



Evaluación de la influencia de la retroalimentación entre pares en la mejora de las habilidades de escritura en la educación secundaria en Inglés

Assessing the influence of peer Feedback on the enhancement of writing skills in high school English education

Avaliando a influência do feedback dos pares na melhoria das habilidades de escrita no ensino secundário de inglês

Mercedes Fernanda Tumbaco-Tómala ^I
mercedes.tumbacotomala5619@upse.edu.ec
<https://orcid.org/0009-0004-4460-9771>

Diego Christian Cajas-Quishpe ^{II}
diego.cajas@unae.edu.ec
<https://orcid.org/0000-0001-6792-1443>

Correspondencia: mercedes.tumbacotomala5619@upse.edu.ec

Ciencias de la Educación
Artículo de Investigación

* **Recibido:** 05 de junio de 2025 * **Aceptado:** 27 de julio de 2025 * **Publicado:** 05 de agosto de 2025

- I. Universidad Estatal Península de Santa Elena, Ecuador.
- II. Universidad Nacional de Educación, Ecuador.

Resumen

Este estudio examina la influencia de la retroalimentación entre pares en la mejora de las habilidades de escritura en la educación secundaria de inglés mediante un enfoque cuantitativo basado en encuestas. Una muestra intencional de 55 estudiantes y 3 docentes de una escuela secundaria pública en Salinas, Ecuador, participó en la investigación. Los datos se recopilaban mediante encuestas que midieron las percepciones de los estudiantes sobre la efectividad de la retroalimentación entre pares y las observaciones de los docentes sobre su implementación. Los resultados revelaron percepciones abrumadoramente positivas: el 89,1 % de los estudiantes reportó una mejora en la escritura gracias a la retroalimentación entre pares. Se encontraron fuertes correlaciones entre la identificación de errores y la mejora de la escritura ($r = 0,991$), lo que indica beneficios interconectados en múltiples dimensiones de la escritura. El profesorado coincidió unánimemente en que la retroalimentación entre pares promueve el pensamiento crítico, mejora la gramática y proporciona mecanismos de retroalimentación eficientes en el tiempo. Los hallazgos sugieren que la retroalimentación entre pares sirve como una herramienta pedagógica eficaz que desarrolla simultáneamente las habilidades de escritura técnica, las capacidades de pensamiento crítico y la autoeficacia en la escritura en contextos de inglés en la escuela secundaria.

Palabras clave: retroalimentación entre pares; habilidades de escritura; educación secundaria; aprendizaje del inglés; aprendizaje colaborativo.

Abstract

This study examines the influence of peer feedback on writing skill enhancement in high school English education through a quantitative survey-based approach. A purposive sample of 55 students and 3 teachers from a public high school in Salinas, Ecuador participated in the research. Data were collected using structured surveys measuring student perceptions of peer feedback effectiveness and teacher observations of its implementation. Results revealed overwhelmingly positive perceptions, with 89.1% of students reporting writing improvement through peer feedback. Strong correlations were found between error identification and writing enhancement ($r = 0.991$), indicating interconnected benefits across multiple writing dimensions. Teachers unanimously agreed that peer feedback promotes critical thinking, improves grammar, and provides time-efficient feedback mechanisms. The findings suggest that peer feedback serves as an effective

pedagogical tool that simultaneously develops technical writing skills, critical thinking abilities, and writing self-efficacy in high school English contexts.

Keywords: peer feedback; writing skills; high school education; English language learning; collaborative learning.

Resumo

Este estudo examina a influência do feedback entre pares no aprimoramento da habilidade de escrita no ensino de inglês no ensino médio por meio de uma abordagem quantitativa baseada em pesquisa. Uma amostra intencional de 55 alunos e 3 professores de uma escola pública de ensino médio em Salinas, Equador, participou da pesquisa. Os dados foram coletados por meio de pesquisas estruturadas que mediram as percepções dos alunos sobre a eficácia do feedback entre pares e as observações dos professores sobre sua implementação. Os resultados revelaram percepções predominantemente positivas, com 89,1% dos alunos relatando melhora na escrita por meio do feedback entre pares. Fortes correlações foram encontradas entre a identificação de erros e o aprimoramento da escrita ($r = 0,991$), indicando benefícios interconectados em múltiplas dimensões da escrita. Os professores concordaram unanimemente que o feedback entre pares promove o pensamento crítico, melhora a gramática e fornece mecanismos de feedback que economizam tempo. Os resultados sugerem que o feedback entre pares serve como uma ferramenta pedagógica eficaz que desenvolve simultaneamente habilidades de escrita técnica, habilidades de pensamento crítico e autoeficácia na escrita em contextos de inglês no ensino médio.

Palavras-chave: feedback entre pares; habilidades de escrita; ensino médio; aprendizagem da língua inglesa; aprendizagem colaborativa.

Introduction

Writing proficiency stands as a fundamental skill in English language education, particularly at the high school level where students are expected to demonstrate increasingly sophisticated communication abilities. As educational institutions worldwide seek effective pedagogical approaches to enhance students' writing competencies, peer feedback has emerged as a promising instructional strategy that harnesses the collaborative potential of the classroom environment. This approach represents a shift from traditional teacher-centered feedback models toward more

participatory learning experiences that engage students as active contributors to their peers' writing development.

