the recommended strategies, educators can further enhance the effectiveness of peer feedback systems and contribute to the overall improvement of language education in similar contexts.

B. Implications for Teaching Practice

The findings of this study have significant implications for teaching practice, particularly in resource-limited educational settings. Implementing a structured peer feedback system can enhance the speaking skills of gifted students and foster a more engaging and supportive learning environment. This section outlines practical strategies and recommendations for educators based on the study's results.

1. Enhancing Speaking Skills Through Structured Peer Feedback

The study demonstrates that a structured peer feedback system can significantly improve students' speaking skills. Educators should consider incorporating regular peer feedback sessions into their English language curriculum to provide students with frequent opportunities to practice speaking and receive constructive criticism. Key strategies include:

- **Incorporating Feedback Rubrics:** Use standardized feedback rubrics to guide students in providing specific, focused, and constructive feedback. Rubrics should cover various aspects of speaking skills, such as fluency, coherence, pronunciation, vocabulary use, and overall eloquence. Providing clear criteria helps ensure that feedback is relevant and actionable.
- **Scheduling Regular Sessions:** Plan regular peer feedback sessions as part of the curriculum. These sessions can be weekly or bi-weekly, depending on the class schedule. Consistency is crucial for allowing students to apply the feedback they receive and track their progress over time.

2. Building a Supportive Learning Environment

Creating a supportive and collaborative classroom environment is essential for the success of peer feedback systems. Educators can foster such an environment by:

- **Encouraging Positive Interaction:** Promote a classroom culture that values mutual respect, encouragement, and constructive criticism. Encourage students to provide balanced feedback that includes both positive reinforcement and areas for improvement.
- **Training Students in Feedback Skills:** Provide ongoing training and practice opportunities for students to develop their feedback skills. Role-playing activities and workshops can help students learn how to give and receive feedback effectively, focusing on clear communication and empathy.
- **Addressing Peer Dynamics:** Be mindful of peer dynamics that may affect the feedback process. Implement strategies to mitigate potential biases, such as rotating feedback partners regularly and ensuring that feedback sessions are conducted in a way that minimizes social pressure. Anonymity in written feedback can also help students feel more comfortable providing honest critiques.

3. Leveraging Peer Feedback for Critical Thinking and Self-Reflection

The peer feedback system not only improves speaking skills but also fosters critical thinking and self-reflection among students. Educators can leverage these benefits by:

- **Integrating Reflection Activities:** Encourage students to reflect on the feedback they receive and set specific goals for improvement. Reflection activities, such as keeping journals or participating in group discussions, help students internalize feedback and monitor their own progress.

- **Facilitating Self-Assessment:** Teach students self-assessment techniques to complement peer feedback. Self-assessment encourages students to take ownership of their learning and develop a deeper understanding of their strengths and areas for improvement.

4. Addressing Challenges and Ensuring Sustainability

To address the challenges identified in the study and ensure the sustainability of the peer feedback system, educators should consider the following strategies:

- **Ongoing Support and Monitoring:** Provide continuous support and guidance to students and teachers throughout the implementation of the peer feedback system. Regularly monitor the quality of feedback and offer additional training or resources as needed.
- **Adapting to Local Contexts:** Tailor the peer feedback system to fit the specific needs and constraints of the local educational context. This may involve adjusting the frequency and format of feedback sessions, modifying rubrics to align with local language standards, or incorporating culturally relevant content.
- **Utilizing Available Resources:** Make use of existing resources and technologies to support the peer feedback system. For example, recording and reviewing speaking activities can provide valuable insights for both students and teachers. Even in resource-limited settings, simple tools such as smartphones or audio recorders can be effective.

5. Implications for Policy and Professional Development

The success of the peer feedback system in this study suggests broader implications for educational policy and professional development:

- **Policy Recommendations:** Educational policymakers should consider integrating peer feedback systems into national language curricula and standards. Policies that support teacher training, resource allocation, and curriculum development can facilitate the widespread adoption of peer feedback practices.
- **Professional Development:** Teacher training programs should include modules on the implementation and facilitation of peer feedback systems. Professional development opportunities can equip teachers with the skills and knowledge needed to effectively manage peer feedback sessions and address common challenges.

