

The Influence of Written Peer Feedback on Writing Among EFL Students

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Abstract

It is commonly recognized that writing is the most difficult skill to master. Hence, writing in a foreign language is even more complicated. Consequently, support is required for EFL learners to overcome such difficulty. This study explores how written peer feedback affects the writing abilities of EFL learners at the university level. It involved third-year students from the English Department at Hajjah University, Yemen. The investigation used both pre-tests and post-tests to measure changes in student writing, and results were quantitatively analyzed. The findings reveal a significant improvement in writing among subjects of the experimental group in the post-test. Such progress pertained to the treatment given to the group. To conclude, peer feedback in EFL writing classroom positively affected writing outcomes.

Keywords: EFL University learners, Written peer feedback, Writing essays.

Introduction

In view of the fact that writing skills and writing techniques constitute a major role of educational success as writing is the one of four skills of English language which should be acquired in a learning process. That is, writing is considered a fundamental skill that students are expected to acquire in a learning process at school and university. Among all

language abilities, it is widely regarded as the most challenging. As such, learners must be guided on how to tackle the obstacles associated with writing to become proficient in this area. A key purpose of writing instruction is to develop students' capacity to produce clear, cohesive texts. Furthermore, engaging in writing naturally immerses learners in the target language. The process of organizing thoughts and continuously employing one's senses and cognitive abilities provides a powerful means of enhancing language acquisition (Raimes,1983). For these reasons, further exploration of the specific difficulties faced by EFL students—and how best to address them—is essential for improving their writing skills.

Regrettably, relying solely on teacher-led correction tends to consume time without yielding substantial benefits. In such a way of teaching writing, great efforts are made and little meaningful experience are got by learners. When students receive their graded work, they are often discouraged by the abundance of corrective marks highlighting their errors. While they might proceed to fix these mistakes, more often than not, their revised compositions are simply filed away and forgotten. As a result, even with considerable practice, students' progress in writing remains limited (Cumming, 1985). In contrast, active participation in peer evaluation offers students frequent opportunities to collaborate and support one another's development. As they are mostly involved actively making peer responses in what the teacher has taught them.

A commonly adopted approach for offering students feedback on their writing is through peer interaction, as it provides regular opportunities for constructive exchange and collaborative improvement. The advantage of doing peer feedback in EFL or L2 writing class lies all in one side of students' benefits which mean to practice and improve students' ability. It is maintained that "when the students are asked to write with the sense "to be read" by authentic audience (peers), their writing is better than when they are asked to write to be read

[only] by their teacher" (Clark, 2003:120). Kurt and Atay (2007) highlight that introducing peer feedback in the classroom offers distinct advantages. One key benefit is that it brings a varied approach to instruction, unlike the conventional method where only the teacher provides feedback. By engaging in peer review, students go beyond passively listening to the teacher and actively collaborate with classmates, gaining more hands-on writing practice. This collaborative environment helps reduce students' anxiety and can boost their motivation to learn. Additionally, peer feedback supports the development of self-assessment skills, which are instrumental in fostering effective learning (Boud, 1995; Boud et al., 1999).

Significantly, achieving proficiency in writing requires frequent and effective instruction, with students needing ample practice to hone their skills (Hampton, 1995). When clear assessment standards are established, peer feedback allows learners to evaluate each other's work with a level of discernment similar to that of instructors.

Given that this research focuses on Yemeni EFL students, it is essential to consider the context of writing instruction in Yemen. Studies indicate that Yemeni learners encounter notable challenges with writing. For instance, Naif (2003) notes that university-level students in Yemen often do not develop the ability to correct their own writing errors, nor do they receive such support from their peers, as correction is typically handled solely by the instructor. This approach can lead students to repeat the same mistakes without fully understanding either the feedback they receive or the root causes of their problems. Al-Mahfadi (2005) emphasizes the need for teachers to foster classroom environments where students can refine their writing by considering aspects like purpose and audience, as well as through drafting, revising, and collaboration. Similarly, Smit (1991) points out that insufficient guidance, practice, and feedback are primary reasons for students' struggles with writing. Additionally, research by Zeng (2006), Kamimura (2006), Jiao (2007), and Hirose (2009) demonstrates that peer feedback can significantly contribute to developing students'

writing abilities in L2 classrooms. The present study, therefore, aims to assess how written peer feedback can improve student essays and underscores the value of such feedback in promoting effective learning.

