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**“THE EFFECT OF PEER FEEDBACK ON ESL WRITING DEVELOPMENT IN
5TH GRADE AT UE NATALIA JARRÍN”**

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DEDICATION

I dedicate this research work, first and foremost, to God for giving me the strength, wisdom and perseverance to complete this important milestone in my life.

To my Parents, for being my role model of hard work, humility, and perseverance. Thank you for your teaching, your advice, and for being with me in every stage of my life. This achievement is also yours, because you have been in the background of every step I have taken with your unconditional support.

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EXECUTIVE SUMMARY

This study analyzed the use of peer feedback as a strategy to support the development of writing in English as a second language (ESL) among fifth-grade students. The study was quantitative, descriptive in scope, and non-experimental in design. A questionnaire was administered to 80 students to gather information on their perceptions of the usefulness of peer feedback in writing, covering aspects such as grammar, vocabulary, organization of ideas, confidence, motivation, and collaboration. The results showed that students viewed this strategy favorably and that teacher guidance and the use of structured activities are important elements in facilitating respectful and useful feedback. The results were used to design a digital activity book aimed at A1–A2 level students, organized into four units that focus on the progressive development of skills for providing, understanding, and using peer feedback. It is concluded that peer feedback, accompanied by teacher guidance and activities appropriate to the students' age and level, constitutes a complementary strategy for supporting the development of writing in ESL.

Keywords: peer feedback, writing in English, writing development, collaborative learning, fifth-grade students, peer review.

RESUMEN EJECUTIVO

Este estudio analizó el uso de la retroalimentación entre compañeros como estrategia para fomentar el desarrollo de la expresión escrita en inglés como segunda lengua (ESL) entre alumnos de quinto curso. El estudio fue cuantitativo, de carácter descriptivo y de diseño no experimental. Se distribuyó un cuestionario entre 80 alumnos para recabar información sobre sus percepciones acerca de la utilidad de la retroalimentación entre compañeros en la escritura, abarcando aspectos como la gramática, el vocabulario, la organización de las ideas, la confianza, la motivación y la colaboración. Los resultados mostraron que los alumnos valoraban favorablemente esta estrategia y que la orientación del profesor y el uso de actividades estructuradas son elementos importantes para facilitar una retroalimentación respetuosa y útil. Los resultados se utilizaron para diseñar un cuaderno de actividades digital dirigido a alumnos de los niveles A1-A2, organizado en cuatro unidades que se centran en el desarrollo progresivo de las habilidades para proporcionar, comprender y utilizar la retroalimentación entre compañeros. Se concluye que la retroalimentación entre compañeros, acompañada de la orientación del profesor y de actividades adecuadas a la edad y al nivel de los alumnos, constituye una estrategia complementaria para apoyar el desarrollo de la expresión escrita en inglés como segunda lengua (ESL).

Palabras clave: retroalimentación entre compañeros, expresión escrita en inglés, desarrollo de la expresión escrita, aprendizaje colaborativo, alumnos de quinto curso, revisión entre compañeros.

ABSTRACT

Peer feedback is acknowledged as a collaborative method that can facilitate students' involvement, reflection and revision in English writing. The current research examined how peer feedback was used in English as a Second Language (ESL) writing in fifth-grade students of Unidad Educativa Natalia Jarrín. The study explored students' perception of peer feedback, especially its effects on writing, motivation, confidence, collaboration and reflection. Data were collected through a questionnaire given to the students and were complemented by interviews about the use of peer feedback in the educational setting. The findings showed generally positive attitudes toward peer feedback. Students appreciated particularly how it helped them to find their mistakes, to increase their vocabulary, to correct grammar mistakes, to organize their thoughts, to increase their motivation, to learn from their classmates' writing, and to make writing classes fun. In contrast, perceptions on the trust in classmates' suggestions, understanding peer comments and respectful interaction were less consistent, suggesting need for structured guidance. The interview results also showed the importance of teacher monitoring, explicit criteria, modeling, rubrics and checklists in the implementation of peer-feedback activities. The findings have led to the proposal of a digital book of a workshop for 5th grade students at the CEFR level A1-A2. The proposal consists of four successive units with writing, reading, vocabulary, peer feedback and reflection activities. It is concluded that structured peer feedback, combined with appropriate teacher guidance and age-appropriate scaffolding, can be a valuable complementary strategy in ESL writing instruction.

Keywords: peer feedback, ESL writing, writing development, collaborative learning, fifth-grade students, peer review.

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INTRODUCTION

1.1. Delimitation of the Problem

Peer feedback can potentially enhance students' learning outcomes and processes (Double et al., 2020). However, research has shown that students have difficulty processing and using peer feedback for their revisions (Wu & Schunn, 2020), and in providing high-quality feedback to their peers. Therefore, students may benefit from further instructional support to make the most of peer-feedback activities (Lui & Andrade, 2022).

Instructional support of various kinds may improve the processes and outcomes of peer feedback. Regarding the feedback process, instructional support can help students give more effective feedback and engage more deeply in the comments they receive from peers (Lui & Andrade, 2022). Such support may also help students to learn knowledge associated with the content discussed in peer-feedback activities in relation to learning outcomes (Dmoshinskaia et al., 2021).

Writing is an important part of English language learning and peer feedback has been given increasing attention as an active learning strategy which facilitates collaboration and reciprocal learning. It involves students making critical judgments on the quality of their peers' work and providing feedback which can help the revision process (Schillings et al., 2021).

In Ecuador, there is little evidence regarding the use of peer feedback in English as a Foreign Language (EFL) writing development, especially with young students. For this reason, this research focuses on the fifth-grade students of Unidad Educativa Natalia Jarrín, and analyzes the peer feedback in terms of their English writing development.

1.2. Formulation of the Problem

Based on the previously described problem, the following research question guides the present study:

What is the effect of peer feedback on the development of English as a Second Language (ESL) writing in 5th grade at Unidad Educativa Natalia Jarrín?

1.3. Justification

The academic justification for this study is based on the growing body of literature, which emphasizes the importance of peer feedback in language acquisition, particularly in the ESL context. In this sense, research indicates that peer feedback can improve writing skills by offering students different perspectives and insights that may not be achievable with only the feedback of the teacher (Egred & Jaramillo, 2022). This study is oriented to fifth grade students of the “Natalia Jarrín” School, with the purpose of increasing the knowledge about how interactions among peers can promote language development in a critical moment of the students’ educational process, so that the main findings may contribute to the recommendation of practical strategies so that students can be proficient writers.

This study is justified socially because the collaborative nature of learning in multicultural classrooms, where students frequently share diverse linguistic and cultural backgrounds will be taking in consideration while using peer feedback systems helps students develop a sense of community and belonging in addition to improving language proficiency. In this order of ideas, students will can gain different social skills like empathy, communication, and critical thinking as they constructively discuss each other’s work. So, it could be said that knowing the social dynamics at work at the "Natalia Jarrín" School can help to foster an

inclusive environment that supports all students in their ESL writing while offering information about how peer relationships affect learning outcomes.

Finally, this study is methodologically justified through the use of a mixed-method approach that combines quantitative and qualitative information. A student questionnaire provides descriptive data regarding fifth-grade students' perceptions of peer feedback, while interviews with an English teacher and the Language Department Coordinator provide complementary perspectives from the educational context. The integration of these sources allows for a broader understanding of peer feedback in relation to students' writing, motivation, confidence, collaboration, and reflection.

1.4. Objectives

1.4.1. General Objective

To analyze the effect of peer feedback on the development of English as a Second Language (ESL) writing in 5th grade at the "Natalia Jarrín" School.

1.4.2. Specific Objectives

To analyze the theoretical foundations of the effect of peer feedback on L2 writing development.

To identify how peer feedback influences the motivation and confidence of 5th-grade students in their ESL writing development.

To evaluate the effect of strategies that integrate peer feedback as a meaningful tool for improving collaboration and reflection in the ESL writing classroom.

1.5. Research Questions

1.5.1. Main Question

What is the effect of peer feedback on the development of English as a Second Language (ESL) writing in 5th grade at “Natalia Jarrín” School?

1.5.2. Specific Research Question

What are the theoretical foundations that explain the effect of peer feedback on L2 writing development?

How does peer feedback influence the motivation and confidence of 5th-grade students in their ESL writing development?

To what extent do strategies that integrate peer feedback improve collaboration, reflection, and overall ESL writing performance in the classroom?

CHAPTER I THEORETICAL FRAMEWORK

First, some previous studies will be taken in consideration to establish some references about the topic of study. This, describing their objectives, method, results and their relation to this study.

1.6. Previous Studies

The study made by Schillings et al (2021) aimed to evaluate students' perceptions of peer feedback as well as the prerequisites for improving comprehension and the effectiveness of face-to-face peer discussion. A mixed-method research comprising focus groups and questionnaires was conducted with 84 second-year university students. The intervention consisted of in-person discussions in small groups on the participants' written peer comments on a draft report.

According to quantitative data, students thought peer feedback was necessary, helpful, and a crucial ability to have. They were confident in the caliber of the comments they gave and got.

There was no significant difference between those two methods because students found that written comments and in-person discussions were both educational, but in the case of qualitative results, they suggested that face-to-face discussion mode encourages peers to provide constructive critiques, elaborate on written feedback, and accept responsibility for the feedback process in general. Particularly, the written quality of feedback, non-anonymity on dialogue, and call to edit the report appeared to be important requirements by them. They infer that in-person peer discussion is a helpful variety of peer feedback that improves students' engagement with feedback and subsequent elaboration. In the context of academic writing, this study sheds light on crucial circumstances for the development and execution of in-person conversation peer interventions in higher education.

On the other hand, Hornstein et al. (2025) aimed to carry out and report the findings of a meta-analysis comparing the impacts of various forms of instructional support on various peer-feedback procedures and results. In this sense, several forms of instructional support were employed in earlier studies to enhance the caliber of peer-feedback procedures and results. However, a thorough summary of their impacts is lacking.

Therefore, this meta-analysis (N = 32 studies, N = 3806 learners) investigates the effects of different types of instructional support (feedback giving and feedback receiving; content-specific vs. generic) on peer-feedback processes (high-quality feedback interaction or reflection about the received feedback) and outcomes (domain-knowledge-related results). Overall, there was a significant favorable difference between peer-feedback with and without instructional help.

Additionally, we discovered that feedback supply support had a favorable impact on both the quality of feedback giving and the quality of feedback receipt ($g = 0.69$), but not on knowledge relevant to the subject matter. They discovered absolutely no influence on peer-feedback procedures and results for feedback receiving assistance. While generic support has a positive effect on both the quality of feedback provision and subject-matter-related knowledge, content-specific support had a positive effect on the quality of feedback provision but not subject-matter-related knowledge. Once more, they observed no discernible benefits of both generic and content-related assistance during feedback receiving. The scarcity of research on feedback reception in general may be the reason for the lack of impacts for feedback reception assistance.

Now, theoretical frameworks that highlight the social aspect of learning and the role of collaborative interactions in the development of cognitive and metacognitive skills, such as

Vygotsky's (2012) sociocultural theory and Bruffee's (1984) collaborative learning theory in social psychology and language learning, support the incorporation of peer feedback into academic development.

1.7. Peer-feedback

Describing peer-feedback, it must be stated that during peer-feedback, instead of getting feedback from an instructor or a computer program, students complete a task and then comment on each other's work. Peer-feedback, according to Huisman et al. (2021), is any task-related information that a learner shares with a peer of comparable status that may be utilized to enhance his or her peer-feedback processes and outcomes.

Specifically, Bauer et al. (2023) state that there are five stages in the peer-feedback process: The teacher determines which assignment can be used for additional processing, how many students should give feedback to one another, how many peers should give feedback to the students, and whether and how the students are supported in the peer-feedback process's later stages during the (1) design phase. During the (2) task performance phase, students create a first task solution, such as a written explanation of a particular topic, on which their peers can provide comments (Kollar & Fischer, 2010). The learners give feedback on each other's problem answers during the (3) feedback provision phase after sharing the first task solutions with the chosen feedback providers. The (4) feedback receipt phase comes next, in which students consider how to utilize the feedback to enhance their problem solutions, digest the feedback they got from their peers, and modify their initial work solutions in light of the feedback. Finally, during the (5) assessment phase, the students assess the learning objectives and the feedback procedure.

When giving feedback, students often use both overt and covert processes that is, observable behaviors like creating a feedback message and invisible cognitive processes like

explaining and assessing. Students interact with and critically consider their classmates' first work solutions while giving comments, which may enable them to approach the problem from a different angle. They may so engage in deep cognitive processes that might increase their own comprehension by expanding on their peer's task answer and contrasting it with their own (Double et al., 2020). Additionally, students assess their peers' initial work answers and may offer reasons relating to the topic matter while defending their comments, all of which constitute significant learning activities in and of themselves (Lachner et al., 2022)

Comparing and challenging concepts, as well as thinking about and coming up with ideas for improvement, are additional unique cognitive processes that take place throughout the feedback giving phase. In order to be able to deliver high-quality feedback messages, students must prepare, monitor, control, and reflect their own thinking. Students must also tie the elements described in their peers' first problem answers to their own level of knowledge and provide an explanation of their perspective when addressing their peers' initial work solutions. This is only feasible if pupils are ready to consider alternative viewpoints. Higher levels of critical thinking and introspection result from each of these cognitive processes. The creation of excellent feedback messages occurs concurrently with all of these cognitive processes and the rewards that go along with them for the feedback giver (Hornstein et al., 2025).

Unfortunately, however, earlier studies indicate that peers' feedback messages are frequently of poor quality (Alemdag & Yildirim, 2022). Low-quality feedback is problematic since it should be far less beneficial to the recipient than high-quality input (Wu & Schunn, 2020). Therefore, identifying these deficiencies serves as the baseline for this study, which aims to reverse this situation by implementing strategic instructional support to ensure that peer feedback becomes a high-quality pedagogical tool (Bürgermeister y otros, 2021).

1.7.1. Theoretical Foundations of Peer Feedback

The incorporation of peer feedback into English language learning for elementary school students represents a profound shift in our understanding of teaching, grounded primarily in social interaction. This methodology is rooted in the ideas of Lev Vygotsky, specifically in the concept of the zone of proximal development, which refers to the capacity for growth that arises through external support. In this regard, a student at UE, Natalia Jarrín, who struggles to identify inaccuracies in her writing, can overcome these difficulties thanks to the intervention of a more skilled peer.

As a result, instruction ceases to be an individual endeavor and becomes a collaborative process that thrives on the exchange of ideas. By expressing their reasoning aloud, ten-year-olds make the logical structure of a foreign language more comprehensible and evident, thereby facilitating the understanding of grammatical rules (Vygotsky, 1978; Hornstein et al., 2025).

In this regard, Kenneth Bruffee's (1984) proposals suggest that knowledge originates in the collective and that writing is a way to integrate into general human communication. For an elementary-level student, this perspective shifts the perception of writing from a school obligation intended solely for teacher review to a genuine means of connecting with others.

In this way, peer analysis fosters complex intellectual functions, such as introspection and analytical judgment, primarily because the child takes on the responsibility of explaining their corrections. Consequently, by comparing different points of view and defending their suggestions, students consolidate their own mastery of the foreign language (Khan et al., 2023; Tinggie, et al., 2023).

Finally, the method focused on the progressive development of the text views writing as a dynamic and constantly improving process, not a static outcome. From this perspective, peer

review acts as a catalyst that helps fifth-grade students understand quality criteria more clearly than if they were to receive corrections from the teacher alone. By reviewing a peer's work, the student gains an understanding of who will read their message, which is essential for their communicative ability (Khan et al., 2023).

