The Transformative Power of Peer Feedback: Investigating its Role in Enhancing Speaking Skills

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Abstract: This research examines students' perceptions of peer feedback and how it helps in developing their speaking skills. For this study, four students from a professional listening and speaking class at a private university in Surabaya were interviewed using semi-structured interviews. The data was analyzed using the Interpretative Phenomenological Analysis (IPA) approach. From the interviews, six interconnected themes were identified: (1) the role of feedback in performance improvement, (2) the role of feedback culture in collaboration, (3) the balance of honesty and kindness, (4) the role of feedback relationships, (5) the influence of feedback timing, and (6) the delivery and reception of feedback in relation to emotional intelligence. The study contributes to the existing literature by revealing peer feedback strategies as effective for fostering self-awareness in learners. The study also underlines the importance of trust, objectivity, and alignment towards mutual goals in setting constructive feedback cultures within learning environments.
Keywords: Peer Feedback; Speaking Skills; Interpretative Phenomenological Analysis (IPA); Feedback Culture; Emotional Intelligence.

Introduction

Specific factors like motivation, involvement, and experience quality undermine the effectiveness of lifelong learning initiatives (Cronholm, 2021). While some internal motivational factors helped some learners to continue pursuing education, many people required external assistance to develop interest (Ryan & Deci, 2020). For the quality of learning experiences, the role of feedback in overcoming the challenges of lifelong learning was quite important. Feedback, especially peer feedback, could greatly improve the quality of engagement and motivate learners to participate in more active, interactive, and even collaborative learning, thereby transforming the learning environment into a more supportive and constructive one. This type of feedback allowed learners to

explore their understanding, recognize gaps, make necessary adjustments, and appreciate the process of learning (Brink, 2023; Morris et al., 2023).

As noted in recent studies, for instance, (Simonsmeier et al., 2020), peer feedback plays an important role in improving the learning process. Learners' input through peer review not only offered learners additional insights but also helped to keep the learners motivated and engaged throughout the process. In spite of all the advantages that peer feedback brings, teachers seem not to consider using it at all. This was also apparent in a pre-survey in one of the universities in Surabaya. Out of 13 lecturers who gave feedback on the survey, peer feedback was only implemented by 35% in teaching. This indicated that not all of the lecturers were completely aware of peer feedback's contribution to the learning process.

There is a necessity for additional research on the application of peer feedback in the learning setting. There remains a shortage of addressing variations in culture, comfort level, skill level in giving feedback, and the lack of a structured peer feedback process (Kerman et al., 2024). Additionally, (Erbilgin et al., 2023) carried out a literature review and determined that while peer feedback could possibly promote active learning and student engagement, it could be limited by socio-emotional factors like student discomfort with peers or lack of trust. These biases generated feedback that was either overly simplistic or too positive and did not show areas of improvement (Erbilgin et al., 2023; Kerman et al., 2024; Lerchenfeldt et al., 2019).

Expert feedback was favored over peer feedback in critical assessments, while the students greatly favored the latter. Peer feedback was generally not considered based on its perceived lack of credibility, as expert feedback was deemed far more reliable (Topping, 2023). The time and effort involved in carrying out peer feedback was widely regarded as unsustainable.According to (Banihashem et al., 2024), many teachers felt that the time and effort needed to supervise the peer feedback step was not worth the outcome, particularly in larger or accelerated classes. The logistics of pairing students for feedback while keeping anonymity added to the work, which deterred educators from consistently using the strategy.

Providing stepwise instructions and including rubrics and exemplar feedback clearly outline aids addressing "comfort" and "competency." This has. Students felt more empowered to provide and receive feedback after receiving targeted training on constructive feedback (Y. Zhang et al., 2024). Feedback literacy training also addressed socio-emotional concerns by equipping students with the skills to craft effective feedback and use feedback they received. As training sessions enhanced the quality of feedback, students felt more confident in both giving and receiving feedback (Y. Zhang et al., 2024). Teachers responded by creating customized peer feedback tools or modifying those already in use to better fit their classrooms (Noroozi & De Wever, 2023).

The extensive advantages peer feedback bestowed on teachers and students made this research so valuable. To the teachers, it supported their guidance-oriented pedagogy, whereas for the students, it enhanced active participation through peer correction. Nevertheless, to harness the full potential of peer feedback, the students were required to undergo training in giving quality feedback (He & Gao, 2023). This research emphasized precision, the capacity to make strong decisions, and the inclination to adopt intricate matters in their jobs as core aspects. The need for focused training shed light on building strong peer review mechanisms that greatly increased learning while fostering critical thinking and self-regulation capacities (Zhou, 2019).