Research Questions

This study is guided by the following research questions:

1. In which areas of these: content, form, or both are the Third Level Yemeni EFL learners' essays improved?
2. To what extent do the revisions of the written texts lead to improve the students' essays?

Research Hypothesis

It is hypothesized that the scores obtained in posttest by the Third Level Yemeni EFL learners who receive written peer feedback (the experimental group) are better than the scores obtained in pretest.

Significance of the Research

This research draws attention to the value of peer feedback in the EFL classroom. Allowing students to give and receive feedback from peers enhances their learning by exposing them to diverse perspectives and encouraging active revision.

The process also fosters a sense of audience and can help writers build confidence as they make revisions based on feedback.

2. Literature Review

Hansen and Liu (2005) point out that a number of theoretical frameworks that advocate peer response including second language acquisition (SLA), Vygotsky's Zone of Proximal Development and interaction, collaborative learning theory, and process writing. These theories are to present in the following sections.

Interaction in Second Language Acquisition (SLA)

Research supports group work and interaction as a means of improving language

acquisition (e.g., Long & Porter, 1985; Pica, 1986, 1994). Peer review activities provide opportunities for students to practice and negotiate meaning in English, which enhances comprehension and accelerates learning (Liu & Hansen, 2002).

The Zone of Proximal Development

Grounded in Vygotsky's theory (1986), this perspective highlights the importance of social interaction. When students engage with more knowledgeable peers, they can extend their learning through collaborative problem-solving—known as scaffolding.

Collaborative Learning Theory

Learning is viewed as a social process that is constructed through interaction. Small group collaboration enables students to work together, maximizing each person's learning through shared tasks (Bruffee, 1984; Cohen, 1994; Al-Jarrah, & Al-Ahmad, 2012; Madrazo, 2019).

Process Writing Theory

Research by Flower and Hayes (1981) revealed that for certain advanced university students, writing is a recursive instead of moving linearly from start to finish, these students constantly develop and recognize their ideas as they write. Writing is considered a recursive process involving stages such as prewriting, drafting, revising, and editing. Every stage of the writing process characterized by different types of activities is designed to actively involve students and foster their development as writers. Additionally, process writing theory emphasizes the value of peer review, highlighting the importance of producing several drafts and engaging in continuous revision. This approach allows students to receive feedback from various sources_ including teachers, peers, and through self assessment_ at different stages of their writing, ultimately leading to more refined and effective written work (Kroll, 1990; Leki, 1990; Mangelsdorf & Schlumberger, 1992; Zamel, 1985 Gatcho & Ramos, 2020). Also in this perspective, writing is thought to be a "complex, recursive, and creative process"

(Silva, 1990, p.15).

3. Methods

Research Design

A quasi-experimental design was used, involving pre-tests and post-tests to assess the effect of the peer feedback intervention on writing performance.

Participants

The study involved 36 third-level students (18 in the experimental group and 18 in the control group), selected from a total pool of 75 English majors at the English Department, Faculty of Education, Hajjah University, in the first semester of the academic year 2019/2020. These students had similar backgrounds and English proficiency levels, having completed several writing courses prior to the study.

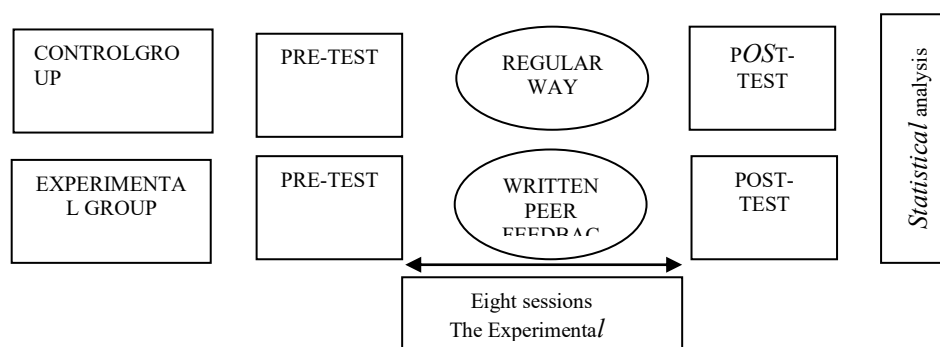
Population and Sampling

The students were randomly divided into experimental and control groups. Both groups (18 in the experimental group and 18 in the control group) took a pre-test before the start of the intervention at the academic year 2019/2020. The experimental group participated in eight peer feedback sessions, receiving and giving written feedback on essays. Both groups completed a post-test after the intervention. The same course material, instructor, and assessment rubrics were used for both groups to maintain consistency.

