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The Effect of Peer Feedback on EFL University Students' Writing Performance and Self-efficacy

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Abstract

Writing is a complex and multi-faceted skill, particularly for learners of English as a foreign language. This is why this study focuses on exploring how peer feedback can improve the writing performance of EFL students, not in their overall writing proficiency and self-efficacy. This study employs a mixed-method research design to investigate the effect of peer feedback on EFL university students' writing performance and self-efficacy. The primary instrument for data collection will be a survey based on a modified version of the Bandura Self-Efficacy Scale for the qualitative part and a test for the quantitative part. The results proved that all self-efficacy measures and peer feedback experiences are categorized as Moderate, indicating that the students possess a reasonable level of confidence in their writing abilities and experiences with peer feedback

Key Words: EFL- Peer Feedback – Writing – Self-Efficacy

1-Introduction

In educational settings, fostering peer interaction is critical to enhancing students' learning experiences, especially in the acquisition of English (Monalisa & Ardi, 2013). This study examines how peer feedback influences the writing performance and self-efficacy of EFL university students. (EFL), who must navigate linguistic challenges while mastering content, organization, and clarity in their writing (Rass, 2015; Ma'azi & Janfeshan, 2018). Learning a second or foreign language is a multifaceted process involving listening, speaking, reading, and writing skills (Rubin, 1987). Among these, writing is a crucial

component of intellectual and communicative development, as it reflects an individual's ability to organize thoughts and present them coherently. The skill of writing is often seen as an indicator of academic maturity and professionalism in higher education. A lot of students in different fields want to become competent writers, particularly those engaging in the field of English as a Foreign Language EFL programs. Being able to write professionally is an essential demand for the student's academic success and future careers (Cortes, 2004; Hyland, 2008

Peer feedback has recently become an important pedagogical tool in EFL contexts. The reason is important in enhancing the autonomy of the students and their writing skills (Pham et al., 2020; Saeli & Cheng, 2021). Boud (1991) defined peer feedback as "the involvement of students in identifying standards and/or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards" (p.4). Peer feedback helps to create a collaborative learning environment that enhances the cognitive and social development of the students who can receive constructive critiques from their peers. Safdari (2021) argued that the skill of writing is one of the important criteria to determine the academic success of the students because writing is one of the most challenging skills for EFL learners to master. The successful and professional writing is not an easy task as there are a lot of difficulties in gaining the required level of skillful writing is amplified by the need to meet formal expectations, adhere to linguistic conventions, and address the appropriate audience (Mokhamar, 2016

This study aims to explore how peer feedback can improve the writing performance of EFL students in regard to two different but interconnected domains which are the overall writing proficiency and self-efficacy

1-1The Research Questions

This study seeks to answer two main questions

- 1-To what extent does peer feedback influence the writing performance of EFL university students
- 2-How does peer feedback impact the students' self-efficacy in writing after undergoing the peer feedback process

The above research questions must prove or disprove the following hypothesis

- 1-Peer feedback influences the writing performance of EFL university students
- 2-Peer feedback has an influence on students' self-efficacy in writing

This study hopes to provide insights into how such collaborative methods can be employed to improve both writing skills and self-efficacy, ultimately contributing to more effective language learning strategies, this will be done by the careful examination of the outcomes of peer feedback in an EFL context

2-LITERATURE REVIEW .

2-1 *Theoretical Framework*

2-1-1 *Writing and Self-Efficacy in EFL Contexts .*

Writing is widely regarded as one of the most cognitively demanding skills, particularly for English as a Foreign Language (EFL) learners. As Kellogg and Raulerson III (2007, p. 238) emphasize, writing facilitates cognitive transformation, allowing authors to develop and refine their ideas through the process of generating text and reviewing it. This iterative process of writing promotes deep learning and the formation of new knowledge structures. However, Kellogg (2008, p. 2) points out that mastering writing skills is a challenging and prolonged achievement of cognitive development, one that often contrasts sharply with the relatively natural acquisition of speech

For EFL learners, writing presents an even greater challenge due to the need to balance language proficiency with the development of formal content and writing structures. Nguyen (2009) highlights the unique demands that writing places on EFL teachers and students, suggesting that clear assessment criteria are crucial for guiding students in their writing development. This is why writing performance in EFL contexts requires both linguistic accuracy and self-regulated learning strategies. These learning strategies are important to enhance the sense of self-efficacy between the students. The sense of self-efficacy is in turn an essential psychological factor that influences how students perceive their writing abilities

