

## **The Role of Web-based Peer Feedback in Advancing EFL Essay Writing**

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### **Abstract**

This study investigated the effect of anonymous online peer feedback on EFL learners' essay writing performance. The context of the study was in a public college in Oman. The study was conducted in two phases utilising a QUAN-Qual design. The first phase involved a classroom intervention where a single group of participants was administered a pretest prior to the intervention and a posttest immediately after the intervention. The participants were engaged in a variety of anonymous peer-feedback activities on a wiki platform. In the second phase, six participants were interviewed to explore their perceptions regarding the use of online peer feedback. The results indicated that EFL learners were able to improve their writing through engaging in online peer-feedback tasks. Additionally, the learners demonstrated a positive perspective toward the use of online peer feedback. The study has a number of instructional implications for EFL instructors who seek to incorporate online platforms into student-student feedback tasks.

*Keywords:* writing, peer feedback, wikis, EFL

### **Introduction**

A long line of research has emphasised that students should benefit from peer feedback, in addition to teacher feedback, to improve their writing performance (Bacon & Bounty, 2020; Ho et al., 2020; Noroozi & Hatami, 2019; Tuomey, 2014; Zhang & McEneaney, 2020). Through the provision of feedback, language learners can benefit from their peers' feedback in terms of comments and suggestions when experiencing similar writing processes and challenges (van Leeuwen et al., 2009). The implementation of peer feedback encourages students to share thoughts and perspectives which can lead to an improvement in the linguistic content and the organisation of their writing (Ho & Savignon, 2007).

With advances in web-based learning, there has also been an increased interest in building learning environments that integrate technology into English writing pedagogy. This

development also marks a generational gap where technology constitutes a crucial role in the exchange of information. Digitally-enhanced learning suits the nature of the recent digital generation of learners who actively use technology to interact and share information. Baran et al. (2013) confirmed the significance of integrating technology into writing by highlighting that the majority of learners live in a world of electronic writing, investing a considerable proportion of their daily time reading and writing on electronic devices such as cell phones and computers.

Computer-mediated peer feedback can take place using different platforms; for example, emails, blogs, discussion chats, or wikis. This study used wiki-based peer feedback to examine the value of peer feedback among EFL students. Wikis are considered a practical learning tool that can encourage language students to brainstorm, write, revise, edit, share and build knowledge with others (Froldova, 2016). Research indicates that any learning environment that involves wikis can create numerous activities like uploading homework assignments, keeping portfolios, peer feedback writing, and posting artwork (Reich et al., 2012; Vahedipour & Rezvani, 2017). Wikis thus have significant potential to generate peer feedback activities in writing classes, since each student's writing production is available online (Hadjerrouit, 2012).

## **Literature Review**

A growing body of literature has explored the practice of online peer feedback (OPF) in writing. The practice of online peer feedback has been found to aid EFL learners to significantly improve their writing skills (Ho et al., 2020; Noroozi & Hatami, 2019; Pham et al., 2020; Wahyudin, 2018). Student-student feedback has been also shown to produce superior results in comparison to traditional teacher-student feedback (Zhang & McEneaney, 2020) albeit not consistently (Wihastyanang et al., 2020).

Numerous studies have examined students' attitudes when engaged in an online peer feedback task. Research (Aghae & Hansson, 2013; Coté, 2014; Ho & Savignon, 2007; Tuzi, 2004) revealed that learners found OPF to facilitate anonymity- a condition which allowed learners to provide critical feedback freely without fear of embarrassment. When engaged in an OPF task, learners of various proficiency levels further exhibited positive attitudes such as higher motivation (Chen et al., 2011), increased ability to share, exchange, and discuss ideas (Baran et al., 2013), and the ability to learn autonomously (Engstrom & Jewett, 2005).