Procedures

The subjects were divided into two groups: experimental and control groups. Both groups had taken the pretest one week before the experimental treatment began. After the treatment had been completed the post-test was administrated. The experimental group students participated in written peer feedback activity for eight sessions.

Diagram 1: Quasi-Experimental Design



In this study, the independent variable is the method of teaching writing through peer feedback, which contrasts with the traditional approach, while the dependent variable is the students' writing performance. The change in the experimental group's scores from the pretest to the posttest reflects the expected impact of the independent variable (peer feedback technique) on the dependent variable. This improvement is attributed to the influence of the peer feedback method.

Additionally, three extraneous variables that could potentially affect the study's outcomes were carefully controlled to preserve the validity of the results and ensure the effects are solely due to the independent variable. These variables included the students' English proficiency level, the instructor, and the teaching materials. Proficiency was controlled by selecting participants from the same academic level—third-year students—with comparable English skills, having completed identical writing courses previously. They were also matched in age (22–24 years), environment, native language (Arabic), and educational background. The instructor variable was controlled by having a single teacher (the researcher) teaching both groups. The materials variable was managed by providing both groups with the same course content, supported by a teacher's manual to standardize instruction in the Advanced Writing course. The only difference was that the experimental group completed the peer-review activity during eight sessions, while the control group did not. To prevent cross-group influence, control group students were not allowed to attend

classes with experimental group members. Moreover, both pretests and posttests were conducted simultaneously under equivalent conditions: the pretest was administered at the start of the term before treatment, and the posttest ten days before the final exams, both in the morning. Throughout the study, participants were unaware of their group assignment to avoid any bias affecting their performance.

Assessments Tools

For measuring purposes, two instruments were developed to be used in collecting and eliciting data; pre-test and post-test in which subjects used the prepared peer-review work-sheet in evaluating each other's essay. Besides, the progress work-sheet was used to know the difficulties that might face subjects during peer feedback sessions.

- a. Pre/ Post tests: Both the experimental and control groups were assigned to write essays at home and then participate in written peer feedback activities in class. After completing their first drafts, students exchanged essays to provide written feedback aimed at helping with revisions. Using the received feedback, they revised their work and produced a second draft. At both the pretest and posttest stages, participants used the peer-review worksheet to assess each other's essays. The first and second drafts were evaluated using a standardized rubric from Writing Academic English (Oshima & Hogue, 2006). Notably, the same instructor graded all pretest and posttest essays, as well as drafts from the experimental group across the eight sessions.

During both the pretest and posttest, students from both groups were given one hour to complete their writing tasks and submit a second draft. The experimental and control groups were subjected to identical conditions in terms of timing and location. The pretest was conducted first, with drafts collected upon completion. Later, the posttest was administered under the same conditions and evaluated by the same grader, using the peer-review worksheet as the assessment tool.

- b. Peer-Review Worksheet: A 27-item worksheet assessed both content (introduction, body, conclusion, organization) and form (grammar, structure) of essays.
- c. Progress Worksheet: It was used to track student difficulties after each peer feedback session.
- d. Scoring: Essays were evaluated using a standardized scoring rubric, and the same instructor graded all tests and drafts to ensure reliability.

Assigning Subjects

Since all third-level students formed a single group, the researcher divided them into two groups: Group A (the experimental group) and Group B (the control group). Participants were randomly selected by choosing every second name from the attendance list. To meet the study's objectives, the performance of both groups was compared. The researcher taught both groups simultaneously. Only those control group students who attended both the pretest and posttest, along with experimental group students who participated in all eight peer-feedback sessions and completed both tests, were included as the study sample, totaling 36 students.