1.7.2. Types and Modalities of Peer Feedback

Feedback can be provided in various formats, each of which affects children's academic progress in different ways. The most common distinction is between written and verbal communication, with the former providing a physical record for future reference. However, face-to-face conversations tend to be more productive for students, according to Natalia Jarrín, as they allow for immediate clarification of doubts and agreement on the meaning of corrections (Schillings et al., 2021; Alemdag & Yildirim, 2022).

Likewise, it is essential to distinguish between feedback that has a defined structure and that which lacks one. For young children, comments without clear guidance tend to be too simplistic and of little use in raising the quality of written text. For this reason, the use of support resources such as evaluation rubrics or model sentences is absolutely essential, so that the child can move beyond simple spelling corrections to focus on the coherence of their message (Hornstein et al., 2025; Bürgermeister et al., 2021).

In this regard, the revision process in the classroom should follow an organized sequence that spans from planning to the validation of the changes made. For this system to be successful at this grade level, the educator must demonstrate how to provide useful feedback that not only points out errors but also suggests alternative solutions. In this way, with adequate teacher support, the accuracy of the suggestions increases significantly, and students feel motivated to improve their drafts (Bauer et al., 2023; Dmoshinskaia et al., 2021; Lui & Andrade, 2022).

A key finding from observations of students at this grade level is the disparity in the impact of written corrections versus verbal ones. While written notes are more effective at correcting basic grammar or punctuation errors because the message remains visible, oral interaction has a significantly greater impact on driving profound changes in the structure and development of arguments (Bauer et al., 2023; Alemdag & Yildirim, 2022).

Fundamentally, the immediacy of dialogue allows children to resolve their confusion instantly, thereby avoiding misinterpretations that often stem from notes that are too brief or unclear. On the other hand, the advent of digital systems has made it possible to integrate informal visual elements as a form of emotional support; these should not be viewed as mere embellishments, but rather as tools to soften critical observations (Santiago, 2024; Elboshi, 2021).

On virtual platforms, these resources help fifth-grade students offer useful recommendations without making the recipient feel attacked or belittled in front of the group. In this regard, this blended learning format successfully combines the precision of the written word with the warmth of human interaction, thereby significantly improving students' willingness to accept and apply the suggestions they receive (Santiago, 2024; Elboshi, 2021).

1.7.3. Affective and Social Factors in Peer Feedback

The optimal functioning of these practices is not limited to the application of technical steps, but depends on emotional stability within the classroom group. For a young child, the act of sharing their work can cause some insecurity, as they often link their writing to their own self-worth. For this reason, building a bond of mutual trust in the UE Natalia Jarrín is a necessary prerequisite for students to feel secure when receiving external feedback (Chakraborty et al., 2021; Wu & Schunn, 2020)

In this regard, the teacher's role is crucial in balancing emotions and ensuring that the exchange takes place with courtesy. When there is confidence in peers' abilities, interest in learning grows naturally among students. However, if the atmosphere is hostile or there is doubt about others' abilities, the learning process can be disrupted by rejection. A respectful environment in diverse classrooms allows peer dialogue to mitigate language difficulties (Lui & Andrade, 2022; Wei & Liu, 2024).

Fundamentally, the willingness to accept criticism is linked to the student's confidence in their own talents. By participating in these experiences, children understand that making mistakes is a normal and necessary step toward progress, thereby eliminating the fear of failure. This positive attitude, reinforced by teamwork, makes English lessons much more engaging. Consequently, mutual support not only improves academic performance but also builds bonds and fosters more self-aware and critical thinkers (Aminah & Supriadi, 2023; Yin et al., 2023).

Insecurity when writing is confirmed as a significant emotional barrier that hinders success in second-language learning. Current studies suggest a direct link between nervous tension and poor-quality writing; however, peer interaction acts as an intellectual buffer that mitigates this fear by framing mistakes as a collective and natural part of the learning process (Chakraborty et al., 2021; Wu & Schunn, 2020).

Upon realizing that the rest of her classmates are facing similar obstacles, UE student Natalia Jarrín can let her guard down and engage more deeply with the academic activity. Similarly, another vital aspect is the shift from motivation based on obligation to one born of self-interest, primarily because teacher supervision is often seen as a mandate tied to the final grade (Lachner et al., 2022; Hornstein et al., 2025).

Consequently, dialogue with a peer awakens a genuine desire to improve to be understood by a real audience, such that the sense of connection and shared security allow advice to be well received. Because of this, suggestions are effectively integrated into the learning process, transforming the classroom into a space of human support where technical evaluation takes a back seat to personal growth (Aminah & Supriadi, 2023; Yin et al., 2023).

1.7.4. ESL Writing

Writing is a necessary skill for success in school and in many spheres of life. Nonetheless, a lot of kids have trouble with writing, which can have a detrimental effect on their academic achievement. There are many reasons for these challenges, such as language proficiency and cognitive development, but one crucial element is student participation. According to Aminah and Supriadi (2023), student participation in learning is essential for both paying attention and generating a product.

Writing proficiency has been identified as a vital English language skills for learners, so it is regarded as an indicator of a student's achievement in their English language coursework and future professional goals. In this sense, according to Aminah and Supriadi (2023), a student's ability to produce written materials (particularly in writing), is a significant determinant of their English proficiency. Furthermore, written communication has become the primary resource of exchanging information, even surpassing spoken communication.

This global concern about development in writing is also reflected locally. The latest results of proficiency in Ecuador, according to the EF English Proficiency Index (2025), show a persistent need to implement new pedagogical strategies in the classroom. The report gives new national figures, comparing English skills across cities and provinces, and points out that

productive skills, such as writing ability, are still key areas for targeted efforts to improve students' overall communicative results.

Different studies like Chillings et al. (2021) have observed over time that writing-related issues are a worldwide problem. Writing is considered to be one of the most difficult language skills for EFL learners (Lachner et al., 2022). Writing is more difficult to assess due to its complexity than other language abilities like reading, which can be measured directly and objectively using multiple-choice exams. According to Yin et al (2023), creating an effective written text requires simultaneous control over many linguistic systems, which is challenging, particularly for writers of foreign languages.

On the one hand, writing has unique characteristics in terms of language forms, such as complexity, durability, and detachment, but it also employs rhetorical structure and norms; it uses discourse markers sparingly; and it involves revision (Yin et al., 2023). On the other side, writing quality is influenced by one's level of thinking ability. There is a perceived association between differences in writing ability and a person's capacity for thorough critical thinking or certain thinking abilities. This is because effective writing is closely linked to sound cognition.

1.7.5. Stages of ESL Writing Development in Young Learners

Progress in written production of a foreign language for children in elementary school is defined as a gradual process, moving from simple imitation of words to the generation of their own ideas. Essentially, students at UE Natalia Jarrín at this level are going through a highly significant phase of transition; as a result, they have moved beyond simple fill-in-the-blank exercises to begin exploring more complex structures.

In this regard, students are already making efforts to link basic thoughts with elementary transition terms, thereby expanding their lexical capacity to recount not only events but also

personal emotions. However, this growth does not always occur steadily; consequently, it is common for young learners to experience periods of stagnation where their communicative intentions exceed their current resources (Aminah & Supriadi, 2023; Egred & Jaramillo, 2022).

In this regard, peer assessment is vital, as it offers the opportunity to observe how other students of the same age tackle similar challenges in the language. By reviewing their peers' essays, students gain access to models of expression that feel much closer to their everyday lives than the content of a textbook; in this way, the English language ceases to be an object of study and becomes a channel for individual expression (Mah et al., 2021; Wei & Liu, 2024).

It is essential that educators view writing at this grade level as a process of constant discovery, as children assimilate the conventions of different text types while attempting to apply language rules. In this way, mutual support functions as a framework that reduces mental fatigue, allowing students to focus on the clarity of their communication. By the end of this cycle, students are expected to demonstrate greater independence in creating short pieces of writing that reflect their cultural identity (Yin et al., 2023; Hornstein et al., 2025).

In fifth grade, the transition toward creating texts that defend one's own ideas represents a significant intellectual advancement, such that students need to develop the ability to anticipate the questions that readers might ask about their work (Li, 2025). Fundamentally, the analyzed data suggest that students who face greater challenges in writing tend to perceive this exercise as a simple task of directly generating words; however, those who engage in constant revision processes come to understand it as a task that requires repeated planning and refinement (Zhang et al., 2022).

Because of this, such a transformation is absolutely necessary for the child to move beyond simply telling stories and begin to express well-reasoned viewpoints. In this regard,

increased self-confidence in one's own academic abilities serves as a clear sign of progress during this period; thus, children who practice identifying errors in their peers' writing gain greater confidence in structuring their thoughts and synthesizing diverse information (Zhang et al., 2022; Li, 2025)

In this regard, it is important to note that such growth does not occur on its own; consequently, the teacher must provide detailed instruction that highlights the most appropriate writing techniques. In this way, students around ten or eleven years of age come to feel that they have complete mastery over their own writing, which enriches their learning experience and prepares them for more demanding communication challenges in the future (Falardeau et al., 2024; Zhang et al., 2022).

1.7.6. Linguistic and Cognitive Demands of ESL Writing

Writing in English is considered one of the most complex intellectual tasks for any student, primarily because it requires managing different linguistic systems simultaneously. In this regard, a student at UE Natalia Jarrín must organize vocabulary, grammatical rules, and visual aspects of the text, such as punctuation. Because of this, such basic demands often drain mental energy, leaving little room for deeper aspects such as logical reasoning (Aminah & Supriadi, 2023; Yin et al., 2023).

In addition to the demands of language, writing effectively is closely linked to analytical reasoning skills, as it is not a matter of literal translation but of adapting one's thinking to different structures. This organizational effort can be overwhelming; however, exchanging suggestions among peers helps alleviate this burden. Primarily, when evaluating a third party's text, the student analyzes coherence without the anxiety of creating their own content, which

makes it easier to apply that same perspective to their own work (Lachner et al., 2022; Hornstein et al., 2025).

In this regard, the difficulty of writing in a second language lies in the fact that it is a skill that persists over time and requires precision, unlike oral communication, which is fleeting. Thus, achieving accuracy demands that elementary school children practice constantly and reflect on how each word alters the meaning of what they wish to convey. Because of this, having a real audience of peers directly signals to them when a message is unclear, forcing them to refine their language proficiency (Wei & Liu, 2024; Double et al., 2020).

Producing written content in a language other than one's native tongue slows down the writing process, primarily due to the significant mental effort this task requires. When students choose to work together, their drafts are often shorter, as they spend a considerable amount of time discussing which words or structures are most appropriate for their message.

This phenomenon demonstrates that a very serious analysis of the foreign language is taking place, even if this causes the text to be completed more slowly. For a child at this grade level, trying to manage both word choice and narrative coherence at the same time can lead to significant mental fatigue, making the support of a peer an indispensable tool for alleviating that burden.

Likewise, the use of resources that provide instant feedback requires a capacity for multitasking that may be too much for some children. If the student is required to write, review a peer's suggestions, and follow the teacher's instructions all at the same time, their level of comprehension could suffer; consequently, it is essential to strike a balance between formal corrections and moments of calm that allow them to process ideas without feeling overwhelmed (Tinggie et al., 2023).

1.7.7. Pedagogical Approaches to ESL Writing Instruction

In recent years, the teaching of writing has evolved from simply reviewing the final product to evaluating the entire process. In this regard, while the former approach was limited to correcting errors in the final draft, the current perspective places significant emphasis on planning and ongoing revision. For teachers, this transforms the classroom into a space for creation where it is understood that a piece of writing can always be improved through different cycles of dialogue and suggestions (Schillings et al., 2021; Lui & Andrade, 2022).

Similarly, learning based on real examples is very beneficial, where students study specific formats before beginning their own writing. By combining this method with peer support, children compare their drafts with the analyzed models, thereby gaining a solid foundation for evaluating others' work. Consequently, this practice fosters shared learning and challenges the notion that the teacher is the sole holder of knowledge (Bauer et al., 2023; Alemdag & Yildirim, 2022).

On the other hand, the connection between the habit of reading and the ability to write is inseparable, as students refine their style by analyzing what others produce. This educational approach promotes deep observation, where UE student Natalia Jarrín learns to be critical of her own texts by viewing them through the eyes of her peers. With clear guidelines, this collaboration is ensured to be productive and to prepare young people for the challenges of real-world communication (Wei & Liu, 2024; Hornstein et al., 2025).

The combination of direct instruction in writing with peer support stands out as one of the most effective strategies in 2024 (Zuwardi & Ganesan, 2025). This approach involves a process in which the educator gradually transfers responsibility: first, the teacher demonstrates how to

complete the task; then, students work as a team; and finally, students work independently with the help of their peers.

Fundamentally, this approach ensures that peer feedback does not remain superficial or limited to external aspects but is grounded in achievement goals that have been previously established. Finally, the emergence of hybrid review systems, which integrate technology, peer assessment, and the teacher's perspectives, represents the most advanced trend in current teaching, fostering highly efficient collaboration.

In this model, technological tools are first used to correct grammatical errors, allowing the exchange between students to focus entirely on the substance of the message and how it will be received by the audience. As a result, the correction cycle is freed from the burden of basic rules, and attention is consequently focused on strengthening analytical reasoning and ensuring that communication is truly authentic and effective (Zuwardi & Ganesan, 2025).

CHAPTER II MATERIALS AND METHODS

2.1 Type of Research

The present study employed a mixed-method approach with a descriptive non-experimental design. The quantitative part was used to identify fifth-grade students' perceptions of peer feedback in ESL writing through a structured questionnaire. The qualitative part complemented these results with an interview with an English teacher and the Language Department Coordinator. The study was non-experimental as the variables were studied in the existing educational context without manipulations and without comparisons of experimental and control conditions. The descriptive design enabled the researcher to explore students' perceptions of writing, motivation, confidence, collaboration, and the importance of peer feedback.

2.2 Methods, Techniques and Instruments

Data were gathered by means of a student questionnaire and semi-structured interviews. The questionnaire was given to 80 fifth grade students and was comprised of 15 closed ended statements measured on a five point Likert scale from "Strongly Disagree" to "Strongly Agree." The instrument was designed to identify the students' perception of peer feedback in terms of writing improvement, grammar correction, vocabulary development, organization of ideas, motivation, confidence, collaboration, and classroom engagement.

To support the quantitative data, semi-structured interviews were carried out with an English teacher and the Language Department Coordinator. The interviews explored their views on the use of peer feedback with young pupils, its potential advantages for ESL writing, students' motivation and confidence, the difficulties of peer-review activities, and the significance of teacher guidance. The combination of questionnaire and interviews in the study

enabled the collection of quantitative data about students' perceptions and qualitative data from the educational context.

2.3 Research questions and hypotheses

Hypothesis

H1: There is a significant effect of peer feedback on the ESL writing development of 5th-grade students at UE Natalia Jarrín.

H0: There is no significant effect of peer feedback on the ESL writing development of 5th-grade students at UE Natalia Jarrín.

2.3.1 General Question

What is the effect of peer feedback on the development of English as a Second Language (ESL) writing in 5th grade at "Natalia Jarrín" School?

2.3.2 Specific Research Questions:

What are the theoretical foundations that explain the effect of peer feedback on L2 writing development?

How does peer feedback influence the motivation and confidence of 5th-grade students in their ESL writing development?

To what extent do strategies that integrate peer feedback improve collaboration, reflection, and overall ESL writing performance in the classroom?

