

ENHANCING EFL WRITING PROFICIENCY THROUGH PEER FEEDBACK: A MIXED-METHOD ANALYSIS

Farhan Ahmad

Department of English Language and Literature, College of Sciences and Humanities
Prince Sattam Bin Abdulaziz University
Abdullah bin Amer, Al-Kharj, 16278, Kingdom of Saudi Arabia
E-mail address: f.ahmad@psau.edu.sa
ORCID: <https://orcid.org/0000-0001-5710-7800>

Salma Sultan

Department of English, Allama Iqbal Open University Islamabad
Sector H-8, Islamabad, 44000, Pakistan
E-mail address: msalmahabib1976@gmail.com
ORCID: <https://orcid.org/0009-0005-9756-7752>

Aiman Rehman

Department of English, University of Wah
Punjab, 47040, Pakistan
Email address: aiman.rehman505@gmail.com
ORCID: <https://orcid.org/0009-0003-7284-1888>

Jaafar Al Dawood

Russian Language Department
Peoples' Friendship University of Russia (RUDN University)
Miklukho-Maklaya 6, 117198 Moskva, Russia
E-mail address: jaafardawood1993@gmail.com
ORCID: <https://orcid.org/0009-0000-7991-7740>

Wahaj Unnisa Wardha

Department of English Language and Literature, College of Sciences and Humanities
Prince Sattam Bin Abdulaziz University
Abdullah bin Amer, Al-Kharj, 16278, Kingdom of Saudi Arabia
E-mail address: w.saber@psau.edu.sa
ORCID: <https://orcid.org/0000-0003-0550-2088>

Musa Ahmed Musa Elhassan

Department of English Language and Literature, College of Sciences and Humanities
ties

Prince Sattam Bin Abdulaziz University

Abdullah bin Amer, Al-Kharj, 16278, Kingdom of Saudi Arabia

E-mail address: m.alhassan@psau.edu.sa

ORCID: <https://orcid.org/0000-0001-8105-9327>

ABSTRACT

Aim. This research attempts to examine the use of peer feedback to enhance writing skills and reveal the changes in students' performance and attitudes before and after the tests. In the EFL context, writing is crucial to becoming proficient in syntax, grammar, and vocabulary as it assists learners in expressing their thoughts concisely and critically.

Method. Peer feedback plays a pivotal role in developing writing skills among EFL learners by presuming multiple viewpoints, promoting collaborative learning and presenting opportunities for constructive evaluation, which mutually results in enhanced proficiency in writing. Following Vygotsky's Sociocultural Theory (1978) as a framework, 40 students were selected randomly from undergraduates and analysed using a mixed-method approach.

Results. The results reveal that peer feedback enhances the content of writing. Besides improving critical reading and thinking skills, it enables students to acknowledge their strengths and weaknesses in their writing. The research also encourages language learners to write regularly and precisely.

Conclusion. This study can be helpful to bridge the gap between the learner and the instructor. It enhances our learning process and enables us to motivate and engage in the writing process. The research concludes that peer feedback is an integral component of effective language learning and offers solutions to reduce errors in writing. This research recommends that other researchers compare peer and teacher reviews to clarify which feedback is most suitable for students to improve their writing skills.

Keywords: peer feedback, writing skills, EFL learners, case study, self-efficacy

INTRODUCTION

Writing is considered a vitally important skill in EFL classes, and teachers emphasise the steps students take in writing rather than just the result. This approach means that many writing pursuits are sketched to assist educators and scholars in collaborating on developing and organising ideas through multiple drafts. A well-written content in-

volves several steps: developing an idea, organising it, writing drafts, and incorporating feedback from teachers and peers. Finally, students revise their work before submitting it. Berridge (2009) emphasises the importance of the writing process, as it involves multiple steps and methods that can help improve writing skills. In EFL writing classes, various methods are used, and peer feedback is one of them. Researchers have found peer feedback helpful at different levels of writing and speaking classes (Alam, 2025a; Stramkale, 2024). Recently, peer feedback has gained attention worldwide in EFL writing classes. Peer evaluation is a helpful way to teach writing. It lets students revise their papers several times before submitting the final version. The basic motive of peer feedback is to encourage students to think critically and to assist them in refining their writing by reviewing their assignments. This activity encourages active participation and creativity in the classroom.

