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## PEER FEEDBACK AND SELF-FEEDBACK IN ESSAY WRITING INSTRUCTION: A CASE STUDY IN AN UNDERGRADUATE EAP COURSE IN CROATIA

### Abstract

This paper describes an experiment which introduced peer feedback sessions in writing instruction in an EAP undergraduate course. Previously, peer feedback activity was complementary to written teacher feedback, but as soon as certain positive effects were noticed, it was decided to experiment with replacing teacher feedback with tailored peer feedback sessions (a combination of peer feedback with focus on feedback givers and self-feedback). Finally, research was conducted to analyse if students who engaged only in peer feedback sessions (experimental group) could produce equally successful essays as those students who received additional teacher written feedback (control group). The results of the study confirmed the researcher's expectations and provided encouragement to further use peer feedback sessions (with self-feedback) in writing instruction within this course.

**Keywords:** EAP, peer feedback, self-feedback, teacher feedback, writing instruction

## **1 Introduction**

Research on feedback in second and foreign language writing indicates that this activity plays an important role in scaffolding learners' writing performance (Sigott, 2013), especially within the context of genre (Hyland & Hyland, 2006; Hyland, 2010). Over the years, type and form of feedback in second and foreign language writing have been modified according to research findings and technological advancements, resulting in different types of feedback accompanying written teacher feedback, such as oral feedback, collaborative feedback, computer-assisted feedback, or peer feedback (Hyland, 2010; Sigott, 2013).

Recently, there has been an evident rise in interest in peer feedback as a pedagogical activity in the context of writing instruction in second and foreign language learning (Meštrović Štajduhar, 2013; Yu & Lee, 2016; Yu & Hu, 2017; Yalch et al., 2019; Rouhi et al., 2020). Peer feedback, or peer reviewing, refers to student activity of reading each other's texts and providing written or oral comments, related to both language and content (Burkert & Walley, 2013). The beneficial potential of this activity is reported in second and foreign language settings in relation to various aspects, such as learner autonomy, student collaboration, and audience awareness (Wang, 2014).

However, for the purpose of this study, the most interesting is the line of research exploring the benefits this activity provides to peer feedback givers where findings are reportedly limited (Nicol et al., 2014; Illana-Mahiques, 2021). The peer reviewing process in this context scaffolds the reviewer's ability to critically examine and improve their own text (Hyland & Hyland, 2019; Lundstorm & Baker, 2009) and this subsequently leads to the importance of self-feedback which is in line with the learner-centred approach and further supports the reviewer's learning process (Huang, 2015). Both peer feedback and self-feedback research is rather scarce in the context of foreign language learning in Croatia (Meštrović Štajduhar, 2013), and even though the teachers seem to be aware of the potential of peer and self-feedback, it is still cautiously used in instruction (Cindrić & Pavić, 2017).

This paper describes a carefully designed experiment with peer feedback sessions which were directed toward benefiting feedback givers in connection to improving their own essay writing skills during regular writing instruction in an English for Academic Purposes (EAP) course. Quasi-experimental research was planned and conducted with two groups of students of which both participated in peer feedback sessions while only one received written teacher feedback. Research was focused on studying if peer feedback sessions could assist students' writing performance. At the completion of writing instruction, statistical analysis was used to compare final essay grades of two groups of students to determine whether students who engaged only in peer feedback sessions produced equally successful essays as those students who received additional teacher written feedback. T-tests were performed to determine whether there was significant difference between two groups in each task. In addition, a short questionnaire gathered students' perception of the activity.

## **2 Literature review**

Starting from a broader perspective, the increased interest in peer feedback is explained with its active engagement of students in the learning process, which is in line with student-centred

pedagogies and formative assessment principles that are preferred in higher education in recent years (Saliu-Abdulah, 2017). Peer feedback enhances various skills related to developing learner autonomy, learning self-regulation, and social skills (Yu & Lee, 2016). Peer feedback in this regard is seen as a step forward from a “too heavily teacher oriented” (Huang 2015, p.3) feedback pedagogy which, according to some research findings, does not improve student learning (Nicol et al., 2014).