2.4 Variable Operationalization Matrix

Table 1

Variable Operationalization Matrix

Variable	Dimensions	Indicators
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Peer Feedback	Feedback Interaction	• Frequency of peer comments • Nature of suggestions (corrective vs. suggestive)
	Affective Response	• Peer-to-peer communication patterns • Confidence levels • Motivation to revise • Attitude toward criticism
	Grammatical Accuracy	• Error frequency reduction • Correct use of tenses
	Textual Organization	• Sentence connection • Paragraph coherence

ESL Writing

2.5 Participants

The participants of the study were 80 fifth-grade students from Unidad Educativa Natalia Jarrín. The students were approximately 9 to 10 years old and were learning English as part of their regular school curriculum. They participated in the student questionnaire, which was used to identify their perceptions of peer feedback in relation to ESL writing.

In addition, an English teacher and the Language Department Coordinator participated in semi-structured interviews. Their participation provided complementary information about the use of peer feedback with young learners, its perceived benefits and challenges, and the role of teacher guidance during peer-feedback activities.

The participants were selected from the educational context in which the study was conducted. Their participation allowed the research to obtain information from both the students who experience peer-feedback activities and educational professionals familiar with the teaching and learning of English in the institution.(Gass & Mackey, 2020)

2.6 Procedure and Data Analysis

The data collection process was designed at Unidad Educativa Natalia Jarrín, with the participation of students of fifth grade and educational professionals. First, the student questionnaire was given to 80 fifth-grade students. The questionnaire contained 15 closed-ended statements on a five-point Likert scale to assess students' perceptions of peer feedback related to various aspects of ESL writing, motivation, confidence, collaboration, and classroom engagement.

After collecting the questionnaire data, the responses were organized and analyzed using descriptive statistics. For each item of the questionnaire, frequencies and percentages were

calculated and displayed on graphs to facilitate the interpretation of students' responses. Then the results were discussed based on the theoretical and empirical literature reviewed in the study.

A semi-structured interview was also conducted with an English teacher and the Language Department Coordinator to get complementary perspectives on peer feedback in ESL writing. The qualitative analysis of the interview responses was done by identifying recurrent ideas on benefits of peer feedback, student motivation and confidence, collaboration, potential difficulties and the importance of teacher guidance.

Finally, the quantitative results obtained from the questionnaire were interpreted together with the qualitative information from the interviews so as to get a broader understanding of peer feedback in the educational context. A pedagogical proposal is presented in Chapter IV based on the findings.

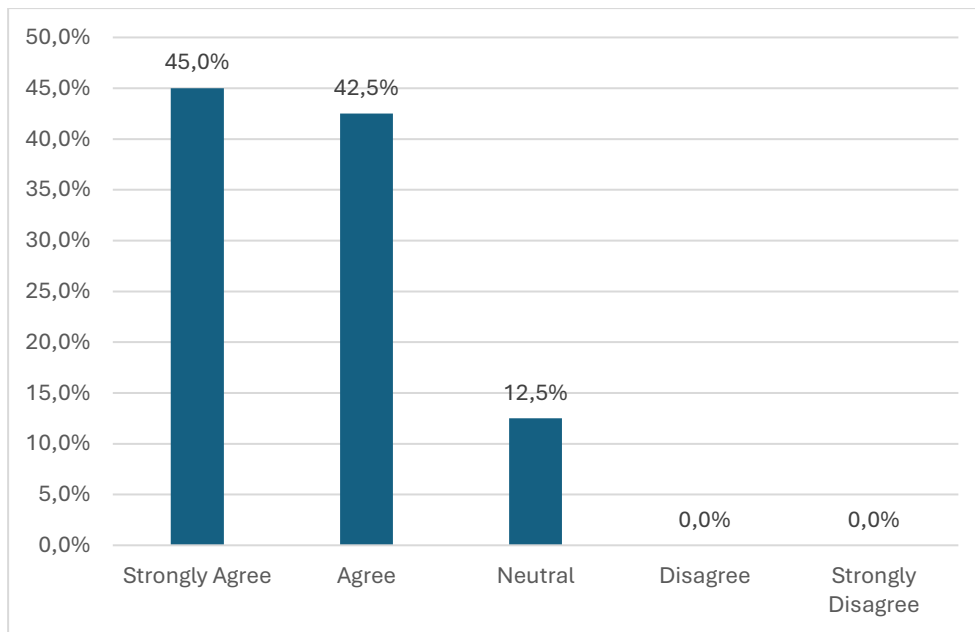
CHAPTER III. ANALYSIS AND INTERPRETATION OF RESULTS

3.1 Survey results

3.1.1 Students' enjoyment of writing in English during class

Figure 1

I enjoy writing in English during class



Analysis

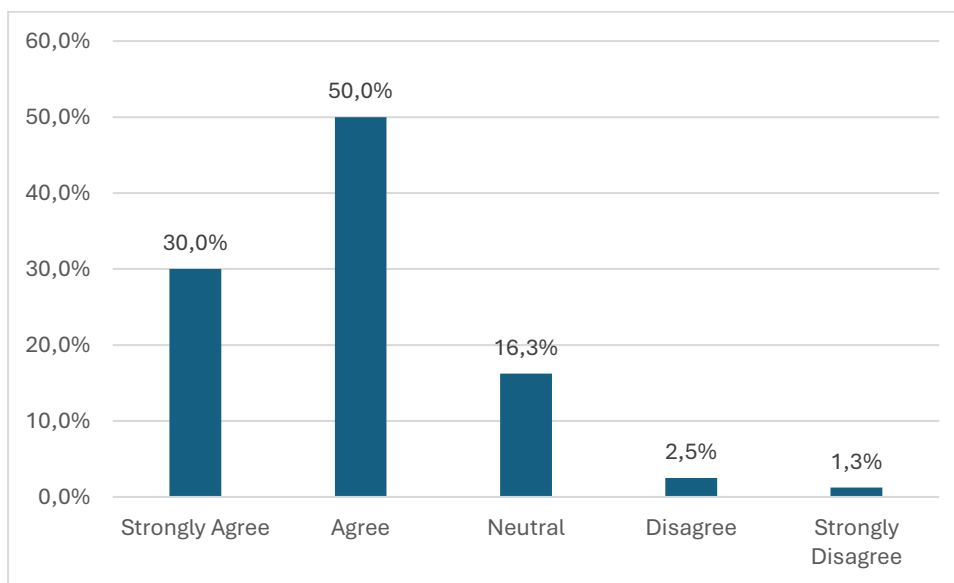
Figure 1 shows that 45.0% of the students strongly agreed that they like to write in English in class, 42.5% agreed and 12.5% were neutral. No students voted disagree or strongly disagree. In general, 87.5% of the participants demonstrated positive attitude toward writing in English, indicating that the writing activities were generally enjoyed by the students. This finding is relevant for the implementation of peer feedback, since students' attitudes and engagement are an important affective dimension of the writing process. One of the main categories related to peer feedback identified by Wei and Liu (2024) was affective benefits. They

explained that affective benefits were a collaborative nature that can positively affect students' motivation and engagement in writing. Therefore, the mostly positive attitude observed in the present study indicates a positive affective context for engaging students in collaborative writing and peer-feedback activities.

3.1.2 Students' Perceptions of Classmates' Feedback for Improving Writing

Figure 2

My classmates' feedback helps me improve my writing.



Analysis

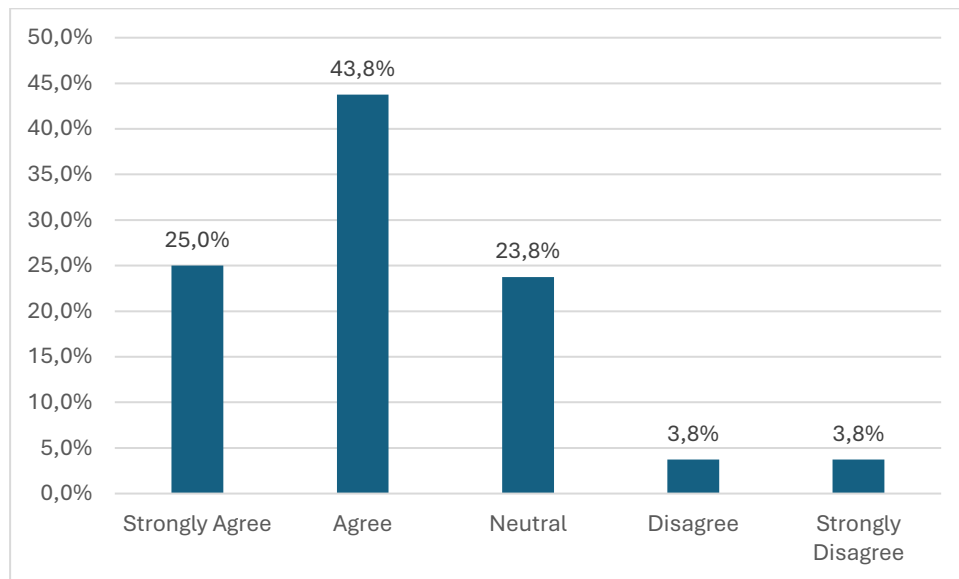
As shown in Figure 2, 50.0% of the students agreed with the statement that their classmates' feedback helps them improve their writing and 30.0% strongly agreed. In contrast, 16.25% were neutral, 2.5% disagreed and 1.25% strongly disagreed. In general, 80.0% of the participants had a positive perception of the contribution of peer feedback to their improvement in writing. These results indicate that most of the students perceived their classmates' comments as a useful resource in the writing process. This is consistent with the findings of Schillings et al.

(2021), who claimed that students consider peer feedback to be meaningful, useful, and an important skill in academic writing. Authors also reported that students found both written feedback and peer dialog to be instructive, and highlighted how these contributed to students' engagement with feedback. Therefore, the present findings are consistent with the notion that peer feedback can be considered by learners as a valuable part of the writing process.

3.1.3 Students' Understanding of Classmates' Feedback

Figure 3

I Understand My Classmates' Comments on My Writing



Analysis

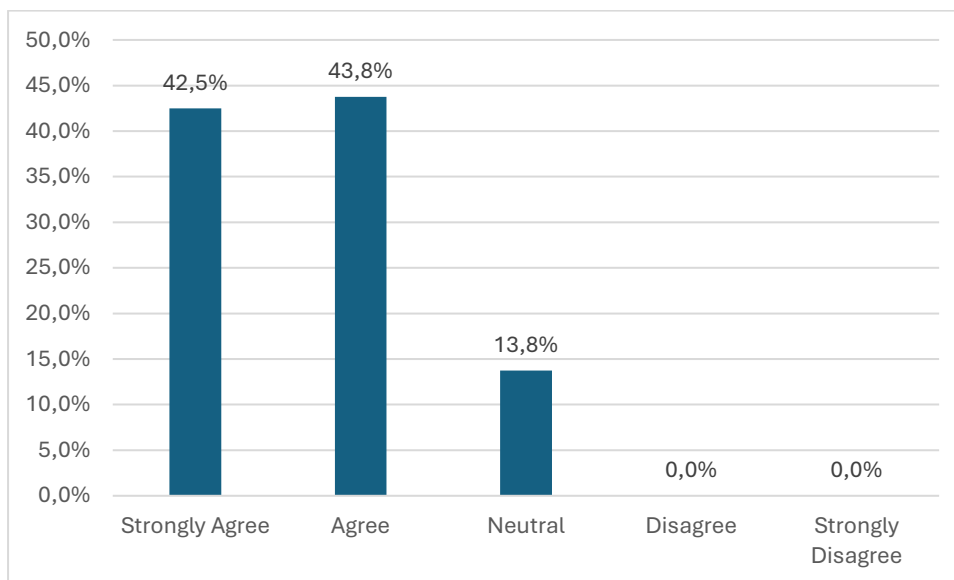
In Figure 3, 43.8% of the students agreed that they understand their classmates' comments on their writing and 25.0% strongly agreed. Conversely, 23.8% were neutral while 3.8% disagreed and another 3.8% strongly disagreed. In total, 68.8% of the participants showed a positive perception of their ability to understand peer comments. While most students indicated that they understood the feedback given, the amount of neutral and negative feedback suggests

that some students may continue to experience difficulty in understanding comments from their peers. This is in line with the work of Schillings et al. (2021), who highlight that understanding peer feedback is an important precondition for its effective use. They found that students viewed written peer feedback and peer dialog as instructive, and face-to-face dialog as encouraging the further elaboration and clarification of written comments. The present results therefore suggest that peer feedback was understandable to most participants, but that additional clarification and guidance could be beneficial to students who have difficulties in understanding peer comments.

3.1.4 Students' Perceptions of Peer Feedback for Grammar Correction

Figure 4

Peer Feedback Helps Me Correct Grammar Mistakes



Analysis

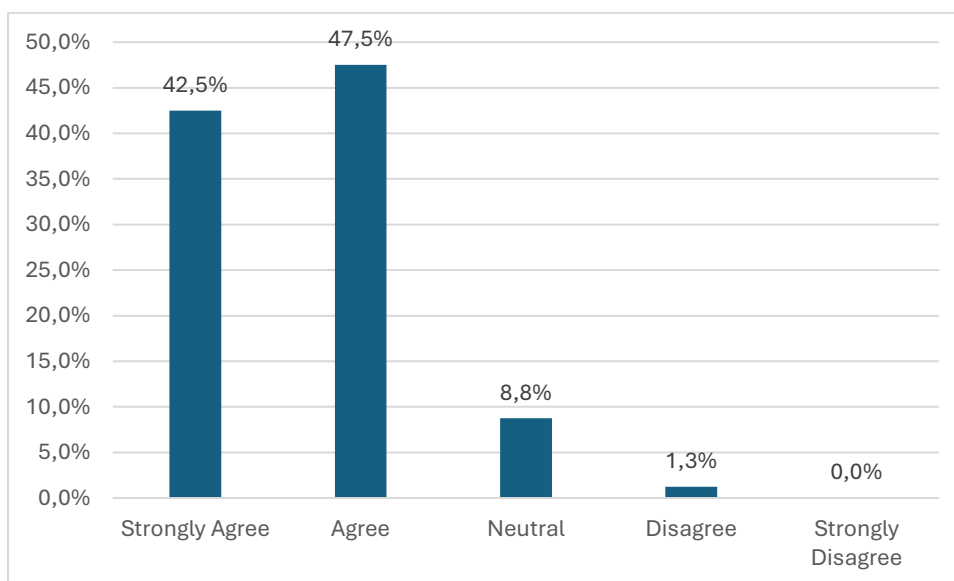
As shown in Figure 4, 43.8% of the students agreed that peer feedback helps them to correct grammar mistakes and 42.5% strongly agreed. Furthermore, 13.8% were neutral and none of the participants selected disagree or strongly disagree. In general, 86.3 % of the students

had a positive perception of peer feedback as a resource for the correction of grammar. Results indicate that the majority of participants found the feedback provided by their classmates useful in identifying and correcting grammatical problems in their writing. This result is consistent with Bürgermeister et al. (2021) who state that peer feedback can help learning if it provides specific information that helps learners to correct mistakes and to continue their learning process. The authors also note that interacting with peers' work requires students to reflect on learning goals and evaluation criteria, which may result in greater comprehension of the task. The results suggest that, for the students involved, peer feedback is a helpful aid to grammatical revision. Still, the neutral responses suggest that this advantage may not be shared by all students.

