

DOI: <https://doi.org/10.23857/fipcaec.v8i3>

La retroalimentación entre pares como estrategia para mejorar las habilidades de escritura en estudiantes de efl nivel b1

Peer feedback as a strategy to improve writing skills in b1 level efl students

Feedback de pares como estratégia para melhorar habilidades de escrita em alunos de nível B1 EFL

Lady Viviana Quintuña Barrera ^I

viviana_qb23@hotmail.com

<https://orcid.org/0009-0005-6325-6630>

Gabriela Villavicencio Gordon ^{II}

gaby6481@hotmail.com

<https://orcid.org/0009-0002-6007-5998>

Correspondencia: viviana_qb23@hotmail.com

* **Recepción:** 15/07/2023 * **Aceptación:** 10/08/2023 * **Publicación:** 30/09/2023

1. Universidad Estatal de la Península Santa Elena, Ecuador.
2. Universidad Estatal de la Península Santa Elena, Ecuador.



Resumen

Desarrollar habilidades de escritura competentes en una lengua extranjera plantea desafíos para los estudiantes de inglés como lengua extranjera (EFL), particularmente en el nivel de competencia B1. Para abordar esto, la retroalimentación entre pares ha surgido como una estrategia prometedora para mejorar las habilidades de escritura al brindarles a los estudiantes diversas perspectivas y aportes constructivos. Este estudio cualitativo explora la efectividad de la retroalimentación entre pares como un medio para mejorar las habilidades de escritura en estudiantes de inglés como lengua extranjera de nivel B1, enfocándose en sus experiencias, percepciones y actitudes hacia el proceso de retroalimentación. Los participantes de este estudio son estudiantes de 4to semestre matriculados en la carrera de Pedagogía de Lenguas Nacionales y Extranjeras de la Universidad Estatal Milagro. A través de un muestreo intencionado, los participantes fueron seleccionados en función de su dominio del inglés de nivel B1, garantizando la homogeneidad en las habilidades lingüísticas y centrándose en su etapa de desarrollo en la escritura. El estudio empleó un diseño de investigación cualitativo, incorporando entrevistas semiestructuradas como método primario de recolección de datos. El proceso de investigación implicó múltiples etapas. Los participantes se sometieron a una prueba previa para evaluar sus habilidades iniciales de escritura. Después de esto, recibieron capacitación sobre cómo brindar retroalimentación a sus pares utilizando la técnica de las marcas de corrección. Posteriormente, los participantes completaron tareas de escritura y participaron en sesiones de retroalimentación entre pares, donde intercambiaron trabajos escritos con sus pares y ofrecieron retroalimentación utilizando la técnica de las marcas de corrección. Luego se realizaron entrevistas semiestructuradas para recopilar datos cualitativos en profundidad sobre sus experiencias con la retroalimentación de sus pares. El análisis de las entrevistas reveló varios temas. Los participantes percibieron los comentarios de sus pares como muy beneficiosos, ya que les proporcionaban múltiples perspectivas y conocimientos valiosos para mejorar su escritura. Además, el proceso fomentó prácticas reflexivas y constructivas, lo que condujo a mejores habilidades de autoevaluación y a un mayor enfoque en la revisión y edición. Aunque se encontraron algunos desafíos durante las sesiones de retroalimentación, los participantes demostraron la capacidad de superarlos a través de una comunicación abierta y estrategias de búsqueda de aclaraciones. La alineación de los comentarios de los pares y de los instructores validó

aún más la importancia de los comentarios de los pares para abordar los errores de escritura comunes. Además, los participantes informaron un aumento en su confianza para brindar comentarios constructivos a sus pares, facilitado por la capacitación sobre la técnica de las marcas de corrección. Con base en estos hallazgos, el estudio concluye que la retroalimentación entre pares es una estrategia eficaz para mejorar las habilidades de escritura en estudiantes de inglés como lengua extranjera de nivel B1. Los resultados enfatizan la importancia de integrar prácticas de retroalimentación entre pares en entornos de aprendizaje de idiomas para fomentar comunidades de aprendizaje colaborativas y solidarias. Además, el estudio recomienda realizar una investigación longitudinal con muestras más grandes y diversas para determinar los efectos a largo plazo de la retroalimentación entre pares y explorar su aplicabilidad en diferentes niveles de dominio del idioma.

Palabras Claves: Pares; retroalimentación; estrategia; redacción; escritura; habilidades; constructivas; notas de corrección.

