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Research Article

An Observational Study on Peer Feedback Practices in University Level English Language Classrooms in Nepal

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ABSTRACT

The Faculty of Education (FoE) at Tribhuvan University (TU) in Kathmandu, Nepal, has introduced peer feedback as a language teaching technique, however, the classroom practice of this technique has not yet been assessed. Therefore, I conducted this descriptive study to explore peer feedback practices in university-level English language classrooms. Four students from the Master in Education, Fourth Semester English specialization group at Prithvi Narayan Campus, Pokhara, under the FoE, TU, were purposively selected as participants. This study employed an open-ended questionnaire and classroom observation as tools for data collection. I coded and categorized the qualitative data and analyzed the data across four themes. The results revealed that peer feedback practices in the classroom offer both opportunities and challenges for students. On the one hand, peer feedback practices allow students to improve their English language skills, foster a collaborative and interactive culture, and develop the classroom as a learning community. It also helps to build confidence among students. On the other hand, students misinterpret Feedback, if teachers do not provide adequate guidance. Therefore, the study emphasizes the need for integrating more peer feedback sessions with explicit instructions into the syllabus to ensure effective implementation and enhance English language learning for students.

Keywords: English language learning, peer feedback practices, peer feedback challenges, peer feedback opportunities

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INTRODUCTION

In recent years, the Faculty of Education (FoE) at Tribhuvan University (TU), Nepal, has incorporated peer feedback as a key instructional technique in the course English Education 544 (Eng. Ed. 544), ELT Seminar and Report Writing. The course, designed for Master of Education (M.Ed.) students specializing in English, aims to promote effective language learning through collaborative and interactive approaches. Feedback, as an essential pedagogical tool, helps guide students and correct errors and fosters a deeper engagement with the writing process, encouraging students to become active participants in their learning (Schunn et al., 2016). In this context, peer feedback plays a central role in enhancing students' writing skills, allowing them to reflect on and refine their work through the perspectives of their peers.

As highlighted by Schunn et al. (2016), the role of peer feedback as an instructional tool is crucial in understanding how students in Nepalese university classrooms engage with Feedback to improve their academic writing. This study aims to explore the peer feedback practices in university-level English language classrooms in Nepal, specifically concerning how peer feedback practices enhance students' language skills. By observing peer feedback sessions in university-level classrooms, this study reveals that these practices effectively promote English language proficiency among students.

Communicative proficiency in the English language is essential for academic success and increasingly opens doors to global opportunities. Recognizing this, higher education institutions in Nepal, including TU, have emphasized improving students' English proficiency through practical and meaningful language activities. In contrast to traditional and teacher-centered approaches, the new courses at TU encourage students to engage in more collaborative and student-centered learning through constructive Feedback. Peer feedback has become integral to these new teaching methodologies, creating a cooperative classroom environment where students actively engage with each other's work. By reviewing and providing feedback on peers' papers and presentations, students not only contribute to each other's learning but also develop critical academic skills, such as analysis, revision, and effective communication.

In English as a Second Language (ESL) classrooms, peer feedback has significantly progressed as an alternative to traditional teacher input. It fosters a collaborative environment where students exchange experiences, offer constructive criticism, and assist each other in addressing challenges. Peer feedback typically involves students supporting one another, whether informally through discussions and mentorship or more formally through structured feedback sessions. This peer-driven exchange of ideas and knowledge helps create a more

inclusive learning atmosphere and empowers students to take ownership of their academic development.

The theoretical foundation of peer feedback draws from established teaching frameworks such as process writing and cooperative learning (Liu & Hansen, 2002). Peer feedback encompasses various practices, including peer review, peer critiquing, peer evaluation, and peer editing, where students engage with each other's work by suggesting modifications and improvements (Mangelsdorf, 1992). While the literature well-establishes the theoretical underpinnings of peer feedback, limited empirical studies examine how researchers implement these concepts in specific cultural and educational contexts, such as university-level ELT classrooms in Nepal. Furthermore, while Mangelsdorf (1992) identifies multiple forms of peer feedback, there is a lack of studies exploring how students in Nepalese classrooms experience these practices. This gap in the literature underscores the need for context-specific research that examines the dynamics of peer feedback in this unique educational setting.

Peer feedback promotes active participation in the learning process and enhances critical thinking and self-reflection. When students assess their peers' work, they must identify strengths and weaknesses and constructively articulate their observations. This process encourages analytical thinking and helps students refine their understanding of academic writing conventions, presentation techniques, and research methodologies. By engaging in peer feedback sessions, students improve their writing, deepen their knowledge of the subject matter, and gain valuable insights into their academic progress.