The theory of self-efficacy by Bandura (1997) focuses on the positive beliefs of the students as a major factor in enhancing their capabilities and in succeeding in different tasks that indeed include being able to write professionally. Self-efficacy is also an important factor to increase the motivation of the students toward the learning process and eventually improve their performance. This study is going to use a modified version of Bandura's scale to evaluate the confidence of different students in various aspects that are essential for professional writing

2-1-2 *Peer Feedback and Writing Performance.*

Peer feedback is now considered an effective pedagogical tool in EFL contexts. This recognition is the result of the findings of a plethora of studies that found that peer feedback is an effective method in improving writing performance of the students. Different studies found that peer feedback is also an important factor in increasing the sense of self-efficacy among students. Pham et al. (2020) found that using peer feedback is an effective method that reduces the loads of work of the teachers because it enhances the collaborative learning between the students themselves. This process allows students to assess and criticize the work of each other and provide their peers with constructive

comments that help to refine writing tasks. Oshima and Hogue (2007, pp. 18-19) argue that peer feedback, or peer editing, is when different students review and assess the work of their classmates and offer suggestions to improve content, organization, and clarity. Smith et al. (cited in Alodwan & Ibnian, 2014) suggest that peer feedback sessions can be considered as writing workshops. The students in these workshops engage in the critical evaluation of their peers' drafts under the guidance of a teacher. By participating in these activities, students not only improve their writing skills but also develop greater confidence in their abilities to assess and revise their own work, a key component of self-regulated learning. Peer feedback thus plays a vital role in shaping students' writing performance, while simultaneously contributing to the development of their writing self-efficacy.

2-1-3 Self-Efficacy and Peer Feedback

Self-efficacy, as defined by Bandura (1997), refers to an individual's belief in their capacity to achieve a specific goal or task, it can determine how motivated students are to engage in the writing process and how resilient they are in the face of challenges that usually arise in the context of EFL writing.

A lot of studies found that peer feedback influences the self-efficacy of the students in their writing tasks. Yu and Lee (2016a) asserted that peer feedback is helpful in providing the students with the proper opportunity to receive constructive comments and criticism from their peers. Yu and Lee (2016a) also argue that peer feedback is also effective in enabling the students to reflect on their own points of strength and weakness. Lan et al. (2011) suggest that the collaborative nature of peer feedback is what gives it an important role in creating a better environment for the learning process because the students will feel more confident in this environment to improve their writing skills.

2-1-4 Advantages and Disadvantages of Peer Feedback

Muamaroh & Pratiwi (2021) evaluated the advantages and disadvantages of peer feedback, and they found the following:

2-1-4-1 Advantages of Peer Feedback

Peer feedback offers benefits on more than one field, this includes cognitive, affective, and psychomotor fields. Cognitively, students learn from their mistakes, gaining clarity in grammar, punctuation, and sentence structure. It enhances their understanding of how to improve writing. Affective benefits include increased confidence and motivation; students feel more engaged, challenged, and careful in their essay writing. Psychomotor improvements involve better writing skills, with peer feedback helping students refine

their essays, leading to more coherent and well-structured writing

Disadvantages of Peer Feedback 2.1.4.2

Peer feedback has some challenges although it has a lot of benefits. The students often feel that they are insecure about providing feedback, because of their fear that their corrections might be incorrect. This lack of confidence affects the quality of their feedback. Additionally, some students distrust the feedback they receive from peers, finding it unclear or insufficient. These doubts can lead to dissatisfaction with the peer feedback process. Moreover, some students lose confidence in their own work after receiving the feedback from their peers and felt that their essays are inadequate. These negative feelings can discourage them from improving their writing skills

Challenges in Writing in an EFL Context .2.2

Marušić and Marušić (2003) highlighted the fact that even professionals who have a lot of research data often struggle with writing skills, and this prevents them from publishing in high status journals. This same problem persists in various academic fields where students may excel in content knowledge or experimentation but lack the writing proficiency to communicate their findings effectively. This challenge also extends to EFL learners who must navigate linguistic, cultural, and organizational hurdles when writing in a second language, (Ma'azi & Janfeshan 2018)

