

## TEACHER FEEDBACK AND PEER FEEDBACK IN ESL WRITING CLASSES

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### Abstract

This study investigates students' perceptions of teacher feedback and peer feedback in English as a Second Language (ESL) writing classes. Feedback is widely recognized as an essential component in improving students' writing performance, motivation, and engagement. The purpose of this research was to examine students' preferences for different types of feedback and their impact on the learning experience. A quantitative research design was employed, and data were collected through a structured questionnaire consisting of multiple-choice and Likert-scale items. The participants were 20 undergraduate students at an intermediate level of English proficiency; however, only 14 valid responses were analyzed. The data were examined using descriptive statistics, including percentages and frequency distribution. The findings revealed that the majority of students (42.9%) preferred a combination of both

teacher and peer feedback, while equal proportions (28.6%) preferred each type individually. Additionally, most students showed positive attitudes toward peer feedback and agreed that feedback increases their engagement in writing tasks. Overall, the study suggests that integrating both teacher and peer feedback creates a more effective and supportive learning environment. The findings highlight the importance of combining different feedback strategies to enhance students' writing development and learning outcomes.

**Keywords:** ESL writing, teacher feedback, peer feedback, student engagement, writing performance, learner autonomy

### **Annotatsiya**

Ushbu tadqiqot ingliz tilini ikkinchi til sifatida o'rganish (ESL) yozuv darslarida o'qituvchi fikri (teacher feedback) va tengdoshlar fikri (peer feedback) bo'yicha talabalarning qarashlarini o'rganadi. Feedback talabalarning yozish ko'nikmalarini, motivatsiyasini va faolligini oshirishda muhim omil sifatida keng e'tirof etiladi. Tadqiqotning asosiy maqsadi talabalar qaysi turdagi feedbackni afzal ko'rishini va uning o'quv jarayoniga ta'sirini aniqlashdan iborat. Tadqiqotda kvantitativ yondashuv qo'llanildi va ma'lumotlar multiple-choice hamda Likert shkalasidagi savollardan iborat tuzilgan so'rovnoma orqali yig'ildi. Tadqiqotda 20 nafar bakalavr talabasi ishtirok etdi, biroq faqat 14 ta to'g'ri javob tahlil qilindi. Ma'lumotlar foizlar va chastotalar yordamida tahlil qilindi. Natijalar shuni ko'rsatdiki, talabalarining aksariyati (42.9%) o'qituvchi va tengdoshlar feedbackining kombinatsiyasini afzal ko'radi, 28.6% esa har birini alohida tanlagan. Bundan tashqari, talabalar peer feedbackga ijobiy munosabat bildirdi va feedback yozuv faoliyatidagi ishtirokni oshirishini tasdiqladi. Umuman olganda, tadqiqot natijalari o'qituvchi va tengdoshlar feedbackini birgalikda qo'llash yanada samarali va qo'llab-quvvatlovchi o'quv muhitini yaratishini ko'rsatadi. Ushbu yondashuv talabalarning yozish ko'nikmalarini rivojlantirish va o'quv natijalarini yaxshilashda muhim ahamiyatga ega.

**Kalit so‘zlar:**ESL yozish, o‘qituvchi fikri, tengdoshlar fikri, talabalar faolligi, yozish ko‘nikmasi, o‘quvchi mustaqilligi

### **Аннотация**

Данное исследование посвящено изучению восприятия студентами обратной связи преподавателя и взаимной обратной связи в письменных занятиях по английскому языку как иностранному (ESL). Обратная связь широко рассматривается как важный фактор, способствующий улучшению письменных навыков, мотивации и вовлеченности студентов. Цель исследования — определить предпочтения студентов в отношении различных типов обратной связи и их влияние на учебный процесс. В исследовании использовался количественный метод. Данные были собраны с помощью структурированной анкеты, включающей вопросы с выбором ответа и шкалу Лайкерта. В исследовании приняли участие 20 студентов, однако для анализа были использованы только 14 корректных ответов. Данные анализировались с использованием описательной статистики, включая проценты и частотное распределение. Результаты показали, что большинство студентов (42,9%) предпочитают сочетание обратной связи преподавателя и взаимной обратной связи, тогда как по 28,6% предпочитают каждый тип отдельно. Кроме того, студенты продемонстрировали положительное отношение к обратной связи от однокурсников и отметили, что обратная связь повышает их вовлеченность в письменную деятельность. В целом, результаты исследования показывают, что интеграция различных видов обратной связи способствует созданию более эффективной и поддерживающей учебной среды. Это, в свою очередь, способствует развитию письменных навыков и улучшению учебных результатов студентов.