### **Wiki-mediated peer feedback (WPF)**

A considerable body of research has investigated the use of peer feedback on writing via wikis (Hsu, 2019; Hsu & Lo, 2018; Iksan & Halim, 2018; Kemp et al., 2019; Lutaaya et al., 2018; Vahedipour & Rezvani, 2017; Wang, 2015). Through the use of WPF, learners were able to provide helpful feedback on different writing aspects such as language forms (Hsu, 2019), content (Hsu & Lo, 2018; Ma, 2020), and grammatical accuracy (Nami & Marandi, 2014; Vahedipour & Rezvani, 2017).

When compared to a non-wiki-writing environment, wiki-supported writing contexts appeared to be more effective in advancing EFL writing proficiency (Wang, 2015) and decreasing L2 writing anxiety (Iksan & Halim, 2018).

## **The Purpose of the Research**

There is a large body of research on traditional face-to-face peer feedback. Web-based peer feedback, however, has not received equal attention. Our examination of the available published research work on peer-feedback benefits to EFL learners revealed that further research is warranted, given the mixed findings on whether or not peer-feedback is beneficial to EFL learners. Additionally, the available research seems to reveal little about what perceptions EFL learners hold about the use of online platforms in feedback tasks. Thus, this study adds to the ongoing research that seeks to explore the potential of wiki-based peer feedback.

## **Research Questions**

1. Does web-based peer feedback in writing have any significance on the improvement of EFL learners' writing proficiency?
2. What are EFL learners' thoughts and experiences of using web-based peer feedback in writing?

## **Method**

### **Context**

This study was conducted at Nizwa College of Technology (NCT) in Oman. The English foundation programme (EFP) in the college is designed to develop students' core English skills and offers four language proficiency courses - Pre-elementary (Level 1), Elementary (Level 2), Intermediate (Level 3), and Advanced (Level 4). These are non-credit courses, and the grade awarded is pass or fail. Although students are required to achieve 50% to be qualified for the next level, it is their percentage grade in Level 4 that determines their eligibility to pursue a particular level of qualification (certificate, diploma, advanced diploma, and bachelor's) in the three departments – Engineering, Business Studies, and Information Technology.

This study targeted the writing course of L4 students. As Table 1 shows, the L4 course assessment mainly focuses on testing the students' ability to write an essay in support of or against a particular point of view. In addition, describing and summarising visual data such

as graphs, charts, and tables, is one of the writing skills that students develop in this course. Through the semester, students are required to submit 3 pieces of each type of writing.

Table 1  
*Assessment Scheme of Level 4 Writing Course*

	Assessment activity	Types of writing assessed
Formative Assessment	In-class Writing Assessment 1	Opinion Essay
	In-class Writing Assessment 2	Bar Chart Essay
Summative Assessment	Mid-term exam	Opinion Essay Line Graph Essay
	Final Exam	Opinion Essay Line graph/Bar Chart Essay

### Sample

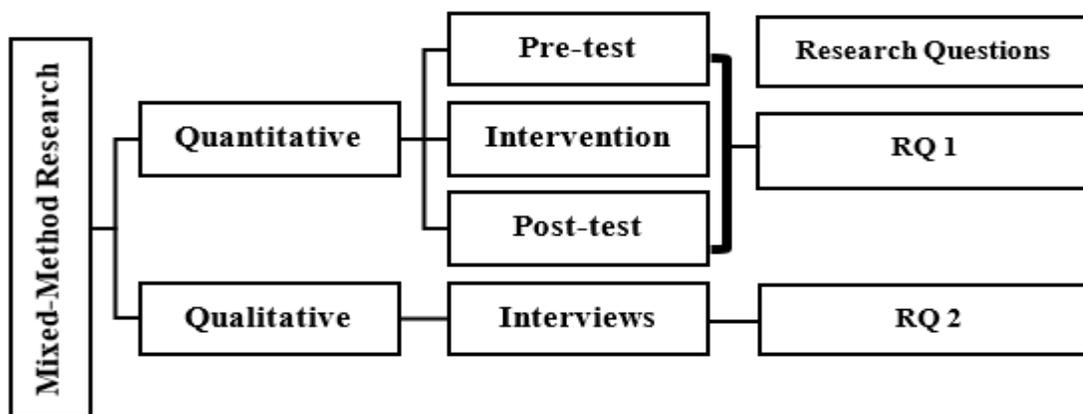
This study targeted 50 Level 4 students. Due to institutional policy, the researchers were unable to assign individuals to the experimental group randomly and thus had to include existing intact classrooms (Gay et al., 1992). Male participants (n=30) comprised 60 % of the sample, and female participants (n=20) 40%. Ages ranged between 18 and 20.