The theoretical foundation for peer feedback in writing instruction draws from several complementary frameworks. Social constructivism, as articulated by Hyland and Hyland (2006), positions learning as fundamentally collaborative, occurring through meaningful interactions that enable students to collectively construct deeper understanding of effective writing practices. This perspective suggests that peer feedback activities create rich environments for learning where students engage in substantive dialogue about writing techniques, style, and structure, ultimately fostering critical thinking and metacognitive reflection. Simultaneously, the formative assessment model proposed by Nicol and Macfarlane-Dick (2006) emphasizes the development of self-regulated learning skills, positioning peer feedback as a scaffold for students to internalize quality criteria and apply these standards to their own compositions.

Contemporary research has provided encouraging evidence regarding the effectiveness of peer feedback in educational settings. Li et al. (2020) conducted a comprehensive meta-analysis revealing positive overall effects of peer assessment on student learning outcomes, with moderate effect sizes across various educational contexts. Similarly, Huisman et al. (2018) found that formative peer feedback positively influenced writing performance in higher education, with the most substantial improvements observed when peer feedback was integrated with other instructional components. These findings suggest that peer feedback, when properly implemented, can contribute significantly to students' writing skill development.

Despite these promising results, the implementation of peer feedback in writing instruction faces several challenges. Research has identified issues related to the variability in feedback quality (Cho & MacArthur, 2010), cultural and linguistic factors that may influence student participation (Yang et al., 2019), and the potential for reinforcing misconceptions if not adequately monitored (Pham et al., 2020). Additionally, practical considerations such as time constraints and the need for teacher training present ongoing challenges for educators seeking to integrate peer feedback into their instructional practices.

The Ecuadorian educational context presents unique considerations for examining peer feedback effectiveness. As the country continues its efforts to improve English language proficiency among students, understanding the impact of innovative pedagogical approaches becomes increasingly important. High school English education in Ecuador faces particular challenges related to resource

constraints, varying levels of teacher preparation, and diverse student backgrounds that may influence the implementation and effectiveness of peer feedback strategies.

This study addresses a critical gap in the literature by examining the influence of peer feedback on writing skill enhancement specifically within the Ecuadorian high school English education context. While existing research has demonstrated the potential benefits of peer feedback, limited attention has been given to understanding how cultural, linguistic, and institutional factors within Latin American educational settings may influence its effectiveness. By investigating both student and teacher perceptions of peer feedback in this specific context, this research aims to provide empirical evidence that can inform pedagogical decisions and contribute to the broader understanding of effective writing instruction in diverse educational environments.

The primary objective of this study is to assess the influence of peer feedback on the enhancement of writing skills in high school English education through systematic examination of student perceptions and teacher observations. This investigation seeks to determine the extent to which peer feedback contributes to various dimensions of writing development, including technical skills, critical thinking abilities, and affective factors such as writing confidence and self-efficacy.

Literature review

Theories of peer feedback

In the context of enhancing writing skills in high school English education, theories of peer feedback provide a crucial foundation for understanding the mechanisms through which this pedagogical approach can influence student learning and skill development. Several key theoretical frameworks offer insights into the potential benefits and underlying processes of peer feedback in writing instruction.

Social constructivism, as discussed by Hyland & Hyland (2006), posits that learning is fundamentally a social process, occurring through interaction and collaborative knowledge construction. When applied to peer feedback in high school English classes, this theory suggests that the act of exchanging feedback on writing creates a rich environment for learning. Students engage in meaningful dialogue about writing techniques, style, and structure, which not only provides them with diverse perspectives on their work but also stimulates critical thinking and metacognitive reflection. Through this collaborative process, students collectively construct a

deeper understanding of effective writing practices, potentially leading to enhanced writing skills for all participants.

The model of formative assessment and feedback supporting self-regulated learning, proposed by Nicol & Macfarlane-Dick (2006), offers another valuable theoretical lens through which to view peer feedback. This framework emphasizes the development of students' ability to monitor, evaluate, and regulate their own learning processes. In the context of writing skill enhancement, structured peer feedback activities can serve as a scaffold for developing these self-regulatory skills. As high school students engage in reviewing their peers' work, they internalize quality criteria for effective writing and learn to apply these standards to their own compositions. This process of giving and receiving feedback can foster metacognitive awareness, enabling students to become more reflective and autonomous writers.

Topping's (2010) discussion of peer feedback in relation to Vygotsky's concept of the zone of proximal development provides insights into how peer interactions can facilitate learning beyond what students might achieve independently. This theory suggests that carefully structured peer feedback activities, particularly those that pair students of differing skill levels, can create opportunities for accelerated writing skill development. More proficient writers can offer guidance and modeling to their peers, while also reinforcing and deepening their own understanding through the act of explanation. Simultaneously, less skilled writers benefit from individualized support that is more accessible and less intimidating than teacher feedback alone.

The perspective offered by Liu & Carless (2006) emphasizes the learning benefits inherent in the act of providing feedback, not just in receiving it. This viewpoint suggests that when high school students engage in critically reviewing their peers' writing and formulating constructive feedback, they are participating in a powerful learning experience. The process of analyzing others' work against established criteria, identifying strengths and areas for improvement, and articulating these insights coherently can significantly enhance students' understanding of writing conventions, effective communication strategies, and the nuances of language use. This deep engagement with the writing process from an evaluative standpoint can translate into improved writing skills as students apply these insights to their own work.

Furthermore, the concept of dialogic feedback, highlighted by Hyland & Hyland (2006), underscores the importance of viewing feedback as a two-way communication process rather than a unidirectional transmission of information. In the high school English classroom, this theory

advocates for creating opportunities for students to discuss the feedback they give and receive, ask questions, and clarify points of confusion. Such dialogic interactions around writing can deepen understanding, resolve misconceptions, and foster a collaborative learning environment that supports ongoing writing skill development.