Peer feedback provides the context for increased student engagement as it is usually accompanied with peer feedback training which is indispensable in order to use the full potential of this type of activity (Yu & Lee, 2016). It is necessary to raise students’ awareness of the benefits of peer feedback, teach them the necessary language and implement the activity appropriately. In this context, peer feedback training offers a link between instruction and feedback practice, which according to Hyland (2006; 2010), increases the effectiveness of feedback. As Yu and Lee (2016) report in their review of research in peer feedback in second language writing, peer feedback training is perhaps the reason why much of the most relevant research on this issue has been centred on studies conducted over a longer period of time and/or with opportunities to provide extensive training to students in this regard. However, as research on the effectiveness of various feedback practices in second language writing are still rather inconclusive (Yu & Lee, 2016; Rouhi et al., 2020), more research of peer feedback effectiveness in both second and foreign language writing pedagogy is needed (Rouhi et al., 2020). Also, more attention could be directed towards researching the effectiveness of peer feedback in both second and foreign language writing within the instructional contexts that do not provide opportunities of extensive training.

In connection to more specific benefits in writing performance, the importance of peer feedback has been identified in close connection to enhancing various skills related to process writing (Yu & Lee, 2016). However, teacher feedback is still perhaps preferred by many students, especially in second and foreign language learning settings where teachers are perceived as a more relevant authority to students (Miao et al., 2006; Hyland, 2003; Zhao, 2010). In contrast, peer feedback is not always regarded as helpful by students, and this could be related to cultural issues in relation to students’ different sociolinguistic rules of peer communication (Yu & Lee, 2016). Students might feel overly cautious not to hurt each other’s feelings and provide only positive comments, might not feel competent to provide feedback at all, or not accept peer feedback comments as relevant. Interestingly, when shifting the focus within the context of peer feedback from receivers of feedback to benefits students might have as feedback givers, some more positive evidence is to be found (Nicol et al., 2014; Baker, 2016; Yu & Lee, 2016; Yalch et al., 2019; Rouhi et al., 2020). Feedback givers benefit from critically reading their peers’ manuscripts which leads to a better understanding of good writing and re-using review checklists on their own writing (Lundstrom & Baker, 2009). Also, in reviewing their peers’ written work, feedback givers better understand the reader’s perspective, which can help them with reading their own work more objectively (Hyland & Hyland, 2006). However, a focus on the benefits to feedback givers calls for more research dedicated to this issue, particularly in classroom-based research in second and foreign language teaching (Baker, 2016; Yu & Lee, 2016; Rouhi et al., 2020; Cao et al., 2019).

A change of focus from peer feedback receivers to peer feedback givers is also a change towards more learner-centred instruction, which places students at the centre of the teaching

process and engages them actively in learning. In line with this arises the interest in self-feedback (or self-assessment). Phillips and Scott (2013) define self-feedback as a “critical reflection on one’s own performance” (p. 163) and suggest incorporating it into teaching practice to create a positive learner environment and maximise the students’ potential. Self-feedback has been acknowledged as beneficial in foreign language instruction (Huang, 2015) not only for language learning purposes but mostly for its contribution towards developing students’ self-assessment skills. When students are provided with clear assessment criteria, the effect is that both teachers and students reach the same conclusions (Phillips & Scott, 2013). However, more detailed research into self-assessment and self-feedback is required to understand this process and how it affects students’ learning (Huang, 2015).

Based on these theoretical foundations, the study described in this paper focused on introducing and researching peer feedback sessions in writing instruction as an attempt to help students develop self-assessment skills which in turn would provide them assistance in improving their writing skills. This could contribute to the needed insights of the role of peer feedback within the pool of this type of research (Yu & Lee, 2016).

### **3 Study**

#### **3.1 Study context**

This study experiments with introducing carefully designed peer feedback activities in essay writing instruction. The in-class peer feedback activity was first introduced within the course English for Academic Purposes I (EAP) at the Centre for Foreign Languages, University of Zadar, as part of the author’s previous research (Birtić et al., 2014), which focused on the efficiency of essay revision based on written teacher feedback. Within this research, teachers were giving students predetermined written feedback comments to essay drafts according to the agreed criteria. To eliminate any potential misunderstanding that could possibly arise from this written feedback (Hyland & Hyland, 2006), teachers decided to introduce a model of in-class peer feedback activity. The main goal of this activity was to offer additional clarification of teacher comments (Nguyen, 2016). A good response from students in peer feedback sessions has encouraged teachers to keep this activity as part of the writing instruction routine within the course syllabus and to experiment with it further. Also, in-class peer feedback sessions offered a possibility to tackle the frequently occurring issue of students not acknowledging or negatively responding to teacher feedback (Huang, 2015). It was hoped that peer feedback sessions could be used instead of the usual practice of providing students with individual teacher comments. The peer feedback activity was modelled according to the context of the course in question (EAP), and in line with current research findings into two peer feedback sessions.