### Research design

A QUAN-qual research design was adopted to collect data. This mixed-method design was deemed appropriate for this study as it would help us understand inconsistencies between the quantitative (participants' performance in pre-test and post-test) and the qualitative results (participants' thoughts and experiences of using web-based peer feedback in writing).

### Figure 1

*The design of the study*



As Figure 1 illustrates, to address the first research question, a writing task was administered as a pre-test at the beginning of Week 1. Participants were asked to give their opinion on getting daily homework. They had to write a 250-word essay in 45 minutes. For the next ten weeks, the students were engaged in peer feedback activities on a wiki page. The same writing task was conducted again as a post-test at the end of Week 10.

Two blind raters, who are certified IELTS examiners, marked the two tests using the public version of IELTS task 2 writing criteria that include four scoring categories, namely task response, coherence and cohesion, lexical resource, and grammar range and accuracy. The two raters were blind to who the participants were, but they were not blind to the test they were marking - pretest or posttest. Each essay was marked by both raters. Cohen's kappa was conducted to define the agreement between the two raters. The result indicated that there was a substantial agreement between the two raters in marking students' essays in the pretest and posttest ( $\kappa = .811, p < .000$ ).

To address the second research question, six semi-structured interviews were conducted to examine students' thoughts and experiences of online peer feedback. A simple random sampling technique was used to select the six participants. Each of the participants was assigned a number on a card. The numbers were placed in a bowl and mixed. The cards were randomly picked and the chosen participants were labelled as Student A, B, C, D, E, and F to maintain anonymity.

### **The validity and reliability of the writing task**

The face and content validity of the writing task was examined by three teachers who teach the Advanced English Writing Course. The teachers agreed that the face and content validity is appropriate and representative of the course content. Then, the task was piloted with 30 participants to examine test-retest reliability, which is defined as the degree to which scores are consistent over time (Gay et al., 1992). The collected data in both administrations were then correlated using Pearson Correlation. As Table 1 illustrates, the obtained result ( $r(30) = .82, p = .00$ ) using the Pearson Correlation test for the task indicates that this instrument has good reliability (Gay et al., 1992).

**Table 2**

*Pearson correlation of test-retest reliability of the pre-test*

		TEST	RETEST
TEST	Pearson Correlation	1	.881**
	Sig. (2-tailed)		.000
	N	30	30
RETEST	Pearson Correlation	.881**	1
	Sig. (2-tailed)	.000	
	N	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### **Training on using the web-based platform**

This study used a web-based platform that enables users to create wiki pages. Before starting this experimental study, the participants were engaged in a two-week training programme on how to give feedback on wiki pages and how to create better quality comments, revisions, and suggestions on wiki pages. Min (2006) and Stanley (2014) pointed out that training in giving peer feedback makes students fully aware of what feedback is and how to provide it, and trained students, therefore, generate more productive feedback than untrained ones.