Initially, 67 students were present on the pretest day—39 in the experimental group and 28 in the control group. However, only 48 students attended the posttest—27 experimental and 21 control. Thus, the final sample consisted of 18 students in each group. The experimental group received training and instruction using the peer feedback technique, whereas the control group was taught using the traditional writing method without any formal out-of-class peer-review training.

Analysis of Data

The study's data were analyzed using the Statistical Package for the Social Sciences (SPSS). An independent samples t-test was conducted to determine differences in writing performance between participants. The results were evaluated using a two-tailed significance level of 0.05, a commonly accepted threshold. If the computed significance level was less

than or equal to 0.05, it indicated a significant difference between groups; if greater, no significant difference is considered.

The t-test was employed to examine differences in mean scores, addressing whether the experimental group showed significant improvement between pretest and posttest. It was also used to compare the posttest performance of the experimental group to the control group's performance. This test was appropriate given the comparison of only two groups or variables. According to Sharyan (2004), the independent samples t-test is the most frequently used method for assessing mean differences between two groups.

4. Results

The study's purposes are to examine the impact of written peer feedback on writing the content and form of essays by Yemeni EFL university learners. This section shows the findings resulted from analyzing the collected data that derived from the study instruments. It also discusses these findings in the following two sections. The first section addresses the results related to the first study question. The second section addresses the results pertained to the second study question.

Results Related to First Study Question

This section presents the results related to the areas; content, form, or both of the Third Level Students' essays that were improved. Therefore, a t-test (paired samples statistics) was used to compare the means of the scores gained by the experimental group pre and post tests in the five components of writing an essay (introduction, body, conclusion, overall organization, and grammar) which were combined into two main areas (content and form). Introduction, body, conclusion, and overall organization represented the "content" of the essay, whereas grammar represented the "form" of it. The results are shown in the following table which shows the means and standard deviations of the five components of writing an essay in which the subjects of the experimental group were tested in the pretest

and the posttest.

Table1: The Mean Scores of Five Components of Written Essay in Experimental Group's Pre / Post Tests

Experim	Mean	Std. Deviat	df	t.	Sig.
Content	Pre-Introdu	4.17	35	-6.788	.000
	Post-Introdu	6.06			
Content	Pre-Body	26.14	35	-3.127	.004
	Post-Body	30.22			
Content	Pre-Conclu	4.11	35	-3.586	.001
	Post-Conclu	6.11			
Content	Pre-Organi	13.53	35	.731	.470
	Post-Organi	13.14			
Form	Pre-Gramm	16.63	35	-2.994	.005
	Post-Gramm	19.38			

Results Related to Second Study Question

This section is intended to identify the extent to which the revisions of the written texts lead to improve the students' essays. Thus, statistics were used here using an Excel Sheet to find the totals of the 27 items of the peer-review work-sheet in the second drafts of the eight sessions which had five and more than five scores higher than the first drafts.

According to the previous results, it was found that subjects benefited from the peer feedback they received in (*reference words, writing comments on topic essays, writing transition words/phrases between and within paragraphs, subject-verb agreement, article, run-on sentence, fragment sentence, spelling, word order, word choice etc*).

5. Discussion

In this section, the interpretation of the results is presented

Which Essay's Components Improved?

Based on Table 1 above, it is noticed that the subjects in the experimental group gained remarkable improvements in the two main aspects of writing an essay; content and form between the pretest and posttest during the experimental treatment. It is clear that there are significant improvements in the first three components (introduction, body, and conclusion) of the content. The means in the posttest of introduction, body, and conclusion (M= 6.06, M= 30.22, & M= 6.11) are significantly higher than the pretest means (M= 4.17, M= 26.14 & M= 4.11) respectively. However, there is no improvement in overall organization of an essay, but its means are high in the two tests. Moreover, the mean in the posttest grammar aspect (M= 19.38) is significantly higher than the pretest mean (M=16.63). Thus, the results showed that there was a statistically significant difference in the scores of the three components of the essay content and in the essay form between the pretest and posttest of the experimental group in favor of the posttest. Therefore, the two main aspects (content and form) of writing an essay of third level students' essays are improved.