This research was stringent in focus on intensive training of students to conduct high-quality, productive peer review. It broke new ground with customary practice by emphasizing precision, ability to make useful revision recommendations, and an active approach to resolving complex issues. The study was innovative in its methodological approach in applying Interpretative Phenomenological Analysis (IPA) in a new way, employing semi-structured interviews in developing richly students' experience and in formulating grand themes for applying peer feedback in speaking classes. Focused

specialized training was found to maximize learning gain and represented a paradigm shift towards the cultivation of critical thinking and self-regulation—skills pivotal for future success. These findings had practical implications on the students, researchers, and educators and ensured that these novel methods and approaches had the potential to bring a visible change into schools and improve the learning process significantly.

Although research explored peer feedback uses in classrooms of formal education (Erbilgin et al., 2023; Kerman et al., 2024; Lerchenfeldt et al., 2019), using it and implementing it in a situation of lifelong learning was yet to be explored further. Previous research was mostly focused on the overt impacts of peer feedback in classrooms or programs of formal learning (Y. Zhang et al., 2024). There was limited that was known about the mechanisms of effective peer feedback and how individuals responded to peer feedback within the classroom. The findings of this research had the potential to revolutionize the dynamics of the classroom, embracing a healthier and more productive learning climate and setting new standards in educational practice. This work had the potential to make a worthwhile contribution to the discipline.

The research also sought to know students' experiences of peer feedback through examining in greater depth what they learned, the problems they faced, and the drawbacks they felt in giving and receiving peer feedback, particularly in university-level English education courses. By clarifying these goals, the research hoped to provide findings that may guide teachers to better enhance peer feedback activities toward fostering student development, critical thinking, and collaborative learning.

The limitation of this study was that the sample employed was students at the private university level from the department of English language education, specifically students enrolled in professional listening and speaking courses during the third semester. This study sought to find out how students viewed the peer feedback since peer feedback played a pivotal role in enhancing students' learning outcomes.

Peer Feedback

Peer feedback develops students' communicative competence because it provides channels for immediate use of speaking skills in genuine, interactive situations. As (Boud & Dawson, 2023) indicates, providing and receiving feedback in speaking lessons helps students refine their use of language, become better able to articulate constructive feedback, and have a better perception of optimal communication strategies. This process not only enhances their instant speaking ability but also forms persistence and adaptability—skills essential for continuous learning and growth. Additionally, peer feedback fosters a sense of belongingness and support among students, forming an excellent learning environment that encourages them to remain focused on their language learning process (Chow, 2024). With these collaborative experiences, students develop a lifelong learning disposition, motivated by a spirit of commitment to ongoing self-improvement, openness to feedback, and taking initiative in seeking learning opportunities.

Incorporating peer feedback within speaking lessons has certain challenges, particularly in lifelong learning. The greatest challenge is variability in the feedback literacy of students, i.e., understanding, providing, and responding to the feedback. This can create superficial or overly critical comments that fail to leave concrete, actionable suggestions for improvement. Therefore, peer feedback as a tool for developing speaking ability as well as stimulating reflective learning cannot realize its full potential.

Another role played by interpersonal dynamics, such as peer pressure, friendship biases, and cultural norms of communication, can creep into the truth and quality of feedback. Furthermore, peer feedback could be difficult for learners to interpret and act on if it contradicts their own judgments of themselves or appears incompatible with instructor feedback (N. E. Winstone et al., 2017). Overcoming

these hurdles requires special training in feedback literacy and structured feedback processes such that peer feedback can make a valuable contribution towards the learning process.

The Relationship between Speaking Classes and Peer Feedback

Speaking classes focus on developing students' speaking skills in communication, making them better thinking individuals in expression, more engaging in discussions, and more accommodating in speaking scenarios. A key aspect of this process is integrating peer feedback as a learning instrument and a motivator for students. Peer feedback is when students critically assess each other's performance, offer constructive criticism, and recommend improvement.

Studies show that peer feedback is highly effective in enhancing speaking skill through offering learners tangible, real-time, and up-to-date feedback from a peer perspective (Kusumayanthi & Lestari, 2022). Peer feedback facilitative approach increases the chances of students speaking more frequently and thus becoming more fluently and confidently proficient. Students also discover effective communication strategies as well as nuances of use of spoken language while receiving and providing feedback (Huang, 2023).

The use of peer feedback in speaking lessons provides a synergistic effect that is reciprocal to both learning processes. Peer feedback fills gaps in traditional teaching mechanisms by providing personalized, timely, and direct feedback on students' own speaking problems. The synergy not only enhances speaking competence but also enhances competencies outside the classroom such as critical thinking, teamwork, and self-directed learning, making the learners more prepared for external communication (Sriyanda & Priyana, 2024).

