EFL STUDENTS' CHALLENGES IN DELIVERING PRESENTATION BY PEER ASSESSMENT

Tika Aini
English Education Program, FKIP, Galuh University, Ciamis, Indonesia
tikaagy1@gmail.com

R. Bunga Febriani
English Education Program, FKIP, Galuh University, Ciamis, Indonesia
bunga.febriani@gmail.com

Ishak Said
English Education Program, FKIP, Galuh University, Ciamis, Indonesia
iskhakunigal@gmail.com

Abstract: This research discusses students' challenges in delivering English presentations using peer assessment. The purpose of this research is to determine the challenges faced by students in delivering English presentations using peer assessment and to find out whether or not students can overcome the obstacles in delivering English presentations using peer assessment. This research used a qualitative case study method involving 5 class VIII students in learning to deliver English presentations using peer assessment. Semi-structured interviews and observations were used in this research and were analyzed by using thematic analysis. The results show that students responded positively to the use of peer assessment in delivering English presentations. Most students feel insecure because they lack confidence when they must deliver English presentations and be assessed by their classmates. Formative peer assessment is also an effective medium for students to question their friends' performance. Researchers suggest that future research can focus on using peer assessment methods to help students reducing the challenges students face in delivering English presentations.

Keywords: anxiety; assessment; challenges; speaking

INTRODUCTION

In the era of globalization, English is used as a worldwide international language (Lee, 2011). Several countries have included foreign language communication ability in their lifelong learning goals to meet the need to face 21st-century competition (Mahdi, 2023). Researchers have pointed out that in many domains, such as tourism, education, and business, it is necessary to communicate with people face-to-face (Chang & Lin, 2020). Consequently, speaking is considered the most essential of the various language competencies. One of speaking activity or strategy carried out commonly by the teacher is presentation, especially in higher education.

In the world of English as a Foreign Language (EFL) education, the ability to deliver

presentations in English is increasingly recognized as a very important skill. Presentations not only assess students' language proficiency but also their ability to organize, convey ideas effectively, respond to others' speeches of participants, share their perspectives, feel enlightened by their ideas and gain insights from their speeches **(**Asari, et al., 2017; Gilakjani & Sabouri, 2016). Although traditional assessment relies heavily on teacher evaluations, the concept of peer assessment has gained traction as a valuable educational strategy. Peer assessment encourages students to critique and evaluate each other's work, encouraging collaborative learning and improving critical thinking skills (Sari & Aminatun, 2021). Despite its benefits, implementing peer assessment in an EFL context presents several challenges. EFL students often face unique difficulties in mastering presentation skills, including language barriers, lack of self-confidence, limited public speaking experience (Kho & Ting (2023), potentially introducing bias, misunderstanding, or reluctance to engage in the assessment process (Townsend, 2021). These challenges, which are based on students' views, can be exacerbated when students are tasked with assessing their peers' presentations. Thus, the student's point of view matters because of its effect on learning.

From the students' point of view, classroom assessment information is not merely information "about" him or her. In particular, peer assessment of publicspeaking skills can be a valuable learning tool, but it can also be challenging to implement effectively (Endah Widyastuti, 2021). In the early method of language teaching, the teacher was considered to be the sole source of knowledge (Wu & Miller, 2020). Among the various roles that a language teacher plays, giving feedback on learners' performance to correct their errors is one of the most significant (Dagnew Chekol, 2020). With such a change, student-oriented techniques of error correction, such as peer feedback, have emerged.

Previous studies discusses students' engagement and reflection in learning which are supported by peer feedback. As stated by Loretto et al. (2016) and Rodríguez-González & Castañeda (2018), peer feedback may also support student engagement and reflection on their learning. Another research also suggests that students may get as much or more from student critiques of their work as from instructor feedback (Lax & Fentiman, 2016). Meanwhile, research conducted by (Zheng & Cheng, 2018) found that anxiety can interfere with thinking, taking tests, and understanding complicated material. The others research found that presentation skills in any profession are the art of getting the attention of the audience and enthralling them with ideas or performances (Morze *et al.*, 2017; Shalaldeh, 2020; Widodo & Chakim, 2023). Presentation skills are important in every profession, but are considered of prime importance in the corporate world. Presentation skills are one of the essential skills that enhance the ability to speak in public or engage in public speaking. However, Kim et al. (2021) revealed that the engagement of storytelling can ease students' emotions in speaking. Thus, the use of storytelling as the speaking activity is the difference between this current study and the related study.

