



## HOW EFL LEARNERS NOTICE AND CORRECT GRAMMAR ERRORS THROUGH PEER FEEDBACK: A QUALITATIVE EXPLORATION

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### ABSTRACT

Writing accuracy is one of the most persistent challenges faced by EFL learners, who often struggle with grammatical precision, lexical appropriateness, and the ability to construct coherent and meaningful sentences. These difficulties reduce the clarity and communicative value of students' writing, highlighting the need for instructional strategies that enhance linguistic accuracy. This literature-based study aims to examine how EFL learners notice and correct grammar errors through feedback by reviewing empirical findings from 14 articles which were published between 2019 and 2025. The article discusses the theoretical foundations of peer feedback, including sociocultural theory, noticing theory, and process writing, and analyzes its effectiveness in four major areas: grammatical accuracy, vocabulary development, learner autonomy, and digital learning environments. The reviewed studies consistently show that peer feedback helps learners identify errors more effectively, promotes deeper revision, and encourages metacognitive engagement, particularly when supported by structured rubrics and teacher guidance. Additionally, digital platforms enhance the quality and clarity of peer comments through features that facilitate real-time editing and transparent documentation. Overall, the findings confirm that peer feedback is an effective and adaptable pedagogical tool for improving writing accuracy in EFL contexts. This study contributes by providing a structured synthesis of recent research and offering implications for instructional practice as well as directions for future investigation.

*Keywords:* Error, Notice and Correct Grammar, Peer Feedback, Qualitative Study

### A. INTRODUCTION

In an ideal EFL learning, students are expected to demonstrate strong writing accuracy, including correct grammar, mechanics, sentence structure, and appropriate vocabulary use. Writing accuracy is considered an essential aspect of communicative competence (Harmer, 2004). Ideally, learners are able to express ideas clearly and coherently in written form while applying linguistic rules accurately. Within this ideal context, teachers provide systematic



instruction, meaningful feedback, and opportunities for revision, while students actively engage in reviewing, improving, and refining their written work (GASS et al., 1998) Such a learning atmosphere enables the development of autonomous writers capable of analyzing and correcting their own errors.

However, the reality in many EFL classrooms shows a persistent gap between expectations and actual learner performance. Numerous studies report that students continue to struggle with grammatical accuracy, vocabulary misuse, punctuation, and coherence (Manik & Arie Suwastini, 2020). These issues occur even after years of English instruction, suggesting that traditional writing practices do not fully support long-term accuracy development. Writing is often treated as a product-oriented task where students focus on completing assignments rather than engaging in multiple stages of drafting and revising (McKay, 1994). As a result, writing accuracy remains weak, with recurring and fossilized errors appearing across learner texts.

A key factor contributing to this problem is the reliance on teacher-centered feedback. While teacher feedback is crucial, it is often limited by time constraints and large class sizes, preventing teachers from providing extensive, individualized comments (Hyland & Hyland, 2006) Feedback tends to focus on correcting surface-level errors, and students frequently accept corrections passively without deeper reflection (Ferris, 2022). This creates dependency on the teacher as the primary source of evaluation, reducing learners' opportunities to develop self-regulation and critical awareness of language. Classroom culture also plays a role: many students experience writing anxiety, low confidence, and fear of making mistakes, which discourage them from revising or experimenting with language (Nurkamto et al., 2024). These affective barriers limit their ability to identify and correct errors independently.

Another issue is the limited use of interactive and student-centered feedback practices, particularly those that promote collaboration and metalinguistic awareness (Boutin et al., 2022). Without such practices, students have fewer opportunities to negotiate meaning, discuss linguistic choices, or engage in reflective processes that contribute to writing accuracy. Among effective alternatives, *peer feedback* has emerged as a promising approach to improving writing accuracy in EFL classrooms. Peer feedback involves students reviewing each other's writing and providing constructive suggestions. This method shifts students from passive recipients to active evaluators, encouraging them to analyze language form and content critically (Liu &



Carless, 2006). With more frequent feedback opportunities than teacher-only correction can provide, peer review fosters collaboration, responsibility, and deeper engagement with texts. Studies also show that peer feedback helps students internalize writing criteria and improve their accuracy through iterative revisions (F. Zhang et al., 2023).