A part of this result goes in line with the finding of a previous study which has been conducted to analyze the effect of peer review activities in the EFL Writings by Yoshizawa and Yoshikawa (2010). It was found quite beneficial in pre-estimating and evaluating the degree of difference in the contents of the writing before and after the peer review activities. Besides, Hansen and Liu (2005) reported, "second language (L2) writing research has found that peer response comments can lead to meaningful revisions ... and revisions based on peer comments can be better in vocabulary, organization, and content"(p.32). However, it is inconsistent with the case study of peer feedback in a Chinese EFL writing classroom by Ting and Qian (2010). They argued that the peer initiated revisions were found to mainly focus on surface-level aspects, which led to no significant improvement in grammatical or lexical complexity.

Extent of Written Revisions in Making improvements

Below is a discussion of some points in which the experimental group got improvements, and some excerpts from the students' papers; first and second drafts in the eight sessions. The written revisions which the subjects gave each other assisted them to improve their essays. The subjects' use of reference words and transition words/phrases between and within paragraphs had improvements in their second drafts. For example in the fourth and fifth peer feedback sessions, the revisions which the subjects included, helped them to use reference words more consistently. The subjects' second drafts had clear improvements in using reference words. As the second draft total scores of the peer-review work-sheet point (10) which prompts students to look for any mistake in reference words in their essays, were (61) and (82). However, they were (52) and (74) in their first drafts respectively. In addition, the transition words/phrases between and within paragraphs were used more in the subjects' second drafts in almost all sessions.

Table 2: Improvements in Using Reference Words and Transition Words / Phrases

The Peer-Review Work-Sheet Item	Excerpts From Students' First Draft Essay	Excerpts From Students' Second Draft Essay
- Are all of reference words consistent?(e.g., he, she, him, which, who, this, those etc)	<p>1.... <i>and doing every thing he order our to do.</i></p> <p>2.the oPtimistic Preson always he is ambitious all the time he want to be the best.</p>	<p>1.... <i>and doing everything he order us to do.</i></p> <p>2.the oPtimistic Preson who is always an ambitious Person all the time because he want to be the best.</p>
- Are there transition words and phrases(connectors) within paragraphs? (e.g., and, until, but, so that, when, not only... but also, also etc)	5. <i>First, if any Friend has schoraship and plans to study abroad necessary has had been known named this country which he need to travel to it.</i>	5. <i>First, if any friend has schoraship and plans to study abroad. He should has knowledge about everything related to that place. Also, know the mother tounge of that country because he will meet different people and live different life.</i>

Moreover, in the sixth session there was an improvement in the subjects' writing comments on the topic of an essay as the second draft total score of this point was (26) whereas it was just (20) in the first draft.

Table 3: Improvements in Writing a Writer's Comment

The Peer-Review Work-Sheet Item	Excerpts From Students' First Draft Essay	Excerpts From Students' Second Draft Essay
-Is there a writer 's comment on the topic of the essay ?	1- <i>Finally, divorce phenomenon becomes a bad situation in our society. so, the children are victim to this</i>	1- <i>In brief, divorce phenomenon become in our society a bad situation, there were a lot of things that help</i>

	<p><i>terms, Because them separated from their family.</i></p> <p><i>2- In breif ,divorce is the bad thing happened in this life. because it destroyed the family. children will be more effectively.</i></p>	<p><i>rising of divorce rate in society, and I advice every one who is Father or husband or wife to avoid like these things.</i></p> <p><i>2.In breif ,divorce is the worst thing in this life. The man must have wisdom more than woman, because the woman is very sensitive .In fact , the main reason of divorce is the man.</i></p>
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In the second session, there were also less misspelled words in the second drafts as the total score in the subjects' second drafts was (30) which was higher than their first drafts score (24). Likewise, the total scores of the participants of the same item increased from (16), and (18) in their first drafts to (20) and (30) in their second drafts in the third and fourth sessions.

Table 4:Improvements in Spelling

<p>The Peer-Review Work-Sheet Item</p>	<p>Excerpts From Students' First Draft Essay</p>	<p>Excerpts From Students' Second Draft Essay</p>
<p>-Are there MANY(more than two) misspelled words ?</p>	<p>1- <i>And the girls who whatch Turkish films don't went to do the homework.</i></p> <p>2- <i>Some lessons help thim to complet their life.</i></p>	<p>1- <i>And the girls who watch Turkish films don't want to do their homework.</i></p> <p>2- <i>Some lessons help them to complete their life.</i></p>

What is more, subject-verb agreement and the word-order had noticeable progress. Almost in all sessions, subject-verb agreement had a significant improvement. The total scores of

this item, were (38), (51), (43), (47), (51), and (53) in the subjects' second drafts, however the total scores in their first drafts were (32), (40), (37), (42), (47), and (44) respectively. Additionally, in the second session the total score of the word-order item in the subjects' second draft was (61) which was clearly higher than the total score of their first drafts (56).