Feedback is essential in teaching and learning languages (Burkšaitienė, 2022; Kobylarek et al., 2021). It helps teachers teach better and motivates students to learn more effectively. Good feedback offers a detailed analysis of written work and enhances understanding of the language (Alam & Usama, 2023). According to John Hattie and Helen Timperley (2007), feedback provides information about a task and improves performance. Feedback boosts critical thinking shares different perspectives on writing and enhances meaningful communication. Feedback gives clear guidance, enabling better performance and results. It improves both the student's work and their skills. Responding to students' writing is essential to the teaching process, highlighting strengths and improvement areas (Ajmal et al., 2025; Alam, 2024). Ken Hyland & Fiona Hyland (2006) opine that peers response suggests that authors give comments on one another's work. In this study, peer feedback means students commenting on their classmates' paragraphs or essays. In this study, peer feedback refers to the reaction of students to their fellows' paragraphs or essays. Writing skills are important, so it is worth looking into peer feedback more closely. Writing becomes harder when teachers or peers do not give feedback and the process approach to writing is not used. So, new methods to teach writing skills are essential if the researcher wants to get better results from their students.

Wenyan Wu et al., (2022) said peer feedback is helpful in ESL/EFL writing classes and works well with teacher feedback (Gibbs & Simpson, 2004). Peer feedback offers unique advantages, unlike teacher feedback, where students often depend on teachers to improve their writing. By giving and receiving feedback, students show a more controlled and independent nature in their feedback process, thus authentically evaluating the work of others. Students understand each other's problems better because they have similar learning experiences. This understanding reduces fear and pressure and boosts their confidence as writers and reviewers.

Additionally, peer feedback can address practical issues in classrooms. In large classes, where teacher feedback might be slow, peer feedback provides timely comments, which are important for improving writing. Teaching in the traditional way,

where the teacher leads and handles a class of more than 40 students, is a big challenge in classroom pedagogy. Moreover, it does not integrate advanced teaching approaches. Thus, there is a lack of engagement between teachers and students. Besides, the facilitator does not cater to learners' needs and expectations. Hence, lack of flexibility, finite resources, disabilities in the learning process and language barriers in teacher-centred approaches become obstacles to the nourishment of creativity (Alam, 2025b; Beg et al., 2025). The research addresses the following research questions;

- How does peer feedback help EFL learners develop their writing skills?
- How is peer feedback more effective than traditional methods for teaching English writing skills to EFL learners?
- What are the contrasting points in students' performance and attitudes before and after the pretest and post-test questionnaires?

LITERATURE REVIEW

Many studies have investigated the fact that peer feedback is effective and found that peer readers often provide helpful feedback. Writing is a crucial language learning and teaching skill, but it is often overlooked in academia. Developing writing skills in a second language like English is particularly challenging because it is not the writer's first language (L1). Shams et al., (2025) noted that for most non-native learners, writing is the most complex skill to master. On the contrary, writing teachers should guide, model, and engage students as writers because this interpersonal way of feedback is the most effective (Hyland & Hyland, 2006). Kate Mangelsdorf (1992) believed peer feedback manifests in organisation and writing content enhancement. Moreover, Lan Li & Fei Gao (2015) reveals that a student has a very negative opinion if he does not show satisfaction towards peer feedback. So, the very crucial thing is that practice for students to have peer feedback. If peer feedback has a positive influence, those students are trained in this regard. The students' results go beyond the cognitive process, which proves essential for writing due to its engaging nature. Keith J. Topping (2000) believed that student motivation and self-confidence increase when they have positive peer feedback. He argued that better collaboration among students increases the chance of getting advanced social and verbal communication skills; students can give and accept criticism and justify others' positions well (Usama et al., 2024).

Peer feedback is very effective, but it has some challenges. Nancy Shzh-chen Lee (2009) states that if language skills and peer review are inadequate, there is no possibility of making peer feedback successful as the students who are highly proficient in their writing respond positively to peer feedback as compared to the low proficiency students who are always guided by the teachers or peer feedback (Guenette, 2007). Giving meaningful feedback on other students' work is not a naturally ac-

quired skill. It helps students enhance their writing skills and enables them to think critically and write accordingly (Alam et al., 2023). Many researchers in their study show that peer feedback is constructive in polishing students' writing skills. However, to understand peer critique in EFL classes, it has been largely ignored, and for the sake of course correction, Shulin Yu & Chunhong Liu (2021) states that constant feedback is required in every step of writing to enhance writing capability. Saeed Latifi et al., (2021) opine that peer feedback enhances cognitive development among students. Moreover, critiquing other student's work is a steady action during writing to get concentrated instruction. Peer review is an essential activity to benefit from others' work. Vu Phi Ho Pham (2021) opine that by learning from highly qualified reviews, students acquire more competence in their writing.