Peer feedback aligns strongly with process writing, sociocultural learning theory, and collaborative learning. Process writing emphasizes drafting and revising as core elements for improvement (Flower & Hayes, 1981) Sociocultural theory highlights learning through interaction and scaffolding within a community (Vygotsky, 1978), making peer feedback an appropriate tool for co-constructing knowledge. Collaborative learning theory additionally supports peer evaluation as a means to enhance cognitive engagement and deepen understanding of linguistic patterns (Mulisa & Mekonnen, 2019). These theoretical perspectives reinforce the idea that writing accuracy improves not only through teacher input but through social, interactive, and reflective learning processes.

Despite its strengths, peer feedback is underutilized in many EFL contexts. Teachers may doubt students' ability to provide accurate feedback (Al-Barakat & Al-Hassan, 2009) while students may feel unsure about evaluating peers or fear giving criticism. However, research consistently shows that when students receive proper training, clear rubrics, and structured guidance, peer feedback becomes reliable and meaningful (Yu & Lee, 2016)

Given these challenges and potentials, a literature-based investigation into the role of peer feedback in improving writing accuracy is essential. A *study literature* approach allows for synthesizing findings from recent research (2019–2025) to understand how peer feedback contributes to accuracy, what factors influence its effectiveness, and how it can be optimally implemented (Zhang, 2022). Through evidence-based analysis, this study aims to highlight peer feedback as a viable and impactful pedagogical solution to the ongoing issue of writing accuracy in EFL classrooms.

Writing accuracy has long been acknowledged as a core dimension of communicative competence within English as a Foreign Language (EFL) education. As learners are expected to produce clear, coherent, and linguistically accurate written texts, accuracy becomes not only a marker of proficiency but also a reflection of their ability to internalize grammatical rules, apply appropriate vocabulary, and construct meaningful discourse (Harmer, 2004). In



contemporary EFL pedagogy, writing is increasingly viewed as a cognitively demanding skill that requires the coordination of linguistic knowledge, strategic awareness, and metacognitive reflection. These demands underscore the importance of instructional environments that provide learners with sustained exposure, guided practice, and multiple revision opportunities. However, despite the strong emphasis placed on accuracy in curriculum goals and assessment standards, achieving high levels of written accuracy remains challenging for many EFL learners.

Over the past decade, the complexities surrounding writing accuracy have gained renewed scholarly attention. Researchers have argued that mastery of linguistic form cannot be attained through isolated grammar instruction or one-time correction; rather, it emerges gradually through iterative processes of drafting, noticing, feedback, and self-regulation (Ellis, 2016). In many learning contexts, however, these cycles are not fully realized. Traditional writing classrooms often prioritize final products over writing processes, resulting in limited opportunities for learners to reflect on and revise their work at deeper linguistic levels (McKay, 1994). This pedagogical gap contributes to persistent surface-level errors, fossilization, and limited transfer of grammatical knowledge to actual writing performance.

As EFL education shifts toward more interactive and learner-centered approaches, scholars have emphasized the need to reconceptualize feedback practices as a central mechanism for improving writing accuracy. Emerging evidence highlights the potential of peer feedback, not merely as an evaluative tool, but as a collaborative learning process capable of enhancing linguistic awareness, fostering autonomy, and strengthening the cognitive underpinnings of accurate writing.

## **B. METHOD**

This study employed a systematic literature review (SLR) design to synthesize empirical research on the role of peer feedback in improving writing accuracy in EFL classrooms. Following the guidelines of (Snyder, 2019) and the PRISMA 2020 framework (Page et al., 2021) the review included three major stages: identification of relevant studies, screening based on eligibility criteria, and final inclusion for thematic synthesis. This design was selected



because it allows researchers to integrate and critically evaluate diverse empirical findings within a coherent analytical framework.

