



Peer Feedback Influence on Libyan EFL Female University Students' Disposition to Speak English Inside and Outside Class: a Survey Study

Fatma Elhadi Harb ^{1*}, Farah Amer Alsaadi ²

^{1,2} Department of English Language, Faculty of Arts and Languages, University of Tripoli,
Libya.

تأثير تقييم الأقران على ميل طالبات الجامعة الليبية اللاتي يدرسن اللغة الإنجليزية كلغة
أجنبية إلى التحدث باللغة الإنجليزية داخل وخارج الفصل الدراسي: دراسة استقصائية

فاطمة الهادي حرب ^{1*}، فرح عامر الساعدي ²
^{2,1} قسم اللغة الإنجليزية، كلية الآداب واللغات، جامعة طرابلس، ليبيا

*Corresponding author: fat.harb@uot.edu.ly

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Abstract

Peer feedback significantly shapes students' speaking English. This study aims to explore Libyan EFL female university students' perceptions on the peer feedback influence on their speaking inside and outside classroom. The study employs a survey quantitative method. Data are collected through a survey questionnaire, distributed randomly to 30 female EFL university students at University of Tripoli. Data are analyzed using descriptive statistics in the form of percentage. The findings reveal that students are cognizant of the role of peer feedback in improving fluency and bettering speaking confidence. Findings also highlights the importance of peer activities in reducing anxiety and advancing students' willingness to speak. Moreover, findings stress that creating a respectful and non-judgmental environment is essential to enhance speaking confidence. By identifying how peer interactions either support or inhibit students' willingness to speak, this study can inform educators and administrators about the importance of creating a psychologically safe and motivating learning environment. The study calls for the design of peer-focused classroom activities and support systems aimed at enhancing Libyan EFL female students' fluency and communicative competence.

Keywords: EFL, Female Students, Libya, Peer Feedback, Speaking.

المخلص

تؤثر ملاحظات الأقران بشكل كبير على مهارات التحدث باللغة الإنجليزية لدى الطلاب. تهدف هذه الدراسة إلى استكشاف تصورات طالبات اللغة الإنجليزية كلغة أجنبية في ليبيا حول تأثير ملاحظات الأقران على مهاراتهم في التحدث داخل وخارج الفصل الدراسي. تستخدم الدراسة المنهج الكمي الاستقصائي، حيث جُمعت البيانات من خلال استبيان وُرِّع عشوائيًا على 30 طالبة من طالبات اللغة الإنجليزية كلغة أجنبية في جامعة طرابلس. حُلِّلت البيانات باستخدام الإحصاء الوصفي في صورة نسب مئوية. تُشير النتائج إلى أن الطالبات يُدركن دور ملاحظات الأقران في تحسين الطلاقة وتعزيز الثقة في التحدث. كما تُبرز النتائج أهمية أنشطة الأقران في الحد من القلق وتعزيز رغبة الطالبات في التحدث. علاوة على ذلك، تُؤكد النتائج على

أن خلق بيئة محترمة وخالية من الأحكام المسبقة أمرٌ أساسي لتعزيز الثقة في التحدث. من خلال تحديد كيفية دعم تفاعلات الأقران أو تثبيطها لرغبة الطالبات في التحدث، تمكن هذه الدراسة المعلمين والإداريين من فهم أهمية تهيئة بيئة تعليمية آمنة نفسياً ومحفزة. تدعو الدراسة إلى تصميم أنشطة صافية وأنظمة دعم تُركز على الأقران بهدف تحسين طلاقة طالبات اللغة الإنجليزية كلغة أجنبية في ليبيا وكفاءتهن التواصلية.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، طالبات، ليبيا، تقييم الأقران، التحدث.