Peer review has a very constructive influence on the writing skills of learners. The methods that produce educational benefits for instructors and students are negotiating the meaning of words and accepting criticism. Besides peer review, the instructor's feedback is also essential in writing courses. Many teachers believe that social media is significant in teaching language rules to EFL students. The problem Frames Approach proves to be very helpful when teaching L2 students how to write effectively and efficiently. This theory states that constructive feedback is critical for students to participate and react in different dimensions (Alam, Madej et al., 2024; Bai & Guo, 2021). In their research, Al Abri et al., (2021) show more benefits of peer review training for students with the same social and cultural background. When peers have to give productive reviews to others, they need to learn how to give feedback on their own. Students who attend peer review training have better writing qualities than those who did not attend.

Hence, Hani Hamad M. Albelihi and Arif Ahmed Mohammed Hassan Al-Ahdal (2021) opine that cultural dissimilarities make peer critique challenging to strengthen social connections. Ronald T. Kellogg & Bascom A. Raulerson (2007) opine that adult students change their ideas after generating and reviewing multiple texts. For them, writing is used to think and construct advanced knowledge in their long-term memory. Coherent and effective text is challenging to write as it results from our cognitive development, which contrasts with the attainment of speech. Besides, Thuy Ho Hoang Nguyen (2009) believed that a proper evaluative checklist should be designed to fulfil the demands of teachers and EFL students in their writing process. Andrew D. Cohen and Marilda C. Cavalcanti (1990) surveyed 217 university students to learn how L2 students feel about feedback. The participants included native speakers of English, foreign language learners, and students learning English as a second language. Many students argue that instructors sometimes give feedback to a tiny group of students on grammar, vocabulary, content and organisation. Hence, the findings reveal that besides grammar and spelling, most students wanted to take responses on their writing, but they did not get the proper input on content and mechanics (Alam, 2025c). If proper feedback is provided to them after

careful revisions, it enhances their writing skills. Hui-Tzu Min (2016) did a study on how peer feedback affects writing. She found unclear feedback and misunderstanding of the writer's intentions, which is why writers use peer feedback when revising in EFL writing classes. Eighteen intermediate English students participated in a two-part training. First, the researcher taught students how to provide clear written feedback and had them practice this skill on various essays. In the second part, the researcher held a teacher-student conference outside class, reviewed the peer comments, and discussed them with the students. She then helped students rewrite their essays and reminded them about the guidelines and feedback sheets. The study showed that this training helped students broaden their perspectives, improve their vocabulary, solve problems, and boost their confidence.

Icy Lee (2008) examined how students in two Hong Kong secondary classes felt about feedback. The research reveals that foreign language learners preferred written feedback. On the contrary, students with high English proficiency show a positive attitude toward the teacher's comments compared to students with low proficiency. Thus, most students wish to get written feedback from their instructors. Kristi Lundstrom and Wendy Baker (2009) researched peers' responses, including 92 students in 9 ELC Brigham Young University writing classes. They investigated pre and post-writing tests and split the classes into two groups. The purpose of one group is to give comments, while the other is to receive comments. The results indicated that peer feedback helps to improve their writing skills. Pham et al. (2021) opine that peer feedback is critical in learning advanced writing skills and teaching because it reduces students' workload and improves their writing skills. Moreover, this peer critique happens when classmates read peers' material, guide to develop the content and administration of text comments on what is good or whether there is any need to change the stance or not (Alam, Ahmad & Biryukova, 2024; Amir et al., 2025). While many studies have shown that peer feedback can benefit the classroom, it must be carefully designed, developed, and used flexibly. For example, Ngar-Fun Liu and David Carless (2006) recommended that peer feedback needs clear assessment criteria, practical strategies, and a supportive classroom environment. Melissa Nelson (2004) spotlighted that peers should give clear and valuable comments on their classmates' work.

RESEARCH METHODOLOGY

The current study is experimental, and the data is gathered through pretests and post-test questionnaires and test analysis to minimise internal and external validity issues. Researchers like Jo McDonough and Steven H. McDonough (2014) and Louis Cohen et al. (2002) agree that questionnaires are commonly used in educational research. In this study, a questionnaire was given to students before and after peer feedback

sessions to assess their effectiveness. There will be 25 written statements to check the influence of peer review on the learning process. The purpose of the questionnaire is to see the differences in the attitudes of EFL learners after this whole peer feedback activity. The teacher guided students on how to fill out the questionnaire correctly and was available to help with any confusing questions. The questionnaire is the most crucial research instrument in collecting data. It will be used as an instrument to determine students' attitudes towards their peers' comments. The pretest questionnaire aims to ensure that the two groups of students had the same attitude towards peer feedback. The post-test questionnaire aims to see the contrastive nature of the students' behaviour.