In conclusion, the findings of this study highlight the potential of structured peer feedback to enhance speaking skills and foster a supportive learning environment in resource-limited educational settings. By incorporating regular peer feedback sessions, promoting positive classroom dynamics, and leveraging feedback for critical thinking and self-reflection, educators can significantly improve language learning outcomes for gifted students. These practical strategies and recommendations can help educators effectively implement peer feedback systems and contribute to the overall improvement of English language education.

C. Limitations of the Study

While the findings of this study provide valuable insights into the effectiveness of structured peer feedback in enhancing the speaking skills of gifted students, several limitations must be acknowledged. These limitations have implications for the interpretation of the results and the generalizability of the findings.

1. Sample Size and Generalizability

The study was conducted with a relatively small sample size of 40 to 50 gifted students from a single public high school in a provincial area of Vietnam. While this sample size was sufficient to detect significant improvements in speaking skills, it may limit the generalizability of the findings to other contexts. Future research with larger and more diverse samples, including students from urban areas and different educational settings, would help validate the results and enhance their applicability to a broader population.

2. Short Duration of the Study

The intervention was implemented over the course of one academic semester. While this duration allowed for the observation of initial improvements in speaking skills, it may not capture the long-term effects of the peer feedback system. Longitudinal studies that extend the duration of the intervention and follow up with students over multiple semesters or academic years would provide a more comprehensive understanding of the sustained impact of peer feedback on speaking skills.

3. Variability in Feedback Quality

As noted in the findings, there was variability in the quality of feedback provided by students. Some students struggled to give detailed and constructive feedback, which may have affected the overall effectiveness of the

intervention. While efforts were made to provide training and support, the inconsistency in feedback quality highlights the need for more rigorous and ongoing training. Future studies could explore additional methods for enhancing the quality and consistency of peer feedback.

4. Influence of Peer Dynamics

The influence of peer dynamics, such as friendships and social hierarchies, was identified as a factor that could affect the feedback process. Although strategies like rotating feedback partners were employed to mitigate these effects, they may not have fully addressed the issue. The social dynamics within the classroom can impact the honesty and constructiveness of peer feedback, potentially skewing the results. Further research could investigate more effective ways to manage peer dynamics and ensure unbiased feedback.

5. Self-Reported Data

Some of the data collected, particularly from student surveys and journals, were self-reported. While self-reported data provide valuable insights into students' perceptions and experiences, they are subject to biases such as social desirability and self-assessment inaccuracies. Complementing self-reported data with more objective measures, such as independent evaluations of speaking performances and peer feedback quality, would strengthen the validity of the findings.

6. Resource and Context Constraints

The study was conducted in a resource-limited public high school, which may have influenced the implementation and outcomes of the peer feedback system. While the focus on a resource-limited setting is one of the strengths of the study, it also means that the findings may not fully apply to schools with different resource levels or educational infrastructures. Future research could examine the effectiveness of peer feedback systems in a variety of resource contexts to provide a more nuanced understanding of their applicability and adaptability.

7. Teacher Influence

The role of teachers in facilitating the peer feedback sessions was crucial to the success of the intervention. However, the study did not systematically evaluate the specific impact of teacher facilitation styles and practices on the outcomes. Teachers' approaches to guiding feedback sessions, their engagement with students, and their own attitudes towards peer feedback could have influenced the results. Future studies could investigate the role of teacher facilitation in more detail and explore how different facilitation strategies affect the effectiveness of peer feedback.

8. Cultural Factors

Cultural factors specific to the Vietnamese educational context may have influenced the findings. The emphasis on respect for authority and harmonious social relationships in Vietnamese culture could affect how students give and receive feedback. While the study provides valuable insights into the implementation of peer feedback in this cultural context, additional research in different cultural settings would help determine the broader applicability of the findings.