In Eng. Ed. 544, peer feedback is particularly essential during seminar presentations. In Unit 2 of the course, students are required to provide feedback on their peers' presentations as well as respond to feedback from both peers and teachers. These feedback sessions allow students to refine their seminar papers and presentations, preparing them for more effective academic communication. As the course is entirely student-centered, students take full responsibility for learning, exploring current local and global ELT issues, developing seminar papers, and presenting their findings. The active participation of students in the peer feedback process fosters a collaborative learning environment where all participants contribute to one another's academic development.

The significance of this study lies in its potential to contribute to the growing body of research on peer feedback in English language teaching (ELT) by offering empirical insights into its practice in the specific cultural and educational context of Nepal. By investigating peer feedback practices in university-level English language classrooms, this study provides

valuable information that informs teaching methodologies, improves student engagement, and supports the development of critical language skills. Ultimately, the findings aim to enhance the peer feedback process, promoting a more effective and supportive learning environment that can improve English language education in Nepalese universities.

Peer feedback is an educational technique that encourages students to participate actively in their learning by providing feedback to their peers. It encourages learners to become more aware and reflective about the learning process and the content they are studying. Numerous studies have highlighted the benefits of peer feedback sessions, emphasizing their potential to enhance students' understanding and critical thinking skills. The studies have shown that peer feedback can be particularly valuable in the writing process, allowing students to engage with each other's work, identify areas for improvement, and develop a deeper understanding of the subject matter. Moreover, peer support, often embedded within peer feedback practices, fosters a collaborative learning environment, enhancing the overall learning experience. These benefits underscore the importance of adopting peer review techniques in educational settings, especially in ELT classrooms.

The theoretical basis for peer feedback is grounded in various educational frameworks, notably *process writing* and *cooperative learning*. According to Tynjala et al. (2001), peer feedback enhances students' abilities by enabling them to practice new approaches and receive constructive reviews during the feedback process. Likewise, Medonca and Johnson (1994) assert that peer feedback facilitates active engagement in learning and allows students to receive comments from actual readers in a supportive environment, helping them refine their work. In the same way, Leki (1990) emphasizes that peer feedback provides valuable insights into how others interpret students' ideas, which can help identify areas for revision and improvement in their writing.

Hyland (2003) elaborates on several benefits of incorporating peer feedback into language classrooms. He notes that peer feedback fosters an active, conversational exchange among students, alleviating the fear of direct evaluation. This experience, in turn, provides students with diverse perspectives on their work, helping them develop critical reading and analytical skills and reducing the teacher's workload. Thus, peer feedback is a multifaceted tool that benefits both the teaching and learning processes. It empowers students to become more independent learners while supporting collaborative classroom engagement.

In addition, several empirical studies have explored the role of peer feedback in enhancing both students' and teachers' development in various educational contexts.

In the realm of student learning, Taufiqulloh et al. (2016) conducted an experimental study on the impact of teacher and peer feedback on students' writing achievement in academic writing classes. The study, which involved 40 students in both experimental and control groups, showed that teacher and peer feedback significantly improved students' essay-writing skills. Students in the experimental group showed more extraordinary writing achievement than their counterparts in the control group, indicating that peer feedback can be a powerful tool for improving writing proficiency.

Similarly, Sumekto and Setyawati (2019) explored the contributions of peer feedback in collaborative writing contexts. In their quasi-experimental study with 55 undergraduate students, the analysis revealed that peer feedback positively influenced students' writing skills and heightened their learning awareness. The study used pre-and post-tests to measure changes in writing performance, and the results indicated significant improvements in the students' skills after engaging in peer feedback sessions. This finding highlights how peer feedback can foster students' cognitive and metacognitive skills.

More recently, Chhetri (2023) investigated the role of peer support in constructing English language teachers' identities in community schools in the Banke district, Nepal. Using narrative inquiry and in-depth interviews, Chhetri found that peer support—through sharing challenges and engaging in collaborative discussions—fostered positive feelings about the teaching profession. This collaborative environment helped alleviate anxieties and improved job satisfaction and professional identity development. While Chhetri's study focused on teachers, it emphasizes the importance of peer feedback as a means of support, which can have broader implications for student development in the classroom.