Additionally, the teacher will encourage the students to write essays on different topics and comment on or evaluate each other's work. Data will be collected from 40 students at undergraduate level over an 8-week period, and the same instructor will teach them. The study is crucial as it focuses on writing, a mandatory part of the curriculum, and addresses high failure rates. The research aims to understand the impression of peer's judgments, a new technique in our context. Writing in English is often an underdeveloped language skill, but students can significantly improve their writing abilities through self-evaluation and discussion. The research will utilise a mixed method approach and aims to study how peer feedback affects the writing skills of ESL/EFL students. To do this, detailed lesson plans were created and taught to students at a specific college.

Lev Semyonovich Vygotsky's theory (1978) emphasises the social nature of learning, which is deeply rooted in interaction processes and the cultural context in which they occur. Our minds thrive when we are engaged with others in a meaningful manner. To operationalise this, peer review sessions should be organised in ways that foster collective learning among students. Students benefit from teaming up with their peers to review writing materials through participation in these valuable social exchanges, thus enhancing their learning experiences greatly. This improves their writing skills and gives the students a better understanding of what they are writing. To make classmate reviews more effective, it must be structured with care. Students need explicit instructions on what to examine in their peer's work and how to give valuable suggestions. This way of teaching creates an environment for learning where students are free to share ideas. It is not just about fixing errors in writing; instead, it seeks to help learners understand the material better and improve their abilities to put across their thoughts. Vygotsky's theory emphasises learning as a social process that thrives in peer collaboration and discussion. Students can hone their skills and enrich their understanding of various academic subjects through participation and mutual feedback exchange. As a solitary effort cannot achieve cognitive growth, this educational expedition helps students develop advanced thinking skills and become more proficient communicators.

DATA ANALYSIS

The results show that peer feedback is critical for English writing skills. Most students have Urdu and Punjabi as their primary languages and want to learn English as a foreign language. All the students (including boys and girls), and they want to grasp the language for their professional needs. All the students are teenagers and enthusiastic about learning the language.

Pretest

Write a descriptive essay of approximately 300 words on the topic: It was a memorable journey; maybe my friend and I choked a little while doing all this because we could hardly control our laughter engagement in the content, structure, mechanics, and language usage. You are allowed 45 minutes to undertake this assignment.

Table 1
Pretest Results (Essay Scores)

Criteria	Group 1	Group 2	Group 3	Group 4	Average Score
Clarity	12/20	14/20	11/20	11/20	12.33
Organisation	15/20	13/20	12/20	12/20	13.33
Grammar	10/20	12/20	11/20	11/20	11.00
Vocabulary	14/20	15/20	13/20	13/20	14.00
Overall Impact	13/20	14/20	12/20	12/20	13.00

Source. Own research

The average Pretest Score is 12.53/20. The participants have intermediate English proficiency among them and are all graduated. Moreover, they have been studying English from their primary level but still do not have command over the language to speak professionally. Besides, they do not have any experience with writing courses, so they wanted to learn English to enhance their writing and speaking skills publicly. The pretest questionnaire analysis shows that all these students rarely practice writing in English. The main objective is for the students to receive inadequate reviews from their teachers so they can develop an interest in the practice of writing English, and thus, they have negative cognitive development in their learning (Vygotsky, 1978). Besides, they do not have good reading skills, which is why they are not able to write in a good way. Furthermore, inadequate thinking among students also becomes a barrier to their practice of writing skills. Moreover, these students also face challenges in expressing and arranging ideas to write a text.

According to the results, the main challenges that most students face include grammar, syntax and spelling. At the same time, some students believe they also have vocabulary issues when writing something in English. The main reasons for all these errors include lack of motivation, poor reading habits, educational institutes and their systems, untrained English teachers and fatigue from online learning. When attitudes and experiences with feedback were analysed, some students believed that they did not receive any feedback, while some believed that they received feedback from their peers, teachers and tutors. Their feedback on students' writing helps improve their performance in learning English as a second language. Moreover, the pupils opined that this feedback proves to be very helpful because, through this, students can act and address the issues related to language learning. Besides, most students often incorporate feedback in their writing for better grades.

