

Pre-service Teachers' Perceptions of Dual-Role Peer Feedback in English Presentation: The APPLE Model Approach

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ABSTRACT

Peer feedback is a vital pedagogical tool in teacher education, yet its implementation often faces psychological and structural challenges. This study investigates the perceptions of pre-service teachers regarding their dual roles as 'feedback providers' and 'feedback receivers' within the context of English presentation skills. To facilitate this process, the study introduces the APPLE Model (Acknowledging, Practicing, Performing, Laying Feedback, and Evaluating Feedback) as a structured framework rooted in Kolb's Experiential Learning Theory and Rogers' Feedback Theory. The research also sought to identify the most favorable types of feedback among participants based on Rogers' categories. The participants were twenty-six English major pre-service teachers at a public university in Northeastern Thailand, selected through purposive sampling. Data were collected via a comprehensive questionnaire and analyzed using descriptive statistics and thematic analysis. The findings revealed that participants highly valued the feedback process, with a stronger preference for the role of feedback receiver over provider. Notably, 'Supportive Feedback' emerged as the most preferred category (45%), described by students as being 'honest yet soft for the heart,' providing essential emotional scaffolding alongside constructive guidance. While the participants acknowledged the benefits of diverse perspectives, qualitative insights highlighted concerns regarding the perceived expertise of peer providers and the psychological pressure of direct critique. The study concludes that the APPLE Model effectively bridges the gap between theoretical knowledge and practical classroom application, serving as a significant template for enhancing reflective practices and professional communication skills in teacher training programs.

Keywords: Peer Feedback, Apple Model, Pre-Service Teachers, Experiential Learning, Rogers' Feedback Theory

Introduction

Once a person learns to give a presentation, s/he is expected to apply the skill for various purposes. It is considered a lifelong learning skill. Educational institutions strive to provide basic presentation knowledge to students, expecting that the skill will be beneficial in a real working environment. However, the learning process currently used in some classrooms might not be efficient in promoting proficient presentation skills. Many classes are taught using a 'teacher-centered' approach. In this setting, teachers play the primary role while students are considered 'passive learners' who listen and perform role plays according to instructions. Some teachers prefer this because it is controllable; nevertheless, this approach is not effective in helping students acquire the skill. Ahmed et al. (2022) stated that students are passive learners in teacher-centered approaches, which eliminates opportunities to enhance critical thinking and problem-solving. Additionally, being a passive learner may result in a lack of self-confidence. Students may find it difficult to present without direct instructions and may not know how to deal with unexpected situations. While students have their own ways of handling such situations, they may doubt their decisions since they have not been approved by teachers. Moreover, the teacher-centered approach provides little room for students to participate or assist each other, resulting in a lack of creativity in their learning process.

Presentation skills should not end after finishing a course; students should be able to apply them to various scenarios as a lifelong learning skill. Therefore, a presentation course must be carefully designed to provide enough opportunity for students to practice. So, what should the course be like? A 'student-centered learning approach' should be mentioned. This approach provides room for students to dominate the learning process as 'active learners'. Learning by practicing with various

scenarios increases students' confidence and stimulates their thinking skills when they are required to solve unexpected problems during a presentation.

However, some teachers may be concerned that allowing students to learn by themselves leads to weaknesses; some students may lack self-learning skills or be unfamiliar with this approach. To be honest, this concern is not beneficial for students expected to be independent learners. For teachers who do not know where to start, 'Peer Feedback' is introduced. 'Peer Feedback' refers to students helping each other in the learning process. They learn by watching and interacting with classmates under teacher monitoring. Li and Steckelberg (2004) stated that peer feedback promotes student autonomy and meaningful learning. They also claimed that achievement improves if students take an active role. After receiving feedback, students should consider and apply it to improve. The best way to value feedback is by applying it in a real scenario, an idea supported by 'Experiential Learning Theory' (Kolb, 1984). According to Kolb (1984), learning is the process whereby knowledge is created through the transformation of experience.