Abstract

Developing competent writing skills in a foreign language poses challenges for EFL learners, particularly at the B1 proficiency level. To address this, peer feedback has emerged as a promising strategy for improving writing skills by providing students with diverse perspectives and constructive input. This qualitative study explores the effectiveness of peer feedback as a means of improving writing skills in B1 level EFL students, focusing on their experiences, perceptions and attitudes towards the feedback process. The participants of this study are 4th semester students enrolled in the Pedagogy of National and Foreign Languages program at the Milagro State University. Through purposive sampling, participants were selected based on their B1 level English proficiency, ensuring homogeneity in linguistic skills and focusing on their stage of development in writing. The study employed a qualitative research design, incorporating semi-structured interviews as the primary data collection method. The research process involved multiple stages. Participants took a pretest to assess their initial writing skills. After this, they received training on how to provide feedback to their peers using the correction mark technique. Subsequently, participants completed writing tasks and participated in peer feedback sessions, where they exchanged written work with their peers and provided feedback using the marking technique. Semi-



structured interviews were then conducted to collect in-depth qualitative data about their experiences with peer feedback. Analysis of the interviews revealed several themes. Participants perceived peer feedback as very beneficial, providing them with multiple perspectives and valuable insights to improve their writing. Additionally, the process fostered reflective and constructive practices, leading to improved self-assessment skills and a greater focus on review and editing. Although some challenges were encountered during the feedback sessions, participants demonstrated the ability to overcome them through open communication and clarification-seeking strategies. The alignment of peer and instructor feedback further validated the importance of peer feedback in addressing common writing errors. Additionally, participants reported an increase in their confidence in providing constructive feedback to their peers, facilitated by training on the correction mark technique. Based on these findings, the study concludes that peer feedback is an effective strategy to improve writing skills in B1 level EFL students. The results emphasize the importance of integrating peer feedback practices into language learning environments to foster collaborative and supportive learning communities. Additionally, the study recommends conducting longitudinal research with larger and more diverse samples to determine the long-term effects of peer feedback and explore its applicability at different levels of language proficiency.

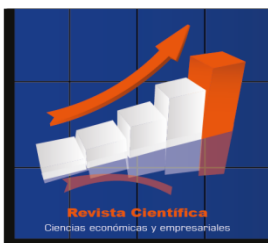
Key Words: Peers; feedback; strategy; drafting; writing; skills; constructive; correction notes.

Resumo

O desenvolvimento de competências de escrita competentes numa língua estrangeira representa desafios para os alunos de EFL, especialmente no nível de proficiência B1. Para resolver esta questão, o feedback dos pares surgiu como uma estratégia promissora para melhorar as competências de escrita, proporcionando aos alunos diversas perspectivas e contributos construtivos. Este estudo qualitativo explora a eficácia do feedback dos pares como meio de melhorar as habilidades de escrita em estudantes de EFL do nível B1, concentrando-se em suas experiências, percepções e atitudes em relação ao processo de feedback. Os participantes deste estudo são alunos do 4º semestre matriculados no curso de Pedagogia de Línguas Nacionais e Estrangeiras da Universidade Estadual de Milagro. Por meio de amostragem proposital, os participantes foram selecionados com base no nível de proficiência em inglês B1, garantindo

homogeneidade nas habilidades linguísticas e focando no estágio de desenvolvimento da escrita. O estudo empregou um desenho de pesquisa qualitativa, incorporando entrevistas semiestruturadas como método de coleta de dados primários. O processo de pesquisa envolveu múltiplas etapas. Os participantes fizeram um pré-teste para avaliar suas habilidades iniciais de escrita. Depois disso, eles receberam treinamento sobre como fornecer feedback aos colegas por meio da técnica de marcas de correção. Posteriormente, os participantes completaram tarefas de escrita e participaram de sessões de feedback entre pares, onde trocaram trabalhos escritos com seus pares e forneceram feedback usando a técnica de pontuação. Foram então realizadas entrevistas semiestruturadas para recolher dados qualitativos aprofundados sobre as suas experiências com o feedback dos pares. A análise das entrevistas revelou vários temas. Os participantes consideraram o feedback dos colegas muito benéfico, proporcionando-lhes múltiplas perspectivas e informações valiosas para melhorar a sua escrita. Além disso, o processo promoveu práticas reflexivas e construtivas, levando a melhores competências de autoavaliação e a um maior foco na revisão e edição. Embora alguns desafios tenham sido encontrados durante as sessões de feedback, os participantes demonstraram capacidade de superá-los através de uma comunicação aberta e de estratégias de busca de esclarecimentos. O alinhamento do feedback dos colegas e do instrutor validou ainda mais a importância do feedback dos pares na abordagem de erros comuns de escrita. Além disso, os participantes relataram um aumento na sua confiança em fornecer feedback construtivo aos seus pares, facilitado pela formação na técnica de marcas de correção. Com base nessas descobertas, o estudo conclui que o feedback dos pares é uma estratégia eficaz para melhorar as habilidades de escrita em alunos de EFL do nível B1. Os resultados enfatizam a importância de integrar práticas de feedback entre pares em ambientes de aprendizagem de línguas para promover comunidades de aprendizagem colaborativas e de apoio. Além disso, o estudo recomenda a realização de pesquisas longitudinais com amostras maiores e mais diversas para determinar os efeitos a longo prazo do feedback dos pares e explorar a sua aplicabilidade em diferentes níveis de proficiência linguística.