Peer session 1 was held after students wrote and uploaded their Task 1 (essay introduction) to the learning platform used in the course. The in-class instruction focused on well-developed paragraphs, topics and supporting sentences. During the same lesson, students participated in the peer feedback activity which required them to review examples of Task 1 written by their peers (anonymised). Students were provided with assessment criteria guidelines (Appendix 3) which were in line with the instruction (paragraph structure), while grammar

was not corrected or commented on in greater detail. Peer review was done as a whole class activity.

Peer session 2 was held the following lesson. In-class instruction focused on coherence and cohesion, and students were provided with the assessment criteria guidelines while reviewing their peers' Task 2 (Appendix 4). They were again asked to review their own writing (self-feedback) in class and revise it at home. The final assignment was Task 3 (final essay).

The focus of these sessions was directed towards the benefits students might have as feedback givers rather than receivers. The main reasons for this were lack of time for substantial feedback training, and the fact that students were not accustomed to giving critical feedback to their friends, which led to their feedback not being constructive enough. In changing this focus, students were expected to benefit from reviewing their peers' writing by critically examining it according to criteria, but without the high stake of providing vague or incomprehensible comments to their colleagues (Min, 2005).

Parallel to introducing peer feedback sessions, research was prepared to be conducted in a classroom-based setting. The research was guided by the following research questions:

1. Can students who engage only in peer feedback sessions (experimental group) produce equally successful essays as those students who receive additional teacher written feedback (control group)?
2. What are students' general attitudes towards this peer feedback activity?

Answers to these questions were expected to assist teachers in further improving course syllabus design.

### **3.2 Participants and method**

This research was conducted in a real educational context, following quasi-experimental research design. It was conducted within the course English for Academic Purposes I, at the Centre for Foreign Languages, University of Zadar, Croatia. Students of the course were first year undergraduate students in the humanities and social sciences' departments who attended classes in small groups according to their major.

Two teachers participated in the study, out of which one was also the researcher. The entire process was planned and designed between the two teachers and in accordance with the course syllabus. The process was commented on weekly between the teachers to achieve homogeneity between course groups in peer feedback sessions, regular lessons, written teacher feedback, and essay markings. All students were aware of participating in the study and gave their consent.

Initially, all 86 students enrolled in this course were included in the experiment. Students were distributed into two research groups (experimental and control) but attended classes together. Students in the experimental groups participated in peer feedback sessions and were not provided with the teacher's written comments, which was a standard component of the teacher's practice in this course. Students in the control groups also participated in peer feedback sessions but were provided with written teacher comments. After the experiment,

only 40 students were selected to be included in the study. Data were collected only from students who had done the required assignments on time (upload of Task 1-2-3-4) and attended both peer feedback sessions (Session 1-2).

The distribution of students according to their Common European Framework of Reference (CEFR) level was also taken into consideration when finalising research group participants. All students in the mentioned course completed the initial placement test to situate them within the CEFR. Both research groups consisted of students equally distributed across language levels according to the CEFR (Appendix 1). The distribution of students within each research group according to their level is as follows: four C2 level students, five C1 level students, five B2 level students, five B1 level students, and one A2 level student. This distribution of students according to the CEFR levels within these two research groups is very similar to the CEFR level distribution of all students in the mentioned course from which research group students were selected (Appendix 2). This indicates that the results obtained from the two research groups could be taken as representative for all course students and similar results could be expected from other groups within this course in future if similar activities are to be implemented.

Data consisted of essay markings in each task. Students' tasks 2, 3 and 4 were marked. Control group students received their course mark from Task 3 while experimental group students were marked on Task 3 only for research purposes. Their course mark was given only after they had received written teacher feedback and had been presented with one more opportunity to revise the essay (Task 4). This way, research ethics were respected by providing experimental group students with the same opportunities that the control group students had. The teacher/researcher double marked the second teacher's students' essays to ensure the same marking criteria were applied and no significant deviation was observed in separate essay marking. Students' essays were marked according to assessment criteria. First, points were given for each criterion, the percentage was calculated out of a total score of points, and finally, these same percentages were translated into final marks according to the assessment criteria of the Centre for Foreign Languages (Appendix 5).