Method

Approach of the Study

To understand participants' sense-making, the researchers employed a qualitative method with an interpretative phenomenological analysis (IPA) design. This study sought to understand how participants positioned themselves and made sense of their experiences. The IPA approach was appropriate for the study's purpose concerning participant sense-making. Focusing on participants' lived experiences allowed the research to reveal the subjective meanings, interpretations, and reflections that informed their understanding. This understanding was crucial in exploring how students engaged with peer feedback and the feedback's deeper, more profound significance.

Data and Source of the Data

As for the data of this study, it comprised interview results, that is, transcripts of questions and answers. In addition, it included detailed notes on peer feedback. The researcher conducted interviews with four university students from the English language education department in their third semester, who were taking a professional listening and speaking course in one of private university in Surabaya, Indonesia. The subjects were chosen from those who actively gave feedback to their classmates in the course.

Data Collection Techniques

The interviews, an integral part of this study, delve into students' detailed experiences with peer feedback. The researcher conducted semi-structured interviews, which promote a discourse-oriented strategy, enabling the adaptation of initial questions according to the feedback from participants. As reported by (Taherdoost, 2022), this technique relies on a set of predetermined questions; nonetheless, interviewers have the liberty to pose additional questions for clarification as needed. Carefully crafted questions focus on how students perceive the value and impact of peer feedback, what challenges they face, and what suggestions they have to improve the process. These questions also explore students' emotional and cognitive reactions to peer feedback, its perceived impact on learning, and their preferences for different feedback mechanisms.

Data Analysis

This process helps to interpret the data systematically, so as to provide relevant insights into peer feedback, the researcher using Interpretative Phenomenological Analysis (IPA). Thus, participants' narratives reflected their understanding. The analysis was focused on uncovering the complex meanings students have concerning their experiences with peer feedback in speaking classes. The data was presented by thematic analysis, followed by discussions relating findings to literature.

Trustworthiness

1. Credibility: In order to protect the reliability of the findings, the researcher carried out member checking. Participants were given access to the initial interpretations to confirm that the results capture how and why their experiences were meaningfully interpreted.

2. Transferability: Validation of the study through peer debriefing was conducted in order to enhance its credibility. The researcher shared his or her reasoning behind the analysis and the final results with other scholars who offered relevant feedback which enhanced the objectivity.

3. Dependability: Rich descriptions of the research participants, context, and findings were provided. The study sought to enhance dependability by providing thick descriptions with the hope that the readers would be able to assess its relevance to other situations or contexts.

4. Confirmability: The study employed an audit system to allow external evaluators assess the study and its outcomes. This system itemized every step of the research including the choices made and how the analyses were performed which ascertained the rigor and impartiality of the study.

Results

Clear Words, Better Results

The clarity and understanding of feedback is an important aspect of ensuring that the messages delivered are well received by the participants and provide maximum benefit. Clear feedback is usually characterized by simple language use, structured structure, and emphasis on key points. Specializing in feedback plays an important role in its usefulness. Specific feedback provides relevant details, so that participants know which aspects need to be improved. The relevance of the feedback ensures that the message delivered has a direct relationship with the purpose or problem faced by the participants.

A lot of times. 'Cause they're just saying they're not. Well, let's be honest with you. So it's obvious. Data 1/A.3.00:20

Very influential, maybe around 80 percent yes. So because later it can improve the results in the next performance. Data 9/R.1.08:13

Sometimes it's relevant, sometimes it's not. So it means that when I, for example as an example, I don't explain my material, or I just read it, straight through, for example without any explanation because maybe I'm running out of time, sometimes they immediately give feedback, how come this is not explained. Data 10/A.3.08:07

From what the researchers have discovered, the participant stated that peer feedback is often clear and understandable. They implied that this clarity stems from peers being straightforward and honest in their remarks, making the feedback obvious and easy to comprehend. The participant also mentioned that the specificity of feedback significantly affects its usefulness, estimating its influence at around 80 percent. They explained that specific feedback helps them improve their performance in

subsequent attempts, demonstrating its value in refining their skills. Besides, the participant indicated that the relevance of peer feedback varies. They provided an example where their peers pointed out that they had not explained their material adequately during a presentation. This feedback was relevant since it highlighted a specific issue, such as insufficient explanation or rushing through the material due to time constraints, prompting the participant to address this area in future performances.

Culture of Sharing, Environment of Growth

The culture and environment of peer feedback play an important role in the successful interaction and growth of individuals in the learning environment. Feedback culture can reflect the dynamics of relationships between individuals in the class. Appreciation for peer feedback reflects the value of collaboration in the learning process. The sense of security and comfort in feedback sharing is strongly influenced by the class atmosphere and relationships between individuals.