Palavras-chave: Pares; opinião; estratégia; redação; escrita; habilidades; construtivo; notas de correção.



Introduction

English as a Foreign Language (EFL) is essential to worldwide communication and education. Therefore, English subject is crucial in educational institutions in Ecuador to provide students with essential language skills. Since writing is one of the EFL students' most complex and critical language skills, writing effectively in a foreign language requires linguistic competence, the ability to receive constructive feedback, and effective engagement in reflective practices (Barre & Villafuerte, 2021). That is why, language teachers and pedagogues have researched many instructional ways and strategies to improve writing skills so one of the most promising options for this purpose is the application of peer feedback. As a collaborative learning strategy, peer feedback has garnered increasing attention as an excellent approach to supporting language learners in their writing development (Basabrin, 2019). This study investigates the effectiveness of peer feedback as a strategy to improve writing skills in B1-level EFL students.

In addition, as writing proficiently in English is a critical area for EFL learners, the appropriate development of this skill facilitates effective communication and academic success (Santillán & Rodas-Pacheco, 2022). However, many language learners find it difficult to identify and correct errors in their writing, which can hinder their whole language development. On the other hand, traditional instructor-centered feedback may only sometimes provide learners with the diverse perspectives and insights necessary for comprehensive improvement (Van Ha et al., 2021).

Peer feedback offers an alternative to instructor-only feedback by involving students in the evaluation process. Through peer feedback, learners can receive input from peers with similar language proficiency levels. This collaborative approach fosters a supportive learning environment where students engage in the writing process as both receivers and providers of feedback. By actively participating in peer feedback sessions, learners improve their writing skills and develop critical thinking, communication, and reflective abilities (Alharbi & Alqefari, 2022).

The main objective of this study was to explore the impact of peer feedback on writing skills improvement in B1-level EFL students. It also aimed to uncover their experiences, perceptions, and attitudes toward the feedback process by engaging the participants in peer feedback sessions. Moreover, the research sought to identify the benefits, challenges, and strategies employed by learners during peer feedback sessions.

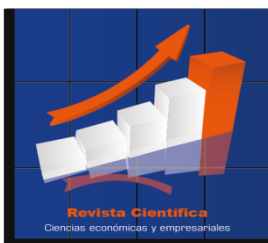
This work adopted a qualitative research design to investigate the participants' experiences and perspectives regarding peer feedback. Semi-structured interviews were conducted with forty-eight 4th-semester students from the Pedagogy of National and Foreign Languages undergraduate program at Milagro State University who are at B1 level. The participants were purposefully selected to ensure homogeneity in language skills, targeting their developmental stage in writing. The participants took a pre-test to assess their initial writing skills, followed by training on providing effective peer feedback using the proofreading marks technique. Then, they worked on writing tasks and participated in peer feedback sessions where they exchanged their written tasks with peers and provided feedback using the proofreading marks technique. Subsequently, semi-structured interviews were conducted to gather rich qualitative data regarding their experiences applying peer feedback.

Furthermore, based on previous valuable studies of other authors, the effectiveness of peer feedback as a strategy to enhance writing skills in B1-level EFL students contributes valuable insights to the field of language education. The findings shed light on the benefits and challenges associated with peer feedback and its impact on learners' reflective and constructive practices and confidence in providing feedback to others (Van Rompay-Bartels & Geessink, 2021). Ultimately, this research seeks to inform teachers about the potential of peer feedback as a pedagogical tool to support writing development and foster collaborative learning environments in EFL classrooms.

1.1. Learning English as a Foreign Language

In a globalized era like the one we live in now, acquiring proficiency in English as a Foreign Language (EFL) has gained heightened significance for everyone in professional or nonprofessional fields. According to Thompson's recent research conducted in 2023, having greater access to educational opportunities is a significant benefit associated with learning English as a second language. It is particularly significant given that English is the most extensively utilized language worldwide. Adeptness in this language extends avenues toward higher education institutions, grants, and scholarly reservoirs. Furthermore, acquiring a second language has become paramount in our interlinked society. Bilingualism is progressively establishing itself as the norm, and predictions indicate that a substantial portion of the global populace will attain bilingualism by 2021, with an additional 17% achieving multilingualism (Huseinović, 2023).