Standard deviation and arithmetic means were calculated for both the experimental and control group essay marks for each task (Tasks 2, 3, and 4). These means were then compared, and bar charts were produced to illustrate the results. The statistical analysis was performed using RStudio software (2021.09.0). Independent two-samples t-tests were performed for Task 2 and Task 3 to determine whether there was significant difference between the two groups in each task. Also, a paired two-sample t-test was performed for Task 3 and Task 4 to determine whether there was a significant difference between essay marks in the experimental group before and after receiving teacher feedback.

In addition, students were asked to complete a questionnaire to gain additional student perception of the writing instruction with integrated peer feedback sessions and self-feedback. The questionnaire consisted of 28 questions that asked the students about their previous experience with feedback in writing, their perception of in-class peer feedback activities, their preference between peer feedback and written teacher feedback, as well as their perception of the value of revision between the writing activities. Only four questions were chosen to be analysed within this study. The questions which were selected provided teachers with useful feedback regarding improving course design in connection to integrating peer feedback sessions.

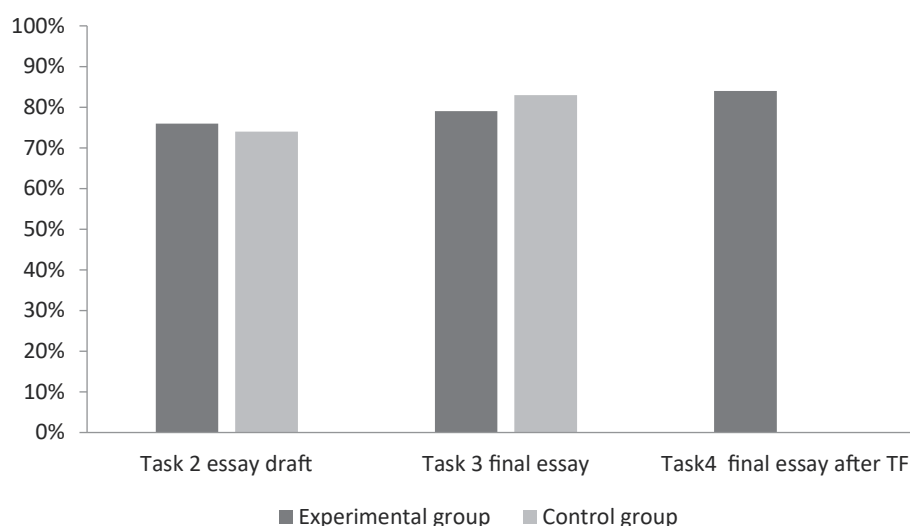


## 4 Results

The results have shown that in both groups students achieved quite similar average scores in Task 2 and Task 3. Experimental group students scored a slightly higher average percentage in terms of absolute value in Task 2 – essay draft (76%) when compared to an average percentage of control group students (74%). Whereas in Task 3 (final essay), the control group students scored a higher average percentage (83%) when compared to the experimental group students' average percentage (79%). After finally receiving written teacher feedback, the experimental group students improved their essay results from Task 3 and scored an average 84% for Task 4 (Figure 1).

**Figure 1**

Comparison of average awarded percentages across tasks and groups



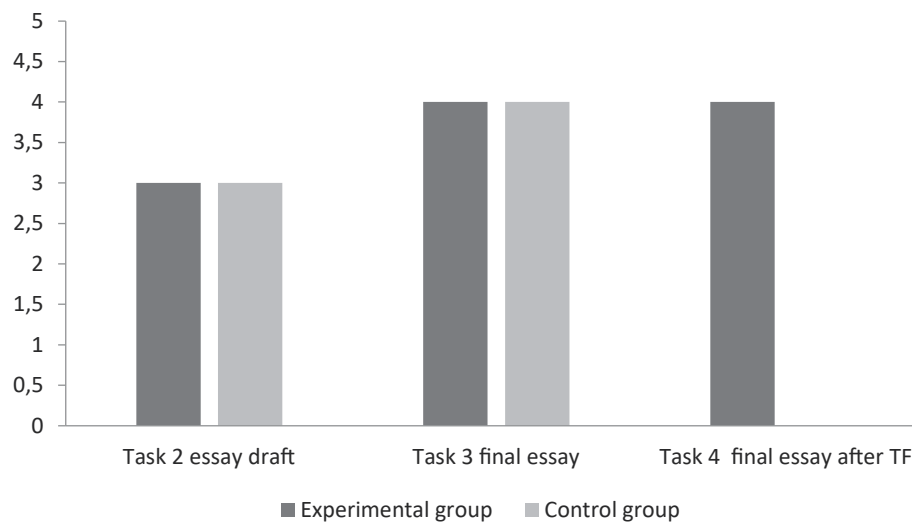
Students were initially marked in percentages which were translated into essay marks (as previously explained). The differences between groups' average percentages in each Task disappeared once percentages were expressed with marks (Figure 2). Students from both groups scored an average mark 3 (good) on Task 2 (essay draft), and average mark 4 (very good) on Task 3 and Task 4 (final essay).