Many educators used peer feedback as a pedagogical tool for improving writing skills in EFL classrooms as a solution to the aforementioned challenges. Peer feedback was considered a successful solution because it allows students to provide constructive critiques on each other's work, and promote a more active and collaborative learning process (Topping, 1998). Peer feedback also addresses some of the limitations of the older teaching approaches which focused only on the assessments of the teachers and moved toward involving students directly in the evaluation process (Vygotsky, 1962). In this way, peer feedback can simultaneously fulfil the two tasks of enhancing the writing skills of the students and improving their critical thinking and reflection

Despite the potential benefits of peer feedback as a pedagogical tool, peer feedback has also received mixed responses in EFL contexts. Some studies have shown that peer feedback can improve writing performance and make the learning process more centered on the students themselves (Goldfinch, 1994), while other studies have raised concerns about the time and energy required for its effective implementation (Rollinson, 2005). Moreover, some students may provide their peers with false or non-constructive feedback. This false feedback can lead to incorrect or unhelpful comments that hinder rather than help their peers (Horowitz, 1986). Other possibilities can complicate the use of peer feedback as a pedagogical tool, these possibilities include negative criticism and defensive reactions of

some of the students (Amores, 1997)

On the other hand, proponents of peer feedback argue that when the feedback is properly structured and facilitated, it can significantly enhance the writing abilities of the students and improve their engagement in the learning process. For example, Clark (2003) suggested that students will be more motivated to write better when they know that their writings will be reviewed by their peers and not by their teachers. On the same line, Rollinson (2005) asserted that assessment by other classmates is useful to enhance the critical reading skills of the students who are reviewing their peers' writings and at the same time enhancing the students' sense of self-reflection. This will ultimately leads the students to be more responsible about their own writings

2-3 Related Studies

Several related studies investigated the effect of employing peer feedback on students' writing performance and self-efficacy. Nguyen (2022) investigated whether training on using peer feedback could affect 84 undergraduate students in writing their business emails at the University of Economic Ho Chi Minh City which was divided into two groups. The results revealed that participants benefiting from peer feedback outperformed those who received the conventional method although both groups had an overall higher mean score in the post-test. Most of the responses to the questions in the questionnaire reached high scales of the five-point Likert scale which showed that the experimental students appreciated peer feedback provided

Sirikarn (2019a) investigated the effects of peer feedback on 21 undergraduate English major students in Thailand. The results revealed that based on the mean scores of the pretest and post-test, the students made significant progress in their writing ability. Besides, the students reflected that peer feedback was a valuable experience for social interaction, and supported them in perceiving the writing process, developing effective strategies, supporting critical thinking skills, and developing socially and intellectually via working collaboratively. In the same vein, Sirikarn (2019b) provided valuable results about students' attitudes toward peer feedback to develop their English writing ability in mixed methods data collection. The research sample consisted of 21 undergraduate English major students. Results discovered a positive attitude of the students toward using peer feedback with a high level of agreement in the four fields counting the writing process, affective strategies, critical thinking skills and social interaction ability. To additional illustrate the usefulness of peer feedback, Uymaz (2019) explored the stimulus impact of peer feedback on the essay writing performance of eight EFL English elementary students at a state university with an intermediate English level. The study used the participants' first drafts prior to the experiment for analysis. Next, these students were asked to write

down their second draft using their peer's feedback. In investigating the pretest and post-test essays, the researcher discovered more improvement in post-test essays following the intervention of applying peer feedback

The study by Kusumaningrum, Cahyono, and Prayogo (2019) examined the effect of two types of peer feedback provision on the student's writing performance. Their participants involved 55 EFL students in the Department of English of a state university in Indonesia. Their results revealed that both in-class and small-group peer feedback provision led to the students' enhanced writing performance. The significant outcome in this study is that the teachers had less burden as it is proven that the students could also give feedback to their peers. The teacher may not need to spend extra time and energy to check the students' work