The data were collected from reputable academic databases, including Google Scholar, ERIC, Scopus, Taylor & Francis Online, SpringerLink, and Wiley Online Library. The search strategy used a combination of keywords such as “peer feedback,” “writing accuracy,” “EFL writing,” “digital peer review,” and “corrective feedback,” along with Boolean operators to ensure precise retrieval (Xiao & Watson, 2019) studies published between 2019 and 2025 were considered, with inclusion criteria focusing on empirical research, relevance to EFL writing, and measurable outcomes related to accuracy (grammar, vocabulary, mechanics, or revision quality). Non–full text studies, non-academic sources, and research unrelated to writing accuracy were excluded.

The paper selection process followed a structured multi-step procedure consistent with PRISMA. First, the initial search across the databases identified **168 potential records**. These records were exported into a reference management system for organization and cleaning. During the second step, duplicates were removed, resulting in **126 unique articles**. In the third step, the titles and abstracts of these 126 articles were screened for relevance to peer feedback and writing accuracy, leading to the exclusion of **86 studies** that did not meet the basic conceptual or methodological criteria. The fourth step involved conducting a full-text eligibility assessment of the remaining **40 studies**. At this stage, **26 studies were excluded**: twelve did not include writing-accuracy-related outcomes, eight were not focused on peer feedback as the central intervention, and six lacked accessible full-text versions. Ultimately, **14 empirical studies** met all inclusion criteria and were added to the final dataset. These **14 studies constitute the total number of papers analyzed** in the thematic synthesis and serve as the core evidence base for this review. It can be seen from the Figure 1.

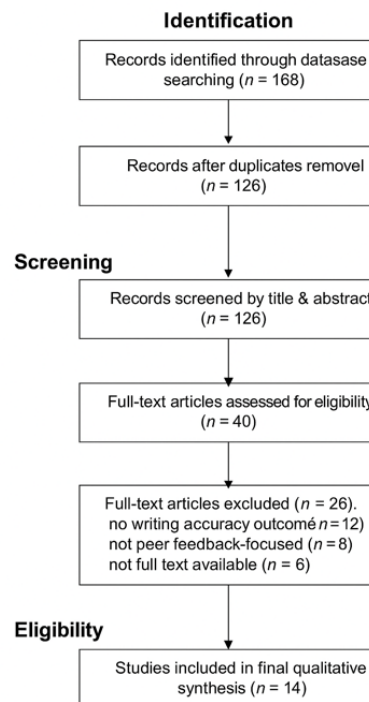


Figure 1. PRISMA Analysis

The included studies were analyzed using thematic analysis as recommended (Braun & Clarke, 2006). This method was chosen because it offers flexibility and depth in identifying, analyzing, and interpreting patterns across heterogeneous empirical studies. Each of the 14 articles was thoroughly reviewed and coded based on its research focus, type of peer feedback (e.g., written, oral, synchronous, asynchronous, technology-mediated), targeted writing accuracy components, methodological design, and key reported outcomes. The coding process enabled the organization of findings into meaningful analytical categories that captured both consistencies and variations across studies. Through iterative review and code refinement, four major themes emerged from the analysis: **grammar accuracy**, **lexical improvement**, **learner autonomy**, and **digital peer feedback**. These themes represent the dominant ways peer feedback contributes to writing accuracy in EFL contexts. Grammar accuracy themes captured reductions in grammatical errors and improvements in syntactic appropriateness following peer review. Lexical improvement included enhanced vocabulary precision, lexical variation, and word-choice refinement. Learner autonomy reflected findings demonstrating how peer feedback fosters self-regulation, awareness of errors, and increased responsibility for revision. Digital peer feedback emerged as a distinct theme due to the growing use of collaborative



online platforms such as Google Docs, Moodle, and peer-review applications that enhance interactivity and accessibility in feedback processes.

Reliability of the review was strengthened through source triangulation and cross-checking of extracted data, following Bhangu et al. (2023). Triangulation ensured that findings from individual studies were consistently interpreted across different sources, minimizing researcher bias. Cross-checking ensured that every extracted piece of information accurately represented the original study's intention, methodology, and results. This methodological rigor helped establish the credibility and trustworthiness of the thematic synthesis.