To test the hypothesis that there is no significant difference between the two groups in each task, independent t-tests were performed. Prior to conducting the analysis, the assumptions of equal variance and normal distribution were met for each analysis. In Task 2, there was not a significant difference in the scores for the experimental group ( $M = 3.45$ ,  $SD = 1.57$ ) and the control group ( $M = 3.35$ ,  $SD = 1.26$ ),  $t(38) = -0.22$ ,  $p = 0.82$ . In Task 3, there was not a significant difference in the scores for the experimental group ( $M = 3.6$ ,  $SD = 1.46$ ), and the control group ( $M = 4.15$ ,  $SD = 0.87$ ),  $t(38) = 1.44$ ,  $p = 0.15$ .

Additionally, a paired t-test was performed to compare Task 3 scores and Task 4 scores for experimental group students. There was a significant difference in Task 3 and Task 4 scores,  $t(19) = -2.17$ ,  $p = 0.04$ . Results of Task 3 ( $M = 3.6$ ,  $SD = 1.46$ ) and Task 4 ( $M = 3.8$ ,  $SD = 1.2$ ) in the experimental group indicate that the teacher feedback resulted with an improvement in essay marks.

**Figure 2**

Comparison of average marks across tasks and groups

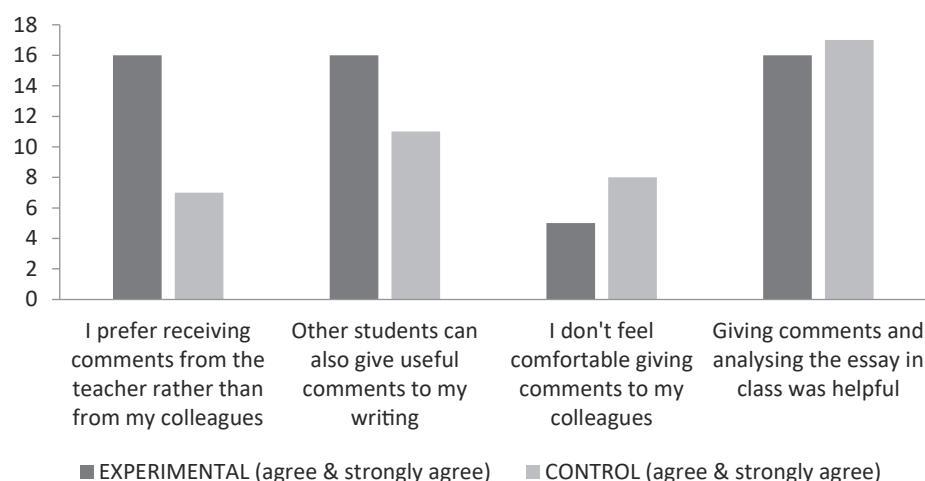


A more detailed analysis of the students' scores in Task 4 in comparison to Task 3 was done. Results indicated that 4 students improved their essay mark in Task 4. One student improved from mark 1 to mark 2, two students improved from mark 2 to mark 3, and one student improved from mark 3 to mark 4.

Four questionnaire responses were analysed (Figure 3). It was found that more than half (57%) of the students expressed that they prefer receiving comments from the teacher rather than from their classmates (23 out of 40 students agree or strongly agree with this statement). However, the majority (67%) think that other students could also give useful comments about their writing (27 out of 40), and only 32% do not feel comfortable giving comments to their peers (13 out of 40). Overall, almost all students 82% (33 out of 40) considered peer feedback sessions helpful.