Regarding feedback, Hattie and Timperley (2007) refer to comments a person gets from others about their performance. Feedback can come from various agents such as instructors, classmates, or parents. For Hattie and Timperley (2007), learners can also provide feedback for themselves. Why is 'peer feedback' crucial? Compared to feedback in general, peer feedback provides opportunities to learn and interact in class. While general feedback might provide information, the receivers often act only as listeners. Meanwhile, peer feedback assigns students to be both 'feedback receivers' and 'feedback providers', which enhances interaction.

Within the landscape of contemporary English language pedagogy, effective communication and presentation skills are paramount for pre-service teachers. However, fostering these skills often necessitates active engagement through peer feedback, going beyond traditional teacher-led instruction. Despite its recognized benefits, many students struggle with the complexities of navigating their dual roles as both providers and receivers of constructive criticism. While previous studies have extensively explored peer feedback in general EFL contexts, a significant gap remains in providing a structured framework specifically within the pre-service teacher training in Thailand. To address this oversight, the present study proposes the APPLE Model (Acknowledging, Practicing, Performing, Laying Feedback, and Evaluating Feedback). Drawing upon Rogers' Feedback Theory (1961) and Kolb's Experiential Learning Theory, this model serves as a systematic pathway to illuminate how future teachers navigate the feedback process. By investigating these dual-role perceptions, this research aims to bridge the gap between theoretical feedback frameworks and practical classroom implementation.

The participants in this study are worth studying as they are pre-service teachers expected to work as professionals. In their career, they will certainly provide feedback through grading or student evaluations. Thus, they are expected to be proficient in both receiving and providing feedback. Developing feedback literacy and oral communication are not only parts of language learning but also core components of 21st-century skills. In the current educational landscape, pre-service teachers must be equipped to provide and process constructive criticism to foster collaboration. Therefore, this study investigates participants' perceptions toward 'peer feedback'. The results reflect their points of view and their perceptions regarding the significance of such feedback. Moreover, the results suggest types of feedback they consider useful. Knowing the effectiveness of each type can serve as evidence for both the researcher, as an instructor, and the participants, as pre-service teachers, in providing the right feedback in class.

The significance of focusing on pre-service teachers lies in their dual role as current learners and future instructional leaders. Unlike general ESL students, these participants are developing 'Feedback Literacy' - a critical professional competence. Understanding the nuances of different feedback types, such as 'Supportive' versus 'Evaluative,' enables them to cultivate a growth mindset in their future classrooms. By mastering the APPLE Model, they transition from being recipients of knowledge to becoming architects of constructive learning environments, where they can effectively model and

facilitate the feedback process for their own future students. Thus, this study serves not only as a language intervention but as a foundational step in professional teacher development.

Literature review

Experiential Learning

The 'Experiential Learning Approach' has been discussed for decades. Drummond (2003) noted that Carl Rogers (1902–1987) initially identified two major types of learning: cognitive and experiential. While cognitive learning involves memorization, experiential learning refers to applying knowledge gained through action. Despite its long history, this approach remains effective in helping students acquire knowledge by 'learning from experiencing' or 'learning by doing.'

Hedin (2010) distinguished between experiential learning, which refers to the 'process of learning,' and experiential education, which refers to the context or pedagogy applying that process. David Kolb (1984, 2005) further popularized this approach in the 1980s, emphasizing that learning occurs through action and the ability to apply tasks in various scenarios. Kolb's 'cycle of learning' consists of four stages:

1. Concrete Learning: Gaining actual experience with new skills or theories.
2. Reflective Observation: Questioning the experience to achieve learning goals and figuring out ways to apply observations elsewhere.
3. Abstract Conceptualization: Understanding causes, effects, and the logic behind a particular result.
4. Active Experimentation: Applying learned skills in new scenarios to test strengths and weaknesses.

Kolb's theory shares key principles with John Dewey's learning theory, as both promote a 'hands-on' approach. Dewey argued that learning occurs when a person is involved in a learning environment or specific task scenarios. Both theorists agree that this 'hands-on' approach applies to laboratories, field trips, and project-based or problem-based learning. However, the teacher remains crucial as a facilitator who sets clear learning objectives to design an appropriate environment.