In this background, this research aims to find out the challenges of students in delivering English presentations through peer assessment and to find out how students can overcome the challenges of delivering English presentations through peer assessment. With these in mind, the following research questions were addressed by the present study:
1. What are the challenges faced by the students of a Secondary School in the EFL context in delivering English presentations?
2. How do the EFL students overcome the challenges of English presentation delivery by peer assessment?

METHODS

The research employed an intrinsic case study design, with the primary objective of gaining a deep understanding of a specific, bounded case: the experiences of junior high school students in delivering English presentations, as assessed by their peers (Creswell, 2018). This design enables the researcher to examine the case in its complexity, especially in terms of contextual conditions that influence the students' experiences.

The participants in this study were five eighth-grade (class VIII) students from a junior high school located in Tambaksari, Ciamis. The participants were purposefully selected to represent individuals who had experienced the phenomenon under investigation. The students are referred to using pseudonyms: Student 1 (S1), Student 2 (S2), Student 3 (S3), Student 4 (S4), and Student 5 (S5). Purposeful sampling was used to ensure that the participants could provide rich and relevant data related to the challenges encountered during English presentations with peer assessment.

As previously mentioned, researchers conducted case study research design to collect and analyze data so that it can be more detailed and in-depth regarding this case study. To answer the first question, researchers conducted research related to the challenges students found in delivering English presentations using peer assessment. In this research, to collect data on class VIII students in delivering English presentations with peer assessment, researchers conducted semi-structured interview sessions with five students. Five participants were interviewed, namely five class VIII students at a junior high school in Tambaksari, Ciamis. Five class VIII students with the initials Student 1 (S1), Student 2 (S2), Student 3 (S3), Student 4 (S4), and Student 5 (S5). To collect interview data, researchers used the Zoom application and took notes.

After the interview data was collected, the researcher transcribed and interpreted the data. Transcription provides written data from interviews derived from ten questions; the purpose of data transcripts is to facilitate analysis. Next, researchers translated the data into English. The interview script was adapted and modified from (Ghinan Nafsiha Basith, 2021). Answers to interview questions are presented in the description; it discusses what challenges students face when delivering English presentations. The interview findings are shown in the attached student self-reflection questions. Thus, there were ten questions asked by the researcher, and participants only needed about 10 minutes to answer these questions.

For the second research question, in collecting data through participatory observation once. This participatory observation was carried out on May 15,2024. Researchers collected data using observations in class VIII B by observing students delivering English presentations with peer assessment directed by their teacher. Students have made presentations, and the teacher gives students the freedom to provide suggestions and inputto fellow students. The researcher took the example of three students with the initials NT, TH, and DV who came forward to make an English presentation. The researcher also used a checklist observation sheet to facilitate the assessment of students who advanced to the presentation. The result of observation was analyzed through thematic analysis consisting of transcribing, identifying, analysing, and reporting patterns or themes within the data

RESULTS AND DISCUSSION

The research was conducted to find out the challenges of students in delivering English presentations through peer assessment and to find out how students can overcome the challenges of delivering English presentations through peer assessment. Data collection was carried out using semi-structured interviews and observation with students as respondents. In this study, five students answered interview questions, and three of the sample students were observed by one of the class VIII students at one of the junior high schools in Ciamis. The results of the interview and observation are explained below.

The challenges of delivering an English presentation

The study surveyed participants about their experiences with delivering presentations, revealing that they found the activity enjoyable and beneficial for teamwork, performance analysis, and communication. The specific explanation obtained from semi structured interview is given in the following Table 1:

Table 1. The interview result

Question 1: How did you feel about delivering the presentation?
S1: It felt quite interesting with a considerable amount of talking.
S2: I feel this activity is very helpful for developing teamwork skills and analyzing other people's performance.
S3: It felt fun and interesting because everyone got to talk and listen to each other.
S4: During the activity, I had so much fun because the topic was very close to me.
S5: Comfortable and simple.

Question 2: What was the easiest part about delivering the presentation?
S1: I have to explain something.
S2: The easiest part is when we can describe everything we have known in our minds related to the given topic.
S3: Talking to my friends is the easiest part for me compared to talking to strangers.S4: The easiest part is when I explain the differences between objects.
S5: Asking questions.