1.2. English as an EFL in Ecuador



In Ecuador, teaching English as a Foreign Language (EFL) occurs within formal educational settings, encompassing institutions such as schools, universities, and language institutes. The importance of this practice has garnered increasing attention in recent times. However, adults face substantial challenges when acquiring a new language, particularly in regions where that language is not commonly spoken. Such individuals are forced to devise effective strategies for developing their vocabulary and comprehension skills due to their limited exposure to foreign languages (Guamán et al., 2023). Moreover, Sevy-Biloon et al. (2020), in their scholarly investigation, underscore that the reality of English as a foreign language (EFL) within Ecuador is substantiated through a survey administered by Education First (EF) in 2019. This survey evaluated speakers' proficiency and English language competency in the nation, revealing that Ecuador ranks 19th among Latin American countries regarding English language aptitude.

1.3. Brief overview of the current local situation

In foreign language education, the role of writing instruction has evolved considerably, as indicated by Abdel-Haq and Ali's findings (2017), compared to its state two or three decades ago. A noticeable insufficiency in teaching writing skills at the B1 proficiency level aligned with the Common European Framework of Reference for Languages (CEFRL) has emerged in Ecuador. The instructors responsible for teaching English as a Foreign Language (EFL) often grapple with the challenge of attending to the individual learning needs of each student due to the great size of their classes. Furthermore, learners who acquire English as a foreign language frequently face difficulties encompassing proficiently structuring their ideas, appropriate terminology and syntax utilization, and applying critical thinking within their written compositions. Villafuerte and Mosquera (2020) point out that Ecuador made significant efforts between 2010 and 2016 to improve the quality of EFL education through key decision-making and implementation. To this end, the Ecuadorian EFL curriculum explicitly outlines the attainment of English language proficiency levels aligned with the CEFRL as a core objective.

2. Theoretical foundations of peer feedback in writing instruction

2.1. Definition of Peer Feedback

Drawing upon the explanation of feedback as presented by Szlachta et al. (2023) and the conceptualization advocated by Elboshi (2021), peer feedback, commonly known as peer

assessment or peer review, encompasses a procedure wherein students furnish evaluative input to their fellow students concerning their written assignments. This process entails active student interaction with each other's compositions, providing constructive observations and recommendations for enhancement. According to the insights of Szlachta et al. (2023), feedback assumes an essential role in fortifying skills related to composing in a second language, attributable to its capacity for fostering both learning and student motivation. Likewise, Huisman et al. (2018) asserted that peer feedback operates in a formative capacity, implying its potential to contribute to the refinement of subsequent academic outputs.

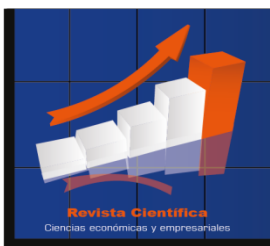
2.2. Definition of Writing Skills

Proficient and effective writing is an essential 21st-century aptitude that needs guidance within educational circles (Pellisa et al., 2020). Among the English language competencies, writing is frequently perceived as the most formidable (Kusumaningrum et al., 2019). Similarly, Kuyyogsuy (2019) claims that the realm of writing expertise encompasses a spectrum of proficiencies imperative for adept written communication. That is to say, it encompasses the capability to formulate concepts, implement a coherent organizational structure, employ accurate language constructs and terminology, and undertake revision and editing. In English as a Foreign Language (EFL), students must cultivate these competencies to attain proficiency as accomplished writers.

2.3. Benefits and challenges of implementing peer feedback in B1 level EFL classrooms 8

Doughney (2014) states that furnishing students with proficient feedback is paramount for their learning journey, owing to its potential to confer manifold advantages. These advantages encompass the creation of avenues for language application, the stimulation of collaborative dynamics and interactions, the cultivation of a learner-centric methodology, and the nurturing of critical thinking capabilities. Nevertheless, a discrepancy often arises between the perspectives of educators and students concerning the attributes that define valuable feedback. This incongruity is noteworthy. Corroborating this, Weng et al. (2022) proved the substantial impact of peer feedback on students' dispositions toward L2 writing courses. This impact extends to a notable enhancement of their self-assurance in writing abilities.