Criticality critical. Yeah, because if these friends don't just focus on this, it's a lot of things. Data 2/TA.4.00:56

Much appreciated, as it can improve on existing shortcomings. Data 3/VA.2.01:42

So far it's safe, maybe it's because friends are also the same, which means no one is baper-baperan, so everything is safe. Data 4/TA.4.02:18

The participant described the culture of peer feedback in their classes as critical. They noted that peers focus on multiple aspects when providing feedback, offering constructive and detailed input. The participant also stated that peer feedback is highly valued in their learning environment, as it helps them identify and improve upon existing shortcomings. Moreover, the participant mentioned feeling safe and comfortable sharing honest feedback with their peers. They attributed this to a shared understanding among classmates, where no one is overly sensitive, ensuring a supportive and secure feedback environment.

Keeping It Real: Honest Yet Thoughtful Feedback

Personal experience and behavior in providing feedback play an important role in the way individuals interact with peers and how they respond to feedback provided. Holding one's mind or feelings when giving feedback is something that sometimes happens, especially in sensitive situations. Acceptance or rejection of feedback depends heavily on several key elements, such as the credibility of the feedback provider, the way feedback is delivered, and the relevance of feedback to individual needs or goals.

I have, because sometimes there are some people who are anti-criticism, so when I'm going to deliver feedback, I'm more careful to deliver it. Data 5/R.1.03:31

Never sis, yes, giving feedback is in accordance with what is displayed. Data 5/VA.2.04:17

So far, I accept it, because it's also material for the future to be better. Data 8/TA.4.04:52

One participant admitted to occasionally withholding their honest thoughts when giving feedback, explaining that they are more cautious in their delivery when dealing with individuals who are resistant to criticism. Otherwise, another participant stated that they have never held back, as they

always provide feedback based on what is presented objectively. The participant also shared that they tend to accept peer feedback, as they see it as valuable input for improving and doing better in the future.

Better Bonds, 'Smarter' Feedback

Social relationships and dynamics between individuals play an important role in the way feedback is received and provided. Social relationships and dynamics between individuals play an important role in the way feedback is received and provided. Peer feedback is often more personal and is based on a deeper understanding of a person's needs and character. Overall, social relationships and dynamics greatly influence the way feedback is provided and received. The strength of the relationship and its degree of closeness can either smooth or harden the way we interact with feedback, which impacts the effectiveness and comfort of the process**.**

No, if I give feedback it is in accordance with what is shown during presentations, discussions and other collaborations. Data 6/VA.2.05:57

It's different. If it's a friend, maybe they're still like reluctant to give us feedback, like they don't dare to give this kind of feedback. But if we're already familiar with it, yes, we're willing to give feedback whatever it is. Data 7/A.3.04:57

The participant stated that their relationships with peers do not influence the way they give feedback. They emphasized that their feedback is always based on what is presented during activities such as presentations, discussions, and other collaborative tasks. Besides, the participant noted a difference between feedback from friends and acquaintances. They explained that friends might hesitate to provide certain feedback, perhaps due to reluctance or a lack of confidence. In contrast, acquaintances, especially those they are familiar with, tend to provide feedback more openly and without reservation.

Perfect Timing, Seamless Process

The timing and process of providing feedback greatly influences the effectiveness and usefulness of the feedback in improving performance or work outcomes. The timing of feedback is crucial to ensure that the feedback is well received and used for improvement. The preference for the timing of feedback often depends on the context and type of work. Aligning the timing of feedback with individual preferences and needs, as well as the type of work performed, can increase the effectiveness and impact of feedback in the learning process or work.

It's important. I mean, because of the feedback session, or the time for feedback to be given to us, so the group, or maybe the individual better understands where their shortcomings are. Data 11/A.3.09:10

After completion, because in my opinion, if you don't see the work until it's finished, it will be half done so it's better to see it first until it's finished, rather than in the middle of being given feedback, the one who is given feedback is not in the mood to continue. Data 12/R.1.11:01

The participant emphasized that the timing of feedback is crucial for its usefulness. They explained that receiving feedback at the right time allows individuals or groups to better understand their shortcomings and areas for improvement. Moreover, the participant expressed a preference for receiving feedback after completing their work. They reasoned that seeing the entire work in its finished form ensures that feedback is comprehensive and not based on incomplete efforts.

Additionally, they noted that receiving feedback during the process might demotivate the recipient, potentially disrupting their progress.