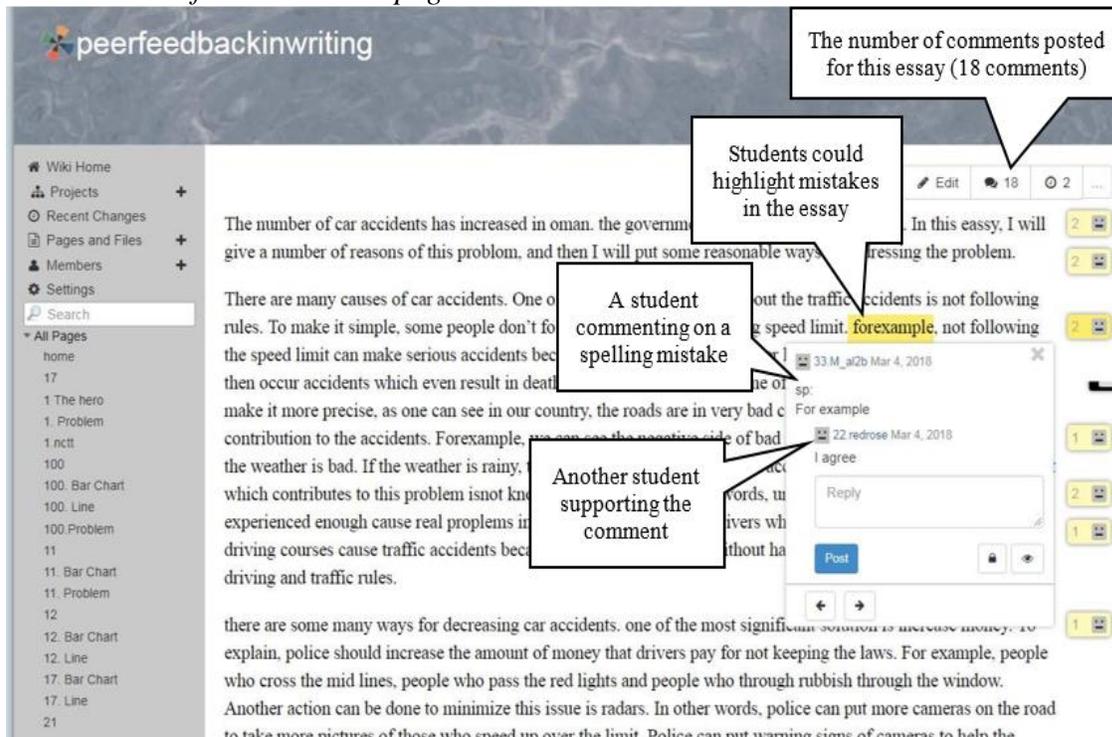
The training was for two weeks, with four lessons each week. In the first week, the teacher uploaded ten student essays on the wiki platform. He then invited the participants to a computer laboratory in the college to activate their accounts. After that, the teacher divided the 50 participants into 10 groups of 5 members each. Each group was asked to review one of the ten essays that the teacher uploaded. Students were given a checklist of statements and correction codes to be used when giving feedback. These statements were meant to draw their attention to what they should look for when giving feedback. Statements included in the checklist are:

- a) The essay has a 4-paragraph structure (an introduction, 2 body paragraphs, and a conclusion).
- b) The background information given in the introduction is relevant.
- c) It has a clear thesis statement.
- d) Each body paragraph begins with a topic sentence.
- e) The reasons given are appropriate.
- f) Supporting ideas are relevant.
- g) Examples are given to support their stand.
- h) Reasons given in the body paragraphs are summarized in the conclusion.
- i) A concluding statement is written.

Students had to read each statement, tick the appropriate boxes and use correction symbols given at the end of the checklist to identify the errors. Each group was asked to give feedback to one of the ten writing samples uploaded as mentioned earlier. At the end of the lesson, the teacher gave the students a list of the error types and the actual corrected forms of the writing samples that they had worked on. These procedures were effectively repeated in each of the four lessons of the first week.

In the second week, before asking students for feedback, students were trained on how to upload documents on wiki pages. The teacher supported each student with a separate writing sample and asked them to create a wiki page and upload the writing on their wiki pages. After that, each student was required to give individual feedback on one of the fifty writing samples uploaded on the wiki page. During the next three lessons, students were engaged in commenting on the feedback given by their peers on each writing sample.