2.4. The impact of peer feedback on B1 level EFL students' motivation and engagement in writing tasks



Giving and receiving feedback from peers can have a significant impact on the student's motivation and engagement when completing writing tasks or assignments. However, when peer feedback is guided by adequate training, it engenders a substantial augmentation in students' self-driven motivation, a contrast that is not similarly achieved through instructor feedback (Ying et al., 2021). As students actively participate in the feedback process, they become more deeply engaged with their work and cultivate a sense of personal investment, thus fostering an inclusive classroom ambiance characterized by democratic principles. This approach is better suited to aligning with students' perspectives (Tian & Zhou, 2020). Providing constructive input from peers can significantly enhance self-assurance and self-regulation, culminating in elevated motivation and engagement to develop writing proficiency.

2.5. Strategies for effectively implementing peer feedback in writing instruction

Peer feedback is a technique aimed at diminishing errors committed by students during their learning journey (Sholihah, 2015). To proficiently incorporate peer feedback within writing instruction, it is advisable to contemplate specific methodologies, such as utilizing the proofreading marks approach. This technique delivers unambiguous directives and benchmarks for furnishing feedback. Other strategies warrant attention, including fostering an atmosphere of support and respect within the classroom, deploying model illustrations as reference points, and introducing introspective exercises. The amalgamation of these strategies can amplify the efficacy of peer feedback sessions. Furthermore, as highlighted by Vélez (2022), the application of proofreading marks can potentially facilitate more effective peer dialogues and comprehension during the feedback process.

2.5.1. Proofreading Marks

Incorporating proofreading marks is a prevalent strategy for implementing peer feedback; as underscored by Mancheno (2020), these symbols and annotations uncover specific enhancement avenues within their peers' written compositions. Consequently, proofreading marks allow students to furnish feedback following a standardized and streamlined approach, thereby presenting explicit and targeted recommendations for revision (Harwood, 2019). Moreover, the integration of proofreading marks cultivates a concentrated and methodical modality for peer input, enhancing their capacity to convey insights precisely. Nowadays (2023) notes that these proofreading marks

encompass symbols denoting spelling inaccuracies, punctuation deficiencies, grammatical flaws, and suggestions for paraphrasing or elucidating concepts. By leveraging these symbols, students can proffer precise feedback without the encumbrance of composing extensive remarks.

3. METHODOLOGY

3.1. Design

In this investigation, qualitative research methodology was employed to better comprehend the impact of peer feedback on the writing proficiencies of B1-level English as a Foreign Language (EFL) learners. The selection of the qualitative approach was motivated by the intention to delve deeply into the students' encounters, viewpoints, and outlooks regarding peer feedback as a strategic tool for enhancing their writing competencies. As Busetto et al. (2020) indicated, this methodology enables thorough scrutiny and elucidation of the amassed data, consequently offering substantial insights into the efficacy of peer feedback within the domain of B1-level EFL education.

3.2. Participants

The individuals who were part of this investigation were fourth-semester students pursuing the Pedagogy of National and Foreign Languages degree at the State University of Milagro. The selection process for the participants was based on their language competency, specifically at the B1 level, and their willingness to participate in activities involving peer feedback. The study's focus on students with equivalent English proficiency was intended to analyze the effect of peer feedback on their writing abilities.

Method Recruitment: Participants were recruited through announcements in their classes; forty-eight students who expressed their interest in participating in this study were invited to participate voluntarily.

Informed Consent: Before starting the investigation, participants were informed about this study with a detailed explanation of the research objectives, procedures, and their rights as participants. A form with written informed consent was obtained from each participant which was signed by all of them.

Pre-Test: To assess and know the initial writing skills of the participants, a pre-test was administered that consisted of a writing task aligned with the B1 level of the Common European Framework of Reference for Languages (CEFR). These results will serve to be compared to the ones at the end of the study and know the students' progress in this area.



Peer Feedback Training: Participants were trained to provide effective peer feedback about written assignments and tasks. This training included a wide and detailed explanation of the use of proofreading marks technique in writing tasks. The students were familiarized and learned the common proofreading symbols and how they are used to mark errors and provide comments to their peers about their written production with the aim of improving their writing skills.

Writing Tasks: The participants engaged in a set of writing assignments at their B1 level of English proficiency. These tasks covered various subjects and required different types of writing, including informal letters, descriptive essays, opinion pieces, and summaries. The learners took part in both individual and group activities to ensure they grasped the concept of effectively using this technique when working independently.

Peer Feedback Sessions: Students participated in peer feedback sessions after having worked on writing tasks. They exchanged their written production with their peers. Learners used the proofreading marks technique to mark errors and provide their partners with comments for improving their writing tasks. The feedback process was guided by open-ended questions to help students understand and master this technique and at the same time to encourage thoughtful and constructive feedback.