Feedback Sparks for the Future

Feedback from coworkers has a significant impact on motivation, approach to future feedback, and self-understanding. Feedback from coworkers has a significant impact on motivation, approach to future feedback, and self-understanding. Experience with feedback from coworkers can shape one's approach to feedback in the future. Overall, experience with feedback from coworkers has a long-term impact on motivation, self-development, and the way we interact in the professional world. This teaches the importance of effective communication, reaction management to criticism, and adaptation to input to achieve continued personal and professional growth.

Actually, it's more like a lecturer. Because sometimes friends still hold back. But if it's a lecturer, it's okay, just be honest about what the assessment is like. Data 13/A.3.10:49

Yes, it is very influential, because feedback is for self-improvement, so in the future or in the future it can be even better. Data 14/R.1.14:49

First, maybe just be more open-minded. Data 15/A.3.12:30

The participants shared that they feel more motivated by instructor feedback than peer feedback. They explained that peers tend to hold back when providing feedback, while instructors are more direct and honest in their assessments, which they find more helpful. The participants mentioned that their experiences with peer feedback have greatly impacted their professional aspirations. They highlighted that feedback is an aid for self-reflection, enabling them to improve and elevate their performance in subsequent endeavors. In addition, the participant elaborated that feedback from peers has taught them a greater degree of open-mindedness, which assists them in accepting different viewpoints and criticism.

Discussions

Clear Words, Better Results

As the researcher suggests, peer feedback is typically easy to understand as it is given in a straightforward way. This adds to existing literature on feedback and its effectiveness. Clarity of feedback has been seen by (Heron et al., 2023) as an important basis for receiving feedback effectively and achieving improvement. Clear, simple, and logically formed feedback enables the receiver to understand what is anticipated of him or her and how to react to the given feedback. The above is supported by the fact that peers' feedback tends to be direct and thus simple to understand. Further, (Fleischmann, 2024) argues that processing and utilization capacity of feedback is limited by its clarity, which substantiates the participant's view.

The. participant's confirmation that accurate feedback does have a significant effect, gauging its strength at about 80%, corroborates feedback specificity theories. An. experiment by (Carless & Winstone, 2023) is intended to indicate evidence that accurate feedback provides concrete and actionable information, and that it is easy for the receivers to focus on improving particular aspects. The case of the student where specific feedback is provided to indicate no explanation in a presentation shows how students can identify and address weaknesses through such feedback. The outcome is the same as (Lipnevich & Panadero, 2021), who remarks that specific, clear, and actionable

feedback is proportionally related to performance improvement. Lack of specificity makes the feedback vague and unable to instigate good skill development.

The recognition by the participant that some feedback is beneficial and some is not is common to difficulty in practicing feedback. Relevance of feedback, as highlighted in peer feedback research, is critical to maximize learning effectiveness (Panadero et al., 2017). Feedback that is not directly related to the learner's goal or performance will be of minimal benefit. Conversely, prompt feedback, as in the interviewee case in which peer groups signaled areas of material explication, affirms that students are getting feedback concurrently beneficial to their areas of requirement. (Carless & Winstone, 2023) recommend that feedback must be aligned with learning goals and appropriate for the context of the learner to maximize its effectivity. The diversity in the salience of the feedback in the interview findings makes imperative adaptive feedback systems that accommodate varying needs.

Specificity, directness, and pertinence of peer feedback are the most crucial conditions that influence its usefulness in learning settings. The observer's comment on the directness of peer feedback and how single observations influence the learner corresponds to policies offered in present theory of feedback. Present research by (Sewagegn & Dessie, 2020) focuses on the integration of feedback with learning objectives and instant requirements of performance. Similarly, (Lipnevich & Panadero, 2021) posits that dynamic models of feedback have the potential to operate to adapt to variation in terms of relevance to make the feedback flexible and appropriate depending on context. These theoretical developments validate the participant's observation, which states that feedback systems need to be centered on specificity, clarity, and relevance.

The study affirms the necessity of specificity, accuracy, and context in peer feedback to derive maximum from it. The experience of the participant supports contemporary knowledge and recent studies, whereby value is derived from evident, clear, and contextual feedback. From the process of triangulating interview evidence with state-of-the-art studies, there is overwhelming proof that creating effective peer feedback processes requires giving particular emphasis to these basic elements. These approaches improve learning outcomes in addition to fostering a culture of constructive and useful feedback.