Similarly, Khalil (2018) recruited a group of Turkish pre-intermediate EFL learners to evaluate the effectiveness of peer feedback on the final achievements of these learners. Khalil used a mixed-method approach that includes both quantitative and qualitative methods. The findings of this study asserted that peer feedback helped the participants to improve their performance in different writing tasks and that the majority of the participants had a positive attitude toward the use of peer feedback in the learning process. Huisman et al. (2018) found that the majority of the participants in the study were pleased with the comments of their peers, and that the peer feedback caused notable improvements in the quality of the final essays which they wrote. Yu and Hu (2017) conducted a study which used a survey to understand the opinions of some students about the effects of peer feedback in enhancing the motivation they feel toward the learning process and found that most of the students expressed positive attitudes toward the use of peer feedback in the learning process. Within the same context, Yu and Lee (2016b) conducted a study on 41 EFL students and found that the majority of these students expressed a positive opinion about peer feedback. Remarkable, the study found that even the less sophisticated students were able to provide a type of high-quality feedback in the important areas that are related to the form and content of their peer writings. Many participants expressed their positive attitudes for the feedback that they have received from their classmates. The students also said that they were satisfied with the feedback that they have received from their peers and that they similarly commented in a positive manner on the drafts that they have received from their classmates

Weiqiang (2014) identified several factors that can influence the effectiveness of peer feedback. These factors include the type of knowledge that the students have regarding the topic of the particular essay, the proficiency in English language that these students have and their attitudes and concerns about the personal relationship with other students. These findings suggest that the success of peer feedback depends not only on the feedback

process itself but also on contextual factors such as students' readiness and the time allocated for feedback activities

On the other hand, some studies raise concerns regarding the limitations of peer feedback. Kurihara (2016) found that students who received teacher feedback performed better than those who relied on peer feedback. The study reported no significant difference between the post-test and delayed post-test results for students receiving peer feedback. Nguyen (2016) also investigated the factors that can affect the results of peer feedback, the most important factor being the lack of formal implementation of peer feedback in certain contexts

Parthasarathy (2014) conducted a training session for the participants. The training session focused on important aspects of writing like the content and organization. The findings of the study asserted that the participants were able to achieve better writings after being exposed to their peers comments. The study summarized that peer feedback can be an effective alternative to teacher feedback when properly structured and supported

Liu and Carless (2006) suggested that teachers must incorporate peer feedback and peer assessment in the learning process, because this will help in encourage the constructive participation of the students in the learning process and also help to create the proper environment in which students can get effective and constructive exchanges of comments. The findings indicated that successful peer feedback can be achieved by carefully planning the method of exchanging comments between the students in a way that make them understand that the emphasis is on the educational value rather than simply grading the works of other students

3-Methodology

This study will employ a mixed method approach. The primary instrument for the quantitative part is a survey specially designed to suit the modified version of the self-efficacy scale as was proposed by Bandura (1997). This modified scale has been adapted to make the study better designed to meet the goals of understanding the effectiveness of peer feedback in EFL contexts and particularly in the field of academic writing, because the original scale is a general one that does not necessarily suit the purposes of this study. The survey will also consider the effect of self-efficacy among the students and the mutual influence on peer feedback and vice versa

The quantitative part will be carried out by asking the participants to answer a test that focuses on writing skills. The participants were divided into two groups; the experimental group and the control group

The test will assess how well students have improved their writing after receiving their peer feedback during the study. The test should reflect the skills that the students gained

from the peer feedback, with a particular focus on content, structure and grammar. The following is the test that was handled to each of the two groups

Testing Writing Skills

Write a 100-word essay as an answer to each of the following statements

Do you agree or disagree with the research that says that technology has had a positive “impact on education. Support your opinion with reasons and examples

Discuss the challenges of learning English as a foreign language and suggest strategies “that learners can use to improve their skills

In your opinion, what are the most important qualities of a good leader? Support your answer with examples

Evaluation Criteria

Content (40%): The quality of the ideas presented, clarity of argument and relevance.

Organization (30%): Logical structure, coherence of paragraphs and ideas

Language Use (30%): Grammar, vocabulary, sentence variety and accuracy

3-1 Participants

The participants are 60 EFL university students enrolled in English writing courses. The size of the sample was determined on the basis of having a properly large number to make sure that the study provides sufficient statistical power for the analysis. The selection criteria assured that different students from different academic backgrounds are selected to participate in this study in order to represent a diverse range of writing abilities

The participants were randomly and equally assigned to one of two groups; the experimental group which benefited from the feedback from other students, and the control group which did not benefit from the peer feedback