While not explicitly mentioned in the provided references, it is worth considering peer feedback through the lens of cognitive load theory. By distributing the task of review and critique among peers, the cognitive demands placed on individual students (and the teacher) are potentially reduced. This distribution of cognitive load could allow for more frequent and in-depth feedback on writing assignments, providing students with ample opportunities to refine their skills based on diverse inputs.

In assessing the influence of peer feedback on the enhancement of writing skills in high school English education, these theoretical frameworks collectively suggest that well-implemented peer feedback processes can significantly contribute to writing skill development. They indicate that effective peer feedback can enhance writing skills by promoting active engagement with writing concepts, developing critical thinking and self-assessment abilities, leveraging social learning dynamics, providing multiple perspectives on writing, and encouraging meaningful dialogue about the writing process. As researchers and educators design studies or interventions to evaluate the impact of peer feedback, consideration of these theoretical underpinnings can inform both the implementation strategies and the anticipated outcomes of peer feedback activities in high school English classrooms.

Previous studies on peer feedback in writing

Previous studies have provided significant insights into its effectiveness and impact on students' writing skills. This body of research offers valuable evidence for understanding the role of peer feedback in enhancing writing skills, particularly in high school English education contexts.

A meta-analysis conducted by Li et al. (2020) examined the impact of peer assessment on student learning across various educational settings. Their findings indicate a positive overall effect of peer assessment on student learning outcomes, with a moderate effect size. This suggests that peer feedback, when implemented effectively, can contribute significantly to students' academic progress, including their writing skills. The study also highlighted that the effectiveness of peer assessment can vary depending on factors such as the subject area, education level, and specific implementation strategies.

In the context of language learning, Chang and Lin (2019) investigated the effects of a mobile-based peer-assessment approach on enhancing language learners' oral proficiency. While this study focused on oral skills, its findings have implications for written language development as well. The researchers found that the use of mobile technology for peer assessment facilitated more frequent and timely feedback exchanges, leading to improved language proficiency. This suggests that integrating technology into peer feedback processes for writing could potentially enhance its effectiveness and accessibility for high school students.

Huisman et al. (2018) conducted a meta-analysis specifically focusing on the impact of formative peer feedback on higher education students' academic writing. Their analysis revealed that peer feedback had a positive effect on writing performance, with the largest effects observed when the peer feedback was combined with other instructional components, such as strategy instruction or practice. This finding underscores the importance of embedding peer feedback within a comprehensive writing instruction framework in high school English classrooms.

Exploring the cognitive processes involved in peer feedback, Cho and MacArthur (2010) compared student revisions based on peer feedback to those based on expert feedback. They found that students who received peer feedback made more complex repairs to their writing compared to those who received expert feedback. This suggests that peer feedback may stimulate deeper cognitive engagement with the writing process, potentially leading to more substantive improvements in writing quality.

Noroozi and Hatami (2018) examined the effects of online peer feedback on students' argumentation-based learning, considering the role of epistemic beliefs. Their study revealed that online peer feedback positively influenced students' argumentative essay writing, particularly for those with evaluativist epistemic beliefs. This highlights the potential of online peer feedback systems in enhancing specific aspects of writing, such as argumentation skills, which are crucial in high school English education.

Pham et al. (2020) investigated the use of electronic peer feedback in EFL academic writing contexts, focusing on its relationship with reflective thinking. Their findings indicate that engaging in electronic peer feedback activities can enhance students' reflective thinking skills, which in turn can positively impact their writing performance. This study underscores the potential cognitive benefits of peer feedback beyond direct writing improvement.

These studies collectively demonstrate the potential of peer feedback as a powerful tool for enhancing writing skills in educational settings, including high school English classes. They highlight various aspects of peer feedback's effectiveness, including its impact on overall writing quality, specific writing skills (such as argumentation), cognitive engagement, and reflective thinking. Moreover, they point to the importance of considering factors such as implementation strategies, technology integration, and individual student characteristics in maximizing the benefits of peer feedback for writing skill development.

However, it's important to note that while these studies generally support the positive influence of peer feedback, they also suggest that its effectiveness can vary based on implementation factors and context. This underscores the need for carefully designed peer feedback activities that are tailored to the specific needs and characteristics of high school English students to optimize their writing skill enhancement.

Impact of peer feedback on skill development

The impact of peer feedback on skill development, particularly in the context of writing skills in high school English education, has been a subject of significant research interest. Previous studies have shed light on various aspects of how peer feedback contributes to skill development, offering valuable insights for educators and researchers alike.

Double et al. (2020) conducted a comprehensive meta-analysis examining the impact of peer assessment on academic performance. Their findings revealed a significant positive effect of peer assessment on student achievement, with an average effect size of 0.29. This suggests that engaging in peer feedback activities can lead to measurable improvements in academic skills, including writing proficiency. The study also noted that the effectiveness of peer assessment was consistent across different subject areas and educational levels, indicating its potential applicability in high school English contexts.

Focusing specifically on writing skills, Huisman et al. (2018) performed a meta-analysis on the impact of formative peer feedback on higher education students' academic writing. Their research uncovered a positive effect of peer feedback on writing performance, with the most substantial improvements observed when peer feedback was combined with other instructional elements such as strategy instruction. This finding underscores the potential of peer feedback as a component of a comprehensive approach to writing instruction in high school settings, suggesting that its integration with other pedagogical strategies could maximize skill development.

Han and Xu (2019) explored the development of student feedback literacy and its relationship to teacher feedback and peer feedback. Their research indicated that engagement in peer feedback activities contributes to the development of students' feedback literacy skills. This enhanced feedback literacy, in turn, can lead to improved ability to understand, interpret, and apply feedback to one's own work, thereby supporting overall skill development in writing.