Semi-Structured Interview: Upon completing all writing tasks and peer feedback sessions, each participant was individually interviewed using a semi-structured interview form. The aim of these interviews was to explore the participants' perceptions and experiences of the peer feedback process, its impact on their writing skills, and any challenges they faced during the feedback sessions.

Data Analysis: The qualitative data collected from the interviews was analyzed by being classified by themes. These themes related to the participants' experiences through peer feedback showed improvements in writing skills. Likewise, challenges faced by the students when working on writing tasks applying this technique were identified.

Procedures

The participants were selected based on their willingness to participate and their English proficiency level, which was determined to be at B1. Before participating in the study, each participant was required to fill out an informed consent form. The volunteer participants completed

a pre-test on writing in order to establish their initial writing skills. They were then trained on how to provide peer feedback using the proofreading marks technique.

During the training, students learned how to use proofreading marks as part of the peer feedback process. The procedures involved multiple steps to guarantee a successful implementation. Firstly, students were grouped in pairs or small groups and given specific guidelines on how to use proofreading marks to annotate and provide feedback on each other's writing. Proofreading marks offered a uniform and uncomplicated way of pointing out errors, areas for improvement, and suggestions for revision.

In the peer feedback sessions, students participated in interactive discussions, sharing their feedback and suggestions while referencing the annotated writing sample. The instructor guided the sessions by providing assistance, answering queries, and encouraging positive discussions among the students. The goal was to create a supportive and constructive environment where students were at ease giving and receiving feedback.

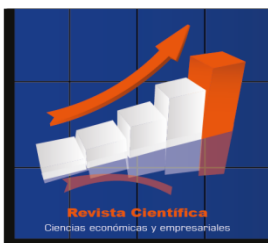
Finally, semi-structured interviews were conducted with each participant after completing writing tasks and peer feedback sessions, and qualitative data from interviews was transcribed and analyzed thematically.

4. Results and Findings

RESULTS

The aim of this study was to determine if peer feedback could improve the writing skills of B1-level English as a Foreign Language (EFL) students. The research used a qualitative approach, which involved conducting semi-structured interviews with fourth-semester students of Pedagogy of National and Foreign Languages at State University of Milagro. The participants voluntarily took part in this study, which involved peer feedback sessions. They exchanged written work and used the proofreading marks technique to give each other feedback. The data collected from the interviews was analyzed thematically to identify common patterns, key insights, and the participants' experiences with the peer feedback process.

After analyzing the data, some important findings were obtained. Firstly, incorporating peer feedback greatly improved the writing abilities of B1-level EFL students. Through collaboration and engagement, peers provided constructive criticism and identified areas for improvement. Secondly, the students reported feeling more motivated and engaged in the writing process when



receiving peer feedback. This finding is consistent with previous research that advocates for student-centered and collaborative learning approaches. Additionally, the data showed that using the proofreading marks technique for peer feedback helped develop crucial writing skills, such as organization, coherence, and grammatical accuracy.

FINDINGS

The participants' common patterns, key ideas, and experiences in semi-structured interviews are organized into specific topics, including:

Benefits of Peer Feedback: Participants praised peer feedback for providing valuable multiple perspectives on writing and identifying areas for improvement.

Reflective Practice: Several participants reported that receiving feedback from their peers helped them reflect on their writing and become more aware of their strengths and weaknesses, which ultimately improved their ability to self-assess.

Challenges: Participants shared strategies to overcome challenges during peer feedback sessions, such as giving critical feedback and dealing with disagreements, by maintaining open communication and seeking clarification.

Confidence in Providing Feedback: Participants felt more confident providing helpful feedback after training on proofreading marks, which empowered them to communicate suggestions effectively.

IMPLICATIONS

Based on the data analysis, it is suggested that peer feedback is a useful approach to enhance writing skills among B1-level EFL students. The themes that were identified show that the peer feedback process aids students in developing their reflective practices, refining their revising and editing skills, and boosting their confidence in giving feedback to others. Furthermore, the congruence between peer and instructor feedback reinforces the credibility of peer feedback as a valuable learning tool..

LIMITATIONS

Although the results show that peer feedback has a beneficial effect, it is important to recognize the limitations of the study. The participant sample size was relatively small, comprising only 48 students in their 4th semester at a particular university, which could restrict the applicability of the

findings to a wider population. Furthermore, the study's brief timeframe may not account for any lasting impacts on writing improvement.