**Figure 2**  
A screenshot of a student wiki page



As Figure 2 shows, there were 18 comments that students posted for improving the quality of the essay. Students highlighted the mistakes in yellow for purposes of clarity. For instance, Student33 highlighted a spelling mistake (for example), and he provided the correct spelling. Student22 replied to Student33's comment by supporting him (I agree). This dialogue helped students to discuss and share their thoughts and comments.

## Data analyses

The data collected from the quantitative part (pretest and posttest) was tabulated in SPSS software for analysis. The researchers conducted a paired samples t-test to identify any statistically significant differences among students' performances in essay writing before and after being engaged in online peer feedback practice. Qualitative data analysis was performed through inductive thematic analysis. Inductive thematic analysis is mainly used to analyse and categorise patterns in qualitative data (Clarke & Braun, 2013). The reason behind the adoption of this approach was because themes in this study were strongly linked to the data as the assumptions of this study were data-driven (Braun & Clarke, 2006).

## Results

1. Does web-based peer feedback in writing have any significance on the improvement of EFL learners' writing proficiency?

A test of Skewness and Kurtosis was used to prove the normality of the data that was gained. Table 2 indicates that the skewness value for this data is narrowed between -1 and +1, while the kurtosis value is between -2 and +2. Trochim and Donnelly (2006) stated that a value between -1 and +1 for skewness and kurtosis is regarded as outstanding and a value narrowed between -2 and +2 is acceptable. So, the data obtained from the pretest and posttest is confirmed to be distributed normally.

**Table 1**

*Normality test for English proficiency in pretest and posttest*

N	Pretest		Post-Test	
	Valid	Missing	50	50
			0	0
Skewness			.101	.146
Std. Error of Skewness			.337	.337
Kurtosis			-1.277-	-1.394-
Std. Error of Kurtosis			.662	.662

To check whether or not online peer feedback significantly improved students' essay writing proficiency, a paired samples t-test was administered to compare the pretest and posttest mean scores. The results obtained from the paired samples t-test, as shown in Table 3, showed that there is a significant difference between pretest and posttest in writing scores. Table 3 indicates that the post-test mean score ( $M = 26.15$ ,  $SD = 3.67$ ) was higher than that obtained from pre-test ( $M = 24.79$ ,  $SD = 3.49$ ) conditions;  $t(49) = 9.42$ ,  $p = 0.00$ . Consequently, there is clear evidence ( $t = 9.42$ ,  $p = 0.00$ ) that online peer feedback improved students' scores in essay writing. The students improved their scores in essay writing, on average, by approximately 1.37 points.

**Table 2**

*Paired samples t-test for English writing proficiency in pretest and posttest*

Pair 1	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
				PostTest – PreTest	1.368			
	Mean	N	Std. Deviation	Std. Error Mean				
Post-Test	26.1460	50	3.67375	.51955				
Pretest	24.7780	50	3.49328	.49402				

2. What are EFL learners' thoughts and experiences of using web-based peer feedback in writing?

The qualitative data obtained from the six semi-structured interviews were coded by using Clarke and Braun (2013) thematic analysis. Employing this model, students' experiences and thoughts were categorised into two main themes which were positive experiences and negative experiences.

### Positive experiences

Table 4 demonstrates the outcomes of the thematic analysis in analysing the theme of positive experiences. Two sub-themes developed under positive experiences: 1. writing improvement; 2. non-threatening learner-centred approach.

**Table 3**

*Theme, sub-themes, and codes for positive experiences*

Theme	Subthemes	Codes
Positive experiences	Writing improvement	Widened lexical resources Learned from peers' mistakes The organisation of ideas Experiencing a variety of writing styles Became more conscious when they write
	Non-threatening learner-centred approach	Relaxed and not feel nervous Gained more confidence Comment and deal with their peers' mistakes freely Applying technology in doing peer feedback practices on wiki which led to improving their English writing Easily and quickly accessed Ability to highlight mistakes easily and quickly and correct them by applying some features on wiki Frequent exposure to feedback activities Experiencing the teacher's role