Bloom's Taxonomy: The Revised Taxonomy

The original taxonomy, introduced by Benjamin Bloom in 1956, organized learning into six categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Armstrong (2010) noted that the 2001 revised version, 'A Taxonomy for Teaching, Learning, and Assessment,' shifted from nouns to 'action verbs': Remember, Understand, Apply, Analyze, Evaluate, and Create. This taxonomy helps instructors design courses that meet qualified objectives. Regarding 'Experiential Learning,' the process moves beyond 'remembering' to 'applying,' as students must understand and perform tasks in diverse scenarios.

Roles of Feedback in Learning Environment

Feedback serves as information to bridge the gap between expected tasks and present performance (Nidup & Wangchuk, 2022). Hattie and Timperley (2007) defined it as a consequence of performance, provided by various agents. For instance, teachers provide corrective information, while peers or parents offer support and encouragement. Research indicates that students view feedback as a vital tool for skill acquisition and identifying strengths and weaknesses (Asnawi et al., 2017; Nidup & Wangchuk, 2022). In an active learning environment, 'peer feedback' enhances self-learning, teamwork, and critical thinking. Legette and Royo (2021) described it as a powerful tool that makes students feel supported while clarifying tasks. Furthermore, Dominique et al. (2002) noted that peer evaluation reduces reliance on teachers and stimulates independent learning.

Hattie and Timperley (2007) emphasized that peer feedback is particularly effective when the goal is improvement rather than grading. Wu and Miller (2020) added that it allows students to become 'producers of knowledge' by occupying both the provider and receiver roles. This dual role requires students to verify their own understanding before guiding others, thereby stimulating critical thinking (Legette & Royo, 2021).

A Teacher's Roles in Peer Feedback Learning Approach

In an experiential approach, Rogers viewed the teacher as a facilitator (Drummond, 2003). Rather than giving direct instructions, the teacher creates a pleasant environment that encourages self-learning. The teacher observes and assists when necessary, ensuring the environment does not hinder the learners' progress.

Related Studies on 'Peer Feedback'

Liu and Carless (2006) defined peer feedback as a dialogue-based communication process that enables students to manage their own learning. Their findings suggested that students learn not only from the feedback itself but also from reflecting on their own work. In Thailand, Kalong (2018) found that peer feedback led to more significant writing improvement than teacher feedback. Similar positive effects on writing were reported by Kusumaningrum et al. (2019) and Kunwongse (2013), who noted benefits such as increased confidence, active learning, and collaborative support.

However, Kunwongse (2013) also identified potential drawbacks: the approach can be time-consuming, and students may doubt the reliability of peer input. Cultural factors, such as 'saving face,' may also prevent students from providing sincere feedback. Additionally, teachers may feel uncomfortable regarding the quality and correctness of peer comments. Thus, applying the approach properly is essential for its success.

Research methodology

Participants

The participants in this study consisted of twenty-six pre-service teachers majoring in English at a public university in Northeastern Thailand. They were selected through purposive sampling (Creswell & Creswell, 2018), a non-probability sampling technique employed to ensure that the participants possessed the specific pedagogical knowledge and experience necessary to address the research objectives. Specifically, the participants comprised third-year students enrolled in an English presentation course where the APPLE Model was implemented. This particular group was selected because they were at a critical stage of developing professional communication skills and preparing for their future teaching careers. As novice teachers-to-be, their mastery of dual-role feedback, acting as both provider and receiver, is considered an essential competency for classroom effectiveness. Thus, they represent a highly suitable group for illuminating the perceptions of the structured peer feedback process. In the context of teacher education, this feedback process serves as a form of 'reflective practice.' By providing feedback to their peers, pre-service teachers develop the analytical skills necessary for their future professional role, while receiving feedback helps them refine their communicative competence and pedagogical awareness.