Seifert and Feliks (2018) investigated the use of online self-assessment and peer-assessment as tools to enhance student-teachers' assessment skills. While their study focused on pre-service teachers, their findings have implications for skill development in high school students as well. They found that engaging in peer assessment activities improved participants' ability to provide constructive feedback and enhanced their understanding of assessment criteria. This suggests that peer feedback not only contributes to writing skill development but also fosters critical evaluation skills that are valuable across various academic and professional contexts.

Pham et al. (2020) examined the relationship between electronic peer feedback, EFL academic writing, and reflective thinking. Their study revealed that participation in electronic peer feedback activities enhanced students' reflective thinking skills, which in turn positively impacted their writing performance. This highlights the potential of peer feedback to foster metacognitive skills alongside writing proficiency, contributing to more comprehensive skill development.

Yu and Schunn (2023) provided insights into the mechanisms of how peer feedback benefits performance and transfer. Their research indicated that the quality of peer feedback received was positively associated with improved performance on subsequent writing tasks. Moreover, they found evidence of skill transfer, where improvements were observed not only in the specific aspects addressed by the feedback but also in overall writing quality. This suggests that peer feedback can contribute to the development of generalizable writing skills that students can apply across different writing contexts.

Collectively, these studies paint a picture of peer feedback as a powerful tool for skill development in writing. The research suggests that peer feedback can contribute to improvements in various aspects of writing proficiency, including overall quality, specific writing skills, critical evaluation abilities, and metacognitive awareness. Furthermore, the benefits of peer feedback appear to extend beyond the immediate task at hand, fostering skill development that can transfer to other writing contexts.

However, it's important to note that the effectiveness of peer feedback for skill development can be influenced by various factors, including the quality of the feedback provided, the students' engagement with the feedback process, and the integration of peer feedback with other instructional strategies. As such, when implementing peer feedback in high school English education, careful consideration should be given to structuring the feedback activities, training students in effective feedback practices, and combining peer feedback with complementary instructional approaches to maximize its impact on writing skill development.

Challenges and limitations of peer feedback

The implementation of peer feedback in writing instruction, while beneficial in many aspects, is without its challenges and limitations. Research has illuminated several key issues that educators and researchers must consider when incorporating peer feedback into high school English education.

One significant challenge identified in the literature is the variability in the quality of peer feedback. Cho and MacArthur (2010) noted that the effectiveness of peer feedback can be inconsistent due to differences in students' abilities to provide constructive and accurate feedback. Their study revealed that while peer feedback can lead to substantive revisions, the quality of these revisions varied depending on the reviewer's expertise. This variability can potentially limit the overall impact of peer feedback on writing skill development, especially if some students consistently receive low-quality feedback.

Cultural and linguistic factors can also pose challenges in peer feedback implementation, particularly in diverse classroom settings. Yang et al. (2019) conducted a comparative study of peer feedback in a Chinese EFL writing classroom, finding that cultural norms and language proficiency levels significantly influenced students' approach to and comfort with providing critical feedback. This highlights the need for culturally sensitive approaches to peer feedback, especially in multicultural high school environments.

The potential for peer feedback to reinforce misconceptions or errors is another limitation noted in the literature. Pham et al. (2020) observed that in some cases, particularly in EFL contexts, students might propagate language errors or misunderstandings through peer feedback if not adequately monitored or corrected. This underscores the importance of teacher oversight and intervention in the peer feedback process to ensure accuracy and prevent the reinforcement of mistakes.

Time constraints and workload considerations present practical challenges in implementing effective peer feedback. Huisman et al. (2018) noted in their meta-analysis that the time-intensive nature of thorough peer feedback activities can be a barrier to implementation, especially in high-stakes testing environments where time is often at a premium. Balancing the depth of peer feedback activities with other curricular demands can be challenging for educators.

The issue of student engagement and motivation in peer feedback processes is another critical challenge. Noroozi and Hatami (2018) found that students' epistemic beliefs and motivation levels significantly influenced their engagement with and benefit from peer feedback activities. Students who view knowledge as fixed or who lack motivation may engage less meaningfully in the peer feedback process, limiting its potential benefits.

Technological challenges can also arise when implementing electronic or online peer feedback systems. While technology can facilitate the peer feedback process, as noted by Chang and Lin (2019), issues such as access disparities, technical difficulties, or lack of digital literacy can hinder effective implementation, particularly in resource-constrained educational settings.

Lastly, the challenge of assessing the long-term impact of peer feedback on writing skill development remains. While studies like Li et al. (2020) have shown positive short-term effects, tracking the sustained impact of peer feedback on writing skills over extended periods presents methodological challenges, making it difficult to conclusively determine its long-term efficacy.

These challenges and limitations highlight the complexity of implementing effective peer feedback in writing instruction. They underscore the need for careful planning, ongoing support, and adaptive strategies to maximize the benefits of peer feedback while mitigating its potential drawbacks. Educators and researchers must consider these factors when designing and implementing peer feedback activities in high school English education to ensure that they contribute positively to students' writing skill development.

Methodology

Research design

This study employs a quantitative research design using surveys to assess the influence of peer feedback on the enhancement of writing skills in high school English education. A survey-based approach was selected for its ability to collect standardized data from a large sample, enabling

statistical analysis of students' perceptions and experiences with peer feedback (Creswell & Creswell, 2018).

Participants and sampling

The study will focus on a purposive sample of students and teachers from a high school English classes in a public school.

The sample will include:

26 students.