Collectively, these studies underscore the significant role of peer feedback in improving students' academic outcomes and fostering a collaborative learning environment. Peer feedback enhances writing skills and contributes to the development of critical thinking, self-reflection, and building a supportive learning community.

Despite the substantial study on peer feedback in secondary schools and language proficiency contexts, a notable gap exists in understanding its application in university-level English language classrooms. While studies such as those by Chhetri (2023), Taufiqulloh et al. (2016), and Sumekto and Setyawati (2019) have demonstrated the positive impacts of peer feedback on students' writing skills, self-efficacy, and learning awareness, these studies predominantly focus on non-university contexts. The existing literature offers limited insight into how university students perceive, experience, and implement peer feedback, particularly

in the context of English language learning at the tertiary level.

Moreover, while the aforementioned studies highlight the effectiveness of peer feedback in fostering writing development, insufficient research addresses the specific opportunities and challenges that arise when integrating peer feedback strategies in university settings. With their advanced academic background, maturity, and varied prior English language learning experiences, university students may approach peer feedback differently than younger learners. These factors can influence how peer feedback is perceived and implemented, offering new opportunities and presenting distinct challenges. Understanding these dynamics is crucial for optimizing peer feedback strategies and tailoring them to the needs of university-level students, who may have more complex academic goals and different expectations from their learning environment.

This study draws upon a conceptual framework that integrates the theories of *process writing* and *cooperative learning* with the practical application of peer feedback in university-level English language classrooms. The framework emphasizes peer feedback as a collaborative learning tool for enhancing individual academic development. Peer feedback can create a supportive environment where students improve their writing and communication skills and develop critical thinking, self-reflection, and a deeper understanding of the subject matter. By focusing on the specific opportunities and challenges of peer feedback in university settings, the study aims to fill the gap in the existing literature and provide empirical insights that can inform pedagogical practices in English language education at the university level.

DATA AND METHODS

This study employed a descriptive research design to explore peer feedback practices in an English language classroom at Prithvi Narayan Campus (PNC) in Pokhara, Nepal. The study focused on the peer feedback sessions that occurred in the course *Eng. Ed. 544*. Four university students were purposively selected as participants based on their involvement in the peer feedback activities during the course.

A combination of two methods: an open-ended questionnaire and direct observation was used to collect data. Sanju, an M.Ed. student, personally visited each participant and administered an open-ended questionnaire comprising thirteen items to elicit detailed responses regarding their experiences and perceptions of peer feedback. The open-ended format of the questionnaire allowed for in-depth insights into the participants' views on the peer feedback process.

In addition to the questionnaire, I observed all the peer feedback sessions held during the course as a subject teacher for the course. Throughout the sessions, detailed field notes were taken to document both verbal and nonverbal interactions and the dynamics of feedback exchanges. The qualitative data collected from both methods were then coded and categorized to identify key patterns and themes. Four main themes emerged from the analysis, which provided a comprehensive understanding of peer feedback practices in the classroom.

Ethical considerations were strictly adhered to throughout the research process. Before the study, I clearly explained the purpose and nature of the research to all the participants and obtained informed consent from each one. I ensured the confidentiality of participants by using pseudonyms to describe their involvement in the study. I maintained respect for the participants' contributions and time, and I acknowledged them for their valuable participation after the study.

Through this methodology, the study aimed to provide an in-depth understanding of how peer feedback is practiced and perceived by university students in Nepal, contributing to the broader field of English language education in the universities.

RESULTS AND DISCUSSION

This study assessed peer feedback practice in English Education 544 in the university classroom. The collected data was coded, categorized, and then thematized into four themes: peer feedback sessions: opportunities and obstacles, enhancing the English language learning through peer feedback sessions, constructive peer feedback: approaches and students' perspectives, and fostering collaboration and critical thinking.

Peer Feedback Sessions: Opportunities and Obstacles

Students perceive peer feedback sessions as both an opportunity and a challenge. The challenges that the students face during feedback sessions obstruct their English learning. Some students take full advantage of these sessions. After presentations, they raise their hands to ask for permission to give feedback, starting by highlighting the presenter's strengths before pointing out areas for improvement. They often conclude their feedback by reiterating the presenter's key strengths. However, many students hesitate to provide feedback to their peers.