The integrated PRISMA flow described the entire review process transparently. The flow proceeded as follows: 168 studies were identified during the database search; 42 were removed as duplicates; 126 studies underwent abstract screening; 86 were excluded as irrelevant; 40 studies were assessed for eligibility through full-text review; and 26 were excluded for not meeting criteria. This yielded 14 studies that were fully included and analyzed. All coding, interpretation, and thematic synthesis were derived exclusively from these 14 papers. The process not only clarifies the quantity and progression of paper selection but also demonstrates the systematic and replicable nature of the review.

In conclusion, the SLR methodology that built on PRISMA principles, rigorous inclusion and exclusion criteria, systematic coding procedures, and thematic synthesis which enabled a comprehensive and credible analysis of how peer feedback enhances writing accuracy in EFL contexts. The integration of empirical evidence from 14 carefully selected studies provides a robust foundation for understanding the multifaceted effects of peer feedback, ranging from improved grammar and vocabulary to the development of learner autonomy and the expanding role of digital platforms in peer review. This method ensures that the findings are not only reliable but also reflective of contemporary EFL writing practices influenced by technological and pedagogical advancements.



## C. FINDINGS AND DISCUSSION

### *Findings*

The findings can be drawn from thematic categories as follows.

#### *The Influence of Peer Feedback on Grammar Accuracy*

Most studies over the last decade demonstrate that peer feedback significantly contributes to improving grammatical accuracy among EFL learners. This finding is consistent across academic writing, simple paragraph writing, and argumentative essays. For example, research conducted by Yu & Lee (2016) found that students who received peer feedback twice during each revision cycle consistently showed a reduction in grammatical errors compared with those who only received teacher feedback. Similarly, Zhang (2022) confirmed that peer correction helps students better recognize recurring errors related to tenses, subject verb agreement, and article usage, as feedback from peers increases their noticing of linguistic forms.

#### *The Impact of Peer Feedback on Vocabulary Development*

In addition to grammar accuracy, vocabulary use also shows improvement. Peer feedback encourages students to re-evaluate word appropriateness, meaning accuracy, and lexical variation. Jabri & Ismail (2021) found that students tend to accept feedback related to word choice more readily from peers because they share similar linguistic challenges and contextual experiences. Meanwhile, Zhang et al. (2025) reported that lexical accuracy improved significantly when students were provided with a rubric focusing on adjectives, adverbs, and academic vocabulary during the peer review process.

#### *Peer Feedback as a Mechanism for Developing Learner Autonomy*

Several studies highlight that peer feedback functions not only as an error-correction tool but also as a means of empowering students to take control of their own learning. According to (Wijaya, 2022) learners who actively engage in giving and receiving feedback develop stronger self-regulation and self-monitoring skills in writing. This occurs because the act of providing comments requires students to analyze language structures rather than merely produce them.



Similar findings were reported by (Maureira-Cabrera et al., 2020) who stated that peer feedback cultivates a sense of responsibility for both individual and group writing quality.

### ***The Effectiveness of Peer Feedback in Digital Environments***

Technological advancements have also facilitated the emergence of online peer feedback through Google Docs, Edmodo, Moodle, and AI-based platforms. (Liang et al., 2025) argued that digital environments enhance the quality of comments because students have more time to process their peers' writing and can use features such as suggestion and highlight tools. Additionally, (Mei & Yuan, 2010) found that written digital comments tend to be more specific and linguistically focused than verbal comments.

### ***Analysis and Synthesis of the Literature***

The collected body of studies on peer feedback in EFL writing demonstrates strong theoretical and empirical support for its use as a pedagogical strategy to enhance writing accuracy. Conceptually, peer feedback is grounded in social constructivism, which emphasizes collaborative knowledge-building (Vygotsky, 1978), and in process-based writing theory, which views writing as an iterative cycle of drafting, reviewing, and revising (Hyland & Hyland, 2006). These theories suggest that when learners critically evaluate their peers' texts, they engage in cognitive comparison, problem detection, and self-regulation all of which directly foster accuracy in grammar, vocabulary, and mechanics.