Question 3: What was the most challenging part of delivering the presentation?
S1: Deciding peer's score band.
S2: For me, the most challenging thing about this activity was when I was not familiar with the topic, and I also felt afraid that I would not be able to express my ideas on the topic because I had no preparation at first.
S3: Discussing topics that have not been determined makes me challenged in carrying outthis activity because I have to think spontaneously about it.
S4: The most challenging is to bring out your ideas of using it in speaking class.
S5: Presenting the argument because it happened spontaneously and had limited time.

Question 4: How nervous were you to speak in front of your peers?
S1: Only slightly nervous.
S2: I was a bit nervous.
S3: I don't feel nervous when speaking to my peers because I'm more confidentwhen speaking to my peers that I have known personally than strangers.
S4: Honestly, I am not nervous because I know what I am going to talk about.
S5: Actually, I felt nervous a little bit because my peer was very friendly.

Question 5: How did your feeling beforehand compare to the feeling when you presented to your peers?
S1: It felt almost pretty much the same, I enjoyed it.
S2: First, I feel worried about what I have to say when the topic is given spontaneously, but when I begin to speak, I am not nervous anymore.
S3: I feel curious when I haven't discussed it with my peers, and when the discussion is taking place, I feel excited.
S4: It was challenging and exciting. All the topics are related to our daily life.
S5: I felt curious about the topic that I should explain to my peers and otherparticipants and also felt excited.

Question 6: What is the perspective that you will give to another person when she/he does well during his/her speaking?
S1: Expressions of gratitude and some physical response such as head shaking.
S2: Well, that's true... It was a great performance.
S3: I give appreciation like "good or excellent" when other people do speaking related

topics that are discussed in a good and structured manner.

S4: You're amazing. I could say those words in terms of their thought and insight.

S5: I give appreciation like "good or excellent" when other people are speaking about a relatedtopic.

Question 7: What were some of the powerful learning moments that you felt in delivering the presentation?

S1: The feeling of having the authority to mark someone's performance.

S2: This is not just speaking but also testing our listening skills because in the question section, sometimes we have to clarify what the speaker is talking about, and this can also improve our speaking skills and exploration of our thoughts about what we already know.S3: Learning moments that were very useful for me were when exchanging points of view.

S4: When someone gave their ideas and thoughts, it also gave me some new things.

S5: I felt brave to speak spontaneously at that time, and I liked the way other participantsasked questions.

Question 8: What are the most important things that you learned?

S1: Listen to colleagues' performances.

S2: The most important thing is that I am not just trying to spread my opinion in English, but I can expose the authentic opinion regarding the context.

S3: The most important thing is how to be able to speak effectively with the given timebut can explain the important points in the discussion.

S4: How do all these platforms influence me in speaking and improve my speaking skills?

S5: I learned about how to gain information from peers by using an online application.

Question 9: How did you help others during delivering the presentation?

S1: I simply did nothing because I let my partner speak freely to boost their confidence. S2: I couldn't help that much, but giving my additional opinion might work when it comes to the question-and-answer section.

S3: I often add my opinion when other people have explained their opinion.S4: I added some opinions that I think it is also related to student life.

S5: I tried to give some comments on their mistakes in speaking and allowed them to discuss the topic widely and freely.

Question 10: Do you feel you may have been hindered by others' performance?

S1: No, there are some drawbacks, but the performance is not one of them.

S2: No, I am not, that's just about limited time to speak.

S3: I didn't feel it at all when the activity took place because we both gave our opinions,and we accepted all different points of view on a topic.

S4: No, I am not. All of them are doing their best to explain their topic.

S5: No, I could give my attention while catching some information and experiencesfrom them.

Based on the Table 1, participants found the question section the easiest part, while others found the grammatical structure and fluency analysis challenging. The most challenging aspect was preparing for speaking in front of peers, with participants feeling nervous andanxious. However, when speaking about familiar topics, they felt confident and excited. In addition, the results of interviews regarding the challenges faced when delivering English presentations using peer assessment, students believe that delivering presentations in class is an activity that offers numerous positive benefits. In the context of learning English as a foreign language(EFL), this activity has become increasingly significant because it provides students opportunities to

develop language skills as well as other important skills.