3-2 Survey Design

The survey is divided into two main sections

Self-Efficacy Scale: this is where the modified scale will assess the perceived writing skills of the participants and their confidence and attitudes toward using peer feedback in the learning process

Peer Feedback Experience: This section includes different items that are specially designed to evaluate the previous experiences of the students with the feedback that they have previously got from their peers. This includes the perceptions of the students of the usefulness and the problems that they face in either providing or receiving their peers' feedback

3-3 Scoring and Interpretation

Self-Efficacy Scale

Low writing self-efficacy :0-40

Moderate writing self-efficacy :41-70

High writing self-efficacy :71-100

4-Analysis and Results

4-1Results of the Self-Efficacy Scale, and Feedback Experience and the Peer 4.1 Feedback Test

1-Self-Efficacy Scale

Self-Efficacy Measure	Mean Score	Category
Clear Emails	51.67	Moderate
Improve from Feedback	54.07	Moderate
Identify Mistakes	49.87	Moderate
Stay Focused	44.57	Moderate
Offer Feedback	51.07	Moderate
Apply Feedback	44.88	Moderate

2-Peer Feedback Experience

Peer Feedback Measure	Mean Score	Category
Useful Tool	51.27	Moderate
Comfort Giving Feedback	50.63	Moderate
Comfort Receiving Feedback	51.67	Moderate
Understand Strengths/Weaknesses	54.18	Moderate
Challenges Giving Feedback	50.27	Moderate
Challenges Receiving Feedback	42.30	Moderate
Positive Impact	50.52	Moderate

3-Peer Feedback Test

Group	Criteria	Mean %	Standard Deviation SD
Control Group	Content	60	10
	Organization	55	12
	Language Use	58	11
Experimental Group	Content	75	8
	Organization	70	9
	Language Use	72	7

4-2 Analysis of The Results .

4-2-1 Self-Efficacy Scale

The results from the first section revealed that the students have a moderate level in their confidence about their writing abilities, this was indicated by mean scores ranging from approximately 44.57 to 54.18. This moderate self-efficacy goes in line with the assertion of Bandura (1997) that self-efficacy can greatly influence the motivation and persistence of the students while achieving their learning tasks. The detailed analysis of the different items in this section can be presented as follows

Clear Emails (Mean: 51.67): The answers of the students about their ability to write clear and well-organized emails indicates that they have a high level of self-efficacy. This aligns with the assertion by Rubin (1987) that learner strategies, including writing skills, are crucial in language learning contexts. The moderate score suggests students feel somewhat confident in this task but may still require support

Improve from Feedback (Mean: 54.07): This score reflects students' belief in their ability to apply peer feedback to enhance their writing. Research shows that peer feedback can be a motivating factor in the writing process (Amores, 1997). However, the results also indicate that students may experience apprehension when facing significant feedback, highlighting the importance of scaffolding to build their confidence further

Identify Mistakes (Mean: 49.87): The ability to self-correct is essential for developing autonomous learners. The moderate score here suggests that students may struggle with self-assessment, echoing Horowitz's (1986) findings that ESL students often feel uncertain about their writing abilities

Stay Focused (Mean: 44.57): This score is the lowest among the self-efficacy measures, indicating a significant challenge in maintaining focus on writing tasks. This may be related to the distractions in academic settings and the cognitive load involved in writing, as noted by Kellogg and Raulerson III (2007), who emphasize the importance of effective writing strategies

Offer Feedback (Mean: 51.07): Offering constructive feedback is a critical skill that

indicates students' engagement in the writing process (Huisman et al., 2018). The moderate score suggests they are capable but may require guidance in developing their feedback skills

Apply Feedback (Mean: 44.88): Similar to the "Stay Focused" measure, the ability to apply feedback reflects a crucial aspect of writing development. Students may benefit from structured interventions to enhance their skills in integrating peer feedback into their revisions

4-2-2Peer Feedback Experience

The Peer Feedback Experience results mirror the self-efficacy findings, with all measures indicating moderate levels of confidence and comfort regarding peer feedback

Useful Tool (Mean: 51.27): Students perceive peer feedback as a valuable resource for improving their writing, which aligns with Liu and Carless's (2006) assertion that peer feedback enhances learning and reinforces writing skills