Most students suggest that grammar and punctuation corrections and vocabulary and word choice suggestions are the most important types of feedback that a student attains to improve their writing performance. Through these, students can convey their ideas with clarity and precision. In comparison, some students suggested that comments on organisation and structure are critical to learning a language. By focusing on the organisation and structure of language, a learner can identify the key points that assist in concluding the overall information. Results show that peer feedback increased confidence in writing directly referring to their social and cultural background. It proves to be very helpful in identifying weaknesses and building your network by learning advanced writing skills. Besides, Vygotsky (1978) argued that this sociocultural approach not only assists in the refinement of writing but also enables students to have a deep understanding of the material. Moreover, it helps to enhance students' critical thinking skills as it assists them in investigating large amounts of information to create logical results from their writing. Lastly, when talking about peer feedback experiences, the majority of students opined that they had not participated in any peer feedback activities before. Besides, students feel very comfortable giving or receiving feedback to their peers as it helps them engage, reflect and develop action plans for future development in their writing skills. Moreover, it also proves to be very helpful in cultivating interpersonal skills. Vygotsky (1978) opined that when students work together to get peer reviews, they are captivated by a significant social gathering to boost their learning experiences.

Analysis of Post-Test Questionnaires

Post-Test Instructions: Write a descriptive essay of approximately 300 words on the topic: The name of this book is *A Memorable Journey*. Include peer feedback given, and in the previous essay, students wrote to improve their work. Let us em-

phasing improving the cleanness of the texts, the structure of sentences, grammar, and language usage.

Table 2
Post-Test Results (Sample Essay Scores)

Criteria	Group 1	Group 2	Group 3	Group 4	Average Score
Clarity	16/20	17/20	15/20	14/20	16.00
Organisation	18/20	17/20	16/20	16/20	17.00
Grammar	15/20	16/20	14/20	14/20	15.00
Vocabulary	17/20	18/20	16/20	16/20	17.00
Overall Impact	16/20	17/20	15/20	15/20	16.00

Source. Own Research

The average Post-Test Score is 16.00/20 Improvement in Scores:

- *Clarity*: Rise from the average of 12. 33/20 to 16. 00/20, the resolution of how the ideas presented by the students were Improved to a significant level.
- *Organisation*: Rises to the average of 13. 33/20 to 17. Unfortunately, only the characteristics of the last 20% of the essay were evaluated. Therefore, the marking 00/20 will demonstrate a more precise structure and flow of the argument in the essays.
- *Grammar*: Rise from the mean number of 11. 00/20 to 15. 00/20, thanks to the fact that grammar and punctuation have been highly enhanced.
- *Vocabulary*: Gradually increased from about 14. 00/20 to 17. As can be seen, the model’s first set of generated text has a ratio of approximately 00/20, which implies that it makes better use of the appropriate vocabulary range.
- *Overall Impact*: Rose from an average of 13. 00/20 to 16. 00/20 indicates overall improvements in aspects of the essays most essential to their persuasiveness and, by extension, readers’ interest and absorption.

The raising of scores in all the criteria suggests that the peer feedback methodology averted the student’s writing abilities. The changes are most significant in analysing, synthesising and paragraphing, which are the areas in which comments can be most helpful.

The feedback has impacted students’ ability to apply specific suggestions to their work regarding their post-test prose. According to the data, peer feedback can successfully improve EFL learners’ writing abilities. The freedom to incorporate peer suggestions made the students’ writing stand out because the scores indicated a positive outcome.

Another direction for future study was the analysis of the detailed effects of feedback and studying the most compelling aspects of the feedback process with a focus on further developing writing skills. After 8 weeks, when the post-test question-

naire was conducted, it came to know that students now practice their writing in English on a daily basis. This is because they grasp the key points to express their ideas in helpful writing after taking the whole session. Moreover, daily writing enhanced their creativity and communication skills as well. Besides, it also proves very helpful in achieving their goals and boosting their memory.

Results show that students practice all types of writing, such as essays, creative writing, reports and emails. The people do so because they write fluently after taking many classes. Moreover, all these types of writing build confidence and encourage self-expression among students. Furthermore, it also helps in the decision-making process and proves very beneficial for improving mental health by inducing creative imagination among them. After a lot of writing practice in their classes, when the students are being assessed on their current writing skills, the results show that their writing skills are excellent compared to their pretest questionnaires as writing skills express the thinking skills of students as well, so the consequences of detailed lessons in their classes proves that they have a high level of critical thinking skills as well. Besides, it is also beneficial for intellectual vitality and stress reduction.