In conclusion, while this study provides important evidence supporting the use of structured peer feedback to enhance speaking skills in gifted students, these limitations should be considered when interpreting the results. Addressing these limitations in future research will help build a more comprehensive and generalizable understanding of the effectiveness of peer feedback systems in various educational contexts.

VI. Conclusion

A. Summary of Key Findings

This study aimed to evaluate the effectiveness of a structured peer feedback system in enhancing the speaking skills of gifted students in a resource-limited public high school in Vietnam. The findings from both quantitative and qualitative analyses provide a comprehensive understanding of the impact of peer feedback on students' speaking abilities, confidence, and overall learning experience.

1. Significant Improvement in Speaking Skills

The quantitative data revealed a substantial improvement in the speaking skills of students following the implementation of the peer feedback system. The pre- and post-intervention assessments showed significant gains in various aspects of speaking, including fluency, coherence, pronunciation, vocabulary use, and overall eloquence. The mean score for the post-intervention speaking assessment was significantly higher than the pre-intervention score, indicating that the peer feedback system was effective in enhancing students' speaking proficiency.

2. Increased Confidence in Speaking

Students reported a notable increase in their confidence levels when speaking in public or classroom settings. The surveys indicated that students felt more comfortable and less anxious about speaking after participating in the peer feedback sessions. This boost in confidence was further supported by qualitative data from focus group discussions and student journals, where students expressed feeling more assured and capable of articulating their thoughts.

3. Development of Critical Thinking and Self-Reflection

The peer feedback system fostered the development of critical thinking and self-reflection among students. By evaluating their peers' performances, students learned to identify strengths and areas for improvement, which in turn helped them improve their own speaking skills. The process of giving and receiving feedback encouraged students to reflect on their performance and set specific goals for improvement, enhancing their metacognitive awareness.

4. Variability in Feedback Quality

While the overall impact of the peer feedback system was positive, the study identified variability in the quality of feedback provided by students. Some students struggled to give detailed and constructive feedback, which highlighted the need for ongoing training and support to ensure consistency and effectiveness in the feedback process.

5. Influence of Peer Dynamics

The study revealed that peer dynamics, such as friendships and social relationships, influenced the feedback process. These dynamics sometimes led to biased feedback, with students being hesitant to critique their friends or feeling pressured to give overly positive reviews. Addressing these dynamics through strategies like rotating feedback partners and ensuring anonymity can help improve the objectivity of peer feedback.

6. Practical Implications for Resource-Limited Settings

The successful implementation of the peer feedback system in a resource-limited setting demonstrated its feasibility and effectiveness as a low-cost intervention for improving speaking skills. The use of existing class time and materials, combined with active involvement from students and teachers, made the intervention sustainable and scalable, offering a practical solution for similar educational contexts.

7. Recommendations for Future Implementation

Based on the findings, the study provides several recommendations for future implementation of peer feedback systems:

- **Ongoing Training:** Continuous training for students on how to give and receive constructive feedback is essential to enhance the quality of feedback.
- **Structured Guidelines:** Implementing structured feedback guidelines and rubrics can help ensure consistency and quality in the feedback process.
- **Managing Peer Dynamics:** Strategies such as rotating feedback partners and ensuring anonymity can mitigate the influence of peer dynamics on the feedback process.
- **Regular Reflection:** Encouraging students to reflect on the feedback received and set specific goals for improvement can enhance their learning experience.

In conclusion, this study provides strong evidence that structured peer feedback is an effective and feasible strategy for enhancing the speaking skills of gifted students in resource-limited educational settings. The significant improvements in speaking abilities, increased confidence, and development of critical thinking skills underscore the value of peer feedback as a pedagogical tool. By addressing the identified challenges and implementing the recommended strategies, educators can further enhance the effectiveness of peer feedback systems and contribute to the overall improvement of English language education in similar contexts.