**Figure 3**

Students' responses to the questionnaire (frequencies)





## 5 Discussion

The results of this study indicate that both groups equally improved in writing performance across tasks, scoring similar results in each task. This gives an affirmative answer to the first research question (*Can students who engage only in peer feedback sessions (experimental group) produce equally successful essays as those students who receive additional teacher written feedback (control group)?*). This confirmed the researcher's expectations and provided encouragement to further use peer feedback activities (with self-feedback) in writing instruction within this course. These results therefore indicate the importance of linking instruction and peer-feedback practice, which is also emphasised in research (Hyland, 2010; Yalch, 2019), as it can assist students in producing very good essay results.

Since both groups were equally successful across tasks 2 and 3, we could conclude that very good results (an average mark 4 for the final essay) are an outcome of instruction in combination with peer feedback sessions and self-feedback. It is believed that peer feedback sessions placed students at the centre of instruction, actively engaging them in the process of critically analysing their peers' writing. Changing the focus of the peer feedback activity to feedback givers and directing students towards re-using assessment criteria to analyse their own work (Lundstrom & Baker, 2009) probably actively engaged students in the learning process. It seems they focused immediately on their own writing and assumed responsibility for the improvement of their own text, which could indicate that they were assuming responsibility for their own learning (Nicol & Macfarlane-Dick, 2006).

Next, the issue of teacher written feedback within the process of writing instruction needs to be discussed along with the indication that it could be replaced with peer feedback sessions. From the results, it could be gathered that teacher comments did not help students from the control group achieve better results in each task in comparison to the experimental group students' scores. The teachers' experience with providing students with written feedback in this course could give clarification of this issue. Often, teacher feedback is perceived as ineffective by instructors (Baker, 2016) since it is not acknowledged in the students' writing, and a similar situation was experienced in this course as well. Students not acknowledging written teacher feedback has been an issue for some years among groups taking this course. This was also the cause of growing frustrations that the teachers were experiencing in this regard as they were spending quite a lot of time reading essays and giving individual comments that were often never read. Therefore, based on the teachers' experience and study results it could be concluded that the teacher's comments were not acknowledged in this experiment and that both research groups benefited mostly from the in-class instruction which integrated peer-feedback sessions and self-feedback. However, whether the students acknowledged and/ or understood the teacher's feedback would need to be researched more closely, as well as the quality of the teacher's feedback, and subsequent student revisions. Nevertheless, the issue with teacher feedback within this course indicates the need to develop the students' self-regulated learning skills which could be accomplished through peer feedback (Rouhi et al., 2020). The suggested peer feedback sessions immerse all students in analysing and giving feedback in class. This significantly increases the chances of the assessment criteria being acknowledged and of the writing performance improved (Phillips & Scott, 2013).

Furthermore, the role of teacher feedback needs to be discussed in Task 4. In this activity, the experimental group students were finally provided with teacher feedback to ensure research ethics. When the average marks for Task 3 and Task 4 were compared, there seemed to be no difference as an overall mark for each task was 4 (very good). When analysing the average awarded percentages, a slight improvement was observed. Inferential statistics confirmed that there is a significant difference between essay scores for this task. This indicates that teacher feedback was acknowledged and helped some students improve their writing (four students out of 20). However, whether these students specifically benefited only from teacher feedback should be further studied. Also, additional analysis should be carried out to determine whether for Task 4 other students acknowledged the teacher's comments or not. As a previous study by this researcher concluded (Birtić et al., 2014), written teacher feedback could lead to an improvement in student essay writing if the students acknowledge and incorporate it into the revision of their writing. However, since a large number of students do not read the teacher's feedback, a more reasonable choice would be to invest the teacher's efforts into improving peer feedback sessions and emphasise self-regulated learning.

Finally, it is interesting to acknowledge the students' responses to several questions in the questionnaire. This was conducted mostly to gain additional insight into the students' perception of peer feedback for the purpose of improving the writing instruction. Several questions were selected to be analysed within this paper. The students' answers to the first question (*"I prefer to receive comments from the teacher rather than from my colleagues."*) confirm the expected students' preference of receiving teacher feedback (Miao et al., 2006; Hyland & Hyland, 2006; Zhao, 2010). However, a more positive and encouraging response to peer comments is evident in their responses to question 2 (*"Other students can give useful comments to my writing."*). It seems as though students are open-minded to receiving and giving comments to their colleagues, and are quite positive towards the in-class peer feedback activity. As only 32% of the students stated that they dislike receiving comments from their peers (as seen in question 3 *"I don't feel comfortable giving comments to my colleagues."*), this encourages the possibility that, in future, peer feedback sessions could lead to a peer feedback activity in which students would exchange feedback and comments. This could be one of the future topics of research conducted in this course. General satisfaction with peer feedback sessions among students (*"Giving comments and analysing the essay in class was helpful."*) strongly suggests there is space for implementing and improving peer feedback activities within the instruction of the EAP course in question.