This finding aforementioned is in line with previous research (Widodo & Chakim, 2023), which supports that with oral presentations and formative peer assessments, students can express their ideas or opinions and ask many questions to evaluate and share their knowledge with their peers. It is also supported by Morze *et al.* (2017) who claims that "This skill is the main advantage that students gain during formative peer assessment in oral presentations. In addition, formative peer assessment stimulates students to evaluate their learning process". Inaddition, students must present the topic spontaneously in a limited time, so that their preparation in preparing what must be presented has a limited time and a narrow topic scale to come up with all the ideas while using them in speaking performance activities. This is in line with the researchof Asari *et al.* (2017) in that when responding to others' speeches, participants shared their perspectives, feeling enlightened by their ideas and gaining insights from their speeches. Powerful learning moments during delivering presentations included providing compliments, such as "You have a great performance" and "I am amazed by your thoughts." The participants' unique ways of delivering speeches were observed, highlighting the importance of fostering teamwork, communication, and enhancing teamwork skills. In addition, formative peer assessment stimulates students to evaluate their learning process" (Rodríguez-González & Castañeda, 2018). Through the presentation activities that have been carried out by students, this presentation activity is very fun, interesting, and easy to understand by other students. As millennial, they often use peer assessment, creating an active situation that is needed in the learning process.

How students overcome the challenges of delivering Englishpresentations

The second finding is obtained from the example of three students with the initials NT, TH, and DV who came forward to make an English presentation. Based on the findings from the observation checklist, the first students' NT initials' oral presentation skills demonstrated a commendable level of proficiency. Students consistently speak with few or no errors, indicating high accuracy. Their pronunciation is very good, as they can pronounce the spoken words correctly. Students also speak clearly, demonstrating good pronunciation skills. In terms of inflection, students generally modulate their voice appropriately to suit the text. They project their voice well, ensuring their voice is heard by everyone in the room. Additionally, students maintained an appropriate speaking rate and effectively avoided using filler phrases such as "um" or "like." In line with this finding, Kim et al. (2025) found that the engagement of storytelling can ease students' emotions in speaking, which is a part of presentation skills. Thus, the use of storytelling is the difference between this current study and the related study In conclusion, students demonstrate strong oral presentation skills in a variety of aspects, including accuracy, pronunciation, inflection, projection, pacing, and avoidance of filler material. Continued practice and focus on these areas will further strengthen their already impressive presentation skills.

The second student's TH initials' oral presentation skills demonstrated strong performance in several key areas. Students speak with high accuracy, make few or no errors, anddemonstrate excellent pronunciation by pronouncing spoken words correctly. In addition, students speak clearly, demonstrating good pronunciation skills. However, there is a need for improvement in inflection, as students do not always modulate their voices appropriately to suit the text. Likewise, students should work on their projections to ensure their voices are heard at an appropriate volume for everyone in the room to hear. The students' tempo of speech was appropriate, and they effectively avoided using filler phrases such as "um" or "like." Overall, although students demonstrate a strong foundation of oral presentation skills, a focus on improving voice modulation and projection will improve their overall performance.

Then, the last findings from the student's initial DV reveals that: 1) the student's oral presentation skills show some strengths and some areas that need improvement; 2) the student's accuracy in speaking with few or no errors shows strong accuracy in his presentation; 3) the student's pronunciation correctly pronounces spoken words, shows skill good pronunciation; 4)

the next aspect is the pronunciation of students, speaking clearly, showing effective pronunciation. Students modulate their voices appropriately to match the text, thereby adding expressiveness to the presentation. There is a need for improvement in sound projection, as students' voices are not always heard at an appropriate volume for everyone in the room to hear. Students maintain an appropriate speaking pace, ensuring the presentation is easy to follow. Students avoid using filler phrases such as "um" or "like," which contributes to smooth delivery.

Based on the results of observations on how to handle challenges when delivering English presentations using peer assessment, the results of data analysis were obtained from research on students' speaking skills with a focus on whether they speak with little or no errors. The data analyzed includes observation results and presentation recordings made during the research period. Observations showed that students with the initials NT and TH with higher levels of speaking ability (advanced) spoke fluently and with little pause. They can express ideas clearly and structured. On the other hand, students with the initials DV at the beginner level often have difficulty in composing complex sentences and tend to stop in the middle of a sentence to think of the right word. The most common mistakes are small mistakes such as inconsistent use of time.