5. Conclusion and Recommendations

CONCLUSION

To sum up, this study shows that peer feedback is an effective method for enhancing the writing skills of B1-level EFL students. The process of receiving feedback from peers encourages reflective and constructive practices, improves revision and editing skills, and increases confidence in providing feedback to others using the proofreading marks technique. Additionally, aligning peer and teacher feedback adds credibility to peer feedback as a practical learning tool. By implementing peer feedback practices in language learning environments, educators can create a more engaged and supportive learning community that promotes ongoing improvement in writing proficiency.

RECOMMENDATIONS

Replication with Larger Sample: To enhance the application of the findings, future research should replicate this study with a larger and more diverse sample of participants.

Longitudinal Studies: Conducting longitudinal studies could assess the long-term effects of peer feedback on writing development, providing insights into its sustainability.

Investigate Different Peer Feedback Models: Conducting further research on the effectiveness of peer feedback models and strategies on different language proficiency levels would enhance our understanding of its impact.

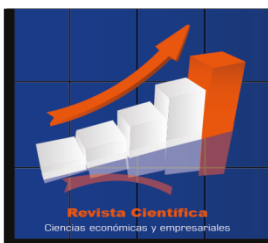
Explore Peer Feedback in Other Language Skills: Exploring the benefits of peer feedback in speaking and listening skills would provide a more holistic view of its impact and effectiveness on English language learning.

Incorporate Peer Feedback Training into Curricula: Educational institutions should consider incorporating peer feedback training into English language curricula, as it can enhance students' writing skills and reflective practices

References

- Abdel-Haq, E. M., & Ali, H. S. B. (2017). Utilizing the corpus approach in developing EFL writing skills. *Journal of Research in Curriculum, Instructional and Educational Technology*, 3(2), 11-44. <https://doi.org/10.12816/0042038>
- Alharbi, M. A., & Alqefari, A. N. (2022). Students' uptake and perspectives on teacher and peer feedback on written assignments. *Learning & Teaching in Higher Education: Gulf Perspectives*, 18(2), 107–118. <https://doi.org/10.1108/lthe-02-2021-0015>
- Barre, P., & Villafuerte, J. (2021). English as a Foreign Language Instruction in Ecuador: Implementation of the Content and Language Integrated-Learning during 2019-2021. *English Language Teaching Educational Journal*, 4(2), 99. <https://doi.org/10.12928/eltej.v4i2.4295>
- Basabrin, A. (2019). Exploring EFL Instructors and students perceptions of written corrective feedback on Blackboard Platform: a case study. *Arab World English Journal*. <https://doi.org/10.24093/awej/elt1.13>
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological research and practice*, 2(1). <https://doi.org/10.1186/s42466-020-00059-z>
- Doughney, L. (2014). Providing effective feedback to students. Centre for the Study of Higher Education, https://arts.unimelb.edu.au/__data/assets/pdf_file/0004/1722397/providingeffective-feedback-to-students.pdf
- Elboshi, A. (2021). Web-Enhanced Peer Feedback in ESL Writing Classrooms: A Literature Review. *English Language Teaching*, 14(4), 66. <https://doi.org/10.5539/elt.v14n4p66>
- Guamán, A., Villagómez, L., & Sánchez, L. (2023). ENGLISH AS A FOREIGN LANGUAGE (EFL) UNIVERSITY STUDENTS' ATTITUDES TOWARDS THE USE OF AN AUGMENTED REALITY APP FOR VOCABULARY LEARNING. En *EDULEARN* proceedings. International Academy of Technology, Education and Development. <https://doi.org/10.21125/edulearn.2023.2044>