All the interviewed students believed that they improved their writing skills but to different extents. They stressed that after being exposed to training and practices of online peer feedback, they had become more knowledgeable of the elements an excellent essay should include so that they understand the weaknesses and strengths in their writing. The students mentioned different areas of improvement in their writing. For example, Students A and F indicated that they could generally develop their writing skills in various areas, including spelling, grammar, organisation, coherence, and cohesion. Specifically, they held

the view that they learned from their peers' mistakes, and now they can bypass these mistakes to produce a better piece of writing. Students B and C believed that they enhanced their writing skills, particularly in spelling and grammar. They felt that they were able to discover spelling and grammar mistakes more easily than other types of writing mistakes. In addition to these two areas, Student C highlighted her interest in reading her coursemates' writings. She claimed that she widened her lexical resources and that she learned new vocabulary items from revising the students' essays. Also, she took the accessible advantage of reading different ideas organised in different essays on the same topic. Therefore, she was encouraged to develop her ideas and organise them to create good essay content.

In addition to the above benefits, Students D, B, and F stated briefly that they also benefited from peer feedback via wiki in improving their English writing skills. They could fully recognise a variety of mistakes made by their peers. In addition to seeing mistakes, they could notice the conversation between different students in exchanging ideas about correcting these mistakes. Student B stated:

*For several reasons first, the site makes me sure that in the exam I will not do that mistakes again. I could see the mistakes of my students in yellow colour. Also, I could see the corrections. Many students write corrections in one essay. I learned from them.*

Accordingly, when students become familiar with their own mistakes and their peers' mistakes, they will be more conscious such that they can avoid these mistakes and make their writing better. Further, Student A expressed that in doing peer feedback on the wiki, he was impressed with the variety of writing styles. Observing different essays from different writers helped him to experience different word choices, sentence structures, cohesion and coherence, and the development of ideas. He said:

*The most important aspect is the different writing. Each student has his own style of writing. This makes me use some styles to improve my writing skills. I see different words and different grammars. Ideas are clear and good I could understand different writers.*

Students were required to reflect on their experiences after being engaged in peer feedback practices on the wiki platform. All the interviewed students shared similar positive experiences. They stressed that the most noteworthy experience was the ability to highlight mistakes easily and correct them by applying some features on the wiki page. Specifically, they considered this practice as advantageous support which they believed could make their coursemates better writers. Besides this useful support, students expressed their self-confidence in dealing with their peers' mistakes. They indicated that this confidence was formed due to the anonymity that the wiki system provided. For example, Student C revealed the following:

*I like the website. I do not know my friends' usernames. I feel free to anything. No student can know me. I gave my feedback freely. I feel*

*happy when I see other users discuss my feedback. Not nervous. I put many comments. Also, I can do my feedback at home or in breaks in the college. I can do it anywhere; no one watches me.*

The implementation of online peer feedback along with users' anonymity provided the students with a valuable opportunity to produce an active contribution to peer feedback activities. Students were able to avoid subjectivity and prejudice and lessen peer pressure. In their views, the assistance of the wiki helped them to be comfortable and confident in commenting on their peers' writing. They greatly appreciated taking responsibility for their own learning. They experienced the teacher's role when they gave feedback. Student C highlighted the significance of being in the teacher's role. She pointed out in the interview:

*I liked this experience because it helped me to experience the place of a teacher. I'm now knowledgeable in marking criteria and grading system. I could see my peers' mistakes from a teacher's view. I liked it too much. I could help my friends a lot. There were no teachers. We were only students. We discussed a lot of mistakes and helped each other. I think it was good for everyone.*

She valued the experience of peer feedback since it helped her to be familiar with the assessment criteria of essay writing. She was stimulated to experience the teacher's role in assessing writing. She also valued the interaction with her friends and the absence of the teacher. This shows the ability of wikis to shrink emotional barriers, for instance, nervousness, that may exist in traditional face-to-face environments.