In term of students' level, middle-level students show a good understanding of grammar but still often make mistakes, especially in the use of prepositions and articles. Meanwhile, novice students often make fundamental mistakes, such as the use of incorrect verbs and incomplete sentences. The observation results showed that advanced students used richer and more varied vocabulary. Theycan choose the right words for a particular context and often use synonyms to avoid repetition. NT and TH students show a good understanding of basic vocabulary, but sometimes have difficulty choosing more appropriate or specific words. DV students tend to be limited tobasic vocabulary and often repeat the same words. This is in line with previous research, whichis that asking questions is also a way for students to appreciate the work and perspectives of theirpeers during the learning process. This is also supported by Loretto *et al*. (2016) in "that peer assessment can train students to appreciate different points of view." This implies that students have better confidence by applying formative peer assessment.

Also, students are expected to feel more confident than before applying formative peer assessments when delivering presentations in class. They feel comfortable, and there is no pressure when presenting their work. The pronunciation of students with the initials NT and TH is almost always correct, with only a few minor errors in intonation or word emphasis. Secondary students have pretty good pronunciation but still face challenges in pronouncing more complex or unfamiliar words. Students with the initials DV often have difficulty with pronunciation, especially in pronouncing sounds that are not present in their native language.

The result of this study comes up with the fact that students in this class finds formative peer assessment an effective medium for students to question the performance of their peers. Students need to sharpen their evaluative skills, such as analyzing mistakes or confronting their ideas, conveying their own opinions, and exploring a wealth of information andknowledge from their peers' oral presentations. Based on their research, questions are also one of the important principles that can succeed in the implementation of formative peer assessment. From this study, the questioning aspect is not only an important part of the implementation of formative peer assessment but also a sufficient way to improve the quality of students' oral presentation skills.

CONCLUSION

This research aims to find out the challenges felt by students in delivering English presentations through peer assessment and how to overcome those challenges. The researcher concluded that students' obstacles were divided into a few distinct categories, such as psychological characteristics (such as anxiety issues, lack of confidence, and blankness) and speaking difficulties. The majority of students' difficulties when presenting an oral demonstration in English can be summed up in two words: anxiety issues and a lack of confidence. Therefore, the results of some specialists' research recommend that the difficulties encountered by students

can be surmounted by employing a variety of strategies. On the other hand, students are also able to build social relationships with their friends. Asking questions is one way for students to maintain their social relationships. In addition, students can improve communication and teamwork skills, which can help them in dealing with different cultures or perspectives in the learning process.

Even though formative peer assessment has a positive impact on students' active learning, this does not mean that there are no obstacles to its implementation. When carrying out formative peer assessments, some students still face problems such as receiving complaints from their peers, cheating activities, feeling anxious about giving feedback, grades or questions,and difficulty understanding presentation material. Furthermore, the results showed that when research participants were asked about their presentations, it was clear that they enjoyed the process and it helped with communication, performance analysis, and collaboration. Although some participants found the grammatical structure and fluency analysis difficult, others found the question section to be the simplest.

There are several suggestions that the researcher can provides the class the implementation of formative peer assessment in the future. Teachers should make some preparations and guide before, during, and after formative peer assessment implementation. Before implementing formative peer assessment, the teachers should give clear instructions, criteria, and guidelines in the scoring rubric. Moreover, the teacher should also instruct students on what they have to do and what kind of tasks they have to work on. This kind of assessment is also the concrete implementation of the lifelong education value.

It is also suggested that, the teachers, especially at the secondary school level, must have a good model to improve their English teaching by implementing formative peer assessment, and the students at the secondary level will get used to implementing the collaborative learning model through formative peer assessment. The future researcher is hoped that the formative peer-assessment research can be developed in a wider scope, especially in the primary education sector. This assessment is not only exclusive to higher education, since it has a big impact on students' social skills.