- Harwood, N. (2019). 'I have to hold myself back from getting into all that': Investigating ethical issues associated with proofreading student writing. *Journal of Academic Ethics*, 17(1), 17–49. <https://doi.org/10.1007/s10805-018-9322-5>
- Huisman, B., Saab, N., Van Den Broek, P., & Van Driel, J. H. (2018). The Impact of Formative Peer Feedback on Higher Education Students' Academic Writing: A Meta-analysis. *Assessment & Evaluation in Higher Education*, 44(6), 863-880. <https://doi.org/10.1080/02602938.2018.1545896>
- Huseinović, L. (2023). The effects of gamification on student motivation and achievement in learning English as a foreign language in higher education. *MAP education and humanities*, 10-36. <https://doi.org/10.53880/2744-2373.2023.4.10>
- Kusumaningrum, S. R., Cahyono, B. Y., & Prayogo, J. A. (2019). The effect of different types of peer feedback provision on EFL students' writing performance. *International Journal of Instruction*, 12(1), 213-224. <https://doi.org/10.29333/iji.2019.12114a>
- Kuyyogsuy, S. (2019). Promoting peer feedback in developing students' English writing ability in L2 writing class. *International Education Studies*, 12(9), 76. <https://doi.org/10.5539/ies.v12n9p76>
- Mancheno Carrillo, I. M. (2020). The Process Approach; An Effective Methodology for Improving Writing Skills for ELLs - ProQuest. ProQuest. <https://www.proquest.com/openview/d2654bbd0929a9364eb7765efd6ad01c/1?pq-origsite=gscholar&cbl=44156>
- Nowadays. (2023, 16 Mayo). What are proofreading marks? A beginner's guide - Nowadays. Nowadays. <https://knowadays.com/blog/what-are-proofreading-marks-a-beginners-guide/>
- Pellisa, T. L., Rotger, N., & Rodríguez-Gallego, F. (2020). Collaborative writing at work: peer feedback in a blended learning environment. *Education and Information Technologies*, 26(1), 1293-1310. <https://doi.org/10.1007/s10639-020-10312-2>
- Santillán, J. J., & Rodas-Pacheco, F. D. (2022). Developing academic writing skills in EFL university students through Haiku Composition. *Revista Electronic@ Educare*, 26(1), 1–17. <https://doi.org/10.15359/ree.26-1.11>



- Sevy-Biloon, J. R. F., Recino, U., & Munoz, C. (2020). Factors affecting English language teaching in public schools in Ecuador. *International Journal of Learning, Teaching and Educational Research*, 19(3), 276-294. <https://doi.org/10.26803/ijlter.19.3.15>
- Sholihah, L. (2015). THE IMPLEMENTATION OF PEER FEEDBACK STRATEGY FOR WRITING INSTRUCTION IN THE FIRST SEMESTER OF THE WRITING 1 CLASS AT MUHAMMADIYAH UNIVERSITY OF METRO. *Premise*, 4(1). <https://doi.org/10.24127/pj.v4i1.280>
- Szlachta, B., Polok, K., & Bieńkowska, I. (2023). The Importance of Feedback in Improving Students' Writing Skills with the Assistance of New Technologies. *Multidisciplinary Journal of School Education*, 12(1 (23)). <https://doi.org/10.35765/mjse.2023.1223.16>
- Thompson, S. (2023). English as a second language: breaking barriers and expanding horizons. *Questa Soft*. <https://www.ceeol.com/search/article-detail?id=1135862>
- Tian, L., & Zhou, Y. (2020). Learner engagement with automated, peer, and teacher feedback in an online EFL writing context. *System*, p. 91, 102247. <https://doi.org/10.1016/j.system.2020.102247>
- Van Ha, X., Nguyen, L. T., & Hung, B. P. (2021). Oral corrective feedback in English as a foreign language classrooms: A teaching and learning perspective. *Heliyon*, 7(7), e07550. <https://doi.org/10.1016/j.heliyon.2021.e07550>
- Van Rompay-Bartels, I., & Geessink, J. (2021). Exploring peer feedback on behavior in the international classroom: a case study on students' experiences and perceptions. *Journal of International Education in Business*, 16(1), 1–17. <https://doi.org/10.1108/jieb-07-2020-0063>
- Vélez Palacios, A. A. (2022, 18 enero). Implementing Peer Feedback to Improve Writing Process Facilitated by Google Docs: An Action Research Study. Repositorio Universidad Casa Grande. Recuperado 27 de julio de 2023, de <http://dspace.casagrande.edu.ec:8080/bitstream/ucasagrande/3277/1/Tesis3342VELi.pdf>
- Villafuerte, J., & Mosquera, Y. M. (2020). Teaching English language in Ecuador: A review from the Inclusive Educational Approach. *Journal of Arts and Humanities*, 9(2), 75-90. <https://doi.org/10.18533/journal.v9i2.1854>

Weng, F., Ye, S. X., & Xue, W. (2022). The effects of peer feedback on L2 students' writing motivation: an experimental study in China. *Asia-Pacific Education Researcher*, 32(4), 473-483. <https://doi.org/10.1007/s40299-022-00669-y>

Ying, C., Schunn, C. D., Gai, X., Jiang, Y., & Wang, Z. (2021). Effects of trained peer vs. teacher feedback on EFL students' writing performance, Self-Efficacy, and internalization of motivation. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.788474>

©2023 por los autores. Este artículo es de acceso abierto y distribuido según los términos y condiciones de la licencia Creative Commons Atribución-NoComercial-CompartirIgual 4.0 Internacional (CC BY-NC-SA 4.0) (<https://creativecommons.org/licenses/by-nc-sa/4.0/>).