1. Introduction

English is an international language, widely used for communication in domains, including education, business and global interaction (Swami, 2025; Abro et al., 2025). Yet, out of the four language skills, speaking remains one of the most difficult skills for EFL students owing to the presence of some affective elements, represented in speaking anxiety, criticism and low self-esteem (Syafitri & Tiarina, 2025). In educational arenas, students' ability to speak self-confidently is not exclusively shaped by their linguistic competence, but it is strongly influenced by peer feedback, which is one of the significant factors impacting their willingness to communicate in ample EFL settings (Satriah et al., 2025; Zega, 2025).

Oral peer feedback is used as a strategy to bolster student communication, interaction, self-monitoring and self-confidence (Syafitri & Tiarina, 2025). Peer pressure can powerfully affect students' readiness to communicate in EFL settings, leading to speaking anxiety (Hussain et al., 2025; Ayiz & Tauchid, 2025). However, some students foster a sense of linguistic self-assurance and succeed in a caring peer environment, which encourages risk-taking and participation (Astuti et al., 2026; Diasamidze & Samnidze, 2025). Other peer ecologies consciously or unconsciously may provoke anxiety, self-doubt and fear of negative evaluation (Berry et al., 2025; Baddane, 2025). Therefore, students feel intimidated, less interactive and hesitant in speaking encounters (Fadillah et al., 2025; Sari et al., 2025; Alzen et al., 2025), especially female students (Fauzi et al., 2025; Tasisa & Teshome, 2025).

In Libya, despite years of formal instruction, many Libyan EFL students, continue to struggle with speaking English confidently (Almadani, 2026; Elshawish, 2023). Students fear of making mistakes, being corrected publicly, or facing ridicule often discourages them from speaking, even when they possess the linguistic ability to do so (Almadani, 2026; Alajaili & Barella, 2023). This disinclination can hinder their oral fluency development and overall language learning progress (Fadillah et al., 2025). In particular, Libyan female students consider speaking the most anxiety-inducing skill, as it requires real-time language processing and exposure to direct feedback from where they may experience higher sensitivity to peer evaluation, especially within conservative or traditional social settings (Ashour, 2026). Libyan female students' unwillingness to speak stems not only from linguistic limitations, but also from a variety of social and psychological influences, with peer impact playing a critical role (Muftah & Ammar, 2026; Tawir & Baharum, 2024). Hence, this study aims to fill this gap by exploring how peer feedback assists or hinder female students' tendency to speak English inside and outside class. It attempts to answer the following question: How does peer feedback affect Libyan EFL female students' disposition to speak English inside and outside class?

2. Literature Review

Several studies have investigated the effect of peer feedback on student speaking enhancement. For instance, Hartati et al. (2026) inspect the relationship among student attitudes on English language learning, self-confidence and motivation in an Indonesian EFL context. Findings unveil that improved self-confidence in speaking is connected with stronger inclination to take part in speaking activities and higher intrinsic motivation, while lower self-confidence associates with anxiety, evading speaking chances and demotivation. Findings highlight the interrelationship of affective factors and advocate using supportive classrooms, peer-based

speaking activities and positive feedback to develop student motivation and speaking proficiency. In addition, the study findings of Huseynli (2024) ascertain that collaborative peer feedback activities are essential for language building and cultivating confidence and communicative abilities. They also highlight that such activities allow students to interact with each other to assess and polish their language, inspire students to be accountable of their learning while developing a feeling community spirit in the classroom. Inevitably, students come to recognize come to recognize limitations and abilities in their performance and that of their peers, nurturing their learning. In another related study, Nhan (2024) explores the insights of EFL students on the impact of peer interaction in augmenting speaking skills. Findings show that peer communication amplifies language practice chances, decreases anxiety and enhances confidence. Findings also indicate that role-plays and problem-solving activities, greatly increase their interaction, fluency and accuracy.