**Ключевые слова:** Письмо на английском языке (ESL), обратная связь преподавателя, взаимная обратная связь, вовлеченность студентов, письменные навыки, автономия обучающихся

## Introduction

Feedback is widely regarded as a fundamental component of the language learning process, particularly in English as a Second Language (ESL) classrooms. It plays a significant role in helping learners identify their strengths and weaknesses, thereby improving their overall academic performance. In modern educational systems, feedback is not only viewed as a corrective tool but also as a means of enhancing student engagement and learning quality. According to Loewen (2013), feedback in second language acquisition refers to information provided to learners about their language performance, especially in relation to errors and accuracy. It can be delivered in different forms, including oral and written feedback, and may occur either immediately during interaction or after the completion of a task. This highlights the central role of feedback in shaping learners' language development. Traditionally, teacher feedback has been considered the primary source of guidance in ESL writing classes. Teachers provide structured and authoritative input that helps students improve their linguistic accuracy and writing organization. Ismail et al. (2008) emphasize that writing in a second language requires significant cognitive effort, as learners must simultaneously focus on content, grammar, and structure. Their study demonstrates that even minimal teacher feedback can support students in revising their work and developing their writing skills. This suggests that teacher feedback remains an essential element of effective language instruction. However, relying solely on teacher feedback may limit students' active participation in the learning process, as it often positions learners as passive recipients of knowledge.

In contrast, peer feedback has emerged as an alternative approach that encourages student-centered learning. Peer feedback involves students evaluating and commenting on each other's work, which promotes collaboration, critical thinking, and learner autonomy. Lin and Chien (2009) found that peer feedback positively influences students' motivation and confidence, as it creates a supportive and cooperative learning environment. Additionally, peer feedback is associated with

theories of collaborative learning, where knowledge is constructed through interaction and shared experiences. Despite its benefits, some educators remain skeptical about the effectiveness of peer feedback due to concerns about the accuracy of students' comments and the potential for negative emotional responses. Although both teacher feedback and peer feedback have been widely studied, there is still a lack of clear understanding regarding their combined effectiveness in ESL classrooms. Previous studies have often examined each type separately without fully exploring how they can be integrated to enhance learning outcomes. Therefore, this study aims to examine students' perceptions of teacher and peer feedback and their impact on writing performance, engagement, and learning experience.

### **Literature Review**

Feedback is considered a crucial element in second language learning, especially in developing writing skills. Researchers have explored both teacher feedback and peer feedback to understand their effects on learners' performance and engagement. Teacher feedback is traditionally viewed as the most reliable form of guidance in ESL classrooms. According to Loewen (2013), it helps learners recognize the gap between their current language use and the target language. Ismail et al. (2008) found that even limited teacher feedback can significantly improve students' writing, particularly in grammar, vocabulary, and organization. However, excessive reliance on teacher feedback may reduce learner autonomy.

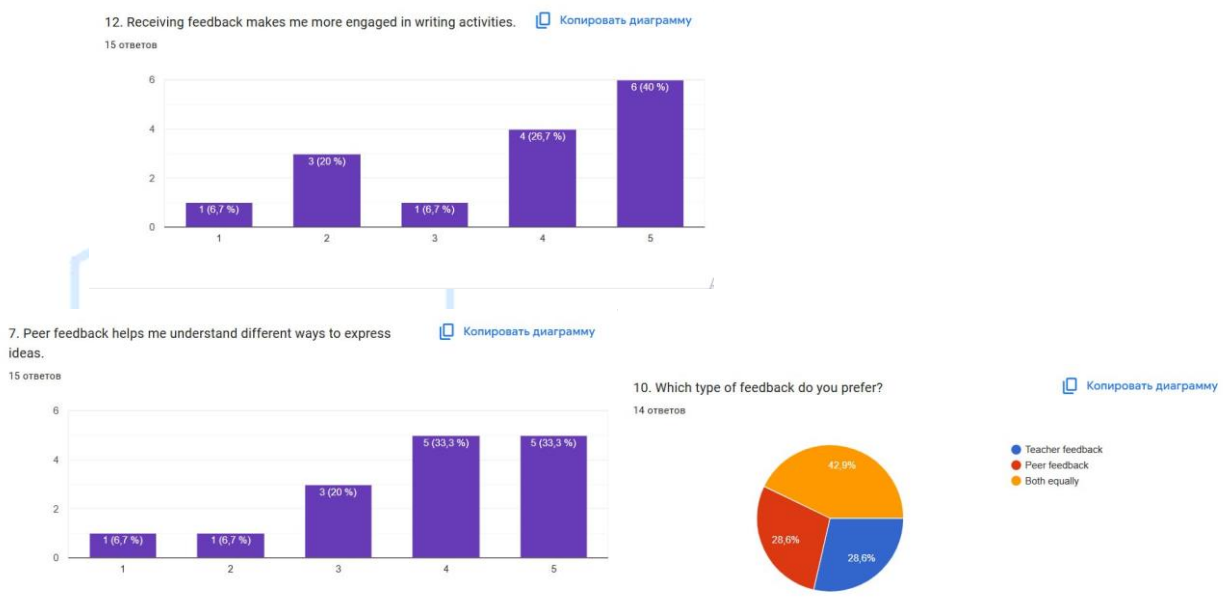
On the other hand, peer feedback represents a more student-centered approach. Lin and Chien (2009) showed that peer feedback encourages collaboration, critical thinking, and responsibility for learning. It also creates a supportive environment where students feel comfortable sharing ideas. However, peer feedback may sometimes lack accuracy due to learners' limited proficiency. Recent studies suggest that combining teacher and peer feedback can be more effective than using either approach alone. While teacher feedback ensures accuracy and expert guidance, peer feedback promotes

interaction and independence. Nevertheless, further research is needed to determine how these approaches can be effectively integrated.