### **Negative experiences**

As demonstrated in Table 5, the thematic analysis of this study categorised negative experiences into two subthemes: 1: unconstructive feedback; 2. disappointment.

**Table 4**

*Theme, subthemes, and codes for negative experiences*

Theme	Subthemes	Codes
Negative experiences	Unconstructive feedback	Limited feedback to familiar misspelt words and using capitalisation at the beginning of sentences.
	Disappointment	Too many mistakes identified in their essay by their peers. Underlined some parts in their essays as mistakes while they were not. Failed to notice mistakes.

Some of the interviewed students stated that the feedback they received from their peers was not constructive. They expected to see helpful comments and suggestions for better

writing. However, they held that when they checked the wiki page on which they uploaded their essays, they found a few comments which focused on minor areas of essay writing. For example, Student D felt that he could not improve his writing skill that much. He stressed that:

*I improved my writing but not much. For example, my spelling skill improved such as putting capital letters in the first in some words but my idea and grammar did not improve. I do not get any comment on my ideas. I do not know why. Maybe I am good in writing. My friends only put the correct spelling and capital letters. When I checked some essays, I see many comments and advices. It is good for the writers.*

The students appreciated the learner-centred approach as it led to more in-depth students' learning and an enhanced sense of autonomy. However, the students reported some concerns about the type of learning. For example, Student B and Student C were dissatisfied with some student reviewers who underlined some parts in their essays as mistakes while they were not, and sometimes they failed to notice mistakes that were evident in their essays. Student C held that:

*I checked my essay in the wiki page. I was sad and disappointed. I see some of my writing in yellow colour. It means there is a mistake in each yellow part. But when I checked, they are no mistake. They are right. Why my friend says mistakes.*

On the other hand, some students revealed that their essays were full of corrections and comments. Though those mistakes were truly mistakes, the students felt dissatisfied that they produced a good piece of writing. For instance, Students E and D expressed the feeling of disappointment when they saw too many mistakes identified in their essays by their peers. It was internally more painful for them when they realised that anyone could access their essay pages and see other students' feedback on their essays even though it was anonymous.

## **Discussion**

This study sought to examine the effect of online peer-feedback on EFL written performance. The analysis of participants' written essays indicated that wiki-based peer feedback can help tertiary-level learners to advance their written performance. Analysis of student interviews showed that learners perceive online peer feedback positively.

### **Writing improvement**

The first research question investigated the potential of online wiki-based feedback on improving learners' written essays. The *t* test results revealed that students improved

significantly between the pretest and posttest and that online peer feedback helped EFL learners to improve their writing skills through learning from each other's work and mistakes in a collaborative writing environment. In terms of wiki-based peer feedback, this study confirmed that online peer feedback on a wiki platform could enhance various traditional pedagogical approaches and assumptions.

This study found that peer feedback on wikis is constructive in facilitating the improvement of writing essays. This is not unlike what previous research has suggested (Hsu, 2019; Hsu & Lo, 2018; Kemp et al., 2019; Lutaaya et al., 2018; Ma, 2020; Nami & Marandi, 2014; Vahedipour & Rezvani, 2017; Wang, 2015). This study also confirmed Zhang and McEneaney's (2020) finding that the reason behind the enhancement of writing through online peer feedback is that students were able to gain additional knowledge in the form of a collaborative environment in which they can discuss and share knowledge. The analyses of this study are in contradiction with Wihastyanang et al. (2020) which did not report any improvement in writing after implementing online peer feedback compared to teacher feedback.

### **Students' perceptions of online peer feedback**

The second research question examined learners' perceptions toward wiki-based peer feedback. Analysis of semi-structured student interviews showed that learners had positive and negative perceptions concerning the use of online peer feedback. Learners believed that wiki-based peer feedback can improve their writing skills through a pooling of resources. They also perceived it as a non-threatening learner-centred approach. However, some learners thought that online peer feedback was not always constructive which in turn could generate disappointment.