Table 5: Improvements in Subject-Verb Agreement and Word Order

The Peer-Review Work-Sheet Item	Excerpts From Students' First Draft Essay	Excerpts From Students' Second Draft Essay
- Are there grammatical mistakes in subject-verb agreement? (e.g., She are/is..) (s/v agr.)	1- <i>There is many differences between Britain and Yemen.</i> 2- <i>There is Aslam religion. It's guide us to marcy to each others.</i>	1- <i>There are many differences between Britain and Yemen.</i> 2- <i>There is Aslam religion which guides to marcy with each others.</i>
- Are there grammatical mistakes in word order? (e.g., Friday always is..) (Wo.)	3- <i>So I must not come back to past remember.....</i> 4- <i>They must convey nationality Yemeni.</i>	3- <i>So I should not come back to remember the past.....</i> 4- <i>Also, they must convey Yemeni nationalities.</i>

Furthermore, students of experimental group made progress in word-choice and using articles. In the first, fifth, sixth and eighth sessions, word-choice total scores were (12), (10), (13) and (10) in the subjects' first drafts respectively. They were higher than (6), (5), (8) and (3) in their first drafts. Moreover, the total scores of the using articles in the second and fifth sessions were (57) and (50) in the second drafts, whereas they were (51) and (45) in the first drafts.

Table 6: Improvements in Word Choice and Using Articles

The Peer-Review Work-Sheet Item	Excerpts From Students' First Draft Essay	Excerpts From Students' Second Draft Essay
- Are there grammatical mistakes in word Choice? (e.g. using borrow instead of lend) Could you <u>borrow</u> me some money? (WCh.)	1- ... and discovered that she was so selfishness ... 2- so that, the major lesson which I have learned is speak truth all the time.	1... and discovered that she was so selfish ... 2- so that, the major lesson which I have learned is tells truth all the time.
- Are there grammatical mistakes in using articles (the, a, an)? (art.)	3-The worry is bad habit . 4- The Yemen and Britain are two states of the world.	3- The worry is a bad habit. 4- Yemen and Britain are two countries of the world.

There were also less run-on sentences in subjects' second drafts in the first session and second session as well. The total scores of the participants increased from (47) and (54) in the first drafts to (52) and (62) in the second drafts.

Table 7: Correcting Run-on Sentences

The Peer-Review Work-Sheet Item	Excerpts From Students' First Draft Essay	Excerpts From Students' Second Draft Essay
- Are there run-on sentences?	1- <i>First, Britain is located in the europe continent, the population in the Britain is big.</i> 2- <i>also, the people feel that they are equal no one batter than other.</i>	1- <i>First, Britain is located in the Europe continent. The population in the Britain is huge.</i> 2- <i>Also, the people feel that they are equal. no one batter than other.</i>

Moreover, there were less fragment sentences in the subjects' second drafts in the second, fourth and fifth sessions. The total scores of the subjects increased from (49), (33) and (53)

in the first draft to (58), (40) and (59) in the second drafts.

Table 8: Correcting Fragment Sentences

The Peer-Review Work-Sheet Item	Excerpts From Students' First Draft Essay	Excerpts From Students' Second Draft Essay
- Are there fragment sentences?	1- <i>The second lesson learnt in our life, how deal with other.</i> 2- <i>second the saftey and climate.</i>	1- <i>The second lesson we learnt in our life, how deal with other.</i> 2- <i>Also, he should aske about the safty and climate.</i>

Therefore, third level students made use of their class-mates' comments and incorporated them in their second drafts. Consequently, revisions of the written texts lead to improve their essays.