In another study, Syafitri and Tiarina (2025) investigate the influence of oral peer feedback on speaking performance, confidence and anxiety. Findings disclose that oral peer feedback helps raise students' consciousness of their strong and weak speaking performance, promote their motivation and construct speaking confidence. Nevertheless, findings demonstrate that while many students testify that peer feedback lessens their speaking anxiety, others claim becoming anxious when receiving excessive negative peer feedback. Similarly, Hasanah (2025) captures EFL students' insights on the application of peer feedback in English speaking classes. Findings reveal that most students value peer feedback as a productive way for detecting linguistic mistakes, refining pronunciation and strengthening communication in a less threatening learning environment. Yet, some students mention feeling upset by harmful peer feedback, leading to more emotional obstacles. The study stresses that the efficacy of peer feedback greatly relies on its quality and how it is offered.

Additionally, Qoni'ah et al. (2025) examine the usefulness of peer interaction strategy in developing students' speaking skills. They conduct the study over two cycles with seven meetings, including six treatment sessions, following the stages of planning, acting, observing and reflecting. Findings exhibit substantial upgrading in students' speaking. Besides, findings show that peer interaction nurtures a more attractive and helpful classroom environment for cultivating speaking skills. In the same vein, Ayiz and Tauchid (2025) examine the efficacy of the Peer Teaching Method (PTM) in promoting public speaking skills among EFL students in a tertiary educational program. Findings display a noteworthy progress in students' pronunciation accuracy, vocabulary use, fluency and confidence. Furthermore, findings emphasize this method infuses an ecology of mutual accountability for learning in EFL classrooms, alleviates anxiety and encourages confidence in public speaking.

Seo et al. (2025) conduct a study to explore the influence of explicit peer behaviors on students' emotions and study. Findings accentuate the role of peers in building inspiring learning spaces. They highlight seven peer behaviors, including self-demeaning attitude and avoidant, competitive and indifferent behavior, bragging about success and belittling comments, form students' attitudes of peer thinking. These perspectives impact mostly female students, affecting their feeling of inclusion, causing imposter syndrome, evaluation worries and academic exploration. Pertaining to the Libyan EFL context, Elsaadi and Aqila (2023) attempt to detect the possible reasons, which lead Libyan EFL university students to encounter interaction challenges. Findings specify that major challenges involve fear of committing mistakes and judgment, timidity, self-doubt, limited vocabulary, difficulty articulating ideas, low motivation, insufficient support, and time constraints. Similarly, Toubot and Goh (2018) examine Libyan EFL university students' level of speaking anxiety. They base their study on the main three factors of communication apprehension, fear of negative evaluation and low self-confidence, all of which raise speaking anxiety. Findings uncover that students have a

moderate to high level of EFL speaking anxiety. In addition, findings report that the low self-confidence factor has the highest percentage followed by fear of criticism and communication avoidance.

This study conduct is supported by two theories that discuss the impact of peers on raising self-confidence to speak English in public settings. The first one is the Social Influence Theory, which explores how individuals' behaviors, attitudes, and decisions are affected by the social environment, particularly by the people surrounding them (Cialdini & Goldstein, 2004). Within the context of this study, the presence and reactions of peers play a crucial role in shaping Libyan female university students' courage to speak English publicly. When female students get support from their peers, their willingness to participate in spoken English activities tends to increase; conversely, feelings of judgment or rejection can significantly diminish their participation. This theory thus provides a valuable lens through which to examine peer dynamics in language learning settings. Furthermore, this study is influenced by the Language Anxiety Theory, that refers to feelings of fear, nervousness, or apprehension that language learners experience when required to communicate in the target language, particularly in speaking tasks. Such anxiety is prevalent in foreign language classrooms and public speaking situations, and it can severely hinder learners' oral performance and confidence (Horwitz et al., 1986). In the case of Libyan female EFL students, anxiety may stem from concerns about mistakes or being negatively evaluated by peers. However, the presence of a supportive and encouraging peer environment has been shown to alleviate anxiety, thereby increasing learners' willingness to speak English confidently in public.