After much reading and writing practice in their classes, students can now tackle all the challenges they face before taking their classes. The reason behind all these things is that instructors in their classes exchange suggestions and methods for handling all types of challenges in their writing. Moreover, students who read books more frequently have a strong vocabulary, general knowledge and writing style. Furthermore, instructors regularly assign in-class writing practice and acknowledge their efforts in learning a language skill (ELbashir, 2023).

The students argued that they received feedback on their writing from the start of the classes to get directly towards learning. By providing feedback, students can construct solutions to the problems they face. Moreover, it also proves beneficial to provide them with new writing tasks. Students believed that they mostly received feedback from their teachers and classmates. Peers play a significant role in supporting, developing and improving work through peer feedback. Moreover, through this support, students are able to evaluate their work, provide constructive evaluation and acknowledge the improvement of their peers. Most students opined that they always incorporate feedback into their writing to enhance their learning skills. Moreover, Brookhart (2017) viewed that feedback creates a balance between improvement and authenticity and allows students to grow and improve in a better direction. Feedback proves to be very helpful while writing and allows us to focus on the mistakes highlighted in feedback. Students tried to avoid these types of mistakes in their papers.

Furthermore, feedback can motivate and improve students' progress and is considered a tool for effective and continued learning (DeFranzo, 2018). Mostly, students suggested that encouragement and positive comments are more help-

ful than others because, after many sessions, students can learn about grammar, punctuation, vocabulary and sentence structure. According to Gee (1972), positive comments allow students to excel in their educational journey, increase their wish to learn better and encourage them to learn and grow in their field.

The results show that students feel very comfortable giving and receiving feedback from their peers because it enables them to think critically and evaluate the work of others by applying their knowledge and improving communication skills. According to Nelson (2004), giving and receiving feedback in a comfortable zone helps students to recognise their positive and negative points by evaluating the work of others. Moreover, this classmate review is a metacognitive process of learning to give and receive feedback from their teachers and peers. Students believed that after taking the sessions, they always participated in peer feedback activities because they believed there were many new things to learn while critically evaluating the work of others. Through this, they engage in better and more active learning activities.

The results indicate that peer feedback activities are beneficial in improving students' writing quality and building strong and better rapport among students (Alam, Usama et al., 2024). Moreover, students' attitudes become more positive after the completion of this study because the purpose is to enhance students' appropriate behaviour while engaging them in activities (Kobylarek, 2021). Besides, students' positive attitude shows their enthusiastic behaviour, curiosity and engagement towards learning. Most students suggested that peer feedback provides motivation, increases confidence and develops critical thinking among students to improve writing skills. Furthermore, it also builds student research regarding writing and enables them to write effectively. Hence, peer feedback provides multiple perspectives that uncover all the hidden errors and offer learning grounds for students to work better.

Students opined that classmates' comments have greatly influenced their writing as they bring clarity and precision to their writing style. Besides, it helps students logically arrange their ideas coherently and make their writing argumentative, persuasive and well-supported. Moreover, it helps students enhance their writing skills and make their audience aware of their expectations and demands regarding writing. It also provides students with a more consistent, improved and engaging writing style and develops confidence among them. It also develops new, inspirational, and innovative ideas among students, thus leading to collaborative skills. Large language modules and artificial intelligence in education are examples which are being improvised in classroom pedagogy (Alam, Hameed et al., 2024; Fakir et al., 2025). This interactive process of giving and receiving feedback continuously helps students to improve and extend their writing skills. Students are keen to present their material in an effective way for the sake of academic success and to build connections with others. Moreover, good format-

ting and presentation enable them to show professionalism and be persuasive in reading their material (Habley et al., 2012).

Table 3

Pre-test and Posttest Analysis

Pretest Analysis	Post-Test Analysis
Not a well-defined thesis statement	Well-focused thesis statement
No clarity and originality in thoughts	Clarity and originality in ideas and thoughts
No Coherence and cohesion	Coherence and cohesion present
Ideas are not logically developed	Logically developed ideas
Inappropriate word choices	Appropriate word choices
Writing is not audience-oriented	Audience oriented writing
less sophisticated arguments	Development of sophisticated arguments
Basic level of writing skills	Advanced comprehension and application of writing techniques
Limited depth in analysis	Greater depth in analysis
Lack of confidence in their writing abilities	Increased confidence, reflected in more assertive and polished writing
Limited ability to apply reviews effectively due to foundational gaps.	Better application of feedback, with visible incorporation of suggestions and improvements.
repetitive language usage	More varied language usage.
Less use of revision strategies	Greater use of effective writing strategies, such as outlining and revising.
Showing a need for foundational instruction.	more sophisticated arguments
Lower levels of self-regulation in managing the writing process.	Enhanced self-regulation, with better time management and goal-setting
writing anxiety and lack of understanding of ideas	lessen writing anxiety due to familiarity with the techniques of writing and positive feedback