REFERENCES

Asari, S., Ma'rifah, U., & Arifani, Y. (2017). The Use of Cooperative Round Robin Discussion Model to Improve Students' Holistic Ability in TEFL Class. *International Education Studies, 10(2)*, 139. https://doi.org/10.5539/ies.v10n2p139

Chang, C., & Lin, H. C. K. (2020). Effects of a mobile-based peer-assessment approach on enhancing language learners' oral proficiency. *Innovations in Education and Teaching International*, *57*(6), 668–679. https://doi.org/10.1080/14703297.2019.1612264;WGROUP:STRING:PUBLICATION

Asari, S., Ma'rifah, U., & Arifani, Y. (2017). The Use of Cooperative Round Robin Discussion Model to Improve Students' Holistic Ability in TEFL Class. *International Education Studies, 10(2)*, 139. https://doi.org/10.5539/ies.v10n2p139

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Dagnew Chekol, A. (2020). Investigating the Influence of Using Peer Feedback on EFL Students' Speaking Achievement and Their Perceptions Towards Peer Feedback. *Arabic Language, Literature & Culture*, *5*(3), 23. https://doi.org/10.11648/j.allc.20200503.11

Endah Widyastuti, D. (2021). The Use of Project-Based Learning and Peer Assessment To Improve Students' Speaking Skill for Young Learners. *Journal of Economics, Management, Entrepreneurship, and Business (JEMEB)*, *1*(1), 66–71. https://doi.org/10.52909/jemeb.v1i1.19

Basith, G. N. (2021). *Digital Assisted Peer Assessment and EFL Speaking Performance: A Descriptive Analysis* (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).

Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, *9*(6), 123. https://doi.org/10.5539/elt.v9n6p123

Kho, M. G. W., & Ting, S. H. (2023). Overcoming oral presentation anxiety: a systematic review of Tertiary ESL/EFL Students' challenges and strategies. *Qeios*.

Kim, D., & Li, M. (2021). Digital storytelling: Facilitating learning and identity development. *Journal of Computers in Education*, *8*(1), 33-61.

Lax, J., & Fentiman, A. W. (2016, June). Improving Graduate Student Oral Presentations Through Peer Review. In *2016 ASEE Annual Conference & Exposition*.

Lee, I. (2011). Formative Assessment in EFL Writing: An Exploratory Case Study. *Changing nglish*, *18*(1), 99–111. https://doi.org/10.1080/1358684X.2011.543516

Loretto, A., DeMartino, S., & Godley, A. (2016). Secondary students' perceptions of peer review of writing. *Research in the Teaching of English*, *51*(2), 134-161.

Mahdi, S. (2023). Effective Communication in Learning: Teacher Strategies and Their Impact on Student Learning Outcomes. *International Journal of Linguistics, Communication, and Broadcasting*, *1*(4), 26–30. https://doi.org/10.46336/ijlcb.v1i4.26

Morze, N., Vember, V., & Varchenko-Trotsenko, L. (2017). Formative and Peer Assessment in Higher Education. E-Learning and Smart Learning Environment for the Preparation of New Generation Specialists, Figure 1. https://publons.com/publon/10212008/

Rodríguez-González, E., & Castañeda, M. E. (2018). The effects and perceptions of trained peer feedback in L2 speaking: impact on revision and speaking quality. *Innovation in Language Learning and Teaching*, *12*(2), 120–136. https://doi.org/10.1080/17501229.2015.1108978

Sari, S. N., & Aminatun, D. (2021). Students' Perception on the Use of English Movies To Improve Vocabulary Mastery. *Journal of English Language Teaching and Learning*, *2*(1), 16–22. https://doi.org/10.33365/jeltl.v2i1.757

Shalaldeh, A. A. (2020). *Difficulties Encountering English Majors in Giving Academic Oral Presentations at Southern West Bank Universities*. http://dspace.hebron.edu:8080/xmlui/handle/123456789/853

Townsend, D. J. (2021). Perceptions of Peer Assessment of Presentations. *Ilyana Jalaluddin Naginder Kaur Ramiza Darmi Takad Ahmed Chowdhury*, 79.

Widodo, J. W., & Chakim, N. (2023). Formative peer-assessment in oral presentation skill: EFL secondary school students' perception and its challenges. *Prosodi*, *17*(1), 41-57.

Wu, J. G., & Miller, L. (2020). Improving English Learners' Speaking through Mobile-assisted Peer Feedback. *RELC Journal*, *51*(1), 168–178. https://doi.org/10.1177/0033688219895335

Zheng, Y., & Cheng, L. (2018). How does anxiety influence language performance? From the perspectives of foreign language classroom anxiety and cognitive test anxiety. *Language Testing in Asia*, *8*(1). https://doi.org/10.1186/s40468-018-0065-4