3.1.5 Students' Perceptions of Peer Feedback for Vocabulary Improvement

Figure 5

Peer Feedback Helps Me Improve My Vocabulary



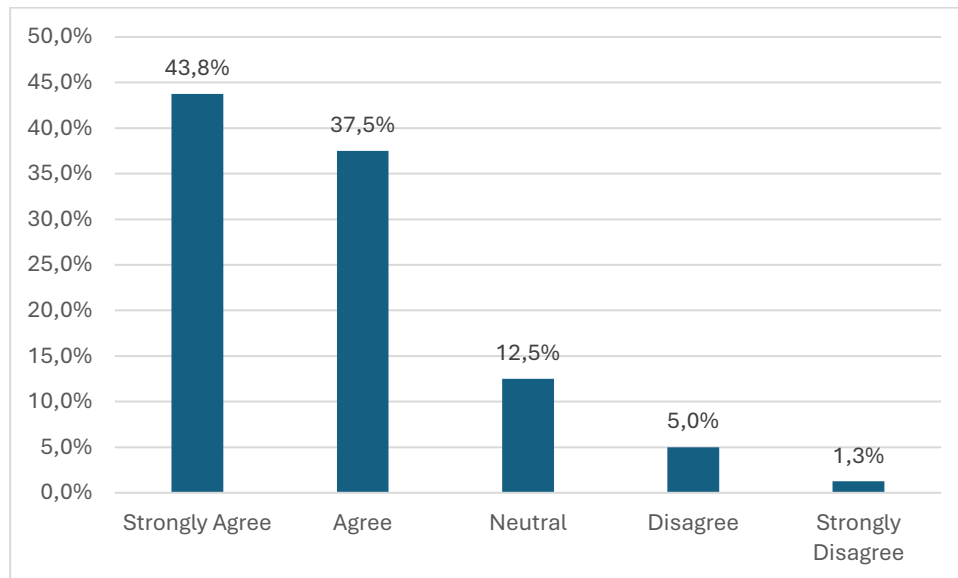
Analysis

As shown in Figure 5, 47.5% of the students agreed that peer feedback helps them improve their vocabulary and 42.5% strongly agreed. Additionally, 8.8% were neutral, 1.3% disagreed and none strongly disagreed. Generally, 90.0% of the students had positive perceptions of peer feedback as a resource for vocabulary improvement. The finding suggests that most of the participants find the interaction with their peers' writing and comments useful for their lexical development. This observation can be linked to the work of Wei and Liu (2024), who in their systematic review identified cognitive benefits as one of the main categories associated with peer feedback, explaining that involving students in peer evaluation can help foster a greater understanding of writing, and develop critical and analytical skills. Therefore, even if the present questionnaire was measuring students' perception and not their actual gains in vocabulary, the results suggest that the participants tend to perceive peer feedback as a useful resource to support the development of their vocabulary during the writing process.

3.1.6. Students' Comfort When Sharing Their Writing with Classmates

Figure 6

I Feel Comfortable Sharing My Writing with Classmates



Analysis

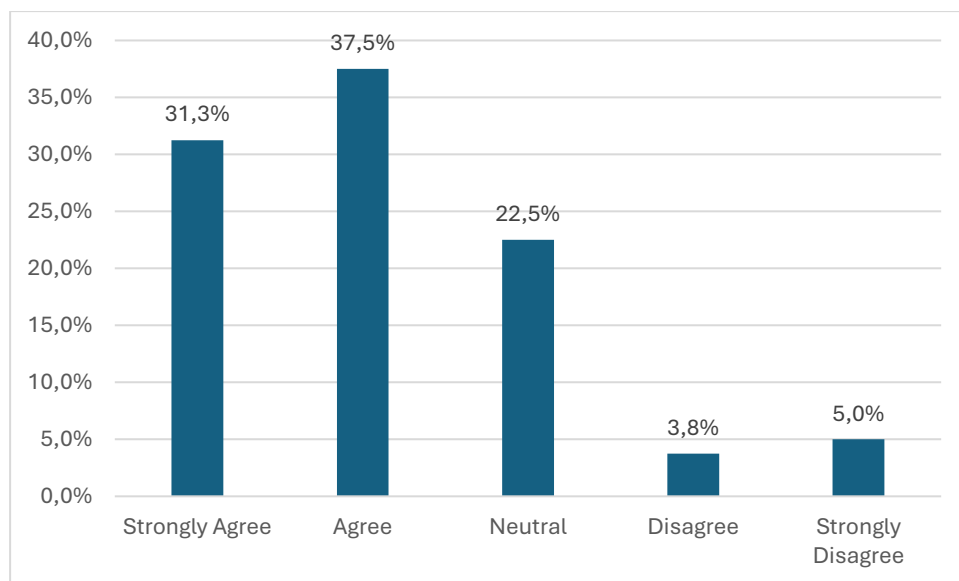
As shown in Fig. 6, 43.8% of students strongly agreed that they feel comfortable sharing their writing with classmates, while 37.5% agreed. Also, 12.5% were undecided as opposed to 5.0% who disagreed and 1.3% who strongly disagreed. In total, 81.3% of participants indicated that they perceived sharing their written work with their peers positively. Results of this study suggest that the majority of students feel at ease with the collaborative setting needed for peer-feedback activities. This finding may be related to Wei & Liu (2024) in their systematic review which highlights affective and social benefits as a significant dimension of peer feedback including greater interaction, collaboration and engagement from learners. However, the neutral and negative responses indicate that a minority of students may feel somewhat uncomfortable in exposing their written work to their classmates. Thus, the findings point to the fact that activities

involving peer-feedback are generally perceived as a pleasant way of interaction in the classroom and emphasize the significance of creating a warm environment in which students feel safe to talk about their own writing.

3.1.7. Students' Perceptions of Respectful Peer Feedback

Figure 7

My Classmates Are Respectful When Giving Feedback



Analysis

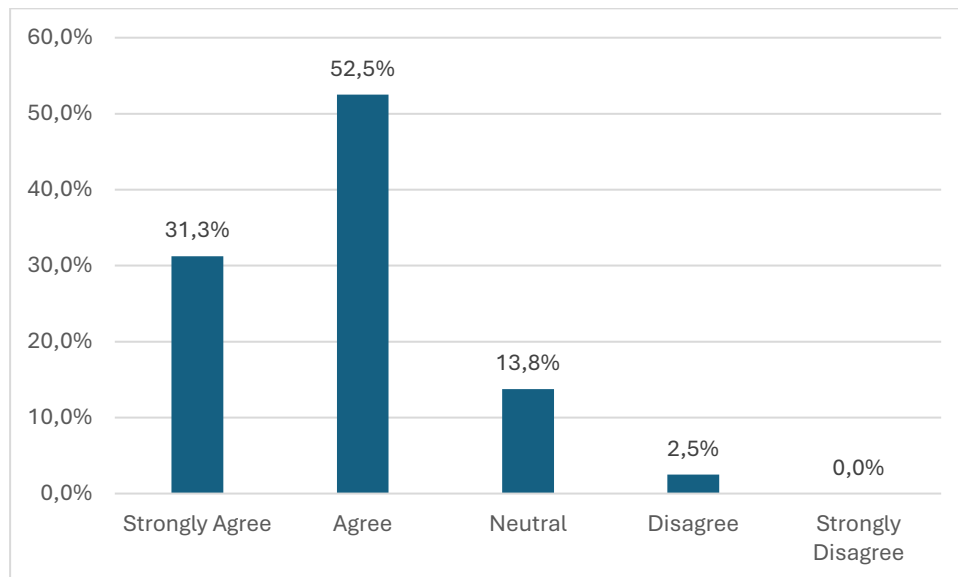
Figure 7 shows that 37.5% of the students agreed that their classmates are respectful when giving feedback, while 31.3% strongly agreed. In addition, 22.5% were neutral, 3.8% disagreed and 5.0% strongly disagreed. Overall, 68.8% of participants had a positive perception of respectful interaction during peer feedback. Most felt their classmates' feedback was respectful, although the neutral and negative responses suggest not all students felt this way. This finding can be related to Lui and Andrade (2022), who argue that feedback processing involves affective and cognitive mechanisms including students' emotions and interpretations in relation

to the feedback they receive. They also emphasize that good feedback should be constructive, task-focused rather than person-focused, and communicated in a supportive way. These findings thus suggest that respectful interaction is generally present in peer-feedback activities as well as the need for clear guidelines for giving constructive and supportive comments, so that all students feel comfortable during the feedback process.

3.1.8. Students' Perceptions of Peer Feedback for Organizing Ideas

Figure 8

Peer Feedback Helps Me Organize My Ideas Better



Analysis

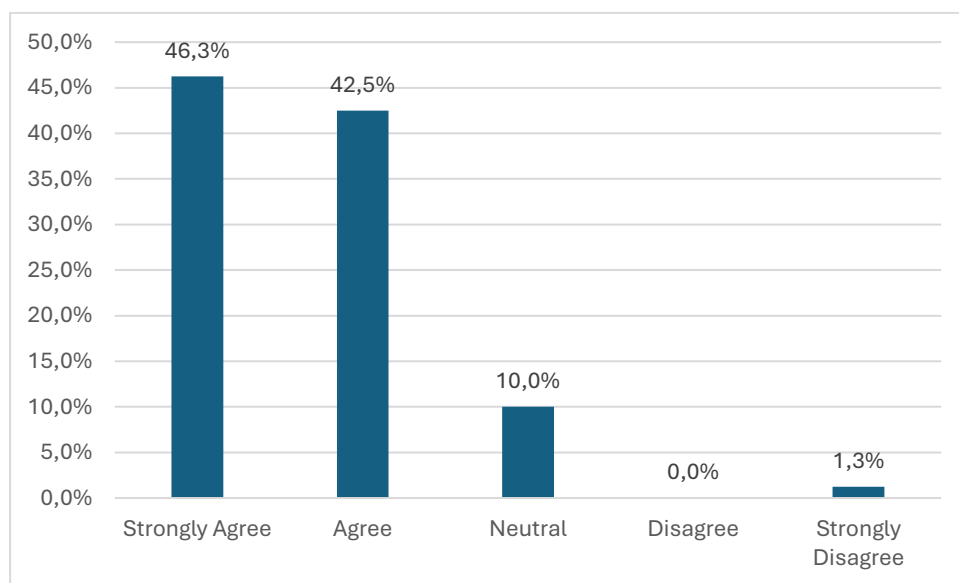
As shown in Figure 8, 52.5% of the students agreed that peer feedback helps them to organize their ideas better and 31.3% strongly agreed. Also 13.8% were neutral, 2.5% disagreed

and no one strongly disagreed. In general, 83.8% of the students had a positive attitude toward peer feedback as a resource to organize ideas in the writing process. These results indicate that most participants find the comments from their classmates helpful in reviewing the organization of their written work. This finding can be related to Bürgermeister et al. (2021) who explain that peer feedback activities encourage students to interact with learning goals, evaluation criteria, and other means of completing a task, which can lead to a more profound understanding of the task and its expectations. Thus, the results show that peer feedback is considered to be a useful tool in organizing ideas in writing, but the neutral and negative responses show that this benefit may not be felt equally by all students.

3.1.9. Students' Attitudes Toward Collaborative Writing Revision.

Figure 9

I Like Working with Classmates to Revise My Writing



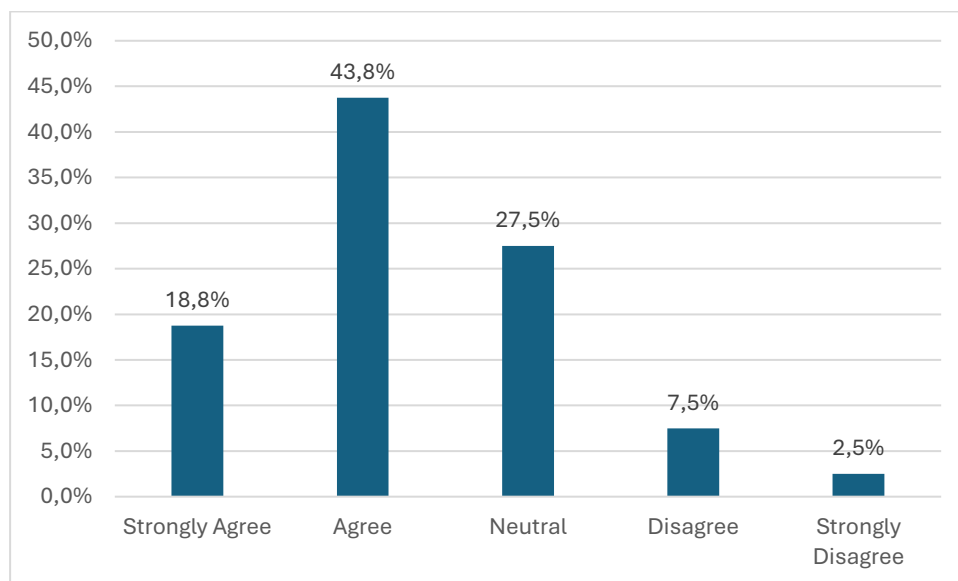
Analysis

As shown in Figure 9, 46.3% of the students strongly agreed that they like working with classmates to revise their writing, and 42.5% agreed. Also, 10.0% were neutral, no one disagreed and 1.3% strongly disagreed. It was found that the overall positive attitude toward collaborative writing revision was 88.8% of the participants. The results suggest that most students value working with classmates throughout the writing and revision process. This finding aligns with Wei and Liu (2024) systematic review which identifies social benefits as an important dimension of peer feedback, stressing its collaborative nature as an opportunity for interaction and engagement among learners. The results, thus, suggest that the participants have a general positive acceptance of collaborative revision and that peer-feedback activities can be a suitable context for students to interact with their classmates when reviewing their written work.

3.1.10. Students' Trust in Classmates' Suggestions

Figure 10

I Trust My Classmates' Suggestions



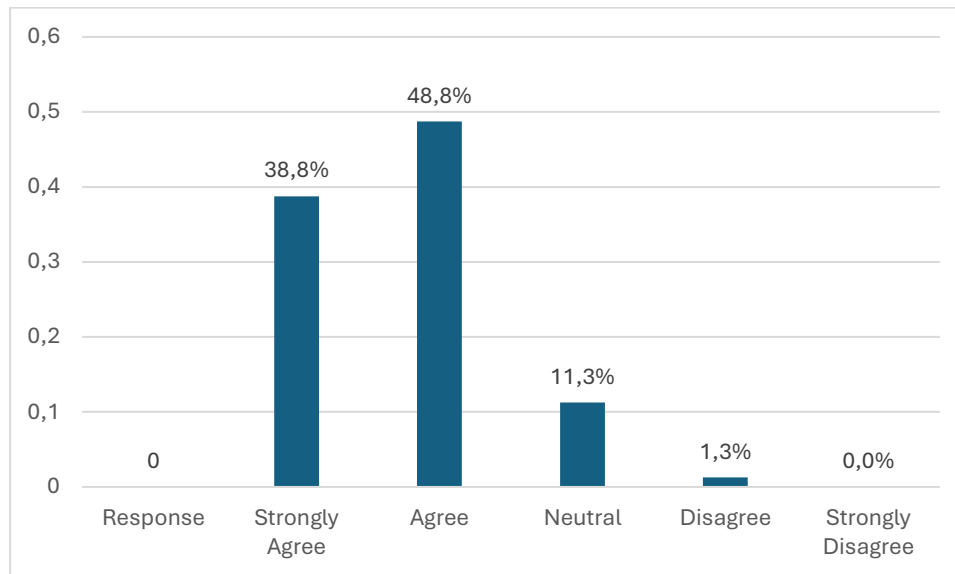
Analysis

As shown in Figure 10, 43.8% of the students agreed that they trust their classmates' suggestions, and 18.8% strongly agreed. Conversely, 27.5% were neutral, 7.5% disagreed and 2.5% strongly disagreed. In general, 62.6% of the participants reported a positive level of trust in the suggestions given by their classmates. Most reported trust in suggestions from peers, but the relatively high proportion of neutral responses and the 10.0% negative responses suggest that confidence in peer feedback is not equally established for all participants. This finding can be related to Schillings et al. (2021), who emphasize the significance of the quality of feedback and opportunities for revision for students' experiences with peer feedback. They found that, in general, students viewed peer feedback as meaningful and useful and recognized the importance of the quality of feedback received as an important condition in the process. The current findings thus indicate that most students are open to peer suggestions, but more guidance on providing clear, useful and reliable feedback may help to increase students' confidence in peer comments.