Source. Own research

The writing quality among students in a second language is determined by the level of proficiency (Geçkin et al., 2023). The pretest analysis shows that most students do not state a precise topic. Due to this, they cannot explain anything for the rest of the essay. A thesis statement does not provide details about the topic, but the purpose is to dissect the topic. Students do not have proper command over the language, so it is difficult for them to write a clear and concise thesis statement. The students who are going to write on any topic present their original thoughts and ideas, but they do not have enough words to explain all these things in detail. This includes the fear of rejection and a lack of understanding of a given topic. Moreover, peer and environmental pressure also disturb the expression of detailed thoughts. According to Steve Graham and Karen Harris (2017), students' writing does not grab readers' attention because

of a lack of clarity and thoughts in the ideas presented in the introduction. Moreover, students at this level follow the tedious structure, dulling their writing. Besides, they do not develop ideas properly, which is also why they state the topic clearly and concisely. Thus, their pre-supposition about the topic, improper research and inadequate organisational skills are responsible for not providing the necessary background to their readers. Results suggested that each paragraph does not have a clear topic sentence because students are writing in a narrative flow, so they can not consider their topic sentence necessary. Besides, ideas are not connected, and the lack of change in their words makes a paragraph logically incoherent. Furthermore, weak arguments discussed in their writing and sudden changes from one topic to another also make the body paragraph ineffective.

Richard J. Light and David B. Pillemer (1984) opined that most students do not have any tendency to summarise the overall discussion and make a comprehensive and appropriate conclusion because of a lack of skills to connect the overall material. Moreover, sometimes, due to time and word limits, students are not able to sum up the material they discussed above, and thus, rushed ends occur. It is suggested that students use words that are inappropriate for the audience because they do not focus on their audience's needs, interests, and understanding when writing something. Sometimes, excessive jargon and vocabulary make their writing complicated for their readers to understand. Moreover, emotional disconnection and cultural differences also become the reason for the inappropriate use of language. Most students do not produce a good variety of sentence structures because they have limited knowledge and writing experience. Besides, the lack of sentence revision creates ambiguity, and students started emphasising fragmented writing pieces to convey their thoughts.

At the initial level of writing, students do not fulfil the preferences of their readers regarding their tone. Inadequate awareness also affects the communicative patterns, and pupils do not meet the assigned purpose of the tone. Grammatical errors occur when students do not have proper knowledge about grammatical rules and they focus on complex sentence structure. Besides, lack of experience, proofreading and fatigue lead them to make more grammatical mistakes. Sometimes, punctuation and spelling errors occur due to typing mistakes and inadequate recognition of punctuation rules. Moreover, these errors also occur due to over-dependence on tools and transferring patterns from their native language to English (Gyau, 2020).

After taking a long session of 8 weeks, students can understand and comprehend the language rules to write effectively. Now, students can state a clear, specific and concise thesis statement to clarify the purpose of writing and help to organise the content coherently. By highlighting the main points and setting up the central theme, students can focus on one point at a time and thus enhance clarity in their writing. According to Keith Oatley and Maja Djikic (2008), the students provide originality of thoughts and ideas in their writing because they have critically evaluated the topic. Moreover,

students are passionate about elaborating on the topic and innovating new ideas that expose multiple perspectives into their writing.

Students can organise their writing by having a proper and clear introduction to grasp readers' attention. Moreover, their ideas are connected, so they have a logical flow. Besides, a variety of sentence structures and sentence length enable them to have a beneficial impact on the minds of readers (Barroga & Matanguihan, 2021). Results show that topic sentences break the loaded information into smaller parts for the readers to understand it properly. (Frazier, 2016) It also helps us to arrange all the supporting details coherently and ensures that each part of the paragraph is related to the main topic. Later, students conclude all the points discussed above, thus creating a thought-provoking question related to that subject matter. Now, the students can understand the choice of words according to the audience's taste. Students are very well known for where they use formal or informal language and when to write in a persuasive or declarative way. Throughout the writing, student's style remains consistent, and they can understand the complexity of their cultural differences.