Across the literature, there is strong consensus regarding the positive influence of peer feedback on improving linguistic accuracy. Numerous recent empirical findings consistently highlight its effectiveness. For instance, Zhang (2022) found that Chinese EFL learners who engaged in structured peer review produced significantly fewer grammatical errors than those who relied solely on teacher feedback. Similarly, (Rahimi, 2013) reported that Iranian undergraduate writers showed improved syntactic complexity and accuracy after participating in guided peer feedback cycles. In Indonesia, (Anggraini et al., 2022) demonstrated that peer feedback not only improved students' command of tenses and sentence structure but also increased their confidence in revising their own drafts.



Several studies emphasize the advantage of multimodal or technology-enhanced peer feedback (Yu & Lee, 2016) highlighted that digital platforms such as Google Docs promote more detailed, timely, and revision-oriented comments compared to traditional handwritten feedback. In Malaysia, (Ada & Majid, 2022) found that online peer feedback encouraged deeper engagement and led to more successful corrections in grammar and vocabulary. (Heffernan et al., 2022) further noted that asynchronous digital peer review allowed learners more time to reflect on errors, resulting in greater improvement in overall writing accuracy.

Other scholars focus on the developmental benefits of training and explicit scaffolding in peer feedback. (Yu & Lee, 2016) revealed that when students receive feedback training, the accuracy and relevance of their feedback markedly increase, which directly contributes to higher-quality revisions. Likewise, (Manik & Arie Suwastini, 2020) discovered that peer feedback training helped Vietnamese EFL learners identify more diverse linguistic issues, including verb-tense errors, subject-verb agreement problems, and inappropriate word choice.

Further evidence from recent years also reinforces the central role of peer interaction in developing accuracy. (Elfiyanto & Fukazawa, 2021) found that Indonesian high school students made substantial gains in punctuation and sentence-boundary accuracy after multiple cycles of peer review. reported improvements in run-on sentence reduction and clarity in Thai EFL learners' essays following structured peer-editing workshops. Meanwhile, De Jesus & Santos (2024) demonstrated that college-level learners showed long-term gains in grammatical accuracy and error-detection ability due to continuous peer review integration across one academic semester.

In addition to accuracy, several studies highlight complementary benefits. (Aldukhayel et al., 2021) reported that peer feedback enhanced learners' metacognitive awareness, enabling them to monitor language use more effectively. Widodo & Putri (2022) observed that peer feedback improved coherence and lexical precision, which indirectly supported accuracy. More recently, Feng & Chen (2025) confirmed that peer feedback played a significant role in enabling learners to internalize grammar rules, particularly when paired with teacher guidance.

Taken together, these findings indicate that peer Feedback facilitates improvement through four recurring mechanisms:



- 1) Error noticing, where students become more aware of linguistic problems in both their peers' and their own writing;
- 2) Cognitive comparison, as learners compare different versions of texts, promoting deeper understanding of accuracy-related features;
- 3) Collaborative dialogue, which supports negotiation of meaning and clarification of grammatical concepts; and
- 4) Enhanced self-editing, as exposure to peers' errors helps learners refine their internal grammatical monitoring.

The synthesis of the reviewed studies suggests that peer feedback is most effective when it is structured, guided, and integrated consistently into writing instruction. It is also evident that digital tools and training programs significantly strengthen the quality of peer-generated feedback, ultimately leading to better revisions and improved writing accuracy. Despite variations in educational contexts, proficiency levels, and instructional settings, the studies collectively affirm that peer feedback is a powerful, practical, and pedagogically sound strategy for improving writing accuracy in EFL classrooms.

### ***Gaps in the Literature***

Although most studies acknowledge the benefits of peer feedback, several gaps remain evident:

- 1) Limited research on elementary and secondary learners.

Most studies focus on university-level EFL students, even though younger learners may have different metacognitive capacities.