3. Methodology

Research Design

This study is based on survey quantitative research, which is described as being more cost-effective and flexible to conduct compared to other data collection procedures (Gul, 2023; Nardi, 2018). It can assist researchers in gathering information in an accurate and precise way (Bowling & Ebrahim, 2005). It is a good method to collect data from student groups on a certain educational aspect to provide an explanation of the factors that influence their self-confidence to speak English inside and outside class.

Sampling and Participants

The study employs random sampling, since it guarantees the representation of all groups in the population required and ensures generalizing findings (Noor et al., 2022; Acharya et al., 2013). It includes of 30 female students from the English Department at the Faculty of Arts and Languages, Tripoli University. The participants come from different academic levels. The data are collected during the spring semester of 2025.

Data Collection and Analysis

This study employs a short survey questionnaire with 6 close-ended questions. These questions are self-made by the study researchers based on a review of some previous literature, validated through consultation with three educators in the English Language Department at the Faculty of Arts and Languages, University of Tripoli, Libya. Creswell (2012) elucidates that using surveys with close-ended questions allows participants to record their answers to a set of questions. This study adopts a three Likert scale design ranging from agree, undecided and disagree. Students are asked to state their opinions about the role of peer feedback in advancing their abilities to speak English inside and outside class. Data obtained are analysed using descriptive statistics of percentage and presented in a tabular form.

4. Data Analysis and Discussion

Libyan EFL female university students' responses to the questionnaire questions regarding the influence of peer behavior and interaction on their willingness and confidence to communicate in English inside and outside class are shown the following table:

Table 1: Libyan EFL Female University Students' Responses Regarding the Influence of Peer Behavior and Interaction on Their Willingness and Confidence to Communicate in English Inside and Outside the Classroom

	Statements	Agree %	Undecided %	Disagree %
1	I do not care about making speaking mistakes in front of my peers.	15 (50%)	4 (13%)	11 (36%)
2	Positive peer feedback motivates me to practice English and improve myself.	22 (73%)	5 (16%)	3 (10%)
3	Positive peer feedback boosts my willingness to practice speaking English in class.	22 (73%)	7 (23%)	1 (3%)
4	Positive peer feedback encourages me to speak English more often outside class.	19 (63%)	5 (17%)	6 (20%)
5	I avoid speaking English around peers who judge me and provide me with negative feedback.	11 (37%)	5 (16%)	14 (46%)
6	Peer-based activities increase my self-confidence to speak English inside and outside class.	14 (47%)	6 (20%)	10 (33%)

As it can be seen from the results, **50%** of students are indifferent to committing mistakes in front of their peers. This infers that students realize that mistakes are indispensable part of learning. Such an output mirrors that their desire to speak stems from understanding that mistakes promote the development of communication skills (Huseynli, 2024). This result also corroborates with the study findings of Hasanah (2025), stressing students' cognizance of peer feedback in creating a less threatening learning environment, reducing language mistakes, improving fluency and accuracy and developing speaking confidence and independent learning. Likewise, this result supports the study findings of Nhan (2024), accentuating the constructive role of peer feedback on raising students' self-supervision.

Regarding the impact of positive peer feedback on motivation, **73%** of students approve that positive peer feedback provokes their disposition to speak and improve their speaking performance. This outcome is in agreement with the study findings of Syafitri and Tiarina (2025), exhibiting that peer feedback scaffolds students' awareness of their speaking strengths and weaknesses, enhancing motivation and building speaking confidence. Further, this result aligns with the Social Influence Theory foundations of Cialdini and Goldstein (2004), emphasizing how individuals' behaviors are molded by their social surroundings. In this context, peers act as both motivational role models and sources of emotional encouragement, reinforcing the idea that positive social influence augments language performance.

Moreover, based to the data obtained, positive peer feedback has an encouraging effect on students' usage of English inside class. **73%** of students mention feeling more confident speaking English with their peers inside class. This is parallel with the findings of Huseynli (2024) that peer feedback inspires students to be accountable for their own learning within their classroom community, causing them to experience being independent learners. Again, this result is in accordance with the study findings of Qoni'ah et al. (2025) that peer feedback is

operative in establishing a more appealing and constructive classroom for enhancing students' speaking.