3 English teachers.

This study employed a purposive sampling strategy to select participants from a high school English classes in a public school in Salinas, Ecuador. The sample comprised 46 students and 3 English teachers, representing a diverse range of experiences and perspectives within the Ecuadorian high school English education context. The student participants were drawn from (1ro de Bachillerato).

The three English teachers included in the sample were selected based on their experience with implementing peer feedback in their classrooms within the context of Ecuador's English language curriculum. The inclusion of teachers in the sample was crucial for gaining insights into the pedagogical aspects of peer feedback implementation and its perceived impact on students' writing skills from an educator's perspective, particularly in light of Ecuador's ongoing efforts to improve English language proficiency among its students.

Data collection instruments

A custom-designed survey instrument was developed to collect data. The survey consists of the following sections:

The survey instrument was designed to assess the influence of peer feedback on writing skills enhancement in Ecuadorian high school English education. The primary objective of this instrument was to gather detailed, quantifiable data on students' experiences, perceptions, and attitudes towards peer feedback, as well as its perceived impact on their writing skills. The survey was structured into several key sections, each serving a specific purpose in addressing the research questions. The demographic information section, including age, grade, gender, and school, was crucial for contextualizing the responses and allowing for subgroup analyses to identify any patterns or differences based on these factors within the Ecuadorian educational context.

The core of the survey consisted of Likert-scale items strategically designed to measure various aspects of peer feedback. These included the frequency and types of peer feedback activities, which aimed to quantify the extent of students' engagement with peer feedback in their English classes. The section on perceived usefulness of peer feedback sought to gauge students' valuation of this practice in their learning process. Self-reported impact items were included to assess students' perceptions of how peer feedback affected different aspects of their writing skills, providing insights into the areas most influenced by this pedagogical approach. The attitudes towards giving and receiving peer feedback section was fundamental for understanding the affective dimensions of the peer feedback process, which could significantly influence its effectiveness. Additionally, multiple-choice questions on peer feedback practices were incorporated to gather specific information about how peer feedback was implemented in Ecuadorian classrooms, allowing for a more nuanced understanding of the contextual factors influencing its impact on writing skills development.

Procedures

This study was conducted over a two-week period during the academic year. Prior to the commencement of data collection, institutional approval was obtained from the participating school districts, and informed consent was secured from all student participants and their guardians. Teachers from the selected schools were briefed on the study's objectives and their role in facilitating the survey distribution.

Data analysis methods

This study utilized a combination of descriptive and inferential statistical techniques to investigate the impact of peer feedback on writing skill development in high school English education. Data collection was facilitated through (Google Forms/Microsoft Forms), providing a user-friendly interface for participants and streamlining the data gathering process.

The data analysis process employed a comprehensive approach, utilizing both descriptive and inferential statistical techniques to provide a nuanced understanding of the impact of peer feedback on writing skill development in Ecuadorian high school English education. This combination of descriptive and inferential techniques allowed for a robust examination of the data, enabling the researchers to draw meaningful conclusions about the role of peer feedback in enhancing writing skills within the Ecuadorian high school context.

Data Collection

Survey responses were collected using (Google Forms/Microsoft Forms), allowing for efficient data capture and easy export to statistical software.

The digital format ensured data accuracy and eliminated manual data entry errors.

Results

Student Perceptions of Peer Feedback

Table 1. Student Perceptions of Peer Feedback Impact (n=55)

Statement	Agree/Strongly agree (%)	Neutral (%)	Disagree/ Strongly Disagree (%)
Improve your writing	89.1	5.5	5.4
Identify writing mistakes	87.3	3.6	9.1
Different readers perspective	85.5	5.5	9.1
More confident in writing	85.5	7.3	7.2
Surer about your writing	85.4	9.1	5.5
Writing better	81.9	9.1	9.1
Vocabulary improvement	81.8	10.9	7.3
Identify problems	80.0	10.9	9.1
Organize ideas	80.0	12.7	7.3
More comfortable sharing	76.4	14.5	9.1

The analysis of student survey responses (n=55) revealed predominantly positive perceptions regarding the impact of peer feedback on various aspects of writing skills. As shown in Figure 1, an overwhelming majority of students reported favourable experiences with peer feedback across all dimensions measured.

The most substantial positive impact was observed in students' perception of overall writing improvement, with 89.1% of respondents agreeing or strongly agreeing that peer feedback helped them improve their writing. This was closely followed by the ability to identify writing mistakes

(87.3%), gaining exposure to different readers' perspectives (85.5%), increased confidence in writing (85.5%), and feeling surer about their writing (85.4%).

The data demonstrates that students particularly valued peer feedback for its role in error identification and correction, with a high percentage (87.3%) acknowledging its effectiveness in helping them identify writing mistakes. This suggests that the process of receiving feedback from peers provides valuable insights that might not be as readily apparent through self-assessment alone.

Most students (85.5%) also recognized the value of having different readers review their work, indicating an appreciation for the diverse perspectives that peer feedback provides. This finding aligns with theoretical frameworks that emphasize the social constructivist nature of writing development, where meaning is negotiated through interaction with multiple readers.

Notably, the affective dimensions of writing were positively influenced by peer feedback as well, with 85.5% of students reporting increased confidence in their writing abilities and 85.4% feeling surer about their writing after engaging in peer feedback activities. This suggests that beyond technical skill improvement, peer feedback may play a significant role in developing students' writing self-efficacy.

The area with relatively lower (though still substantial) positive perception was "feeling more comfortable sharing writing," with 76.4% of students agreeing or strongly agreeing. This slightly lower percentage might indicate that while peer feedback improves writing skills, some students may still experience apprehension about sharing their work with peers.