Comfort Giving Feedback (Mean: 50.63): The moderate comfort level in providing feedback suggests that while students are willing to participate in peer review, they may lack confidence in their ability to give constructive criticism. This reflects findings by Rollinson (2005), who noted that students often feel apprehensive about critiquing peers due to fear of offending

Comfort Receiving Feedback (Mean: 51.67): A comparable score indicates students are relatively comfortable receiving feedback. This openness is crucial for fostering a supportive learning environment, as emphasized by Topping (1998), who notes the .benefits of peer assessment for both the giver and the receiver

Understanding the strengths and weaknesses (Mean: 54.18): This score suggests that the participants are aware about their strengths and weaknesses in writing tasks. This is an important component of self-learning (Nguyen, 2009). Developing this awareness can improve the writings of the participants greatly

Challenges in giving the proper feedback (Mean: 50.27): the participants faced some challenges in providing the proper feedback according to this score. The challenges can be the result of their lack of experience or lack of confidence in their writing abilities. This result goes in line with the notes of Saeli and Cheng (2021) which indicate that addressing these issues is essential for effective peer feedback

Challenges in receiving the feedback from peers (Mean: 42.30): The lowest score in this item clearly refers to the difficulties that the participants encounter when they are receiving the feedback from their classmates. This may lead the students to feel frustrated or inadequate. Khalil (2018) noted that the emotional responses of the students toward the peer feedback is an important condition to enhance the writing confidence among these

.students

Positive impact of peer feedback (Mean: 50.52): this score expresses the responses of the participants in regard to the positive impact of the peer feedback that they have received from their classmates. The score asserts that the participants are well aware of the benefits of this method and this supports the claims made by Parthasarathy (2014) regarding the constructive role of peer feedback in the ESL context

4-2-3Peer Feedback Test

Content Scores: The experimental group shows a higher mean score (75%) compared to the control group (60%), reflecting better idea development and argument clarity due to peer feedback. The SD is lower for the experimental group (8) than for the control group (10), indicating more consistency among students in applying feedback to content

Organization Scores: The experimental group performs better (70%) with more logically structured essays and coherence of paragraphs, while the control group scores lower (55%). The SD for the experimental group is lower (9), showing more consistency in organization after receiving peer feedback

Language Use Scores: The experimental group has a mean score of 72%, compared to 58% for the control group, demonstrating improvements in grammar, vocabulary, and sentence variety due to peer feedback. The SD is also lower for the experimental group (7), indicating that feedback helped standardize language accuracy

4-3Discussion

The survey results indicate a moderate perception among EFL university students regarding the usefulness of peer feedback in enhancing their writing performance (Mean: 51.27). This suggests that students recognize peer feedback as a valuable tool for improvement. The positive impact score (Mean: 50.52) further reinforces the idea that students believe peer feedback contributes to their writing abilities. However, the challenges faced in providing feedback (Mean: 50.27) and receiving feedback (Mean: 42.30) indicate that while students acknowledge the potential benefits, they may struggle with the execution of the peer feedback process

Moreover, the self-efficacy scores related to applying feedback (Mean: 44.88) suggest that students may find it challenging to translate peer feedback into actual writing improvements. This aligns with Topping's (1998) assertion that effective peer feedback requires practice and guidance. Therefore, while the peer feedback process holds promise for influencing writing performance, its effectiveness may be contingent upon the provision of structured support and clear guidelines

The results indicate that students exhibit moderate self-efficacy in writing, with mean

scores ranging from 44.57 to 54.18 across various writing-related tasks. The ability to apply feedback (Mean: 44.88) and the challenges faced when receiving feedback (Mean: 42.30) highlight that despite the perceived usefulness of peer feedback, students may feel uncertain about their capabilities in utilizing feedback effectively to enhance their writing skills

Additionally, the findings suggest that peer feedback does have a positive impact on students' self-efficacy, particularly in their perception of being able to improve their writing (Mean: 54.07) and in identifying strengths and weaknesses (Mean: 54.18). This is consistent with Bandura's (1997) framework, which posits that successful experiences in specific tasks can lead to increased self-efficacy. However, the moderate scores indicate that while students recognize the potential of peer feedback to bolster their writing skills, they may still require further support and encouragement to feel fully confident in their abilities