3.1.11. Students' Perceptions of Peer Feedback as Writing Motivation

Figure 11

Peer Feedback Motivates Me to Write Better



Analysis

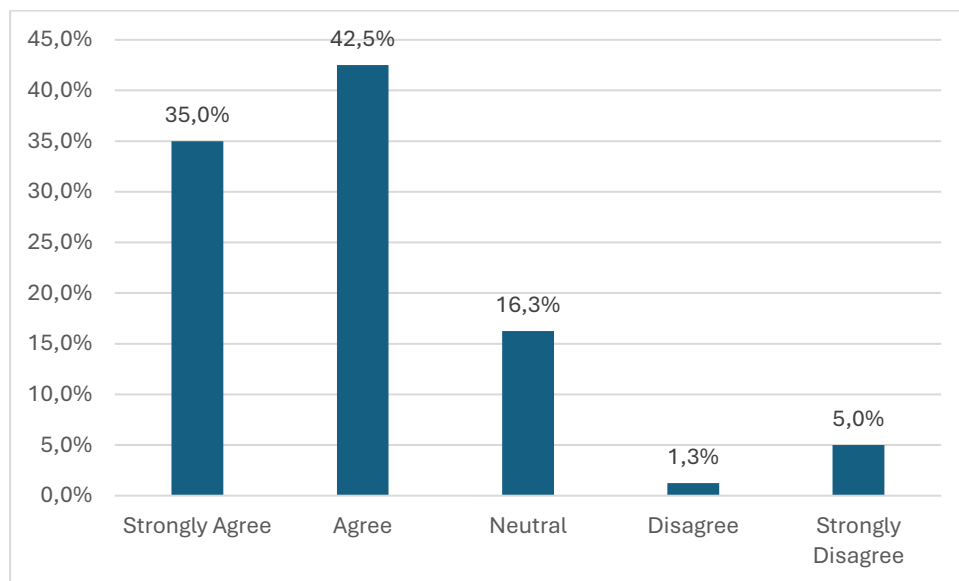
Figure 11 shows that 48.8% of the students agreed that peer feedback motivates them to write better and 38.8% strongly agreed. 11.3% felt neutral, 1.3% disagreed, and no participants strongly disagreed. To summarize, 87.6% of the participants considered peer feedback as a motivator for writing improvement. The findings indicate that most of the students consider receiving and exchanging feedback with classmates as an encouraging part of the writing process. This finding is consistent with Bürgermeister et al. (2021) who found formative feedback to be positively related to learners' motivation and self-efficacy and that self-efficacy is an important factor in the development of motivation and subsequent learning outcomes. The present findings, therefore, suggest that peer feedback is perceived not only as a means of

helping students to revise their written work but also as an incentive that may motivate students to become more active in their writing development.

3.1.12. Students' Perceptions of Learning from Classmates' Writing

Figure 12

I Learn New Ideas by Reading My Classmates' Writing



Analysis

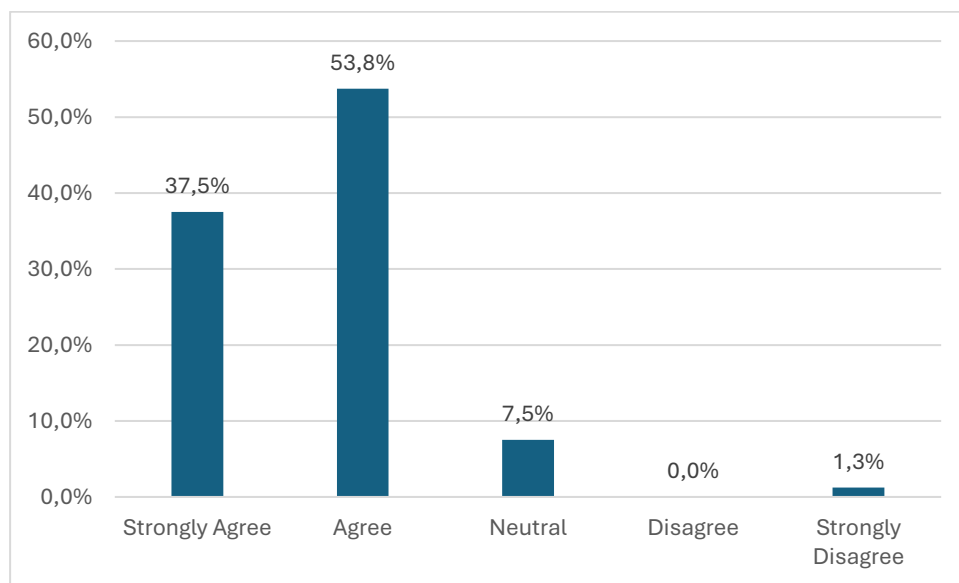
As shown in Figure 12, 42.5% of the students agreed that they learn new ideas by reading their classmates' writing and 35.0% strongly agreed. Besides, 16.3% were neutral, 1.3% disagreed and 5.0% strongly disagreed. The overall percentage of the participants who had a positive perception of learning from their classmates' written work was 77.5%. These results suggest that, for most students, exposure to peers' writing is experienced as an opportunity to encounter different ideas and ways of approaching writing. This result can be connected to Bürgermeister et al. (2021) who state that working with peers' work requires learners to think about goals of learning, criteria for evaluation and different ways of working on a task which

may result in greater comprehension of learning content and expectations. The present findings demonstrate, therefore, that reading classmates' writing is regarded as a useful element of peer-feedback activities in that it has the potential to expose students to alternative ideas and approaches that may inform their writing process.

3.1.13. Students' Perceptions of Peer Feedback for Identifying Mistakes

Figure 13

Peer Feedback Helps Me Notice My Mistakes



Analysis

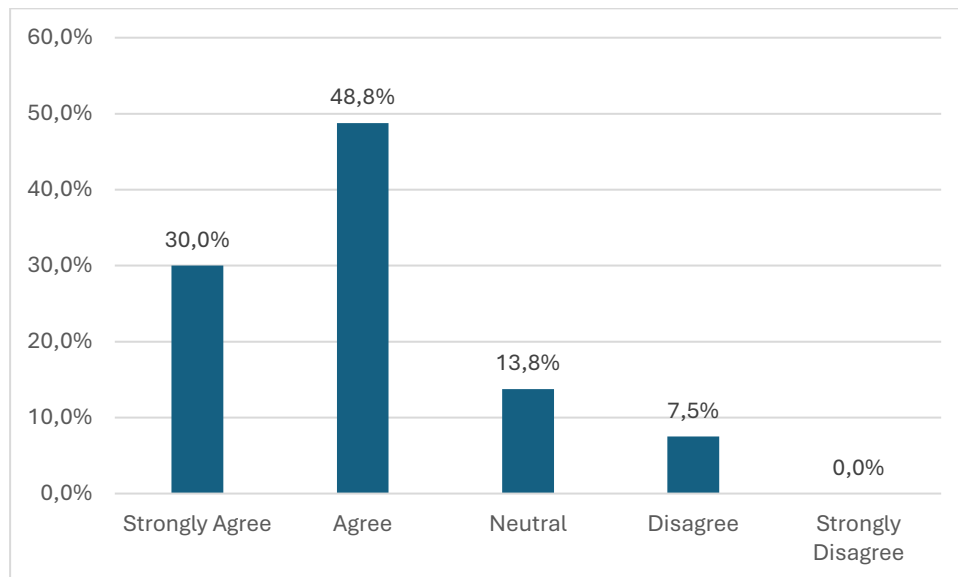
According to Figure 13, 53.8% of the students agreed that peer feedback helps them notice their mistakes, and 37.5% strongly agreed. Furthermore, 7.5% were not sure, nobody disagreed and only 1.3% disagreed strongly. Results showed that 91.3% of the participants had a positive perception of peer feedback as a resource to identify mistakes in their writing. These findings indicate that most students find their classmates' feedback helpful in spotting areas in their written work that may need to be revised. This is in line with Bürgermeister et al. (2021)

who state that process-level feedback can help learners to find difficulties and failures while they are solving a task. The authors also note that feedback is most useful when it gives specific information about how to correct errors and continue learning. Thus, the present findings suggest that identifying mistakes is one of the most strongly perceived benefits of peer feedback, which may support students' awareness of areas that need revision in their writing.

3.1.14. Students' Preference for Peer Feedback over Teacher-Only Feedback

Figure 14

I Prefer Peer Feedback to Only Teacher Feedback



Analysis

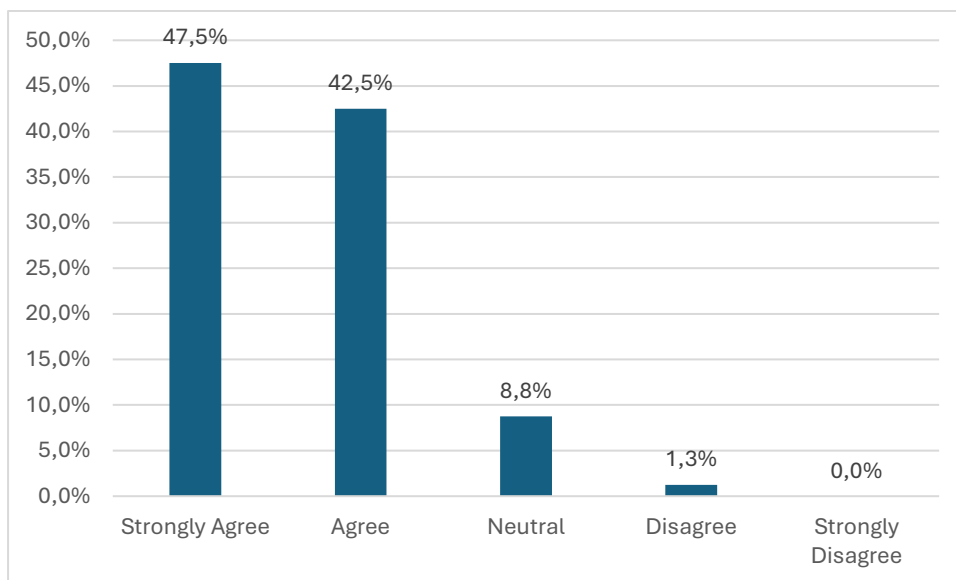
Figure 14 shows that 48.8% of the students agreed that they prefer peer feedback over teacher feedback and 30.0% of the students strongly agreed. In addition, 13.8% were neutral, 7.5% disagreed, and no strong disagreements were observed. In general, a majority of the respondents (78.8%) wanted to have peer feedback instead of only teacher feedback. These results indicate that the majority of students value their peers as an additional source of feedback

in the writing process. This finding aligns with Bürgermeister et al. (2021) who describe that teacher feedback can be supplemented by feedback from other sources, for example, peers, and that peer feedback can promote learning through actively engaging students in evaluating and responding to each other's work. The findings therefore suggest that students generally value peer feedback as part of the writing process, but this should be understood as support for combining sources of feedback rather than as evidence that teacher feedback should be replaced.

3.1.15. Students' Perceptions of Peer Feedback and Writing-Class Engagement

Figure 15

Peer Feedback Makes Writing Classes More Interesting



Analysis

Figure 15 shows that 47.5% of the students strongly agreed that peer feedback makes writing classes more interesting, and 42.5% agreed. Further, 8.8% were neutral, 1.3% disagreed and no participants strongly disagreed. In general, 90.0% of the participants considered peer feedback as a component that makes writing classes more interesting. The results suggest that the majority of

students find peer interaction and feedback to be an enjoyable part of the writing process. This finding can relate to Wei and Liu (2024) who in their systematic review identify affective and social benefits as important dimensions of peer feedback, especially regarding students' motivation, interaction and engagement in writing activities. In this way, the present findings suggest that peer feedback is considered an engaging activity in the classroom that might create a more interactive and motivating environment for writing tasks.

3.2 Analysis and Interpretation of Results

3.2.1 Interviews

The interviews were conducted to gain further insights into the use of peer feedback in ESL writing instruction. The questions were associated with the perceived contribution of peer feedback to writing development, motivation, confidence, collaboration, grammatical revision, organization of ideas, and challenges in implementing peer-feedback activities in the classroom.

3.2.2 Interview with the English Teacher

1. How do you evaluate your students' current writing skills in English?

Students can write short sentences and simple paragraphs, but they still have difficulties with grammar, vocabulary, and organizing their ideas. Some students also need support to connect sentences and express their ideas clearly.

Analysis

The teacher's response indicates that students are able to produce basic written texts but continue to experience difficulties in important areas of writing development. Grammar and textual organization are particularly relevant because these aspects correspond to the dimensions established for ESL writing in the present study, including grammatical accuracy, sentence connection, and paragraph coherence.

2. Do you consider peer feedback useful for developing students' English writing?

Why?

Yes. I think it is useful because students can read their classmates' work and identify things that could be corrected or improved. Sometimes they notice mistakes in another student's work that they do not notice in their own writing.

Analysis

The teacher sees peer feedback as a helpful way to actively involve students in the revision process. The response indicates that reviewing a classmate's text may prompt students to reflect on writing features and identify areas in need of improvement. This perspective is consistent with the study's attention to peer feedback as a meaningful resource for reflection and writing development.

3. What aspects of writing can students improve through peer feedback?

I think they can work mainly on grammar, vocabulary, sentence organization, and the clarity of their ideas. However, they need clear instructions because they are still young learners and sometimes they only identify very obvious mistakes.

Analysis

According to the teacher, peer feedback may support several components of writing, particularly grammar and textual organization. These areas correspond directly to the operationalization of ESL writing in the study, which includes grammatical accuracy, sentence connection, and paragraph coherence. At the same time, the response highlights the importance of instructional guidance so that feedback does not remain superficial.

4. How does peer feedback influence students' motivation to improve their writing?

Most students become more interested when they can work with a classmate instead of only receiving corrections from the teacher. They usually want to know what their classmates think about their work, and this can motivate them to revise it.

Analysis

The teacher associates peer feedback with greater student interest and willingness to revise written work. This observation is particularly relevant because motivation to revise is one of the affective indicators established for peer feedback in the study. It also complements the questionnaire results, in which a large proportion of students perceived peer feedback as motivating.

5. Do students feel confident sharing their writing with their classmates?

Most of them do, especially when they work with classmates they know well. However, some students are shy or worried about making mistakes, so they may not feel completely comfortable showing their writing to others.

Analysis

The teacher identifies generally positive levels of confidence but also recognizes individual differences among students. This perspective is consistent with the study's inclusion of confidence and attitude toward criticism as affective dimensions of peer feedback. The response suggests that a supportive classroom environment is important when students are expected to share and evaluate written work.

6. What difficulties do students experience when giving feedback to their classmates?

Sometimes they do not know exactly what to comment on. They may only say that the work is good or point out a spelling mistake. Some students are also afraid of saying something that could make their classmate feel bad.

Analysis

The response identifies two important challenges: the quality of the comments and students' attitudes toward criticism. Without clear criteria, peer comments may remain general or focus only on surface-level errors. This supports the need for structured guidance that helps students distinguish between corrective and suggestive comments, both of which are considered within the peer-feedback variable of the study.