Research Instruments

To ensure a comprehensive understanding of the feedback process, this study employed a mixed-methods instrumentation approach. The primary tool was a 5-point Likert scale questionnaire, which was developed based on Rogers' Feedback Theory (1961, 1970) to capture a nuanced spectrum of peer evaluative responses. To ensure content validity, the instrument was validated by a panel of three experts in the field of English Language Teaching (ELT).

In addition to the questionnaire, two qualitative instruments were utilized for data triangulation: (1) a Classroom Observation Sheet, used by the instructor to record actual feedback behaviors and student interactions, and (2) a digital Feedback Provider Form, designed to capture the specific types of comments given by students. These qualitative sources provided deeper insights into the five categories of feedback adapted from Rogers: Evaluative, Interpretive, Supportive, Probing, and Understanding feedback. By moving beyond the simple separation of positive and negative feedback, these instruments allowed for a more sophisticated analysis of student perceptions.

Procedures

The study implemented a five-stage framework titled APPLE (Acknowledging: Practicing: Performing: Laying Feedback: Evaluating Feedback). This model extends the traditional PPP approach by integrating structured feedback stages rooted in Kolb's Experiential Learning Theory and Rogers' Feedback Theory. The model acts as a pedagogical scaffold designed to lessen psychological barriers common among novice teachers. The stages are as follows:

- Acknowledging: Corresponds to Kolb's Abstract Conceptualization, focusing on the foundational principles of effective presentation.
- Practicing: Aligns with Rogers' emphasis on reducing psychological threats. The instructor acts as a coach to facilitate initial peer suggestions.
- Performing: Students deliver their official presentations to the class.
- Laying Feedback: Applying Rogers' supportive categories, audiences provide anonymous feedback via the digital form. This anonymity is crucial in the Thai educational context to reduce anxiety and social friction.
- Evaluating Feedback: Presenters review and evaluate the utility of the received comments for future improvement.

Distinct from general peer feedback, the APPLE Model serves as a scaffolded framework designed to address the psychological barriers of novice teachers. The questionnaire and observation data were analyzed to explore students' perceptions of their dual roles and to identify the most beneficial types of feedback for their future teaching practices.

Data Analysis

Quantitative data from the Likert-scale items were analyzed using descriptive statistics, specifically Mean ($\bar{x}$) and Standard Deviation (S.D.), to identify general patterns in dual-role perceptions. Simultaneously, qualitative data from the open-ended questions, observation sheets, and feedback forms were analyzed through thematic analysis (Braun & Clarke, 2006). This involved a systematic process of coding and categorizing responses into themes to complement the numerical findings and provide a holistic view of the pre-service teachers' experiences.

Findings

Perceptions of Being a Feedback Provider

Participants rated their level of agreement regarding their role as feedback providers across five key dimensions. Data were analyzed using Mean ($\bar{X}$) and Standard Deviation (S.D.), as shown in Table 1.

Table 1 Perceptions of Being a Feedback Provider

Statements	Mean	S.D.	Interpretation
1. Comprehension of the provided feedback	4.23	0.81	High
2. Confidence of being a feedback provider	3.42	0.85	Moderate
3. Expectation of Application	3.65	0.93	High
4. Usefulness of the provided feedback	4.15	0.73	High
5. Self-awareness of the provided feedback	4.15	0.73	High
Total Average	3.92	0.50	High

As illustrated in Table 1, the participants demonstrated a high level of perception toward being feedback providers, with an overall mean score of 3.92 (S.D. = 0.50). The items with the highest mean scores were comprehension of the feedback provided ($\bar{x}$ = 4.23, S.D. = 0.81), followed by self-awareness of the feedback provided ($\bar{x}$ = 4.15, S.D. = 0.73) and the usefulness of the feedback provided ($\bar{x}$ = 4.15, S.D. = 0.73). On the other hand, the confidence of being a feedback provider recorded the lowest mean score within this category ($\bar{x}$ = 3.42, S.D. = 0.85), which is interpreted as a moderate level. These findings suggest that while the pre-service teachers felt highly conscious and capable in their role as providers, their confidence in giving feedback was slightly lower, reflecting a more cautious self-evaluation of their expertise.