According to Sohaib Alam (2023), students can use correct grammar, punctuation, and vocabulary because they can proofread their material and focus on the rules and regulations of language before submission. Besides, students ask others to give feedback so they can use different editing strategies to improve their writing. Students are keen to present their material effectively for the sake of academic success and build connections with others. Moreover, good formatting and presentation enable them to show professionalism and be persuasive when reading their material (Habley et al., 2012).

DISCUSSION

According to this study's results, this research's general hypothesis is that peer feedback enhances EFL learners' writing skills. Peer feedback as a form of assessment helped show students' improvement in organising and critically constructing narrative and expository writing. The results highlight three primary dimensions of improvement: Organisation and specialising in content creation, evaluation, and information analysis, as well as self-reflection. The results indicate that while receiving feedback from their peers, learners learn how other people perceive their writing, which helps them rethink their ideas and, therefore, enhance the clarity and cohesiveness of their beliefs. This can go hand in hand with Vygotsky's sociocultural theory on learning, which, as we have already explained here, is a process mediated by others. Students involved in peer evaluations showed significant improvement in the overall quality and structure of their work. Feedback exchange in the form of revision allowed learners to compare and contrast the different viewpoints to make the overall work more affluent and developed. The act of assessing other's writing helped participants develop increased criticality in reading and thinking. The integration of the peer review process encouraged students to read texts critically,

conclude on the strengths and weaknesses of texts, and recommend improvements to be made. It honoured good performance, but more than this, it helped develop the analysts' understanding abilities and helped replicate good writing practices in their work. Similar results support the thesis that learning together stimulates increased cognitive activity.

The feedback process forced the students to focus their minds on the level of their writing skills, thereby increasing their level of astute. This self-analysis is crucial as it forms the basis for improving a particular skill or ability. Students stated that awareness of such areas increased their self-esteem, the student's writing abilities, and motivation to write. The study also found that peer feedback developed the writing culture amongst learners as a good coping strategy. This encouraged the students to write the essays actively because there were many peers, and a kind response was expected immediately. They ensured the quality of their writing was correct by increasing the frequency of their writing to match that of their fellow students. The outcome also highlights peers' effectiveness in reducing reliance on tutors and promoting learner responsibility. They enhance learning as it is with groups and help close the gap between learner and educator by making way for interactivity among the participants.

CONCLUSION

The above findings reveal that there are remarkable differences in the writing skills of students. Before the sessions, students mainly focused on writing essays, but after taking the eight-weeks of classes, students could write reports and emails and do creative writing. Besides, before training sessions, they struggle with grammar, vocabulary, and structure when writing English. Later, they get command of all the writing challenges they face. Moreover, they often incorporate feedback in their writing; on the contrary, students always include peer feedback to show its usefulness. However, before and after taking classes, students always wanted feedback on grammar, punctuation, vocabulary, structure and word choices to build up their writing skills according to professional taste. Lastly, they always show a positive attitude towards feedback before and after taking the sessions. The test analysis results reveal that ideas are not connected to the thesis statement, and students cannot express original thoughts in their writing before taking the sessions.

On the other hand, students show relevance and coherence in these ideas by stating clear topic sentences. Errors in the organisation and structure of writing do not allow their writing to grab readers' attention, whereas there is a logical development of ideas from the introduction till the end after peer review sessions. Moreover, the choice of words was not appropriate in their writing before training; but, after sessions, students are enabled to use the language according to the needs of their audience. The results showed that students became better writers with a positive attitude towards peer feedback. This positive attitude also made them more eager to participate

in the activity. When students enjoyed the process, their writing improved. For peer feedback to work well, students need proper training, which helps them use better grammar and write more effectively. Reflecting on their writing helps students to understand the benefits of peer feedback. It also helps them to see the writing process more clearly, develop emotional strategies, improve their thinking skills, and interact better with others (Alam, 2023; Mahant et al., 2023). This process encourages students to write more often and accurately independently.

This research has several important implications for teaching writing skills in second language learning classes. These reviews help students become more independent learners by encouraging them to work independently using peers' feedback. Proper training in giving and receiving peer feedback is essential. This training makes the process more effective and motivates students. Lesson plans should consider students new to peer feedback to help them engage with the activity. Writing instruction is more successful when students use peer feedback, teacher comments, and reflections. Using well-structured peer feedback activities helps to improve their writing. This improvement is linked to students' cultural backgrounds and language use. Despite showing the positive outcomes of peer feedback, the study provides scope for further research. The comparison of peer feedback with that of the teachers' feedback would help give insights on the most effective feedback method. Moreover, future large-scale long-term research can assess the effectiveness of providing feedback from peers on increasing the level of literacy of learners.

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