Overall, the results of this research indicate that the continuation of in-class peer feedback sessions in this course offers promising results. However, perhaps a better insight into the peer-feedback comments as well as self-feedback comments should be gained and compared to subsequent revisions in writing. The students' objectivity in the assessment of their peers' and their own writing should also be further researched. Finally, improving peer feedback sessions and training with the aim of eventually exchanging feedback between students should be given more attention in this EAP classroom-based setting.

## 6 Conclusion

The main incentive for this research has been the teachers' observations in relation to student response to writing instruction within the context of a specific EAP course. Drawing from

the results of this author's previous studies, and from what was observed in everyday teaching practice, it has been decided that more focus will be placed on peer feedback activities, as well as self-feedback. The design of in-class peer feedback activities and their implementation were in accordance with some relevant recommendations in the field of formative assessment (Nicol & Macfarlane-Dick, 2006), learner centred (Saliu-Abdulah, 2017) and process writing pedagogy (Hyland & Hyland, 2006), as well as feedback practice in second and foreign language writing instruction (Lundstorm & Baker, 2009; Yu & Lee, 2016).

Two peer feedback sessions were introduced within the writing instruction process and conducted in a classroom environment. Sessions included analysing and commenting peer essays according to specific assessment criteria checklists. The activity was done as group work. Feedback comments were not exchanged with the writer, but the focus of the activity was placed on feedback givers and the benefits they gained from the process of analysing and commenting writing. Also, self-feedback was introduced, and students were asked to analyse their own writing at the end of the lessons. Students were required to revise the task at home.

This study has offered teachers of the course a helpful insight into benefits of in-class peer feedback activities, and self-feedback. The results indicated that the in-class peer feedback sessions could possibly help students in achieving a very good level of performance in written assignments. Also, it is suggested that written teacher feedback could be replaced in this process and very good essay performance could be maintained. Carefully designed peer feedback sessions along specific instructions received from the teacher could offer assistance and enable students to produce a well-structured essay.

Placing more focus on student involvement in self-regulated learning (Rouhi et al., 2020) with in-class peer feedback sessions, and particularly self-feedback, is a logical choice if we consider difficulties teachers experienced when providing students with feedback that was mostly not acknowledged and therefore ineffective. More focus on learner-centred pedagogy and related activities, such as in-class peer feedback activities, are therefore welcome in this regard.

For all these reasons teachers have decided to implement the in-class peer feedback activity within the regular instruction of the EAP course in question, as well as to improve it. Future research in connection to training students in peer feedback and self-feedback could be undertaken, as well as the analysis of the quality of students' comments, and students' response to these comments in revisions. In connection to formative assessment, it would be interesting to see if students are able to reach objectivity in critically assessing and marking their peers' and their own writing.

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## Appendix 1: Research groups

FINAL EXPERIMENTAL

Student	1	g5	C2
Student	2	g5	C2
Student	3	g1	C2
Student	4	g6	C2
Student	5	g6	C1
Student	6	g6	C1
Student	7	g5	C1
Student	8	g7	C1
Student	9	g4	C1
Student	10	g2	B2
Student	11	g5	B2
Student	12	g5	B2
Student	13	g6	B2
Student	14	g5	B2
Student	15	g1	B1
Student	16	g3	B1
Student	17	g3	B1
Student	18	g7	B1
Student	19	g5	B1
Student	20	g3	A2