B. Recommendations for Future Research

While this study provides valuable insights into the effectiveness of structured peer feedback in enhancing the speaking skills of gifted students, several areas warrant further investigation. Future research should build on the findings of this study to deepen our understanding of peer feedback systems and explore their application in various educational contexts.

1. Larger and More Diverse Samples

Future studies should involve larger and more diverse samples to enhance the generalizability of the findings. Research could include students from multiple schools across different regions, including urban and rural areas, to examine how peer feedback systems function in varied educational settings. Additionally,

incorporating students with different levels of language proficiency and from various cultural backgrounds can provide a more comprehensive understanding of the system's effectiveness.

2. Longitudinal Studies

Longitudinal studies are needed to assess the long-term impact of peer feedback on students' speaking skills. While this study demonstrated significant improvements over one semester, future research should track students' progress over multiple semesters or academic years to determine the sustainability of the benefits. Longitudinal data can also help identify the optimal duration and frequency of peer feedback sessions for sustained improvement.

3. Enhancing Feedback Quality

Given the variability in feedback quality observed in this study, future research should explore methods to improve the consistency and effectiveness of peer feedback. Investigating different training models, such as peer coaching or mentorship programs, can provide insights into how best to equip students with the skills needed to give high-quality feedback. Additionally, research could explore the use of technology, such as online platforms or apps, to facilitate structured and standardized feedback processes.

4. Addressing Peer Dynamics

Further research is needed to understand and mitigate the influence of peer dynamics on the feedback process. Studies could investigate the psychological and social factors that affect how students give and receive feedback and develop strategies to promote a more objective and supportive peer feedback environment. Exploring techniques such as anonymized feedback, peer feedback rotations, and group feedback sessions could help reduce biases and improve the authenticity of the feedback.

5. Comparative Studies

Comparative studies that evaluate peer feedback against other feedback mechanisms, such as teacher feedback or self-assessment, would provide valuable insights into the relative effectiveness of different approaches. Such studies can help identify the unique advantages and limitations of peer feedback and guide educators in choosing the most appropriate feedback methods for their specific contexts.

6. Integration with Technology

Investigating the integration of technology in peer feedback systems could reveal new ways to enhance the process. Future research could explore the use of digital tools for recording and analyzing speaking performances, providing instant feedback, and facilitating peer-to-peer interaction. Technology can also help scale peer feedback systems, making them more accessible and manageable in larger or resource-limited classrooms.

7. Impact on Different Language Skills

While this study focused on speaking skills, future research should examine the impact of peer feedback on other language skills, such as writing, listening, and reading. Understanding how peer feedback influences different aspects of language proficiency can provide a more holistic view of its benefits and inform comprehensive language education strategies.

8. Teacher Training and Professional Development

Research should also explore the role of teacher training and professional development in the successful implementation of peer feedback systems. Studies could investigate how different training programs affect teachers' ability to facilitate peer feedback sessions effectively and support their students. Additionally, research could examine the impact of teachers' attitudes and practices on the outcomes of peer feedback interventions.

9. Cross-Cultural Studies

Cross-cultural studies can provide insights into how cultural factors influence the effectiveness of peer feedback systems. Research could compare the implementation and outcomes of peer feedback in different cultural contexts to identify cultural nuances and adaptations needed for successful application. Understanding these differences can help tailor peer feedback systems to be culturally responsive and effective in diverse educational settings.

In conclusion, while this study provides a strong foundation for understanding the impact of structured peer feedback on speaking skills, there are numerous opportunities for further research. By addressing the identified limitations and exploring new dimensions of peer feedback systems, future studies can contribute to a deeper and more comprehensive understanding of this pedagogical approach. These efforts will ultimately enhance the effectiveness of peer feedback in language education and support the development of eloquent and confident speakers in diverse educational contexts.