On the other hand, the results of the test indicate that peer feedback had a significant positive impact on students' writing performance, this goes in line with Bandura's (1997) self-efficacy theory, which posits that individuals' beliefs in their capabilities influence their performance and outcomes. The experimental group, which received peer feedback, demonstrated improved performance in terms of content, organization, and language use compared to the control group. This improvement can be attributed to enhanced self-efficacy resulting from the feedback process, which allowed students to better understand their strengths and weaknesses, ultimately leading to more refined writing

Additionally, the results align with Vygotsky's sociocultural theory, which emphasizes the role of social interaction in learning and cognitive development (Vygotsky, 1978). The study found that the interactive nature of peer feedback provides students with opportunities to engage in collaborative learning, which in turn helps them improve their writing skills. The experimental group's higher scores in content and organization reflect the value of interaction and feedback in fostering more coherent and well-developed ideas. The students were able to internalize the feedback received from peers and apply it effectively to their writing, contributing to their improved performance

Moreover, the findings support the concept of collaborative learning, where learners share knowledge and insights, as discussed by Johnson and Johnson (1999). The experimental group's higher scores in language use (72%) compared to the control group (58%) suggest that peer feedback promoted the exchange of linguistic knowledge and writing strategies. Through peer interaction, students in the experimental group were exposed to different perspectives, which may have led to the adoption of more accurate grammar, vocabulary, and sentence variety, as shown by the lower standard deviation in the experimental group's language scores

The results also resonate with Hyland's (2000) Model of Peer Feedback, which emphasizes the reciprocal nature of feedback and its ability to foster critical reflection on writing. The experimental group likely benefited from the opportunity to review their peers' work, which not only enhanced their ability to identify errors in their own writing but also contributed to a more detailed and structured final product. This is reflected in the higher mean scores for content and organization in the experimental group (75% and 70%, respectively), as peer feedback encouraged students to refine their ideas and strengthen the logical flow of their arguments

Finally, the positive impact of peer feedback on writing performance supports the idea that feedback fosters autonomous learning. According to Nicol and Macfarlane-Dick (2006), feedback that encourages students to take responsibility for their own learning enhances both motivation and achievement. The experimental group's better performance, coupled with lower standard deviations, indicates that students were able to use peer feedback to independently improve their writing, further reinforcing the value of this approach in enhancing EFL writing performance

5-Conclusions

The overall results suggest that the lowest mean score was recorded for "Stay Focused" and "Challenges Receiving Feedback," this means that those are the areas in which the students needed more support because the results of the survey indicate that while students exhibit a moderate level of self-efficacy and comfort with peer feedback, significant challenges remain, particularly in areas related to maintaining focus, identifying mistakes, and effectively applying feedback. These findings suggest that targeted interventions, such as structured peer feedback training and writing workshops, may enhance students' confidence and overall writing abilities. By aligning instructional practices with the principles outlined by Bandura (1997) and others, educators can better support EFL students in developing their writing self-efficacy and feedback competencies

This study also proved that peer feedback had a positive impact on students' writing performance, as shown by higher average scores across all three evaluation criteria in the experimental group. Additionally, the standard deviations suggest that peer feedback not only improved writing performance but also contributed to more consistency in students' writing abilities

5-1Recommendations for Future Research

This study recommends the following for future studies

1-Benefiting from longitudinal studies that track the performance of EFL students' writing performance and self-efficacy over an extended period

2-Investigating the effects of peer feedback in various educational contexts and among different EFL learners, because this type of studies can provide us with better understanding of the effectiveness of peer feedback in this domain

3-Conducting comparative studies that examine peer feedback in regard to other forms of feedback. These types of feedback include feedback from the instructors or other forms of assessments. This comparison can help in detecting the best and most effective feedback that can better improve the final outcomes of the learning process

4-Incorporating qualitative methods, such as interviews or focus groups, would provide deeper insights into students' perceptions and experiences with peer feedback

5-2Pedagogical Implications

This study proposes that the teachers must provide more explicit training and support to explain how students can give and receive their peer feedback properly, this includes teaching all the students to understand the different properties of the peer feedback that makes it positive whether in terms of receiving the peer feedback or in term of giving such feedback and consequently respond in a positive manner to the comments and feedback of their classmates

The teachers should also design some special activities that are related to peer feedback and incorporate clear guidelines to increase the benefits of peer feedback

Teachers should aim to establish a comfortable atmosphere in their classroom that encourages open communication and a supportive climate

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