The written peer feedback approach has been shown to significantly enhance students' essay writing skills, both in terms of content and form. These findings are consistent with previous research in the EFL context. For instance, studies by Ting and Qian (2010), Farrah (2012), and Lee (2009) all demonstrated the effectiveness of peer feedback in boosting overall writing performance. Ting and Qian (ibid) highlighted the advantages of peer feedback for Chinese EFL learners and recommended incorporating peer review exercises in the classroom. Similarly, Farrah (ibid) noted the positive impact of peer feedback on increasing student motivation and improving writing abilities. Lee (ibid) also emphasized that peer feedback tends to generate more detailed comments regarding content, organization, and vocabulary. Furthermore, the studies of Cho and Cho (2011) and Berggren (2015) found the main advantage of providing feedback was on higher level aspects of writing like argument and evidence, however Wichmann et al. (2018) argued

that the main benefit was located in grammar and spelling (lower level aspects).

6. Conclusion

This quasi experimental study aims to find out which of the essay writing aspects/components are more improved due to the use of the written peer feedback technique by Yemeni university learners. It is further intended to explore the extent to which the revisions of the written texts lead to improve the students' essays. The study data was collected through the pre and post tests, and through the experimental group students' writings during peer feedback sessions.

Based on the analysis of the data and the interpretation of the results, these conclusions are extracted. Firstly, the pre and post tests' scores for the experimental group were compared to find any significant difference between the subjects' performance in both tests using a t-test. The findings showed that there was a statistically significant difference between their performance in the pre and post tests at the level of 0.05 in favor of the post-test. The data yielded by this study provides convincing evidence that the experimental group who was taught writing using written peer feedback technique made a considerable improvement in writing essay's content and form in the post-test. Regarding this improvement, almost all components of writing an essay were got better. However, the body of an essay had the greatest improvement due to the use of peer feedback technique. Second, the subjects benefited from the peer feedback they received. The reviewers do not stop at the indication of a problem, but also include a potential solution to the problem. There were improvements in (writing a thesis statement clearly, the unity and coherence of an essay, writing an essay on the topic that was set, writing comments on topics of the essays, subject-verb agreement, article, run-on sentence, fragment sentence, spelling, word order, word choice, etc). The results obtained in the present study can be generalized to the entire population in the Yemeni EFL third level students at the Faculties of Education. Because the

sample of this study was chosen randomly, one can, then, safely make such a claim on the issue of generalizability. The written peer feedback promotes effective learning, improves students' writing skills, and enhances students' critical analysis. It enables students to be better writers in different components of writing an essay. It is surely a tool which should be part of any English writing course offered by the Department of English at Hajjah University and other Yemeni universities.

7. Recommendations

In the light of the outcomes and findings of the study, some recommendations can be generated on the effect of written peer feedback technique in particular and on practicing the writing process in general as a way to improve Yemeni EFL third level learners in writing skills. Peer feedback in process writing classes should be an integrated component of every writing course offered by the English Department at Hajjah University. Additionally, peer feedback is surely a tool which should be part of any English writing classroom which is based on the principle of effective learning. Peer feedback in writing can be successfully done if the teacher provides guidance as well. It is also recommended that researchers are encouraged to investigate the effect of peer feedback technique on other English language skills since this study is limited to assess the peer feedback in writing. Future studies in this domain should deal with the role of factors such as age, gender, previous experience, personality, and so forth in influencing peer feedback technique of EFL students. It is also recommended to examine the impact of the relative effectiveness of teacher feedback and peer feedback in enhancing EFL writing for further comparative studies. There is also clearly much scope for research into online peer review, especially in the age of the Internet and e-mail communication. This study was conducted at the third level. Thus, it should be replicated with students enrolled at other educational levels. More future studies are needed to survey teachers' and students' views about peer feedback.

8. Limitations

This study is limited to peer, written, immediate, content and form, and direct feedback according to the items of the peer-review work-sheet which the students use in giving and receiving written feedback. It was conducted in the first semester of the academic year 2019/2020. The population of the study was the third year Yemeni EFL learners at the Department of English, Faculty of Education and Humanities at Hajjah University. 50% of the students whose number was 75 was randomly selected as a sample.

Conflict of Interest: The corresponding author, on behalf of second author, confirms that there are no conflicts of interest to disclose.

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Ethics and Consent

The researcher obtained approval for this study from the Institutional Review Board at Hajjah University of Yemen, dated in 15/9/2019.