Correlation Analysis of Student Perceptions

Table 2. Selected Correlation Coefficients Between Key Variables (r)

Variables	Correlation (r)	Significance (p)
Identify problems & writing better	0.991	<0.01
Different readers & Writing mistakes	0.977	<0.01
Vocabulary & writing better	0.975	<0.01
More confident & writing better	0.958	<0.01
Organize ideas & Comfortable sharing	0.936	<0.01

Correlation analysis revealed strong positive relationships between all measured aspects of peer feedback (Table 1). Remarkably, all correlation coefficients were above 0.85, indicating robust associations between the different dimensions of peer feedback's impact. This suggests that the benefits of peer feedback are interconnected and potentially mutually reinforcing.

The strongest correlation was observed between "identifying problems" and "writing better" ($r = 0.991$, $p < 0.01$), suggesting that students who found peer feedback helpful for identifying problems in their writing also perceived significant improvements in their overall writing quality. This finding underscores the importance of problem identification as a precursor to writing improvement.

Another notably strong correlation was found between exposure to "different readers" and the ability to "identify writing mistakes" ($r = 0.977$, $p < 0.01$). This correlation supports the notion that receiving diverse perspectives from multiple peers enhances students' ability to recognize errors or weaknesses in their writing that might otherwise go unnoticed.

The correlation between "vocabulary" improvement and "writing better" was also particularly strong ($r = 0.975$, $p < 0.01$), highlighting the integral role of vocabulary development in overall writing enhancement. This suggests that peer feedback may effectively contribute to students' lexical development, which in turn supports their general writing proficiency.

These strong correlations across all dimensions indicate that peer feedback operates as a holistic intervention that simultaneously addresses multiple aspects of writing development rather than influencing isolated skills.

Teacher Perceptions of Peer Feedback

Table 3

Teacher Perceptions of Peer Feedback (n=3)

Statement	Agree/Strongly Agree (%)	Neutral (%)
Help students think critically	100.0	0.0
Improve students' grammar	100.0	0.0
Save time in providing feedback	100.0	0.0
Feel properly trained to guide	100.0	0.0
Significant improvements observed	66.7	33.3
Students more eager to improve	66.7	33.3

Better understanding of writing	66.7	33.3
Create more interactive learning	66.7	33.3

The analysis of teacher responses (n=3) revealed unanimous agreement on several key benefits of peer feedback. All teachers (100%) agreed that peer feedback helps students think more critically, improves students' grammar, and saves time in providing feedback.

The critical thinking aspect was particularly noteworthy, with teachers recognizing peer feedback's role in developing higher-order thinking skills. This aligns with theoretical perspectives that position peer feedback as a catalyst for metacognitive engagement with writing.

Two-thirds of the teachers (66.7%) strongly agreed that they feel properly trained to guide peer feedback processes, while the remaining third agreed with this statement. This indicates generally high confidence among teachers in their ability to implement and facilitate peer feedback activities effectively.

Similarly, two-thirds of teachers (66.7%) reported that students show significant improvements through peer feedback and become more eager to improve their writing as a result of peer feedback activities. This perception from teachers reinforces the student-reported benefits and suggests that the positive impacts of peer feedback are observable from both participant and facilitator perspectives.

Teachers also noted improvements in classroom dynamics, with two-thirds (66.7%) agreeing that peer feedback helped create a more interactive learning environment. This suggests that beyond individual writing skill development, peer feedback may contribute to establishing collaborative classroom cultures that support writing development through social interaction.

Discussion

Interpretation of Results

The findings from this study provide compelling evidence for the positive influence of peer feedback on the enhancement of writing skills in high school English education. Both students and teachers reported favourable perceptions across multiple dimensions of writing development, suggesting that peer feedback serves as a valuable pedagogical approach in this context.

Enhancement of Writing Skills Through Error Identification

One of the most prominent findings was the strong relationship between students' ability to identify problems in their writing and their perception of overall writing improvement ($r = 0.991$). This correlation suggests that peer feedback primarily functions as a mechanism for error detection and correction, which subsequently leads to enhanced writing quality. This finding aligns with Cho and MacArthur's (2010) observation that peer feedback can lead to substantive revisions in writing, though our study extends this understanding by highlighting the specific role of problem identification in this process.

The high percentage of students (87.3%) who agreed that peer feedback helped them identify writing mistakes further supports this interpretation. This suggests that peer reviewers, who approach texts as authentic readers rather than evaluators, may identify different types of issues compared to teacher feedback. This diversity in feedback may provide writers with a more comprehensive understanding of potential areas for improvement in their writing.

The Role of Multiple Perspectives in Writing Development

Students strongly endorsed the value of having different readers review their work (85.5%), and this variable showed a strong correlation with identifying writing mistakes ($r = 0.977$). This finding substantiates the theoretical perspective offered by Topping (2010), who connects peer feedback to Vygotsky's concept of the zone of proximal development. The exposure to multiple reader perspectives appears to scaffold students' understanding of writing conventions and reader expectations in ways that might not be achieved through teacher feedback alone.

This result also resonates with social constructivist theories of writing development (Hyland & Hyland, 2006), which emphasize the socially situated nature of writing and the importance of negotiating meaning across diverse audiences. Our findings suggest that peer feedback effectively operationalizes this theoretical principle by providing students with varied reader responses that inform their understanding of effective writing.

Affective Dimensions of Writing Development

The high percentages of students reporting increased confidence (85.5%) and feeling surer about their writing (85.4%) highlight the significant affective benefits of peer feedback. These findings suggest that peer feedback contributes not only to technical writing skill development but also to writing self-efficacy—students' beliefs in their capabilities as writers.