The results of this study are consistent with previous studies which indicated that online peer feedback could create a positive impact on students' thoughts and perceptions about writing, and specifically about peer feedback. Because wiki enabled them to engage themselves in peer feedback tasks anonymously, students expressed their satisfaction and that they were stress-free while giving comments on their peers' essays. Students could effectively diminish their shyness and fears in expressing their ideas online when they were anonymously involved and that anonymity allowed students to gain confidence and comment freely on peer feedback tasks. These findings corroborated the findings of Coté (2014), Ho and Savignon (2007), Pham et al. (2020), and Tuzi (2004) by indicating that online peer feedback assists students who struggle in face-to-face settings in shrinking the psychological pressure by providing them with the opportunity to propose remote feedback asynchronously at their convenience. Similarly, Aghaee and Hansson's (2013) study also reinforced the practice of anonymity as it intensified meaningful critical feedback because students, in this case, were released from social pressure and they were able to express themselves freely without bearing in mind interpersonal factors. This study also indicated that involving students in peer feedback tasks on writing enabled students to be more conscious of how teachers assess and evaluate their writing production.

Our findings revealed some contradictions with Allen and Katayama (2016). Despite the use of anonymity on online platforms, Allen and Katayama (2016) found that students

expressed frustration, embarrassment, and unfairness in practising online peer feedback. The reason behind these negative thoughts towards online peer feedback was that some students faced difficulties in identifying mistakes in their peers' essays due to their academic struggle and low English proficiency. However, the analyses of the current study were aligned with the findings of Allen and Katayama (2016) but that students were disappointed and embarrassed not because of the inability to comment on peer's writing but because of the high number of mistakes that were identified in their essays by their peers.

### **Conclusion and future directions for further research**

The use of peer feedback in online platforms is considered effective and constructive to students' writing since it enables them to actively and deeply think of the task-specific processes. This study employed wiki as a platform to explore the effectiveness of employing peer feedback in EFL essay writing. The study also investigated learners' thoughts and experiences in using online peer feedback. The findings showed that online peer feedback could be a productive approach in improving EFL writing skills. Learners perceived the use of the platform positively. They commended the use of anonymity in wikis which allowed them to gain confidence in commenting on their peers' essays. They managed to overcome social stress and interpersonal factors, such as shyness, since they could complete the tasks individually, at their own pace and convenience. Furthermore, the students stated that peer feedback tasks on writing helped them to develop an awareness of how teachers assess and evaluate their writing. Reading and revising others' writing drafts helped them to understand the assessment criteria and build critical evaluation. However, this study indicated that individual differences among students could affect their performance in peer feedback tasks and that caused some students to be cautious about taking their peers' comments and suggestions seriously.

This study revealed that using wikis in peer feedback is an effective approach that can build collaboration and the social construction of knowledge among EFL learners. This learning approach can also engage learners in a friendly learning environment where the concept of learner-centredness is significantly developed. Data analyses in this study indicated that peer feedback via wikis could potentially assist students to enhance their writing performance and productivity. Therefore, using wikis in writing and peer feedback tasks could be introduced in language learning classes. However, students must be trained on the best practices of peer feedback before engaging them in the practice itself. In addition, the employment of anonymity in online peer feedback is considered as a constructive and helpful approach in peer feedback. Language teachers can allow anonymity while students give feedback on their peers' work.

Future research can involve larger groups of participants. Enlarging the sample size and employing randomisation of individuals rather than assigning intact classes or groups would improve generalisation of findings. Since this study did not include a control group, future studies may compare the efficiency of face-to-face (control group) and online approaches (experimental group) when implementing peer feedback practice in writing.

Finally, gender may be considered a variable to identify whether female or male students utilise wikis better in cooperation or they react better to face-to-face conditions.

The issue of writing feedback in the EFL context remains crucial for the success of English education across various contexts. This research demonstrates the need to investigate the potential role of Technology in advancing writing pedagogy. And since technological advances are constantly improving, it is hence necessary to conduct more research to examine the feasibility and usefulness of new technologies in writing education.

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