7. Do students generally trust and use the suggestions provided by their classmates?

Some students do, but others prefer to ask the teacher before making a change. They sometimes think the teacher's correction is more reliable, especially when they are not sure whether their classmate's suggestion is correct.

Analysis

The teacher's response suggests that trust represents a potential limitation in peer-feedback activities. Although students may consider their classmates' suggestions, some still depend on teacher confirmation. This perspective is especially relevant to the questionnaire findings, where trust in classmates' suggestions received a less strongly positive response than several other aspects of peer feedback. Consequently, peer feedback may work more effectively as a complement to teacher guidance rather than as its replacement.

8. How can peer feedback contribute to collaboration among students?

Students have to communicate, compare ideas, and explain why they think something should be changed. When the activity is organized correctly, they help each other instead of working individually all the time.

Analysis

The teacher views peer feedback as an opportunity for collaborative interaction. This corresponds closely to the research question that examines the extent to which strategies integrating peer feedback can contribute to collaboration and reflection in the ESL writing classroom. Peer-to-peer communication is also explicitly included as an indicator of feedback interaction in the operationalization matrix.

9. What support do students need to provide effective peer feedback?

They need simple instructions, examples, and clear criteria. A checklist or a rubric would be helpful because it can tell them what aspects they should look at, such as grammar, vocabulary, organization, and clarity.

Analysis

The teacher emphasizes the necessity of instructional support to effective peer feedback. Examples, checklists and rubrics and clear criteria could help students focus their attention on relevant characteristics of writing rather than vague comments. This answer is especially important for the development of the proposal, since it provides a practical mechanism for structuring peer-feedback activities.

10. Would you recommend incorporating peer feedback more systematically into English writing lessons? Why?

Yes, but it should be guided by the teacher. Peer feedback can give students more opportunities to participate, revise their work, and learn from each other. The teacher should still monitor the activity and help when students are not sure about the feedback.

Analysis

The teacher supports the systematic incorporation of peer feedback while maintaining an active role for teacher guidance. The response suggests that peer feedback should complement

rather than replace teacher feedback. This approach is consistent with the purpose of the study, which seeks to examine peer feedback as a meaningful strategy for supporting collaboration, reflection, and ESL writing development.

1.7.8. Interview with the Language Department Coordinator

1. How do you evaluate the importance of writing skills in English instruction at the institution?

Writing is an important part of English learning because students need to communicate their ideas clearly and use the language they learn in class. At this level, they need to develop basic grammar, vocabulary, and organization before producing more complex texts.

Analysis

The coordinator considers writing a fundamental component of English language development and identifies grammar, vocabulary, and organization as important areas for young learners. This perspective is consistent with the study's operationalization of ESL writing through grammatical accuracy and textual organization.

2. What is your opinion about using peer feedback as a strategy for teaching English writing?

I think it can be a useful strategy because students become more active in the writing process. They do not only wait for the teacher to correct everything; they can read, comment on, and discuss their classmates' work.

Analysis

The coordinator views peer feedback as an opportunity to increase students' active participation in writing and revision. Rather than positioning learners only as recipients of

teacher corrections, peer-feedback activities can involve them in examining and discussing written texts. This directly relates to the feedback-interaction dimension established in the study.

3. What benefits could peer feedback provide for fifth-grade students' writing development?

It can help them identify mistakes, learn from other students' ideas, improve their own texts, and become more responsible for revision. It can also help them understand that writing is a process and that a first version can always be improved.

Analysis

The coordinator identifies several potential benefits associated with peer feedback, including error identification, exposure to different ideas, revision, and reflection. These observations correspond to the study's objective of examining peer feedback as a tool for collaboration and reflection in the ESL writing classroom.

4. How can peer feedback affect students' motivation and confidence in writing?

When feedback is respectful and students understand what they have to do, it can increase their confidence because they realize that making mistakes is part of learning. Working with classmates can also make writing activities more interesting and participatory.

Analysis

The coordinator emphasizes that the affective impact of peer feedback depends partly on respectful interaction and clear instructions. This response is directly related to the study's affective-response dimension, which includes confidence, motivation to revise, and attitude toward criticism. It also supports the importance of establishing an appropriate environment for peer-feedback activities.

5. What difficulties could arise when implementing peer feedback with young learners?

Students may not have enough English knowledge to identify every mistake, and sometimes they may give comments that are too general. There can also be problems if students do not know how to give criticism respectfully.

Analysis

The coordinator recognizes limitations related to students' language proficiency, feedback quality, and interpersonal interaction. These concerns suggest that peer feedback cannot simply be introduced without preparation. Students need guidance on what to evaluate and how to communicate suggestions constructively.

6. What role should the English teacher have during peer-feedback activities?

The teacher should explain the activity, establish the criteria, monitor the students, and clarify doubts. The teacher should also check that the feedback is appropriate before students make important changes to their writing.

Analysis

The coordinator assigns the teacher a guiding and monitoring role rather than removing the teacher from the feedback process. This perspective suggests that peer feedback should function as a structured instructional strategy supported by teacher intervention. It is particularly relevant given that the participants are fifth-grade students aged 9–10 years.

7. What resources could help students provide better feedback?

Simple rubrics, checklists, examples of good feedback, and sentence starters could be useful. The criteria should be appropriate for their age and English level so that students understand exactly what they need to review.

Analysis

The coordinator recommends concrete instructional resources to improve the quality of peer feedback. Rubrics and checklists could direct students' attention toward the specific writing dimensions considered in the study, while examples and sentence starters could facilitate peer-to-peer communication. This response provides a clear practical foundation for the instructional proposal.

8. How could peer feedback help students improve grammatical accuracy and the organization of their writing?

Students can use a checklist to look for simple grammar mistakes and then review whether the ideas and sentences are in a logical order. When another student reads the text, they may notice problems that the writer did not notice.

Analysis

The coordinator explicitly connects peer feedback with the two dimensions of ESL writing established in the operationalization matrix: grammatical accuracy and textual organization. The response suggests that structured peer review could focus students' attention on both language accuracy and the logical organization of written ideas.

9. Do you think peer feedback should replace teacher feedback? Why or why not?

No. It should complement teacher feedback. Students can learn from each other, but the teacher still has more knowledge and must guide the process, especially when students are unsure about grammar or the quality of a suggestion.

Analysis

The coordinator clearly distinguishes peer feedback from teacher feedback and considers the two complementary. This perspective is important because the purpose of peer feedback is

not necessarily to transfer the teacher's evaluative responsibility to students, but to create additional opportunities for interaction, reflection, and revision.

10. What recommendations would you give for implementing peer feedback more effectively in fifth-grade English writing classes?

I would recommend beginning with simple activities, teaching students how to give respectful comments, using clear rubrics or checklists, and monitoring the process. Students should first practice with examples before evaluating a classmate's real work.

Analysis

The coordinator recommends gradual and structured implementation. Training students to provide respectful comments, using explicit criteria, modeling the process, and providing teacher monitoring could address several of the difficulties identified both in the interview and in the questionnaire results. These recommendations also provide a direct basis for developing a pedagogical proposal centered on guided peer-feedback activities.

Findings from the student questionnaire and interviews suggested generally positive attitudes toward the implementation of peer feedback in ESL writing. Particularly, students enjoyed peer feedback which helped them to find mistakes, improve vocabulary, organize ideas, boost motivation and make writing classes more interesting. Meanwhile, some results showed inconsistent perceptions of trusting classmates' suggestions, understanding peer comments and respectful interaction. Interviews validated these results, highlighting the significance of teacher guidance, clear criteria, rubrics, checklists and structured peer-feedback activities. In general, the results offer a foundation for the design of a pedagogical proposal for improving the implementation of peer feedback in ESL writing classes in fifth grade.

CHAPTER IV PROPOSAL

4.1 Proposal title

The Effect of Peer Feedback on ESL Writing Development: Helping Young Learners
Become Better Writers

4.2 Objectives

To support fifth-grade students' ESL writing development through a workshop digital book based on structured, respectful, and collaborative peer-feedback activities.

4.2.1 *Specific Objectives*

- To develop students' ability to provide kind, clear, and constructive feedback on their classmates' writing.
- To strengthen students' ability to identify strengths and areas for improvement in written texts through guided peer-review activities.
- To promote the use of peer feedback as a strategy for revising and improving students' English writing.

4.3 Introduction

The current proposal is a workshop digital book entitled The Effect of Peer Feedback on ESL Writing Development: Helping Young Students Become Better Writers. It was designed for fifth grade students at A1-A2 CEFR level as a pedagogical resource to promote the English writing skills development through structured peer-feedback activities. The proposal encourages students to take an active role in the writing process by sharing their writing, reading the writing of their peers, providing constructive criticism, and using the feedback to revise their own writing.

The digital book of the workshop is divided into four units, which progressively introduce students to the peer-feedback process. The activities include vocabulary, reading, writing, peer feedback and reflection. Learners develop writing skills while interacting collaboratively with their classmates. In the units students learn to make kind and useful comments, to discuss written texts, to identify the positive points and the points to be improved and to use the suggestions of their peers in revised versions of their work. The proposal also includes guided strategies like the Feedback Sandwich, polite expressions, rubrics, and reflection activities to make the feedback process accessible to young students.

Thus, the proposal provides a systematic resource for integration of peer feedback in ESL writing lessons. The workshop is not a replacement for teacher feedback, but enables students to be more active in writing and revision while still receiving guidance from teachers throughout the learning process.

4.4 Justification

The findings obtained in the study of students' perceptions of peer feedback in ESL writing led to the development of the proposal. The results of the questionnaire showed positive overall attitudes toward this strategy. In particular, peer feedback was beneficial for students to detect errors, organize ideas, improve vocabulary, enhance motivation, learn from classmates' writing, and to make writing classes more interesting. These results suggest that most participants are open to peer feedback and, thus, feedback can be a good basis for structured activities on writing and revision.

However, the results also indicated some areas that require further support. However, students' perceptions of trusting suggestions from classmates, understanding comments from peers, and respectful interaction during the feedback process were less consistent than other

questionnaire items. The interviews confirmed these findings by pointing out the importance of clear criteria, respectful communication, teacher guidance, and structured resources when students give and receive feedback. This means that it is not sufficient to just ask students to comment on their classmates' writing. Learners need guidance on what to observe, how to communicate suggestions, and how to use the feedback they receive.

The workshop digital book addresses these needs with progressive and guided activities. Canva was used as the main design tool to create and organize the proposal, allowing the activities, instructions, visual resources, and supporting materials to be presented in an attractive and age-appropriate digital format. The four units familiarize students with respectful peer interaction, reading and discussing classmates' writing, giving constructive criticism, and using suggestions to revise written texts. Concrete supports include the Feedback Sandwich, polite expressions, feedback cards, and the 3-Star Rubric. The rubric, for example, calls attention to ideas, grammar, and neatness and sets out clear standards for judging written work.

For these reasons the proposal is relevant to the needs identified in the research. It provides fifth-grade students with age-appropriate opportunities to engage in collaborative writing, to reflect on written language, and to learn how to provide and use constructive criticism. Moreover, it provides the teacher with a systematic source for the application of peer feedback in ESL writing lessons, while keeping guidance and supervision throughout the process.

WORKSHOP DIGITAL BOOK

The Effect of Peer Feedback on ESL Writing Development

Helping Young Learners Become Better Writers

CEFR LEVEL A1 - A2



Created by:
Luis Tutillo

Universidad Técnica del Norte
2026

Disclaimer: Some illustrations in this digital book were created using Artificial Intelligence AI, and others were designed with Canva graphic resources. All images are intended solely for educational purposes.

WELCOME TO YOUR

ENGLISH WRITING ADVENTURE

Meet Kaya!



Hello! I'm Kaya!
I'm your Writing Buddy!
Will you join my adventure?

ABOUT ME

I am an Andean Bear from the beautiful Cayambe-Coca Ecological Reserve in Ecuador.
I love reading, writing, learning English, and helping children become confident writers.
Together we will learn new words, write interesting stories, and improve our writing through teamwork and respectful peer feedback.
Are you ready? Let's begin our adventure!

OUR MISSION

- Learn English
- Write
- Share Ideas
- Give Kind Feedback
- Improve Every Day
- Become Great Writers

I promise to... **KAYA'S PROMISE**

- Encourage you.
- Help you.
- Celebrate your progress.
- Teach you to respect your classmates.
- Make learning English fun.

DID YOU KNOW?

The Andean Bear is the only bear that lives in South America. It lives in forests and mountains like the Cayambe-Coca Ecological Reserve. Just like me!

LET'S START OUR ADVENTURE!

MEET YOUR LEARNING BUDDY!

Kaya the Andean Bear



Hello!
My name is **Kaya**.
I will be your English
Writing Buddy!

ABOUT ME

- Name: Kaya
- Home: Cayambe-Coca Ecological Reserve
- Favorite Subject: English
- Favorite Hobby: Writing Stories
- Favorite Skill: Helping Friends
- Dream: Helping every student become a great English writer!

MY SUPERPOWERS

- I encourage my friends.
- I use kind words.
- I always listen.
- I respect everyone's ideas.
- I enjoy learning.
- I believe everyone can improve.

"Small
words
can create
BIG ideas!"

HOW TO USE THIS BOOK

Hi! I'll guide you through every activity.
Follow the icons and enjoy learning!



Kaya's Adventure Passport

Name:

Class:

Mission Progress

☐ Unit 1

☐ Unit 2

☐ Unit 3

☐ Unit 4

Vocabulary

Learn new English words before each lesson.

Writing

Write your own ideas using simple English.

Reading

Read short and interesting texts carefully.

Reflection

Think about what you learned

Peer Feedback

Give kind and helpful comments to your classmates.

MY LEARNING TOOLS

1. Book
2. Pencil
3. Notebook
4. Colors
5. Tablet

READY? Let's begin Mission 1!

KAYA'S WRITING ADVENTURE MAP

Follow the trail and become an English Writer!

UNIT 1 | Helping Friends Improve Their Writing

Skill: Speaking and Writing

Badge: Friendly Writer

- 1 Useful and Not-So-Useful Comments
Learn to identify helpful and unhelpful comments.
- 2 Discuss Good and Bad Comments
Talk with your classmates about respectful feedback.
- 3 Sort Comments into Categories
Organize comments into helpful and unhelpful groups.
- 4 Share Ideas with Classmates.
Exchange ideas and practice positive feedback.



UNIT 2 | Reading and Talking About Writing

Skill: Reading and Writing

Badge: Reading Explorer

- 1 Read a Short Text
Read and understand the main idea.
- 2 Read Again for Details
Find important information.
- 3 Identify Strengths
Discover positive aspects of a classmate's writing.
- 4 Write Positive Comments
Write kind and respectful feedback.



UNIT 3 | Sharing Helpful Ideas

Skill: Writing

Badge: Feedback Hero

- 1 Read Model Comments
Observe examples of constructive feedback.
- 2 Practice Writing Feedback
Write respectful and helpful comments.
- 3 Review a Partner's Work
Use the peer feedback rubric to review.
- 4 Share Comments
Exchange feedback with classmates.



UNIT 4 | Making My Writing Better

Skill: Writing

Badge: Confident Writer

- 1 Read Comments
Read the feedback you received.
- 2 Highlight Suggestions
Highlight useful ideas for improvement.
- 3 Summarize Ideas
Write the most important suggestions.
- 4 Incorporate the Feedback
Improve your writing using classmates' comments.



FINAL GOAL: CONGRATULATIONS!

Kaya says: "You have completed the four missions! Keep writing, sharing ideas, and helping your classmates."