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VIII. Appendices

Appendix A: Pre- and Post-Intervention Speaking Assessment Rubric

Speaking Assessment Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Fluency	Speaks smoothly with little to no hesitation.	Speaks smoothly with minor hesitations.	Occasional hesitations but maintains overall fluency.	Frequent hesitations that affect fluency.	Very hesitant and disjointed speech.
Coherence	Ideas are clearly and logically organized.	Ideas are mostly organized with minor lapses.	Some logical organization but occasional lapses.	Ideas are somewhat disorganized.	Ideas are disorganized and hard to follow.
Pronunciation	Clear pronunciation with accurate intonation and stress.	Generally clear with minor pronunciation errors.	Understandable but noticeable pronunciation errors.	Frequent pronunciation errors that affect understanding.	Poor pronunciation that makes understanding difficult.
Vocabulary Use	Uses a wide range of vocabulary accurately and appropriately.	Good range of vocabulary with minor inaccuracies.	Adequate vocabulary with some inaccuracies.	Limited vocabulary that affects expression.	Very limited vocabulary that severely restricts communication.
Overall Eloquence	Highly articulate and persuasive.	Articulate and generally persuasive.	Adequately articulate with some persuasiveness.	Somewhat articulate but not very persuasive.	Not articulate and lacks persuasiveness.

Appendix B: Student Survey and Questionnaire

Student Survey: Perceptions of Peer Feedback

Part 1: Demographic Information

1. Age: _____
2. Gender: _____
3. Grade: _____

Part 2: Likert Scale Questions

Please rate the following statements on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

1. I found the peer feedback sessions helpful in improving my speaking skills.
1 2 3 4 5
2. The feedback I received from my peers was constructive and useful.
1 2 3 4 5
3. I feel more confident speaking in front of others after participating in the peer feedback sessions.
1 2 3 4 5
4. Giving feedback to my peers helped me improve my own speaking skills.
1 2 3 4 5
5. I enjoyed participating in the peer feedback sessions.
1 2 3 4 5

Part 3: Open-Ended Questions

1. What did you find most helpful about the peer feedback sessions?
○ _____
2. What challenges did you face during the peer feedback sessions?
○ _____
3. How do you think the peer feedback sessions could be improved?
○ _____

Appendix C: Teacher Interview Guide

Teacher Interview Questions

1. How would you describe the overall effectiveness of the peer feedback system in improving students' speaking skills?
○

2. What benefits did you observe from the peer feedback sessions?
○

3. What challenges did you encounter while implementing the peer feedback system?
○

4. How did the students respond to the peer feedback sessions?
○

5. What suggestions do you have for improving the peer feedback system?
○

Appendix D: Focus Group Discussion Guide

Focus Group Discussion Questions

1. How did you feel about giving and receiving feedback from your peers?
○

2. Can you describe a specific instance where peer feedback helped you improve your speaking skills?
○

3. What were some challenges you faced during the peer feedback sessions?
○

4. How did the peer feedback sessions affect your confidence in speaking?
○

5. What changes would you suggest to make the peer feedback sessions more effective?
○

Appendix E: Classroom Observation Checklist

Observation Checklist

- **Student Engagement:**
 - High engagement: _____
 - Moderate engagement: _____
 - Low engagement: _____
- **Quality of Feedback:**
 - Detailed and constructive feedback: _____
 - General feedback with some specifics: _____
 - Minimal or vague feedback: _____
- **Classroom Atmosphere:**
 - Positive and supportive: _____
 - Neutral: _____
 - Tense or unsupportive: _____
- **Teacher Facilitation:**
 - Active facilitation: _____
 - Occasional facilitation: _____
 - Minimal facilitation: _____

Appendix F: Student Journal Prompts

Student Journal Prompts

1. Reflect on the feedback you received from your peers today. What did you find most helpful?

○

2. What are your goals for improving your speaking skills based on the feedback you received?

○

3. How did giving feedback to your peers help you think about your own speaking skills?

○

4. Describe any challenges you faced during the peer feedback session.

○

5. What steps will you take to address the areas for improvement mentioned in the feedback?

○