Perceptions of Being a Feedback Receiver

Participants also rated their perceptions of being feedback receivers. The results are summarized in Table 2.

Table 2 Perceptions of Being a Feedback Receiver

Statements	Mean	S.D.	Interpretation
1. The reliability of the received feedback	3.95	0.60	High
2. Usefulness of the received feedback	4.25	0.91	High
3. Possibility of Application	4.40	0.75	High
4. The influence of the received feedback	4.50	0.61	High
5. Satisfaction of the received feedback	4.25	0.64	High
Total Average	4.27	0.70	High

Table 2 presents the participants' perceptions of their role as feedback receivers. The overall mean score was 4.27 (S.D. = 0.70), indicating a high level of positive perception toward receiving peer feedback. The highest mean score was recorded for the influence of the feedback received ($\bar{x}$ = 4.50, S.D. = 0.61), which demonstrates that participants strongly believed peer comments significantly impacted their learning and performance. This was followed by the possibility of application ($\bar{x}$ = 4.40, S.D. = 0.75), suggesting a high readiness to implement suggestions in future tasks. While all items were interpreted at a high level, the reliability of the feedback received recorded the lowest mean score in this category ($\bar{x}$ = 3.95, S.D. = 0.60). This indicates that although participants valued the feedback, they maintained a slightly more critical stance regarding its accuracy compared to other aspects.

The Favorable Type of Feedback

The participants' opinions toward their preferable feedback types were shown as follows;

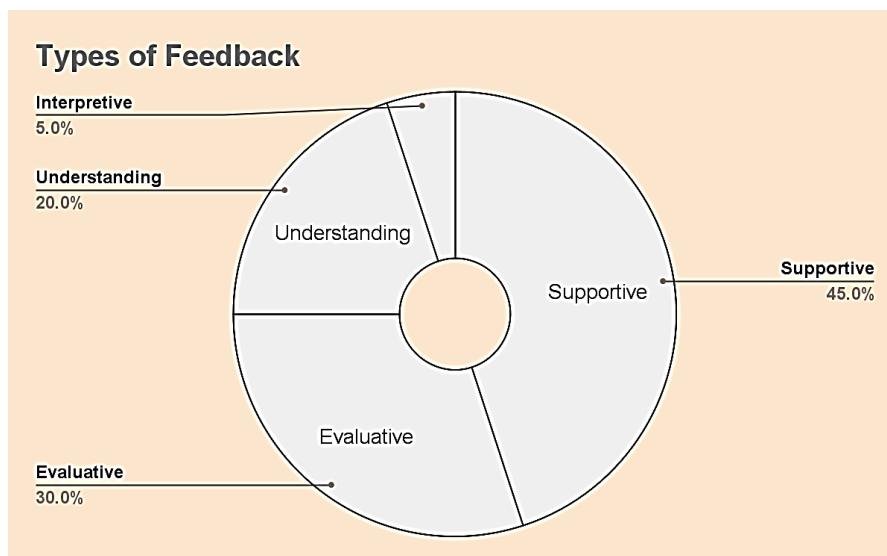


Figure 1 The Favorable Type of Feedback

As shown in Figure 1, qualitative insights from the open-ended section suggested that students preferred 'Supportive Feedback' because it acted as a 'morale booster.' One student noted that receiving positive reinforcement alongside corrections made them feel less intimidated by the English presentation process.

To elaborate, participants' preferences for specific feedback types are illustrated in Figure 1. The results revealed that 45% of participants preferred 'Supportive Feedback' (encouraging comments to boost performance). This was followed by 'Evaluative Feedback' (30%), which involves assessing the

performance of a target skill, and 'Understanding Feedback' (20%), characterized by empathy and compromise. Notably, none of the participants selected 'Probing Feedback' (critical questioning). This may be attributed to the written format of the feedback sessions, which provided limited space for the interactive, critical questioning typically required for probing feedback.