Helping Friends Improve Their Writing

Hello, Writer!
Welcome to our first mission.
Let's learn how to help our friends
improve their writing!

LEARNING MISSION

In this unit, you will learn how to write simple ideas and give respectful peer feedback to help your classmates improve their English writing.

CEFR Level A1-A2

By the end of this unit, I can...

- I can write simple sentences in English.
- I can identify helpful and unhelpful comments.
- I can give respectful feedback to a classmate.
- I can share ideas to help my partner improve.



WHAT WILL I LEARN?

Vocabulary
Learn new words.

Reading
Read short texts.

Writing
Write simple sentences.

Peer Feedback
Help my classmates improve.

BADGE TO EARN

Friendly Writer
Complete all four lessons to earn your badge!

Kaya's Tip: Kind words make better writers.

Mission Checklist

- ☐ I am ready to learn.
- ☐ I will respect my classmates.
- ☐ I will help my partner.
- ☐ I will enjoy writing in English.



LET'S BEGIN!

UNIT 1 | Lesson 1

Activity 1

Useful and Not-So-Useful Comments

Can every comment help us?
Let's find out together!



Warm-Up

How do you feel when someone says...

"Great job!" "Try again!" "This is wrong!"

Mark how you feel: 😊 😐 😞

Learn

Helpful Comments

- ✓ Great job!
- ✓ I like your idea.
- ✓ Well done!
- ✓ Nice handwriting.
- ✓ Good sentence.

Not Helpful Comments

- ✗ Wrong!
- ✗ Bad.
- ✗ No.
- ✗ I don't like it.
- ✗ Ugly.

Let's Practice

Read the comments. Color them: ■ Helpful ■ Not Helpful

Great job!

Bad.

Ugly.

Good work!

Nice job!

Wrong.

I like your story.

No.

Excellent!

Think & Share

- Which comments make people feel happy?
- Which comments should we avoid?

Kaya's Tip: Kind words help our friends learn and grow.

Self-Check

- ☐ I can identify helpful comments.
- ☐ I can respect my classmates.
- ☐ I can use kind words.

Kind Words Collector

Congratulations! You completed the first activity.



UNIT 1 | Activity 2

Activity 2

Read, Think and Give Helpful Feedback

Objective

I can read my classmate's writing and give simple ideas to improve it.

Before Giving Feedback

Good feedback helps our friends become better writers!

Remember the 3 steps:



1. Read

Read your partner's text carefully.

2. Think

Find something good and something to improve.

3. Share

Give kind and useful suggestions.

Feedback Sandwich Strategy

A Kind Way to Give Feedback

Something Good

"I like your..."

- I like your ideas.
- I like your vocabulary.
- I like your sentences.



Something to Improve

"You can improve..."

- You can improve your spelling.
- You can add more details.
- You can check your grammar.



Positive Ending

"Keep going! Your writing is great!"

Activity: My Partner's Writing

Student A reads Student B's paragraph. Complete the feedback card:

My Partner Can Improve

You can improve.....

You can add

My Partner Did Well

I like

Your ideas are



Teacher's Tip

Encourage students to use respectful words and focus on helping their classmates improve.

UNIT 1 | Activity 3

Let's Give Digital Feedback!

Objective

I can share my ideas and give simple feedback about my classmates' writing.



Digital Peer Feedback Steps

Step 1: Share Your Writing

Write a short paragraph about:

"My Favorite Place"

Step 2: Read Your Friend's Work

Ask yourself:

- ✓ Are the ideas clear?
- ✓ Are the sentences complete?
- ✓ Is the vocabulary interesting?

Step 3: Leave a Helpful Comment

Use sentence starters:

I like yourbecause

You can add more

Your writing isKeep going!

Example Paragraph:

"My favorite place is the park. I go there with my family. It is beautiful and fun."

Digital Activity: Feedback Wall

Students post:

Their paragraph

Two positive comments

One suggestion for improvement

Example Feedback

Student's Writing:

"I like my bedroom. It has a blue bed and a small table."

Peer Feedback:

I like your description because it is clear.

You can add more details about your bedroom.

Great job! Keep writing!

My Feedback Challenge

Complete the mission:

- I read my partner's writing.
- I found something good.
- I gave a helpful suggestion.
- I used kind words.



Teacher's Tip

Digital peer feedback encourages collaboration, responsibility, and confidence because students learn from each other in a supportive environment.

UNIT 1 | Activity 4

Activity 4 My Writing Growth Journey



Objective

I can improve my writing by using feedback from my classmates.

Writing Process

Good writers do not create perfect texts at the beginning. They write, receive feedback, and make improvements.

My First Draft



Peer Feedback



My Improved Writing

Before Feedback (First Draft)

"My favorite animal is dog. It is cute. I like play with my dog."



My partner helped me with:

Ideas Vocabulary Grammar Spelling



After Feedback (Improved Writing)

"My favorite animal is a dog. It is cute and friendly. I like playing with my dog because it is fun."

My Reflection

Complete the sentences:

I improved my writing by: _____

My partner helped me with: _____

I feel: Happy Confident Ready to write more

Unit 1 Final Challenge

"I am a Helpful Writing Partner!"

I can:

Read my classmate's writing.

Give kind feedback.

Great job! You are becoming a better writer!

Teacher's Tip



Reflection helps students understand that feedback is not criticism; it is a tool to develop confidence and improve their writing skills.

UNIT 1 | Closing Activity

Closing Activity My Writing Reflection

Objective

I can reflect on the feedback I received and use it to improve my writing.

Think and Write

1. What helpful feedback did I receive?

2. Which suggestion made my writing better?

3. What did I change in my writing after the feedback?

4. What will I do next time to improve even more?

Exit Ticket

One thing I learned from feedback is.....

Keep sharing kind, helpful feedback so every writer can grow.



UNIT 2

Reading and Talking About Writing

Discovering Ideas Through Texts

Welcome to Unit 2!

Writers become better writers when they read, share ideas, and learn from others.

In this unit, students will explore different texts, identify important ideas, and talk about writing with their classmates.

Unit Objective

To develop reading and speaking skills by discussing ideas, opinions, and suggestions about different texts.

CEFR Can Do Statements (A2 Level)

By the end of this unit, students can:

- I can identify important information in a short text.
- I can share my opinion about a classmate's writing.
- I can ask and answer simple questions about a text.
- I can discuss ideas with my classmates to improve writing.

Why Is Reading Important for Writing?

Reading helps us:

- Learn new vocabulary.
- Discover new ideas.
- Understand how texts are organized.
- Improve our own writing.

Unit Challenge

"Read it. Discuss it. Improve it!"

Throughout this unit, students will:

- Read short texts
- Share opinions
- Work with classmates
- Improve writing ideas



Teacher's Tip

Reading and discussion activities create opportunities for students to exchange ideas, build confidence, and understand that writing is a collaborative process.



UNIT 2 | Activity 1

Activity 1

Reading Detectives: Find the Main Idea

Exploring Texts Before Giving Feedback

Objective

I can find the main idea and important information in a short text.

Before Reading: Let's Predict!

Look at the title and pictures. What do you think the text is about?

A person A place An animal An experience

I think the text is about _____.

Reading Time: My Special Place

My Favorite Place

"My favorite place is Cayambe Park. It is a beautiful place in my town. I like going there with my family on weekends. We walk, talk, and enjoy nature. The park has many trees, flowers, and a playground. I feel happy when I visit this place because I can relax and spend time with my family."

Reading Detective Questions

1. What is the text about?

A) A favorite place B) A favorite animal C) A school activity

2. Where does the writer go?

The writer goes to _____.

3. Who does the writer visit the place with?

The writer visits the place with _____.

4. Find two important details:

Talk With Your Partner

Discuss: What do you like about this text?

Use: I like _____ because _____.

Writing Connection

Good readers become better writers because they learn:

How to organize ideas

How to add details

How to describe experiences



Teacher's Tip

Encourage students to read carefully before giving feedback. Understanding the writer's ideas helps classmates provide more meaningful suggestions.

UNIT 2 | Activity 2

Activity 2

Let's Talk About the Text!

Objective

I can share my opinion about a text and explain my ideas.

Readers Talk and Learn Together!

Reading is not only about understanding words.

Good readers also share their thoughts and listen to others.

Remember:

Read → Understand the message.

Think → Create your opinion.

Share → Discuss ideas with others.



Activity: My Opinion Matters!

After reading the text from the previous activity, answer:

What do you think about the text? Complete the sentences:

1. I think the text is _____.
interesting beautiful creative easy to understand

2. My favorite part is:
I like _____ because _____.

3. I learned:
I learned that _____.

Pair Discussion

Talk with your partner:

Student A asks:

What do you like about the text?

Student B answers:

I like _____ because _____.

Student B asks:

What can the writer improve?

Student A answers:

The writer can add _____.

Connect Reading and Writing

Good readers can help writers! When we discuss texts, we learn how to:

Organize ideas

Add more details

Use better vocabulary

Improve our writing

Mini Challenge

Give one positive comment about your partner's idea:

"Your idea is great because _____."



Teacher's Tip

Encourage students to respect different opinions. Classroom discussions help learners build confidence and develop ideas before writing.

UNIT 2 | Activity 3

Activity 3 Writer's Strengths: What Did They Do Well?

Objective

I can identify good parts in my classmate's writing and explain why I like them.

Every Writer Has Strengths!

Before suggesting improvements, we should recognize what writers do well.

Positive feedback helps writers feel:

Confident Motivated Ready to improve

Writing Detective: Find the Strengths

My Favorite Hobby

"My favorite hobby is painting. I like painting pictures of nature because it makes me happy. I use different colors to create beautiful drawings. I usually paint with my friends after school."



Find the Good Things!

What did the writer do well? Choose and explain:

Ideas — The writer explains a clear topic.

Details — The writer adds information about the hobby.

Vocabulary — The writer uses interesting words.

Organization — The ideas are easy to follow.

Give Positive Feedback

Use these sentence starters:

I like yourbecause

Examples:

✓ I like your ideas because they are clear.

✓ I like your details because they make the text interesting.

Partner Activity: Compliment Your Classmate

Read your partner's writing and complete:

Two Things My Partner Did Well:

I like

I like

Remember

Good feedback starts with appreciation.

Notice the strengths.

Celebrate ideas.

Help writers grow.



Teacher's Tip

Teaching students to recognize strengths before giving suggestions creates a positive feedback environment and increases learners' confidence in writing.

UNIT 2 | Activity 4

Activity 4

Helpful Suggestions: Let's Improve Together!

Objective

I can give simple suggestions to help my classmates improve their writing.

Feedback Helps Writers Grow!

A suggestion is not a mistake. A suggestion is an idea that helps a writer make their text better.

Remember:

Be kind → Use respectful words.

Be specific → Explain what can improve.

Be helpful → Give ideas, not only corrections.

How Can We Give Suggestions?

Use these sentence starters:

Adding Ideas:

You can add more..... (e.g., details, information about your idea)

Improving Vocabulary:

You can usewords. (e.g., more descriptive words, new vocabulary)

Improving Sentences:

You can check your (e.g., spelling, grammar)

My School

Practice Time: Help the Writer

"My school is nice. I have friends. We study English. I like my school."

What can the writer improve? Choose one suggestion:

- ☐ Add more details about the school.
- ☐ Use more adjectives.
- ☐ Explain why the school is special.

Write Your Feedback:

I like

You can improve

Partner Challenge

Exchange your writing with a classmate. Give:

One positive comment + One helpful suggestion

Example:

I like your ideas because they are interesting.

✎ You can add more details about your family.

Reflection

Complete: Good feedback helps writers because

Teacher's Tip

Students should understand that effective peer feedback is not about finding mistakes; it is about supporting classmates and helping them become better writers.



UNIT 2 | Closing Activity

Closing Activity

My Reading and Feedback Reflection

Objective

I can reflect on my learning and explain how feedback helps me improve my writing.

Great Writers Learn From Others!

Writing is a journey. We become better writers when we:

- Read new texts
- Share our ideas
- Listen to classmates
- Improve our writing

Activity: My Learning Reflection

Answer the questions:

1. What did I learn from reading?
I learned that
2. What idea from my classmates helped me?
My classmate helped me with
3. How did feedback improve my writing?
Feedback helped me

My Unit 2 Achievement

Color or check your progress:

I Can...

- ☐ Find important information in a text
- ☐ Share my opinion about writing
- ☐ Listen to my classmates' ideas
- ☐ Give helpful suggestions

My Writer's Promise

Complete:

"Next time I write, I will"

Examples:

- add more details
- use new vocabulary
- ask for feedback
- ★ help my classmates

Unit 2 Final Message

"Every reader can become a better writer!"

Keep reading, sharing, and improving!

Teacher's Tip

Reflection allows students to recognize the value of collaboration and understand that peer feedback is a tool for continuous writing improvement.



SHARING HELPFUL IDEAS

Writing Constructive Feedback

“ Good feedback is a gift!
Be kind, be specific, and help
your friends become better
writers.”



1 Read Model Comments



- Learn to identify positive comments, find helpful suggestions, and use the Feedback Sandwich.

Praise → Suggestion → Closing

2 Practice Writing Feedback



- Learn to change rude comments into polite suggestions and use *You could... / Maybe you can...*

3 Review a Partner's Work



- 3-Star Rubric:
- Ideas, Grammar, Neatness
- Self-Check: Read twice.
- Find something positive.
- Give a polite suggestion.
- Check your own feedback.

4 Share Comments Using Digital Tools



- Digital Feedback: positive tone, helpful suggestion, friendly emoji, respectful comment.



UNIT CHALLENGE: THE DIGITAL BLOG WALK



Read a
classmate's
story.

Review it
with the
rubric.

Write a
Feedback
Sandwich.

Can Do Statement:

I can write helpful, polite, and constructive comments to improve my classmates' writing, using rubrics and digital tools.

UNIT 3 | Activity 1

BUILD YOUR FEEDBACK SANDWICH

Goal:

Learn how to give feedback in a kind and helpful way.

Each part of the sandwich helps your feedback be kind and helpful!



1 TOP BREAD — PRAISE

Say something positive.

Example:
"I really like your story!"



2 THE MEAT — SUGGESTION

Give a polite idea to improve.

Example:
"Maybe you could add more details."



3 BOTTOM BREAD — CLOSING

Finish with encouragement.

Example:
"Keep up the great work!"

YOUR TURN!

A classmate wrote a story about a space alien, but forgot the periods.

Praise:

I really like your story about the _____.

Suggestion:

Maybe you could add _____.

Closing:

Keep up the _____!

✨ MAKE IT POLITE! ✨

Let's turn rude words into kind, helpful suggestions.



Rude Phrase

(enters

Rude Phrase



MAGIC POLITENESS FILTER



Polite Phrase

(comes

Polite, Helpful Suggestion

	Your spelling is bad!		You could check the spelling.
	This is too short!		Maybe you can write a longer ending.
	I don't understand this!		It would be great if you added more details.

YOUR TURN!

Transform the rude phrase into a friendly suggestion.

Your story is boring!



Maybe you could

Polite words build better stories and better friendships!

USE THE 3-STAR RUBRIC

1 IDEAS

Is the story
interesting and easy
to understand?

2 GRAMMAR

Are spelling and
capital letters
mostly correct?

3 NEATNESS

Is the handwriting
clean and clear?



One day a cat went
to the park. The
cat played with a
ball.

It was a happy day.



The text is clean,
with correct spelling
and capital letters.

YOUR SCORE

My Score: / 3 Stars ★

Why? I gave this score because



A rubric helps us
give fair feedback.