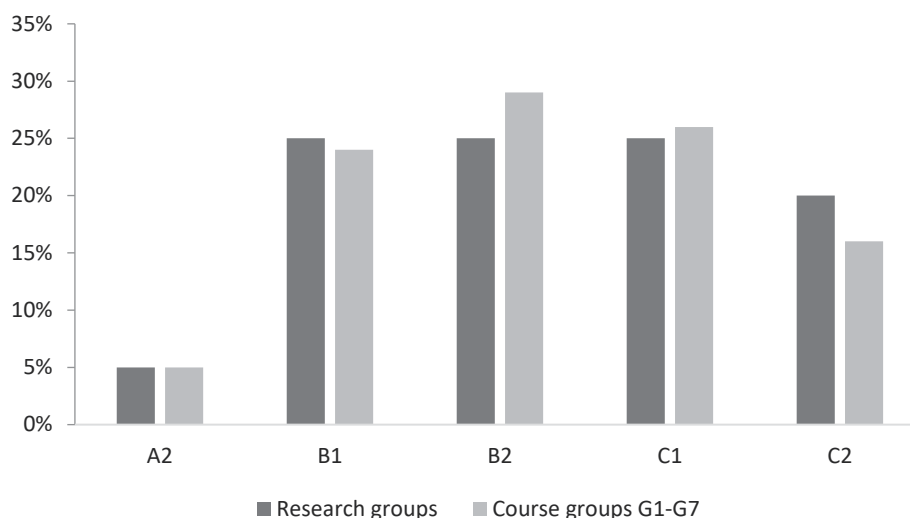
FINAL CONTROL

Student	1	g1	C2
Student	2	g5	C2
Student	3	g7	C2
Student	4	g1	C2
Student	5	g6	C1
Student	6	g5	C1
Student	7	g3	C1
Student	8	g7	C1
Student	9	g3	C1
Student	10	g1	B2
Student	11	g5	B2
Student	12	g7	B2
Student	13	g5	B2
Student	14	g5	B2
Student	15	g1	B1
Student	16	g3	B1
Student	17	g1	B1
Student	18	g7	B1
Student	19	g6	B1
Student	20	g2	A2

## Appendix 2: Distribution of students across CEFR levels within the two research groups (experimental and control) and course groups from which students in research groups were selected

Research group (40 students) – course (85 students) ratio

(A2: 5% - 5%) (B1: 25% - 24%) (B2: 25% - 29%) (C1: 25% - 26%) (C2: 20% - 16%)



### Appendix 3: Session 1 assessment criteria guidelines

ASSESSMENT CRITERIA	COMMENTS
<b>Introduction</b> Is there a general statement / <b>introduction to the topic</b> ?	
Is there an adequate <b>thesis statement / outline</b> ?	
Is there a <b>topic sentence</b> which introduces the topic of the paragraph?	
Is there a <b>topic sentence</b> relevant to the topic of the essay?	
Are <b>supporting sentences</b> relevant? Do they support the topic sentence?	
Is there <b>more than one argument</b> within the paragraph instead of only one properly supported and developed?	
<b>Paragraph</b> Is paragraph <b>too long / too short</b> ?	
<b>Cohesive devices</b> Are there <b>linkers</b> which organise the text?	
Are linkers <b>properly</b> used?	
TOTAL MARKS for task completion + coherence & cohesion	TC: 1 - 2 - 3 - 4 - 5 C&C: 1 - 2 - 3 - 4 - 5



## Appendix 4: Session 2 assessment criteria guidelines

ASSESSMENT CRITERIA	COMMENTS
Number of paragraphs, <b>essay outline</b> , indentation.	
<b>All parts need to be equally developed</b> (meaning: of the appropriate length for introduction and conclusion, paragraphs in the main body of similar length)	
<b>Introduction</b> Is there a general statement / <b>introduction to the topic</b> ?	
Is there an adequate <b>thesis statement / outline</b> ?	
Is there a <b>topic sentence</b> which introduces the topic of the paragraph?	
Is there a <b>topic sentence</b> relevant to the topic of the essay?	
Are <b>supporting sentences</b> relevant? Do they support the topic sentence?	
Is there <b>more than one argument</b> within the paragraph instead of only one properly supported and developed?	
<b>Paragraph</b> Is paragraph <b>too long / too short</b> ?	
<b>Cohesive devices</b> Are there <b>linkers</b> which organise the text?	
Are linkers <b>properly</b> used?	
TOTAL MARKS for task completion + coherence & cohesion	TC: 1 – 2 – 3 – 4 – 5 C&C: 1 – 2 – 3 – 4 – 5

## Appendix 5: Assessment criteria for marking

MARKS	%
1 (insufficient)	0–50
2 (sufficient)	51–63
3 (good)	64–76
4 (very good)	77–88
5 (excellent)	89–100