Concerning the role of positive peer feedback on encouraging students to speak English outside class, **63%** of participants say their peers encourage them to practice speaking English outside the classroom. This response reflects how supportive and collaborative peer interactions create a low-pressure environment for language use. This result agrees with the study findings of Ayiz and Tauchid (2025), which clarify that the efficient implementation of the Peer Teaching Method inside EFL classes advances students' pronunciation accuracy, vocabulary usage, fluency and confidence in public speaking. Additionally, this result is in harmony with the principles of the social influence theory by Cialdini and Goldstein (2004), claiming that learners are more likely to imitate and support the activities of their social group.

On the unpromising side, 46% of students resent speaking around critic peers. This outcome is consistent with the Language Anxiety Theory of (Horwitz et al., 1986), which explains how avoidance in language learning situations can result from a fear of shame and negative evaluation. Peers who are critical or judgmental add to this worry and erect psychological obstacles to involvement. This result is steady with earlier findings of Elsaadi and Aqila (2023) and Toubot and Goh (2018), who both point out that the main challenges faced by Libyan EFL students are the lack of support, poor self-confidence, and fear of peer criticism. Furthermore, this result backs the study findings of Seo et al. (2025) that some student actions impede or reduce students' willingness to speak and lead to imposter syndrome and disinterest in interaction, especially among female students.

Finally, **47%** of students maintain that peer interactive activities in the classroom improve their confidence in speaking English. Students' responses signify tactics that can foster a peer environment that promotes speaking English among Libyan EFL female university students. This suggests that organized, interactive exercises can offer a secure environment for language use and progressively increase students' speaking confidence. This result aligns with the study findings of Nhan (2024), which affirm that peer-based tasks, such as role-plays, group debates, peer presentations and problem-solving activities, impact student language learning through increasing occasions for language practice and interaction. Thus, such activities lessen student speaking anxiety and raise confidence in using English, profoundly expand their engagement, language fluency and accuracy (Hartati et al., 2026).

5. Conclusion

Most Libyan EFL female university students highlight the impact of positive peer feedback on boosting their inclination to speak English inside and outside class. Such outcomes indicate that positive peer feedback plays a big role in raising their self-confidence and enhancing their overall speaking performance. In spite of that, these students often encounter psychological obstacles restraining their self-confident speaking in English as a consequence of negative peer feedback. Thus, they start experiencing self-doubt and communication apprehension, exacerbating their challenges to speak inside and outside class. The study findings are consistent with the Social Influence Theory and the Language Anxiety Theory, which hold that students are more inclined to act in a certain way when they believe their student community would accept it. So, they interact within collaborative peer support networks, which can significantly lower their anxiety and increase their willingness to take risks when speaking English.

The study findings recommend that teachers provide supportive peer interaction and limited low-pressure speaking opportunities encourage Libyan EFL female university students to speak English inside and outside class. They call for oral practice teachers to activate group work, role-playing activities and presentations in a classroom environment that values respect,

inclusivity, acceptance of mistakes and constructive peer feedback. All these implications contribute to the growing body of pedagogical literature on collaborative learning methods in language education, suggesting that the Peer Teaching Method may serve as a valued tactic for promoting Libyan EFL female university students' psychological preparedness to communicate. Moreover, they necessitate teachers to train students on how to give positive feedback instead of criticism, which is crucial in enhancing their motivation and eagerness to speak English in different contexts.

Researchers should investigate the obstacles that teachers face when trying to motivate students to speak up and handle peer interactions within the classroom. Also, they have to study to what extent female students in Arab societies are aware of the effects of peer influence on their speaking. In addition, they can conduct studies to examine the impact of establishing extracurricular English-speaking clubs and conversation groups on female students' tendency to practice speaking in a supportive, informal and practical settings.

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Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

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