Reflecting on her own experience, Sima writes, "I do not feel entirely comfortable. Some peers take feedback positively, while others take it negatively. Sometimes, the Feedback I receive is vague and ineffective. On one occasion, I received feedback that led me to a wrong

concept.” Sima’s experience suggests that peer feedback sessions positively and negatively influence English learning. These sessions become most effective when feedback is given and received constructively and creatively. Amit shares a similar sentiment, “Sometimes it is easy, but other times I feel uncomfortable providing feedback. Some peers misunderstand it and feel insulted, which can harm relationships.” Even when critical feedback is intended for improvement, it makes peers uncomfortable. Amit’s conflicting reactions show that peer feedback sessions have the potential for both positive and negative outcomes, highlighting the need for careful handling.

In contrast, Kabita has a more positive view of peer feedback. She states, “I feel comfortable and happy providing feedback to my peers. I have not faced any challenges with peer feedback.” Kabita sees peer feedback sessions as an opportunity for growth. She enjoys giving and receiving feedback. Similarly, Dev expresses positive views, saying, “Providing feedback to a peer is an opportunity for me.” However, he acknowledges a challenge: “Sometimes, peers do not recognize their weaknesses when I point them out.” For Dev, the challenge lies in when presenters fail to acknowledge their areas for improvement.

In conclusion, peer feedback sessions present opportunities, challenges, and obstacles for students. Participants have varied opinions and experiences about providing and receiving feedback. Some feel uncomfortable during these sessions, mainly due to the fear of adverse reactions. Others find the sessions easy and beneficial, although they may occasionally face challenges when feedback is misunderstood, leading to misunderstandings and strained relationships. Therefore, peer feedback should be approached carefully to ensure it remains a constructive and valuable experience for all involved.

Enhancing the English Language Learning through Peer Feedback Sessions

Peer feedback plays a crucial role in learning English in the classroom, serving various purposes. Presenters prepare their papers and become ready to address questions from their peers, helping them develop creative questioning skills. Through collaboration and cooperation, they foster an interactive learning community. In peer feedback sessions, they promote all four language skills.

Sima emphasizes the value of peer feedback, stating, “Peers provide feedback in a non-threatening environment, whereas instructors’ feedback is formal.” She adds, “The feedback I receive from my peers during seminars is crucial to my ELL journey.” Similarly, Kabita notes that, unlike tutors, peers tend to focus on every minor weakness.

While peer feedback is informal, tutors provide Feedback only during class sessions, often in a more formal manner. Kabita recalls an instance during her presentation when she was one-sided in her delivery. Her peers advised her to maintain eye contact with the entire class, significantly enhancing the quality of her subsequent presentations.

Dev also highlights the benefits of peer feedback, saying that it helps students recognize their weaknesses. By addressing these areas and overcoming hesitation, students become more confident presenters. Amit shares a similar experience, “Feedback from peers helps improve language learning and sometimes fosters collaboration. Peers give feedback freely and informally, which aligns with our level of understanding.” He further explains, “I used to speak quite fast, which was a problem for my audience. When I received Feedback from my peers, I adjusted my speaking pace, which improved my fluency and accuracy.”

In conclusion, peer feedback helps identify weaknesses and enhances language skills. It fosters collaboration, builds student confidence, and creates a comfortable, non-threatening classroom environment where students learn informally. Peer feedback is more readily accessible than teacher feedback, making it a valuable resource in English language learning.

Constructive Peer Feedback: Approaches and Students’ Perspectives

During peer feedback sessions, participants utilized a range of strategies to engage with the presentations. Generally, presenters completed their presentations within twenty minutes, leaving plenty of time for peer feedback. Students were motivated to listen to the presentations and provide thoughtful comments, as their internal evaluation scores were tied to the participation and the quality of their feedback. This connection encouraged students to pay close attention to each presentation, with many offering feedbacks on everyone. While some students gave feedback on all the presentations, others focused on providing input for at least one or two.

Many students delivered negative comments between two positive ones, similar to placing materials between two slices of bread in a sandwich. All students appeared to use the feedback they received from their peers as a tool for academic growth.

Sima, for example, emphasized the importance of a supportive environment, stating, “Sessions should provide constructive criticism and suggestions for improvement.” She values both positive and constructive Feedback. Similarly, Kabita shared, “I listen to the presentation carefully and give feedback accordingly. The feedback from peers should be perceived positively.” Kabita’s approach reflects a positive attitude towards peer feedback.

In contrast, Dev noted, “To some extent, feedback is necessary for us... In future sessions, I plan to apply the feedback I receive.” Dev’s response was somewhat positive but indicated room for improvement in fully embracing the feedback process. On the other hand, Amit described his approach as, “Firstly, the positive aspects should be highlighted, then areas for improvement should be discussed, and the session should conclude by reminding the positive areas.” Amit follows the sandwich approach while providing feedback.