- 2) Scarcity of long-term (longitudinal) research

Most studies span only 4–8 weeks, leaving the long-term effects of peer feedback unclear.

- 3) Lack of research on cultural differences.

Cultural norms such as reluctance to criticize peers in many Asian contexts may influence the effectiveness of peer feedback.



- 4) Limited studies on emotional and psychological factors. Variables such as anxiety, trust, and academic confidence may affect the quality of peer feedback but remain underexplored.
- 5) Insufficient comparison between AI-assisted peer feedback and human peer feedback. This area has become increasingly relevant since 2023–2025, yet empirical evidence is still scarce.

### ***Theoretical Implications***

The findings of this literature review reinforce several theoretical perspectives:

- 1) Sociocultural Theory (Vygotsky): learning progresses through social interaction, especially through scaffolding and dialogic correction.
- 2) Noticing Hypothesis (Schmidt): peer feedback enhances learners' ability to consciously notice linguistic forms.
- 3) Process Writing Theory: revision is an essential part of writing, and interactive feedback strengthens this process.
- 4) Self-Regulated Learning Theory: providing feedback enhances metacognition, evaluation, and self-directed learning behaviors.

Thus, peer feedback aligns with and strengthens these foundational theories, offering deeper insight into how peer interaction facilitates language learning.

### ***Practical Implications for EFL Teaching***

The literature offers several practical recommendations for effectively implementing peer feedback in EFL writing instruction. First, teachers should provide explicit peer feedback training so that students can deliver comments that are specific, linguistically focused, and pedagogically meaningful. Without such training, learners may produce vague or overly



general feedback that offers limited developmental value. Second, the use of rubrics is essential for maintaining consistency and ensuring the quality of peer evaluations, as rubrics guide students in identifying key linguistic features such as grammar, vocabulary, coherence, and mechanics. Third, evidence suggests that combining peer and teacher feedback yields better outcomes than relying on either approach alone, as teacher feedback offers authoritative guidance while peer feedback fosters collaborative learning and self-regulation. Fourth, digital platforms such as Google Docs, Moodle, or other collaborative tools can effectively structure and document the feedback process, allowing students to engage with comments more systematically and revisit suggestions during multiple revision cycles. Fifth, forming small, heterogeneous groups or pairs can enhance the effectiveness of peer review because learners with varied strengths bring complementary perspectives to the evaluation process. Finally, teachers must actively manage classroom social dynamics to ensure that students feel comfortable giving and receiving critique, as psychological safety is critical for fostering honest, constructive, and meaningful exchanges during peer feedback activities. Together, these strategies support the development of more accurate, reflective, and confident EFL writers.

### ***Directions for Future Research***

Based on the existing gaps in the literature, several avenues for future research should be explored to deepen understanding of peer feedback in EFL writing contexts. First, studies are needed to examine the effectiveness of peer feedback among elementary and secondary learners, as current research overwhelmingly focuses on university students despite the distinct developmental characteristics of younger learners. Second, there is a strong need for longitudinal studies lasting six to twelve months to determine the long-term impact of peer feedback, since most existing investigations are short-term and offer limited insight into sustained learning outcomes. Third, future research should investigate psychological factors such as anxiety, trust, and confidence, which may significantly influence how students give and receive peer feedback yet remain understudied. Fourth, culturally responsive peer feedback models should be developed, particularly for regions where cultural norms that such as reluctance to criticize peers which may affect the feedback process. Fifth, with the rapid



advancement of educational technology, comparative studies examining human peer feedback versus AI-assisted feedback are essential to understand how these two modes complement or differ from each other in promoting writing accuracy. Finally, future research should explore the effectiveness of real-time peer feedback facilitated by collaborative digital platforms, as synchronous digital environments may offer unique opportunities for interaction, negotiation of meaning, and immediate revision. Collectively, these directions will help build a more comprehensive and context-sensitive understanding of peer feedback in diverse EFL settings.