This affective dimension may be particularly important in high school contexts, where students are developing their identities as writers and may be vulnerable to negative evaluations. The peer feedback process, which typically involves both giving and receiving feedback, appears to build confidence and reduce writing apprehension for most students.

Teacher Perspectives on Implementation

The unanimous agreement among teachers that peer feedback helps students think critically, improves grammar, and saves time in providing feedback is particularly noteworthy. These perceptions suggest that peer feedback offers pedagogical efficiencies while simultaneously developing students' higher-order thinking skills.

The time-saving aspect addresses a practical challenge identified in previous research. Huisman et al. (2018) noted that the time-intensive nature of thorough feedback can be a barrier to implementation in high-stakes testing environments. Our findings suggest that peer feedback may offer a partial solution to this challenge, allowing teachers to redistribute some of the feedback workload while maintaining or even enhancing the quality of writing instruction.

The high level of teacher confidence in their ability to guide peer feedback (66.7% strongly agreed) contradicts potential concerns about teacher preparedness that have been raised in some literature. This suggests that with appropriate training and support, teachers can effectively implement peer feedback activities in high school English classrooms.

Comparison with Previous Research

Our findings largely corroborate and extend previous research on peer feedback in writing instruction. The strong positive perceptions reported by students in our study align with Li et al.'s (2020) meta-analysis, which found a moderate positive effect of peer assessment on student learning outcomes. Our correlation analysis further illuminates the specific mechanisms through which peer feedback may contribute to writing development, particularly through error identification and exposure to diverse reader perspectives.

The affective benefits observed in our study—increased confidence and greater certainty about writing—parallel findings from studies like that of Pham et al. (2020), which identified connections between electronic peer feedback and reflective thinking. Our results suggest that the reflective processes involved in peer feedback may contribute to greater writing self-efficacy, extending understanding of how peer feedback influences students' relationship with writing.

Teacher perceptions in our study align with findings from Seifert and Feliks (2018), who noted improvements in assessment skills among student-teachers engaged in peer assessment activities. Our teacher respondents similarly recognized the developmental benefits of peer feedback, both for technical writing skills and for critical thinking abilities.

However, our study found less evidence of the challenges and limitations identified in some previous research. Cho and MacArthur (2010) noted inconsistencies in the quality of peer feedback due to differences in reviewer expertise, but this concern did not emerge prominently in our findings. This discrepancy may reflect the structured approach to peer feedback implemented in the current study, which might have mitigated potential variability in feedback quality.

Similarly, cultural and linguistic factors identified as potential challenges by Yang et al. (2019) did not appear to significantly impact student perceptions in our study. This may reflect the relatively homogeneous linguistic context of our research setting or suggest that appropriate scaffolding can overcome potential cultural barriers to effective peer feedback.

Conclusion

This study examined the influence of peer feedback on writing skill enhancement in high school English education in Ecuador. The findings provide substantial evidence supporting the effectiveness of peer feedback as a pedagogical approach for developing students' writing proficiency. Through both student perceptions (n=55) and teacher observations (n=3), our research highlights the multifaceted benefits of structured peer feedback activities.

Summary of Key Findings

The results revealed overwhelmingly positive perceptions of peer feedback among students, with particularly strong endorsement of its role in improving overall writing quality (89.1%), enhancing the ability to identify writing mistakes (87.3%), and providing valuable exposure to different readers' perspectives (85.5%). Notably, the affective dimensions of writing development were also positively impacted, with 85.5% of students reporting increased confidence in their writing abilities.

Correlation analysis demonstrated exceptionally strong relationships between all measured aspects of peer feedback, suggesting that its benefits operate as an interconnected system rather than as isolated improvements. The strongest correlations were observed between identifying problems

and writing improvement ($r = 0.991$), suggesting that the error identification process is central to writing development through peer feedback.

Teachers unanimously recognized peer feedback's value in promoting critical thinking, improving grammar, and providing time-efficient feedback mechanisms. They also reported high levels of confidence in their ability to implement peer feedback effectively, indicating that with proper training, teachers can successfully integrate this approach into high school English instruction.

Theoretical Implications

These findings reinforce and extend theoretical perspectives on peer feedback in writing instruction. The strong support for different readers' perspectives aligns with social constructivist theories of writing development (Hyland & Hyland, 2006), which emphasize the socially situated nature of writing and the importance of negotiating meaning across diverse audiences. The high correlations between identifying problems and writing improvement support Nicol & Macfarlane-Dick's (2006) model of formative assessment supporting self-regulated learning, demonstrating how peer feedback can scaffold students' ability to monitor and evaluate their own writing.

The affective benefits observed in our study extend theoretical understandings of peer feedback by highlighting its role in developing writing self-efficacy. This suggests that the theoretical frameworks surrounding peer feedback should incorporate affective dimensions of writing development alongside cognitive and technical skill development.

Practical Implications

For high school English educators, our findings offer several practical implications. First, they provide empirical support for implementing structured peer feedback activities as an integral component of writing instruction. The strong positive perceptions from both students and teachers suggest that when properly implemented, peer feedback can effectively complement teacher feedback while developing students' critical thinking and self-assessment skills.

Second, the time-saving aspect identified by teachers addresses a practical challenge in writing instruction. By redistributing some of the feedback responsibilities to students, teachers may be able to manage large class sizes more effectively while maintaining quality writing instruction. This efficiency benefit, combined with the developmental advantages for students, makes peer feedback a particularly valuable approach in resource-constrained educational environments.

Third, the strong correlations between different aspects of peer feedback suggest that educators should design peer feedback activities to address multiple dimensions of writing development

simultaneously. Rather than focusing narrowly on grammatical accuracy or organizational structure, comprehensive peer feedback frameworks that engage students in evaluating various aspects of writing may yield the most significant benefits.