In general, students were thoughtful in their choice of language and approach when providing and receiving feedback. While a few students consistently used the sandwich method, others provided feedback more carelessly—focusing solely on weaknesses or only on positive aspects. Nevertheless, students were found to use peer feedback sessions in diverse ways to enhance their presentation skills and their ability to give constructive criticism.

The key idea from these sessions was ensuring that feedback is informative and constructive. Students recognized the value of giving and receiving feedback positively, incorporating specific examples, and applying the feedback to future presentations. By balancing praise with areas for improvement, students demonstrated a proactive attitude toward using feedback for personal growth and academic development.

Fostering Collaboration and Critical Thinking through Peer Feedback in ELL

University students become proficient in all four language skills—listening, speaking, reading, and writing. In peer feedback sessions, students were found listening attentively to their peers’ presentations. They presented their knowledge confidently, clearly addressing every query, and demonstrated a thorough understanding of the content and research methodology. By reviewing relevant literature and conducting research, students developed well-crafted research papers. The integration of peer feedback in the classroom helped refine their basic English language skills and enriched their academic vocabulary, improved grammatical knowledge, and enhanced pronunciation.

Several students emphasized the importance of peer feedback in ELL. Sima, for instance, shared, “Friends with a positive mindset take feedback constructively and encourage open and honest communication. I believe peer feedback promotes critical thinking in ELL because peers provide constructive criticism to help each other improve.” For Sima, peer feedback is essential as it fosters a supportive environment that encourages growth and enhances critical thinking skills.

Similarly, Kabita noted, “Peer feedback sessions create an active community for ELL and foster a culture of collaboration among English learners. Every individual has a unique

perspective, and through these sessions, students can develop new ways of thinking.” Kabita emphasized that peer feedback not only aids in learning English but also promotes mutual support, where students learn from one another’s strengths and perspectives.

Dev echoed this sentiment, “Peer feedback sessions build a community where members work together to develop professionalism by promoting critical thinking skills. Both presenters and listeners critically analyze content, encouraging deeper engagement and growth.” Dev highlighted the role of peer feedback in fostering professional development through a collaborative, critical analysis of ideas.

Likewise, Amit explained, “Peer feedback provides an opportunity for collaboration through discussion and sharing, motivating learners to engage more deeply with English learning. It also encourages students to think critically. When we give and receive feedback from our peers, we become more analytical in our approach to the language.” For Amit, peer feedback is a valuable opportunity to approach English learning more critically and reflectively.

Overall, peer feedback sessions in ELL classrooms provide a platform for collaboration, critical thinking, and professional development. These sessions help students enhance their language skills and promote a community of learners who support and challenge one another to grow in their academic and linguistic abilities.

In summary, peer feedback sessions create a supportive community where students receive mutual encouragement. In this environment, the teacher establishes a positive context that motivates students to engage in various academic activities, such as reviewing content, writing research papers, presenting their work, and providing feedback to their peers. These sessions foster active participation and enhance students’ critical thinking skills. Peer feedback encourages students to become creative thinkers and develop into professional researchers by taking responsibility for their learning.

However, despite these benefits, students face challenges during peer feedback sessions that obstruct their learning. Some students struggle with delivering constructive feedback effectively, often focusing too much on positive aspects or solely on weaknesses. Additionally, the fear of offending peers can lead to hesitation in providing honest and critical feedback. Moreover, while some students embrace peer feedback as a tool for growth, others find it difficult to incorporate the Feedback received into their work. These challenges highlight the need for ongoing guidance and practice in giving and receiving feedback to realize its full potential.

DISCUSSION

The peer feedback technique plays a significant role in developing a range of essential skills in students. As Tynjala et al. (2001) suggest, this approach sharpens students' abilities in reviewing materials, preparing presentations, actively listening, forming questions, providing constructive feedback, and addressing peers' queries. These skills are further supported by the findings of Medonca and Johnson (1994) and Leki (1990), which highlight the active engagement of students in the preparation, presentation, audience interaction, receiving feedback, and revising their work based on that feedback.

One of the key findings from this study is that peer feedback encourages students to take responsibility for their learning, a point echoed by Hyland (2003), who notes that peer feedback also helps reduce the teacher's workload. This aligns with Vattoy and Gamlem's (2023) assertion that self-monitoring, self-efficacy, and enjoyment are positively associated with peer feedback practices. Kabita's reflection that "an individual creates a new way of thinking" further supports the notion that students become more responsible for learning through this process.