Culture of Sharing, Environment of Growth

From the evidence gathered in the interview, the participant noted that peer feedback in their classroom is characterized by criticality. This suggests an awareness that good feedback needs to move beyond superficial commentary and engage with multiple levels of the learner's work. This perception is corroborated in recent scholarship. For instance, (Carless & Winstone, 2023) argue that constructive and critical peer feedback facilitates deeper learning inasmuch as it questions assumptions and stimulates reflection. In addition, (Pitt & Winstone, 2023) stress the importance of dialogic feedback, which consists of iterative, substantive discussion that encourages critical thinking. The interview's emphasis on criticality is in line with these findings, suggesting that students notice and value depth and detail in peer review as a way of improving their learning outcomes.

The student also scored peer feedback as "very much appreciated" due to the fact that it aids in the diagnosis and correction of weak points. This appreciation is an admission of the peer collaborative ethos of feedback, where peers are co-constructors of knowledge. This finding is corroborated by a meta-analysis by (Panadero et al., 2017), where it emerges that peer feedback is optimally effective when students perceive it as constructive, actionable, and fair. Also, the valuing of feedback aligns with the principle of assessment for learning (AfL), which focuses on feedback as a platform for empowering learners and facilitating greater engagement of learners in learning (Nicol, 2021).

The comfort and safety feeling in giving peer feedback by the participant was a result of high-quality interpersonal relationships in the class. They specifically cited the absence of over-sensitivity ("baper-baperan") as one of the contributing factors to creating a safe space for feedback. This finding

aligns with existing research, e.g., (Heron et al., 2023), that recognize psychological safety as a key element to provide productive feedback interactions. Psychological safety, or when individuals feel that they can speak up without retaliation, has been demonstrated to foster open communication and constructive criticism.

Moreover, the input of a positive class environment is backed by evidence presented by (Panadero et al., 2017), who hold that peer-to-peer collaborative learning is only possible where there is respect and trust between peers. The experience of the participant shows that their class environment fosters such values, enabling the effective and efficient exchange of comments.

Interview outcomes validate and reinforce key findings from current literature. For example, the participant's focus on criticality aligns with quality feedback standards (Nicol, 2021), who maintain that effective feedback should prompt thinking and facilitate self-regulated learning. Similarly, the importance given to peer feedback aligns with findings in (Yan et al., 2023), which prioritize motivational values of regarding feedback as a means of improvement. Finally, the emphasis on safety and comfort relates to (Heron et al., 2023), where the importance of psychological safety in promoting open and positive feedback communication is stressed.

The interview answers, placed within the context of current theory and research, emphasize the complex position of peer feedback within the learning environment. Appreciation, criticality, and psychological safety emerge as common themes that shape the efficacy of peer feedback dialogue. Placing classroom practice within these tenets allows teachers to establish a culture of feedback that supports individual and group growth within educational settings.

Keeping It Real: Honest Yet Thoughtful Feedback

A respondent described not expressing honest opinions when offering criticism to the one perceived as being defensive of criticism. This cautious approach is complemented by research on feedback sensitivity. For instance, (Mardiah, 2023) emphasizes the role of emotional intelligence in offering feedback, particularly where individuals can react defensively. Diplomatically offered feedback with regard for the status of the receiver's emotions is well received.

On the contrary, another respondent mentioned that they always give feedback in an objective manner, strictly based on what is presented. This resonates with effective feedback principles, as advocated by (Nicol, 2021), which emphasize placing feedback on observable evidence and not on personal judgment. Objectivity improves the credibility of the giver and boosts the chances that the feedback will be accorded seriousness.

In regard to feedback, one of the participants stated that they have a tendency towards receiving peer feedback as input for further development. This stance is in line with the concept of a "growth mindset," which Carol Dweck describes in her book, highlighting the importance of seeing feedback as an opportunity for learning and development. Research evidence by (Carless & Winstone, 2023) also vindicates this view, showing that individuals who see feedback as a way of self-enhancement will be inclined to be influenced by and react to the feedback they receive.

The findings of the interviews and recent research combined highlight the necessity of social dynamics in feedback effectiveness. Relational trust is a building block on which open and efficient exchanges are made possible and anxieties of being judged are minimized (Carless & Winstone, 2023). Participants described how familiarity in close relationships permits honesty and openness in criticism, but acquaintances might be reserved, a result confirmed with (Dai et al., 2022), who speak of social power and felt authority. Objectivity in feedback, as noted by some of the participants, is imperative; however, (Nicol, 2021) argue that it must be balanced with relational sensitivity to realize maximum effect. Together, these remarks underscore the need for developing spaces for trust, feedback literacy, and adaptive relationalism to realize a safe and constructive culture of feedback.

Through the integration of these factors, both the results of the interviews and recent research both highlight the need for balancing emotional intelligence, objectivity, and relevance within feedback processes. They also highlight individual and context factors affecting feedback process results.