The quantitative results regarding feedback preferences revealed that Supportive Feedback was the most favored category (45%). This preference was strongly mirrored in the participants' qualitative reflections. Students noted that while they valued honesty, the emotional tone of the feedback was crucial for their learning mindset. As one participant described, the peer comments were described as being 'honest and direct, yet still soft for the heart', allowing them to acknowledge flaws without losing motivation.

Furthermore, the findings indicated that the APPLE Model provided a sense of security and authenticity. One student highlighted that the structured process allowed them to receive 'diverse perspectives, reflecting the real-world reactions they would encounter in public speaking situations.' This suggests that the model successfully bridged the gap between classroom practice and professional reality. However, the dual-role process also introduced psychological challenges. Despite the high favorability of the model, some students reported feeling internal pressure. One participant honestly reflected that while the feedback pointed out overlooked elements, 'some comments also induced significant pressure upon reading.' Another student described the experience as 'High Risk, High Reward,' emphasizing that the success of this peer-led approach heavily depends on the students' courage to be both vulnerable as receivers and courageous as providers of honest insights.

Participants' Overall Opinions toward the Peer Feedback Approach

The open-ended responses explored participants' opinions on the 'peer feedback learning approach.' Most participants expressed satisfaction, showing appreciation for the insights gained from their peers. However, some students raised concerns regarding the practical application of this approach, which will be further discussed in the next section.

Discussion

The Role of Being a Feedback Provider

The questionnaire explored whether feedback providers felt knowledgeable enough to provide feedback. Interestingly, only 5% rated their comprehension at the highest level (Level 5). Open-ended questions revealed that participants were concerned about being overconfident, as they still identified some mistakes in their own presentations. For these pre-service teachers, a 'Level 5' rating implied perfection, which they felt they had not yet achieved. Consequently, the majority (45%) rated themselves at Level 4 (Agree) or Level 3 (Neutral), suggesting that while they felt qualified to provide feedback, they remained aware of their own need for improvement.

This self-skepticism was reflected in one participant's qualitative reflection, describing the process as 'High Risk, High Reward.' The student noted that the success of the model heavily depends on whether the provider can give truly useful information; otherwise, it might not sufficiently promote learning. This highlights that while they felt qualified, they also felt a pedagogical responsibility toward their peers.

Despite this awareness, 95% of participants scored between 3 and 5 regarding their readiness to be feedback providers, correlating with their reported confidence levels. Classroom observations confirmed this, as most participants engaged attentively in the feedback process. Regarding expectations, most providers believed their feedback would be beneficial. However, a small minority (5%) expressed doubt (Level 1), reflecting a concern where peer feedback is undervalued compared to traditional teacher-centered feedback. This reluctance to trust peer suggestions is common in contexts where teachers have traditionally played the crucial role.

Regarding the usefulness of the feedback they gave to other participants, the participants were rather confident that they were knowledgeable and qualified enough to be 'feedback providers'. As a result, most of them agreed that the feedback provided was useful for the receivers. This led to the last issue: their self-awareness of being 'feedback providers'. Since they could provide feedback for others, they were expected to be aware of those given feedback. They were expected to perform better than those who got feedback from them. Moreover, when it was their turn to do a presentation, they were supposed to avoid committing similar mistakes they commented to their peers. The result showed that 35% of the participants confidently gave themselves 5. This could be evidence that they were aware of the feedback they gave to their peers.

Moreover, the role of feedback provider works properly as a teaching experience simulation for these participants as pre-service teachers. By evaluating their peers, they are practicing the skill of instructional supervision. The analytical process of identifying strengths and weaknesses in others enhances them to comprehend the assessment criteria, which they will later apply when grading and providing feedback to their own students. This 'learning by doing' approach within the APPLE Model thus bridges the gap between theoretical pedagogical knowledge and practical classroom application.