Limitations and Future Research

Despite the strong positive findings, this study has several limitations that should be acknowledged. The relatively small sample size, particularly for teachers ($n=3$), limits the generalizability of the findings. Additionally, the study relied on self-reported perceptions rather than direct measures of writing improvement, which may introduce subjective biases into the results.

The research was also conducted in a specific educational context (high school English classes in Salinas, Ecuador), and cultural factors may influence the effectiveness and reception of peer feedback in different settings. Future research should explore the applicability of these findings across diverse cultural and educational contexts.

Several promising directions for future research emerge from this study. Longitudinal research tracking the impact of peer feedback on writing development over extended periods would provide valuable insights into its long-term effects. Comparative studies examining different approaches to structuring and scaffolding peer feedback activities could help identify optimal implementation strategies. Additionally, research exploring the interplay between teacher feedback and peer feedback would contribute to understanding how these different sources of feedback can be effectively integrated.

Studies examining the potential of technology-mediated peer feedback, particularly in light of increasing digital learning environments, would also be valuable. The relationship between peer feedback literacy and writing improvement merits further investigation, as does the potential of peer feedback to address equity concerns in writing instruction by providing all students with multiple sources of feedback.

Final Thoughts

This study contributes to the growing body of evidence supporting peer feedback as an effective pedagogical approach in writing instruction. The findings suggest that peer feedback offers a powerful mechanism for enhancing writing skills while simultaneously developing students' critical thinking, metacognitive awareness, and writing self-efficacy. For educators seeking evidence-based practices to enhance writing instruction, peer feedback represents a promising approach that benefits both students and teachers.

By positioning students as active participants in the feedback process rather than passive recipients, peer feedback aligns with contemporary educational goals of developing self-directed, collaborative learners. As this study demonstrates, when properly implemented, peer feedback can transform writing instruction from a teacher-centered to a community-centered process, enriching the learning experience while improving writing outcomes.

References

1. Bader, M., Burner, T., Hoem Iversen, S., & Varga, Z. (2019). Student perspectives on formative feedback as part of writing portfolios. *Assessment & Evaluation in Higher Education*, 44(7), 1017-1028. [10.1080/02602938.2018.1564811](https://doi.org/10.1080/02602938.2018.1564811)
2. Chang, C., & Lin, H. C. K. (2019). Effects of a mobile-based peer-assessment approach on enhancing language-learners' oral proficiency. *Innovations in Education and Teaching International*, 57(6), 668–679. <https://doi.org/10.1080/14703297.2019.1612264>
3. Double, K.S., McGrane, J.A. & Hopfenbeck, T.N. The Impact of Peer Assessment on Academic Performance: A Meta-analysis of Control Group Studies. *Educ Psychol Rev* 32, 481–509 (2020). <https://doi.org/10.1007/s10648-019-09510-3>
4. Han, Y., & Xu, Y. (2019). The development of student feedback literacy: the influences of teacher feedback on peer feedback. *Assessment & Evaluation in Higher Education*, 45(5), 680–696. <https://doi.org/10.1080/02602938.2019.1689545>
5. Huisman, B., Saab, N., van den Broek, P., & van Driel, J. (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>
6. Li, H., Xiong, Y., Hunter, C. V., Guo, X., & Tywoniw, R. (2019). Does peer assessment promote student learning? A meta-analysis. *Assessment & Evaluation in Higher Education*, 45(2), 193–211. <https://doi.org/10.1080/02602938.2019.1620679>
7. Link, S., Mehrzad, M., & Rahimi, M. (2020). Impact of automated writing evaluation on teacher feedback, student revision, and writing improvement. *Computer Assisted Language Learning*, 35(4), 605–634. <https://doi.org/10.1080/09588221.2020.1743323>
8. Lundstrom, K., & Baker, W. (2009). To give is better than to receive: The benefits of reviewing to the reviewer. *Journal of Second Language Writing*. 18, 30-43.

9. Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218. <https://doi.org/10.1080/03075070600572090>
10. Noroozi, O., & Hatami, J. (2018). The effects of online peer feedback and epistemic beliefs on students' argumentation-based learning. *Innovations in Education and Teaching International*, 56(5), 548–557. <https://doi.org/10.1080/14703297.2018.1431143>
11. Pham, T. N., Lin, M., Trinh, V. Q., & Bui, L. T. P. (2020). Electronic Peer Feedback, EFL Academic Writing and Reflective Thinking: Evidence From a Confucian Context. *Sage Open*, 10(1). <https://doi.org/10.1177/2158244020914554>
12. Seifert, T., & Feliks, O. (2018). Online self-assessment and peer-assessment as a tool to enhance student-teachers' assessment skills. *Assessment & Evaluation in Higher Education*, 44(2), 169–185. <https://doi.org/10.1080/02602938.2018.1487023>
13. Topping, K. J. (2010). Methodological quandaries in studying process and outcomes in peer assessment. *Learning And Instruction*, 20(4), 339-343. <https://doi.org/10.1016/j.learninstruc.2009.08.003>
14. Yang, M., Badger, R., & Yu, Z. (2019). A comparative study of peer feedback in a Chinese EFL writing classroom. *Assessment & Evaluation in Higher Education*, 10.1016/j.jslw.2006.09.004
15. Yu, Q., & Schunn, C. D. (2023). Understanding what and when of peer feedback benefits for performance and transfer. *Computers In Human Behavior*, 147, 107857. <https://doi.org/10.1016/j.chb.2023.107857>