The interview data are rich in revealing the fine-grained dynamics of feedback, with participants drawing on a fine balance between experience, behavior, and context. By combining these findings with recent empirical and theoretical work, it is possible to sketch out strategies for improving feedback practice in education and the workplace that are centered on emotional intelligence, objectivity, trust, and goal alignment as ways of increasing the effectiveness and efficacy of feedback interactions.

Better Bonds, 'Smarter' Feedback

Feedback was observed to be entirely reliant on observable behaviors in providing group assignments like presentations and discussions. This indicates an objective position, which aligns with (Nicol, 2021), who stress the importance of providing evidence-based observation feedback so that it is credible and fair.

On the other hand, it was also suggested by another respondent that familiarity with others dictates bluntness and honesty in giving feedback. Specifically, it was suggested that close friends provide more blunt and honest feedback, but acquaintances are afraid to give blunt feedback because they do not trust themselves or do not want to hurt other people's feelings. This finding is consistent with work by (Carless & Boud, 2018), who argue that relational trust is a core motivator of good and fair feedback. Along the same lines, (Panadero et al., 2017) shed light on how social relations, such as perceived closeness, may build or undermine positive feedback procedures.

The interviews also identify the significance of relationship in comfort of the recipient when receiving feedback. The interviewees reported that feedback from close friends is normally perceived as more constructive and less threatening. The finding concurs with (Heron et al., 2023), who assert that the emotional climate of feedback interaction—moderated by trust and relational considerations—is pivotal in defining perceptions of and reactions to feedback.

The findings of the interview and recent literature overall suggest some key drivers of feedback dynamics. Relational trust plays a great role in ensuring open and effective feedback exchanges, as seen by (Carless & Winstone, 2023), where trust opposes fear of criticism and establishes a safe climate. Resistance to providing feedback in less intimate relationships, as reported by one of the participants, aligns with studies by (Weiß et al., 2024), who discuss social power and perceived authority when describing feedback situations. This contrasts with close relationships that enable honesty and openness and permit more direct feedback. Further, although some participants stressed objectivity over and above relationships, evidence from (Nicol, 2021) outlines that objective feedback also needs to be attentive to the relational setting to ensure that it has its full impact. These considerations together illustrate that the social contexts of feedback processes can greatly influence their effectiveness and outcomes.

The study reveals how relationships and social dynamics are deeply entrenched in feedback practice and affect both the giving and receiving of feedback. Through the integration of these findings with recent studies, it is evident that building trust, fostering feedback literacy, and changes in feedback methods suited to relational settings will facilitate more effective feedback interactions. These methods not only enhance individual and team learning performance but also facilitate a healthier and supportive culture of feedback.

Perfect Timing, Seamless Process

The interview data highlights the key aspect of time in terms of giving feedback and accomplishment. The participants underscored that time must be taken into consideration in light of working contexts and individual preferences, as advocated in literature in this field of study.

Feedback sessions were also cited by another participant as being central to the realization of individuals' and groups' limits. This is in accordance with research by (N. Winstone & Carless, 2019), who advocate feedback procedures that provide students with unambiguous and precise information for growth. Real-time feedback provides an opportunity to be incorporated into the learning process where it is weighed afterwards and utilized.

A second interviewee prefers feedback upon completion, justifying that interrupting momentum mid-way can provide feedback. This observation aligns with evidence by (Wilkerson, 2020), who emphasize that early feedback sometimes works to stall current performance by interrupting flow and attention. Recent work by (Little et al., 2024) further indicates that after-the-fact feedback might encourage deeper examination and greater facilitation of long-term development.

Participants' preference for timing of feedback also varied according to personal requirements and the type of work being carried out. Aligning feedback with these factors increases effectiveness. This is similarly confirmed by another study conducted by (Nicol, 2021), which shows that feedback aligns with individual learning routes and situational demands. For instance, formative feedback throughout the project would be more useful in informing adjustments on the spot, yet summative feedback later assists with total assessment and planning ahead.

The dilemma of providing feedback during and after the completion of the work requires a balanced mechanism. Research by (Karunarathne et al., 2024) confirms that having several checkpoints where feedback is provided—both during and following tasks—can balance the drawbacks of each timing method. Real-time adjustments through the form of mid-process feedback, and time for reflection through mentalized learning owing to post-completion feedback.

Findings from interviews and current research show that when feedback is given, it must be done so in a way that is appropriate in timing for maximum impact. For complex tasks, combining formative feedback during work and summative feedback at the end allows instant correction and reflective learning. Feedback also must be given promptly enough so that it is still effective; late feedback is of no use, while precocious feedback may miss the point of the work. Both managers and teachers have to encourage feedback literacy, enlightening individuals on the benefits of feedback at all levels, and develop a culture that identifies feedback as a learning experience. Both approaches align with the prescriptions of (Heron et al., 2023; Nicol, 2021), who advocate for the personalized timing of feedback as a means of enhancing its effectiveness.