The Role of Being a Feedback Receiver

Participants highly valued the feedback they received, with most rating reliability at Level 4 or 5. This aligns with Asnawi et al. (2017), who found that feedback is only effective when receivers perceive its significance. The high reliability scores suggest that participants were aware of their own weaknesses and agreed with their peers' observations.

The quality of feedback was a key factor in its perceived usefulness. Participants noted that peers provided practical suggestions beyond simple 'good' or 'bad' comments. The strong correlation between usefulness, possibility of application, and influence ($\bar{X}=4.50$) indicates that participants were ready to apply peer suggestions into future performances. This process; performing, receiving feedback, reflecting, and applying directly fit with Kolb's Experiential Learning Cycle, demonstrating that the APPLE Model effectively enhances experiential learning. The value of this experience was reflected by students who expressed that the APPLE Model allowed them to receive 'diverse perspectives, reflecting real-world reactions they would encounter in public speaking situations.' This demonstrates that the participants did not merely see peer feedback as a classroom exercise, but as a gateway to professional authenticity.

In addition, the findings revealed a higher mean score for the role of feedback receiver ($\bar{x}=4.27$) compared to the feedback provider ($\bar{x}=3.92$). This statistic suggests that while pre-service teachers highly value the impact of receiving peer feedback on their performance (as seen in the highest score of $\bar{x}=4.50$ for influence), they still experience hesitation and difficulty when performing as feedback providers. This aligns with the 'reluctance' revealed by some participants who viewed themselves as novices. This phenomenon can be explained through Carl Rogers' theory, where the perceived threat of lacking expertise obstructs the evaluative process; therefore, a supportive environment is required to boost the feedback provider's confidence.

The Favorable Type of Feedback

The third section of the questionnaire was devoted to exploring the favorable types of feedback which the participants considered useful and beneficial for them. The result revealed that the most favorable type of feedback preferred by the participants was 'Supportive Feedback' which refers to the feedback that provides supportive phrases or comments that encourage the participants to do a better performance. The majority of the participants preferred this kind of feedback to others since they considered it was 'receiver friendly'. The preference for Supportive Feedback (45%) reflects the cultural context of Thai pre-service teachers. According to Kolb's theory, learners in the 'Concrete Experience' stage seek encouragement to maintain motivation. Supportive comments provide the emotional and professional scaffolding necessary for novice teachers during the APPLE process. While participants acknowledged their mistakes, they preferred positive reinforcement over negative criticism, which Asnawi et al. (2017) noted can stimulate better future performance. This preference for a balance between honesty and empathy was captured by a participant who appreciated feedback

that was 'honest and direct, yet still soft for the heart.' This qualitative insight explains why Supportive Feedback (45%) was dominant; it allows for growth without compromising the novice teacher's emotional well-being.

The high level of interest in Supportive Feedback, can be very significant for future jobs as novice teachers. The desire for Supportive Feedback shows that the participants have learned how important it is in the Thai context to provide a supportive environment to reduce student anxiety. As future educators, their firsthand experience with the APPLE Model teaches them that 'correcting' their students is only a part of teaching; helping their students improve over time is what is most beneficial. It is assumed that these novice teachers will develop their own instructional styles that are less structured and more focused on developing their students' potential with a supportive approach that aligns with 21st-century student-centered learning.

The students' second choice was Evaluative Feedback; these students wanted clear, concise evaluations of their work that would clearly state the positive or negative aspects of their performance, free of vague comments. The lack of response for Probing Feedback (0%), likely results from the written format of this survey which does not lend itself to real-time, oral probing.

Opinions of the Participants toward 'Peer Feedback Learning Approach'

The question in the last part of the questionnaire was 'What is your opinion towards participating in the 'peer feedback learning approach'?' Participants expressed two main themes: appreciation and concern.