## Methods

This study employed a quantitative research design to examine students' perceptions of feedback in ESL writing classes. A questionnaire-based approach was selected because it allows for the collection of measurable data and the identification of patterns in students' attitudes and experiences. The participants were 15 undergraduate students enrolled in an English course at an intermediate (B1–B2) level. They were selected using convenience sampling. All participants were invited to complete the same questionnaire; however, only 14 responses were considered valid for analysis. Data were collected using a structured questionnaire consisting of multiple-choice and Likert-scale items. Multiple-choice questions gathered information about students' preferences and experiences, while Likert-scale items measured their level of agreement with statements about feedback using a five-point scale from “strongly disagree” to “strongly agree.” The questionnaire was administered in the classroom, and students were given clear instructions before completing it. They were asked to respond based on their recent experiences with writing tasks. Data collection was completed within one week.

The data were analyzed using descriptive statistics. Frequencies and percentages were calculated for multiple-choice items, while Likert-scale responses were analyzed to identify general trends in students' perceptions and engagement. The data were organized using spreadsheet software. Ethical considerations were observed throughout the study. Participation was voluntary, and students provided informed consent. All responses were anonymous, and the data were used solely for academic purposes.



## Results

The results are presented using selected charts to highlight key findings regarding students' perceptions of feedback. The pie chart shows that 42.9% of students preferred a combination of both teacher and peer feedback, while 28.6% preferred each type individually. This indicates that students value a balanced approach. The results for peer feedback show that most students selected higher levels on the scale, with 33.3% choosing "4" and 33.3% choosing "5." This suggests that students generally find peer feedback helpful in understanding different ways of expressing ideas. In terms of engagement, 40% of students strongly agreed that feedback increases their involvement in writing tasks, while 26.7% agreed. However, a smaller proportion of students reported lower agreement, indicating some variation in experiences. Overall, the findings demonstrate positive attitudes toward feedback and its role in improving writing and engagement.

## Discussion

The findings indicate that students generally have positive perceptions of feedback in ESL writing classes. One key result is that most students prefer a combination of teacher and peer feedback, suggesting that both accuracy and collaboration are important in the learning process. This supports the idea of collaborative learning, where interaction enhances understanding. The positive perception of peer feedback suggests that students benefit from exposure to different perspectives. However, some variation in responses indicates that not all students equally benefit from this approach.

These findings are consistent with previous research (Lin & Chien, 2009; Loewen, 2013), which highlights the benefits of combining different types of feedback. However, the study has limitations. The small sample size (14 responses) limits generalizability, and the use of a questionnaire reflects perceptions rather than actual performance. Future research should include larger samples and additional methods, such as writing assessments or interviews, to provide deeper insights.

### **Conclusion**

This study set out to investigate students' perceptions of teacher feedback and peer feedback in ESL writing classes. The findings clearly demonstrate that feedback plays a crucial role in the language learning process, particularly in improving students' writing skills, increasing their motivation, and enhancing their overall engagement in academic tasks. One of the most significant findings of this study is that the majority of students prefer a combination of both teacher and peer feedback. This result highlights the importance of integrating different feedback approaches in the classroom. Teacher feedback is valued for its accuracy, clarity, and expert guidance, which helps students identify and correct linguistic errors. At the same time, peer feedback provides opportunities for collaboration, interaction, and exposure to diverse perspectives, allowing students to develop critical thinking and become more actively involved in the learning process.

Furthermore, the results indicate that feedback positively influences students' engagement in writing activities. Many participants reported that receiving feedback encourages them to reflect on their work, revise their writing, and participate more actively in classroom tasks. This suggests that feedback is not only a tool for correction but also a key factor in promoting learner autonomy and responsibility. Despite these important findings, the study has certain limitations. The relatively small sample size and the use of questionnaire data may limit the generalizability of the results. Additionally, the study focused on students' perceptions rather than their actual writing performance, which means that the effectiveness of feedback was not measured directly. In light of these limitations, future research should involve a larger and more diverse group of participants and incorporate additional research methods, such as writing assessments or interviews. This would provide a more comprehensive understanding of how feedback influences both students' attitudes and their actual performance in ESL writing.

In conclusion, the study emphasizes that effective feedback practices are essential for successful language learning. It is recommended that teachers adopt a balanced approach by combining teacher and peer feedback in their classrooms. Such an approach can create a more supportive, interactive, and effective learning environment, ultimately leading to improved student outcomes in ESL writing.

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