The timing of feedback is a strong predictor of both its effectiveness and impact. Through an alignment of the provision of feedback to the context and needs of individuals, teachers and managers can make feedback a productive and challenging stimulus. By synthesizing results of latest studies with effective methods, the path towards optimizing feedback processes in the direction of growth and improvement in school and workplace settings is given.

Feedback Sparks for the Future

The results of the interview show that peer feedback strongly conditions motivation, self-awareness, and future feedback strategy. Respondents spoke about the lasting influence of coworker feedback on work development with mixed effects depending on source and style of feedback. The findings validate and extend the wisdom of existing research.

One of the participants preferred instructor feedback compared to peers due to the fact that peers give half-hearted responses, while instructors would be honest and forthright. This supports research by (Little et al., 2024), who concluded that feedback was most effective when it was open and constructive from either the instructor or peers. But the fear of peers providing truthful comments

might be influenced by social relationships or relationship fear, according to (Nicol, 2021). Therefore, the creation of an open and secure culture for providing feedback is instrumental in building honest peer-to-peer feedback.

Another respondent noted the role played by the feedback in one's personal growth, citing that feedback helps individuals to develop and do better in the future. This is seconded by studies of (Jin et al., 2022), which argue that the value of feedback is that it provides usable information for continuous growth. Quality feedback not only resolves timely problems but also builds capabilities and competencies that enhance future performance. Studies of (Wilkerson, 2020) also emphasize that self-regulation and goal-setting-focused feedback is particularly effective in facilitating long-term growth.

One of the participants mentioned that they have become more open to comments from their colleagues following experiences with them. This supports the work of (Carless & Boud, 2018), which lists the impact of comments in enhancing critical thinking, as well as flexibility. Exposing individuals to various perspectives via peer comments helps them re-evaluate their presumptions, hence improving their ability to process and apply positive feedback. Current research by (Kabir & Rahman, 2016) also indicates that being open to feedback is a crucial factor in using feedback to learn and develop.

The interview findings, supported by current research, affirm the necessity of having a culture of feedback with the juxtaposition of honesty, openness, and long-term development goals. Research by (Z. (Victor) Zhang & Hyland, 2022) points to the importance of having feedback within a context of development, whereby both give and receive feedback as an evolving conversation and not an isolated incident. Additionally, (Heron et al., 2023) note the power of feedback when supported by space for dialogue and shared understanding.

Feedback from colleagues has a profound, lasting impact on motivation, professional growth, and career development. By fostering an ethic of candor, openness, and developmental intention, teachers and organizations can unleash the full potential of feedback as a force for sustained improvement. Integrating the findings of recent research with practical methods offers a key to elevating feedback dynamics and resultant outcomes in both learning and work environments.

Conclusion

Based on the research question, "How do students' perceptions after usage of the peer feedback mechanism?" six interdependent themes were found in the results. First, Clear Words, Better Results emphasizes that providing clear and proper feedback is important, as it significantly enhances follow-up performance. Second, Culture of Sharing, Environment of Growth highlights how an environment of open feedback fosters sharing and overall development. Third, Keeping It Real: Honest Yet Thoughtful Feedback states that students will provide honest but thoughtful feedback more readily, and value receiving feedback from others as an opportunity to learn. Fourth, Better Bonds, 'Smarter' Feedback highlights the importance of social relationships, in which improved relationships result in a more efficient and effortless feedback process. Fifth, Perfect Timing, Seamless Process highlights the importance of providing feedback at the right moment because timely feedback ensures better understanding and acceptance, enabling a smoother process overall. Lastly, Feedback Sparks for the Future indicates that peer feedback not only incentivizes students but also enables self-awareness, shaping professional relationships and future personal growth. Together, these themes demonstrate that peer feedback systems are a powerful tool for developing individuals, fostering a teamwork-based culture, and helping students be successful in both their studies and professional lives. By incorporating these findings with more recent research, it is possible to observe that the formation of effective peer feedback systems involves focusing on these basic elements. Moreover, the distinct functions peer feedback fulfills in the learning environment, e.g., criticality, appreciation, psychological safety, and relational trust, are recognized as core themes that define the effectiveness of peer feedback interactions. Feedback practice optimization strategies are set forth as balancing emotional

intelligence, objectivity, trust, and goal congruence. Teachers and stakeholders are able to maximize feedback processes by integrating findings from new studies with feasible methods, ultimately translating into development and improvement in educational and professional settings.

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