Appreciation: All participants expressed appreciation for receiving peer feedback, stating it served as a beneficial guideline for improving their presentation skills. This is consistent with the findings of Nidup and Wangchuk (2022), which revealed that participants found peer feedback useful for providing clear guidance on performance enhancement. Participants further noted that without peer feedback, identifying their own weaknesses or mistakes would have been difficult. Interestingly, the process of providing feedback also raised their own learning awareness; by paying closer attention to their friends' performances to offer constructive comments, they simultaneously improved their own presentation preparation. This finding is supported by Wu and Miller (2022), who suggested that peer feedback promotes students to become 'producers of knowledge,' reducing sole reliance on teachers as they learn through the dual roles of provider and receiver.

Furthermore, participants reported high satisfaction with the peer feedback approach, reaffirming Legette and Royo (2021), who identified it as a valuable classroom technique. Beyond being active participants rather than passive listeners, students admitted the approach helped them become 'better thinkers.' Providing feedback required them to practice critical thinking by attentively analyzing their peers' strengths and weaknesses. Writing sufficient, reasoned comments also trained them to be more reflective. This indicates that participants did not only observe others but also engaged in self-observation. Therefore, the 'learning by doing' aspect of peer feedback significantly contributed to the development of the participants' thinking and analytical skills.

Concern: Although participants appreciated the feedback, some expressed concerns regarding the process. The questionnaire revealed that some participants felt slightly discouraged after reading certain comments. They explained that this feeling was caused by straightforward feedback that made them feel uncomfortable. Nevertheless, this emotional response occurred primarily during their initial reading. Subsequently, they were able to extract useful suggestions and adapt them for their upcoming presentations. This phenomenon suggests that providing feedback in written form may offer more space for the provider to be direct. Because providers knew their comments were anonymous and would not be tracked, they used words that conveyed exact meanings without compromising. Consequently, these straightforward expressions occasionally triggered negative feelings in the receivers. Some students admitted that while the feedback was helpful, reading comments that pointed out overlooked flaws 'induced significant pressure' or even 'stress', particularly when the feedback was perceived as being delivered in front of others. This emotional weight reinforces the

need for the APPLE Model's structured stages to include emotional scaffolding to help students process direct criticism effectively.

In addition, while participants agreed with the peer feedback approach in principle, they raised concerns about the quality of the feedback provided by their peers. Although their classmates provided clarifications, participants worried about potential omissions of certain mistakes. Since their peers were also considered novices in providing feedback, participants feared they might not be able to identify every detail or might only point out obvious errors rather than crucial ones. For these participants, teacher confirmation was still required to ensure that the feedback received was both correct and sufficient. This concern is understandable, as Asnawi et al. (2017) stated that some students find teacher feedback to be a necessary component of their learning process.

Conclusion and Implications

In conclusion, this research offers a fresh perspective by illustrating that the efficacy of peer feedback is not solely dependent on the quality of comments, but also on the structured role-switching of participants within the APPLE Model. The results suggest that participants felt generally confident in their dual roles, with the model serving as a vital bridge between their initial hesitation and their developmental needs. Notably, participants expressed high satisfaction with 'Supportive Feedback', which they described as being 'honest yet soft for the heart.' This preference indicates that supportive comments provide not only necessary information for improvement but also the emotional encouragement required to sustain motivation within the Thai teacher-education context.

Building on these insights, this study offers crucial pedagogical implications for EFL teacher training. First, the APPLE Model provides a structured scaffold that reduces student anxiety, serving as a template for pre-service teachers to manage peer-learning in their future careers. Second, the results highlight the necessity of explicit training on various feedback types. Teacher education programs should prioritize the development of feedback proficiency, ensuring that novice teachers are not only linguistically competent but also pedagogically skilled in the art of constructive critique, effectively transitioning from being students to being professional facilitators of knowledge.

However, to provide a comprehensive view, certain research limitations must be acknowledged. The primary limitation is the relatively small sample size of twenty-six pre-service teachers from a single university context; consequently, the findings may not be fully generalizable to all institutions in Thailand. To address this, future research should involve a larger and more diverse group of participants to enhance generalizability. Furthermore, a longitudinal study tracking the long-term retention of these feedback skills or exploring the integration of Generative AI tools as a feedback scaffold, would offer valuable new insights into the evolution of peer review dynamics in the digital era.

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