### *Discussion*

The findings of this review clearly demonstrate that peer feedback plays a substantial role in enhancing writing accuracy in EFL contexts, particularly in the areas of grammar, vocabulary, learner autonomy, and digital peer interaction. Across multiple studies, peer feedback has consistently been shown to reduce grammatical errors, strengthen lexical precision, and support learners' metacognitive development. These outcomes collectively affirm peer feedback as a pedagogically effective and theoretically grounded strategy that contributes meaningfully to the improvement of writing skills in foreign-language learning environments.

The strong positive influence of peer feedback on grammatical accuracy aligns with previous theoretical claims that noticing and cognitive comparison are central to language acquisition. When learners evaluate their peers' texts, they become more aware of grammatical structures and recurrent errors, which mirrors Schmidt's Noticing Hypothesis. This heightened awareness translates into greater syntactic accuracy in their own writing, as shown in studies by Yu & Lee (2016) and Zhang (2022). Similarly, the improvement in vocabulary use reported across studies suggests that peer feedback facilitates deeper lexical processing. Because learners often face similar linguistic challenges, they tend to respond positively to their peers' suggestions on word choice, register, and meaning accuracy. The use of vocabulary-focused rubrics in peer review, as noted by Zhang et al. (2025) further reinforces the value of structured peer interaction in fostering more precise and varied lexical usage.

Beyond linguistic gains, the development of learner autonomy emerges as a key benefit of peer feedback. Multiple studies report that providing feedback requires learners to engage in



analysis, evaluation, and self-monitoring that core components of self-regulated learning. As highlighted by (Wijaya, 2022) and (Maureira-Cabrera et al., 2020), such engagement encourages learners to take responsibility for both their personal writing progress and the collaborative writing quality of their peers. This aligns with sociocultural perspectives emphasizing learning as a socially mediated process where learners co-construct knowledge through interaction.

A notable advancement in the peer feedback landscape is the increasing use of digital platforms. Studies by (Liang et al., 2025) and (Ada & Majid, 2022) indicate that online peer feedback tends to be more specific, linguistically detailed, and revision-oriented. Digital tools allow learners more time, flexibility, and cognitive space to process and respond to peers' writing, resulting in more substantial revisions. This supports process-based writing theories that emphasize the iterative nature of drafting and revising.

Despite these strengths, the literature reveals several important gaps. Most studies focus on university students, leaving younger populations underrepresented despite their distinct cognitive and developmental characteristics. Additionally, the dominance of short-term research raises questions about the longevity of peer feedback benefits. Cultural and affective factors remain underexplored, even though they likely influence learners' willingness to critique peers. Lastly, the rapid growth of AI-assisted feedback warrants comparative research to determine how it complements or differs from human peer review.

In summary, peer feedback proves to be a powerful, theoretically grounded, and pedagogically flexible strategy for improving writing accuracy. However, further research is essential to broaden its applicability, strengthen long-term evidence, and explore the interplay between human and AI feedback in evolving digital learning ecosystems.

## D. CONCLUSION

Based on the synthesis of studies published between 2019 and 2025, it can be concluded that peer feedback plays a strong and consistent role in improving EFL students' writing accuracy, covering aspects of grammar, vocabulary, learner autonomy, and the use of technology. The



literature shows that peer feedback significantly reduces grammatical errors because the reciprocal correction process helps students notice linguistic forms that they previously overlooked, while also encouraging deeper and more targeted revisions. In terms of lexis, comments from peers assist students in choosing vocabulary that is more accurate, varied, and contextually appropriate, especially when feedback is guided by well-structured rubrics. Moreover, peer feedback has been proven to contribute to the development of learner autonomy, as the act of giving and receiving feedback trains students to monitor, evaluate, and refine their writing independently. On the other hand, the integration of online peer feedback through digital platforms further enhances the quality of comments by providing a flexible, transparent, and well-documented space for revision. Overall, the reviewed studies fully address the research questions and demonstrate that peer feedback is an effective, relevant, and adaptive pedagogical strategy for improving writing accuracy in EFL learning, making it highly suitable for systematic implementation across various educational levels and English language learning contexts.

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