Moreover, peer feedback sessions help students develop various language skills, including grammar, pronunciation, and critical thinking. This finding is backed up by the experiences of Sima, Amit, and Dev, who noted that peer feedback promotes the development of critical thinking. Hyland (2003) also supports this, stating that peer feedback can reduce the fear of writing and enhance critical reading abilities. Medonca and Johnson (1994) also highlight that peer feedback encourages students to make necessary revisions to their writing, further enhancing their learning. The effectiveness of both teacher and peer feedback in improving essay writing, as found by Taufiquilloh et al. (2016), reinforces this outcome.

Another key finding from the study is that peer feedback is effective in EELL classrooms. This is evidenced by the reflections of Sima, Kabita, Dev, and Amit, who shared that peer feedback plays a crucial role in their ELL journey. Sima noted, "Peers provide feedback in a non-threatening environment, which plays a significant role in my ELL journey." At the same time, Kabita emphasized that peers' comment on every minor weakness, unlike tutors. Dev added that peer feedback helps presenters recognize their weaknesses and boost confidence. Amit noted that peer feedback helps students improve their English because it is freely given and matches their level of understanding. These experiences align with Medonca and Johnson's (1994) observation that students receive Feedback from actual readers, making it more relevant and relatable.

Furthermore, the findings of Chhetri (2023), Taufiqulloh et al. (2016), and Sumekto and Setyawati (2019) support the notion that peer feedback significantly reduces classroom anxieties, improves writing skills, and enhances students' overall learning awareness. However, while peer feedback proves effective, there are some challenges. For instance, Sima expressed discomfort with peer feedback sessions, noting that some peers accept feedback positively, while others react negatively. She also mentioned that peers sometimes provide vague or impractical feedback, which leads to misunderstandings once she receives it. This highlights the importance of carefully managing peer feedback sessions to maximize their effectiveness.

Hence, while peer feedback in English classrooms is generally effective in fostering student growth, critical thinking, and responsibility for learning, it is crucial to address the challenges of inconsistent feedback quality and varying student attitudes. Proper guidance and structured peer feedback practices can help mitigate these issues and ensure a more supportive and productive learning environment.

CONCLUSIONS

Peer feedback sessions offer a valuable platform for learning English in university-level classrooms. This study used a descriptive research design to explore peer feedback practices in university-level English language classrooms and collected qualitative data through observations and questionnaires. The analysis identified four key themes: peer feedback sessions: opportunities and obstacles, enhancing English language learning through peer feedback sessions, constructive peer feedback: approaches and students' perspectives, and fostering collaboration and critical thinking through peer feedback in ELL.

For many students, peer feedback is beneficial because it provides opportunities to learn new ideas and perspectives, making them feel comfortable in the sessions. When peer feedback sessions are conducted effectively—providing a comfortable and non-threatening environment—they encourage constructive criticism and foster mutual support among students. This environment allows students to identify weaknesses, improve their language skills, and build confidence. Additionally, peer feedback helps create a learning community where students collaborate and support each other. Students can engage more deeply with the learning process through open communication and critical thinking.

However, a few students encounter issues such as receiving vague or unclear feedback, which can sometimes lead to misunderstandings. If not carefully managed, peer feedback sessions can create a gap among students, affecting the overall effectiveness of the process.

Students employ various strategies when providing and receiving Feedback. These strategies include active listening, offering balanced Feedback that combines positive comments with areas for improvement, and incorporating Feedback into their learning. These techniques not only enhance English language proficiency but also contribute to personal growth and development.

The findings of this study have important implications for both English language teachers and students in university classrooms. It highlights the value of peer feedback sessions in enhancing language skills and critical thinking. To maximize peer feedback's benefits, students and teachers need to receive training on effective peer feedback techniques. Structured peer feedback sessions with clear guidelines can improve the quality of English language learning and help mitigate challenges such as vague feedback and misunderstandings. Furthermore, creating a secure, supportive, and inclusive environment where students feel comfortable sharing and receiving feedback is crucial to the success of these sessions.

In summary, peer feedback in university-level English language classrooms can significantly enhance learning when executed thoughtfully and with proper guidance. Teachers and administrators should focus on providing students with the tools and frameworks necessary for constructive peer feedback, ensuring a positive and productive learning experience for all students.

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