UNIT 3 | Activity 3



WRITE A DIGITAL COMMENT



UE Natalia Jarrín Student Blog



The Magic Forest

by @Valentina_Writes

In a place far away, there is a forest where the trees whisper secrets and the animals speak in riddles. One day, a brave little bunny discovers a hidden path that changes everything...



@Mateo_Reader — 10:30 AM

Hi Valentina! Your story about the forest is amazing. Maybe you can add a description of the trees to make it even better.
Great job!



NOW IT'S YOUR TURN!

Use the format below to write your digital comment.

To: @_____

Message:

Positive comment: I like your _____

Suggestion: Maybe you can _____

Closing: Great job! / Keep writing!

CLASSROOM BLOG WALK



READ



REVIEW



COMMENT



SHARE

UNIT 3 | Closing Activity

Closing Activity

My Helpful Ideas and Feedback Reflection



Objective

I can reflect on my ability to give helpful, polite, and constructive feedback to my classmates.

Activity: My Learning Reflection

1. What did I learn about giving helpful feedback?
2. How can I make my suggestions more polite?
3. How can a rubric help me review a story?
4. How can I be respectful when sharing comments online?

My Unit 3 Achievement

- ☐ I can write helpful comments using the Feedback Sandwich.
- ☐ I can change rude phrases into polite suggestions.
- ☐ I can use a 3-star rubric to evaluate a story.
- ☐ I can check my own work before reviewing a partner.
- ☐ I can write a polite comment for a digital blog.



My Writer's Promise

Next time I give feedback, I will...

be kind

be specific

give helpful
suggestions

use polite
words

respect my
classmates

My Final Message

Now I know how to help my friends by...

My Feedback Message

"Good feedback is a gift!"
Be kind. Be specific. Be helpful.



Teacher's Tip

Encourage students to recognize that constructive feedback helps everyone become better writers. Remind them that feedback should always be kind, specific, and respectful.

UNIT 4

Making My Writing Better

WELCOME MESSAGE

Welcome to Unit 4! Now you will learn how to use feedback to make your writing clearer, better, and more interesting.

LEARNING MISSION

In this unit, you will learn how to:

- Read and understand peer feedback.
- Choose useful suggestions.
- Create a simple to-do list.
- Use feedback to improve your writing.
- Complete a full peer feedback cycle.



✓ MY CAN-DO STATEMENTS

By the end of this unit, I can...

- ✓ I can read and understand my classmates' feedback.
- ✓ I can identify useful suggestions.
- ✓ I can choose specific feedback.
- ✓ I can organize ideas into a To-Do List.
- ✓ I can improve my writing using feedback.



WHAT WILL I LEARN?



Vocabulary

Editing words



Reading

Understand feedback

Writing

Make a To-Do List

Editing

Improve my final draft

UNIT CHALLENGE

THE PUBLISHING PARTY

Before → Feedback → To-Do List → After

Improve your first draft and present your final viii version to the class.

CAYA'S TIP

Feedback helps my writing grow!



MY UNIT 4 CHECKLIST

- I can read peer feedback.
- I can find useful suggestions.
- I can make a To-Do List.
- I can improve my writing.
- I can complete the writing cycle.

LET'S IMPROVE!

UNIT 4 | Activity 1



THE FEEDBACK INBOX



Can Do Statement

I can read and understand the feedback I receive from my classmates.

Look, Read & Discover

Sophia wrote a paragraph about her pet. Her classmates left her three comments.

 **New Messages**

**Joé:**
Great story! You need to check the spelling of the word 'beautiful'.

**Mateo:**
I loved the dog! Maybe you can add one more adjective to describe its color.

**Valentina:**
Nice job! You could change the last sentence to make it more exciting.

Your Turn!

Underline the ACTION VERBS.

Check **Add** **Change**

Think!

Feedback has two parts:

- ♥ **PRAISE** → makes us feel good
- 💡 **ACTION** → tells us what to improve

Complete:

Action verbs tell me what I need to

THE SUGGESTION FILTER



Can Do Statement

I can evaluate comments and choose the most useful suggestions.

Useful or Vague?

Read the comments.

USEFUL

✓ "Maybe you can check the spelling of hospital."

USEFUL

✓ "You could add a period at the end of paragraph one."

VAGUE

✗ "Make better."

VAGUE

✗ "Write more things."

YOUR TURN!

Read the draft:

"yesterday I went to the park.
I plad with my frend."

Which suggestions are useful?

- A You should use a capital Y for yesterday.
- B Your text is boring, change it.
- C Check the spelling of glad and frend.

My Answer: Useful suggestions: _____ and _____

REMEMBER!

A useful suggestion is:

SPECIFIC + CLEAR + ACTIONABLE

It tells the writer:

📍 **WHERE** is the problem?

✎ **WHAT** should I change?

Caya's Tip

"Choose feedback that tells you exactly what to do!"



THE CHECKLIST CREATOR



Can Do Statement

I can summarize the feedback I receive into a clear To-Do List.

READ THE FEEDBACK

"Your story is nice! But you need to check the spelling of 'Ecuador'. You could also change the word 'good' to 'fantastic'. And please, add a capital letter to the word 'monday'.

REMEMBER THE ACTION VERBS

CHECK



CHANGE



ADD



NOW SUMMARIZE!

Turn the long feedback into 3 simple actions.



My To-Do List

☐ 1. Check _____

☐ 2. Change _____

☐ 3. Add _____



SHARE YOUR PLAN



First, I will _____



Next, I will _____



Finally, I will _____

Why?

A To-Do List helps me organize my ideas before editing.

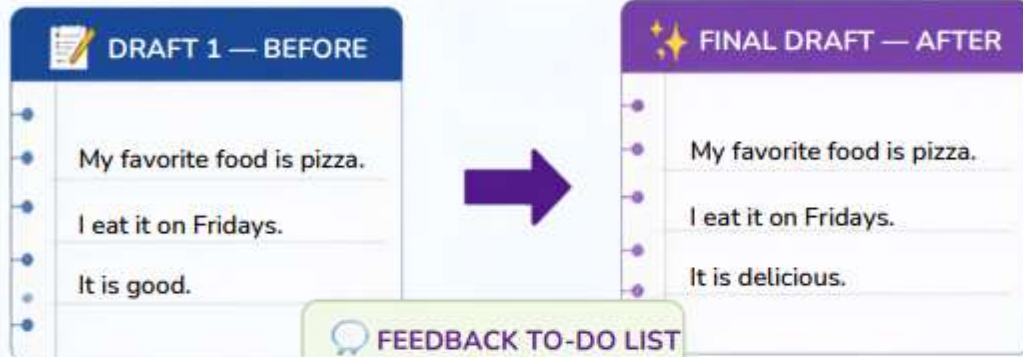
THE BEFORE & AFTER



Can Do Statement

I can improve my writing using feedback and complete a full peer feedback cycle.

LOOK AT THE TRANSFORMATION!



FEEDBACK TO-DO LIST



Fix capital letters.



Add an adjective.



EDIT & IMPROVE



WHAT CHANGED?

My → Capital letter ✓

i → Capital letter ✓

fridays → Fridays ✓

good → delicious ✓

NOW IT'S YOUR TURN!

Take your own Draft 1.

My To-Do List:

1.

2.

3.

DRAFT 2.0

Rewrite your paragraph using your feedback!

Caya's Message

Feedback helps my writing become better!

Closing Activity

My Writing Improvement Reflection

OBJECTIVE

I can reflect on how I used feedback to improve my writing.

ACTIVITY: My Learning Reflection

- 1 What did I learn about using feedback?
- 2 Which suggestion was the most useful?
- 3 How did my To-Do List help me?
- 4 How did my final draft improve?

MY UNIT 4 ACHIEVEMENT

- ☐ Read and understand feedback
- ☐ Find useful suggestions
- ☐ Create a To-Do List
- ☐ Improve my writing
- ☐ Complete the peer feedback cycle

MY WRITER'S PROMISE

Next time I receive feedback, I will...

read
carefully
choose useful
ideas
plan my changes

improve my
draft

MY FINAL MESSAGE

Now I can make my writing better by...

Feedback
is a map to help
my writing grow!

Encourage students to use
feedback as a guide for revision.
Remind them to stay kind,
specific, and reflective when
improving their writing.

YOU DID IT!

You are a better writer!

"Good feedback helps us grow, improve, and become better writers."



Remember:

-  Be kind.
-  Be specific.
-  Be helpful.
-  Keep improving!

Your ideas matter,
and your writing can
always grow!



WRITE

SHARE

FEEDBACK

IMPROVE

Now I can...

- Give kind and helpful feedback.
- Read and understand peer comments.
- Choose useful suggestions.
- Use feedback to improve my writing.
- Celebrate my progress!

*Every writer can
improve!*

Keep writing. Keep sharing.
Keep growing.

4.5 Impacts

This research needs the analysis of three impacts

- Linguistic impact
- Academic impact
- Social impact

Table 2

The numerical impact levels

The numerical impact levels are:
-3 High negative impact
-2 Medium negative impact
-1 Low negative impact
0 No impact
1 Low positive impact
2 Medium positive impact
3 High positive impact

Taken from: Posso (2013)

Formula to collect results

$$IL(Impact\ Level) = \frac{\Sigma}{number\ of\ items} = \frac{10}{5} = 2$$

Where:

Σ = Sum of the scores assigned to each indicator.

n= Number of indicators included in the table

4.5.1 Linguistic impact

Table 3

Linguistic impact indicators

Indicators	-3	-2	-1	0	1	2	3
1. Development of English writing skills							X
2. Identification and correction of grammatical mistakes							X
3. Organization and clarity of written ideas						X	
4. Use of vocabulary in written production						X	
Total= 10							

$$Linguistic\ impact = \frac{\Sigma}{number\ of\ items} = \frac{10}{4} = 2.50$$

Linguistic impact= Medium positive impact

Analysis

The linguistic impact was obtained with a value of 2.5 which is a high positive tendency according to the impact scale established. The proposal provides opportunities for students to practice English writing by reading, reviewing and revising written texts through peer feedback. Its activities are focused on aspects such as vocabulary, grammar, ideas and written production, so that the learners can pay attention to different linguistic elements while revising.

The greatest impact is expected in the development of writing skills and the detection of grammatical mistakes because students produce texts repeatedly, examine the work of their classmates and use feedback to revise their own writing. The proposal also aids in the organization of ideas and vocabulary use through guided writing activities. Therefore, the workshop digital book is expected to have a positive linguistic effect by providing structured opportunities to practice and reflect on written English.

4.5.2 Academic impact

Table 4

Academic impact indicators

Indicators	-3	-2	-1	0	1	2	3
1. Active participation in writing activities.							X
2. Development of writing revision practices.							X
3. Reflection on students' own writing process						X	

4. Use of structured peer feedback as a learning strategy.

X

Total=11

$$Academic\ impact = \frac{\Sigma}{number\ of\ items} = \frac{11}{4} = 2.75$$

Academic impact= Medium positive impact

Analysis

The academic impact was scored at 2.75 which is a high positive impact. The proposal indicates an active participation of students in the different stages of the writing process and not the restriction of their participation to the production of a final text. Students write, read each other's work, give feedback, reflect on comments and revise their texts. These elements are woven throughout the workshop through vocabulary, reading, writing, peer feedback, and reflection activities.

The proposal is also likely to have a strong academic impact, as peer feedback is proposed through structured procedures and not as a standalone classroom activity. For example, students gradually learn to give comments and later how to use the feedback received to improve a written text. Thus, the workshop is a pedagogical resource that is capable of supporting a more participatory and reflective approach to ESL writing instruction.

4.5.3 Social impact

Table 5

Social impact indicators

Indicators	-3	-2	-1	0	1	2	3
1. Collaboration among classmates.							X
2. Respectful communication when providing feedback.							X
3. Confidence when sharing written work with peers						X	
4. Acceptance of classmates' suggestions						X	
Total=	10						

$$Technological\ impact = \frac{\Sigma}{number\ of\ items} = \frac{10}{4} = 2.50$$

Social impact= Medium positive impact

Analysis

The social impact value obtained was 2.5, indicating a high positive tendency. Peer feedback is when students talk to their classmates, read each other's work, give each other opinions and provide suggestions. The workshop teaches students how to provide feedback that is kind, clear, and useful, and offers strategies that encourage respectful interactions between peers.

Collaboration and respectful communication received the highest expected values because they are central to the activities included in the proposal. The somewhat lower scores given to confidence and acceptance of classmates' suggestions are due to the findings of Chapter III, which showed that these aspects were not perceived equally positively by all students. Thus, the proposed idea is considered to be a positive addition to the classroom interaction with structured chances for students to be more confident and receptive when participating in peer-feedback activities..

CONCLUSIONS

The theoretical review indicated that peer feedback is sustained by sociocultural and collaborative learning perspectives, where the interaction among students contributes to the construction of knowledge. This model allows learners to participate in ESL writing as not only writers, but also as readers and reviewers of their peers' writing which can encourage reflection on language and the writing process.

The literature reviewed indicated that the effectiveness of peer feedback depends on how it is implemented. Young students need clear criteria, teacher modeling, structured guidance and opportunities to discuss the feedback they give and receive. Thus, peer feedback should be viewed as a guided pedagogical tool rather than merely asking students to correct their peers' work.

The methodological approach of the research made it possible to analyze students' perceptions of peer feedback and to complement such findings by the perspectives obtained from the educational context. The use of quantitative questionnaire data and qualitative data together gave a wider understanding of the affective, social and writing-related dimensions of peer feedback.

Results showed that 5th graders had generally positive views about peer feedback. Most participants felt that their classmates' comments were effective in helping them improve different aspects of their writing, especially in terms of identifying mistakes, improving vocabulary, correcting grammar, and organizing ideas, indicating a positive acceptance of collaborative revision as an aspect of the ESL writing process.

Peer feedback was also positively related to students' affective response to writing. Overall, students reported that they enjoyed collaborative revision, were motivated to improve their writing, and found writing classes to be more interesting when peer interaction was incorporated. The findings suggest that peer feedback may promote a more engaging and participatory writing environment.

But, despite the positive overall perception, the results indicated aspects that need further attention. Students were less consistent in their responses in understanding classmates' comments, trusting their suggestions, and viewing all feedback interactions as respectful. Therefore, the impact of peer feedback may be limited if students do not have sufficient criteria or confidence to evaluate the quality of feedback they are given.

The information obtained from the interviews confirmed the findings of the questionnaire by emphasizing the significance of teacher guidance in peer-feedback activities. The viewpoints considered indicated that students require explicit instruction, examples, rubrics, checklists, and monitoring to give helpful feedback and avoid comments that are vague, incorrect, or potentially disheartening.

The findings also suggest that peer feedback should complement, but not supplant, teacher feedback. While interaction with classmates offers more opportunities for participation, reflection, error identification and revision, the teacher has the responsibility of establishing criteria, clarifying doubts, observing interactions and guaranteeing that students have adequate guidance during the writing process.

The pedagogical proposal is a response to the identified needs in the research, through the design of a structured digital workshop book for fifth-grade students. Writing, reading,

vocabulary, peer feedback, and reflection activities and resources such as the Feedback Sandwich, polite expressions, feedback cards, and the 3-Star Rubric are included in four progressive units. These components allow for age appropriate scaffolding for students to learn how to give, receive and use positive feedback.

Overall, the study provides pedagogical support for incorporating structured peer feedback into fifth-grade ESL writing instruction. The proposed activities can be linguistically, academically and socially beneficial as they provide opportunities for students to practice their written English, develop their revision and reflection habits, work collaboratively with their classmates and communicate their suggestions in a respectful manner. However, these expected contributions depend on systematic implementation and continued teacher guidance rather than on peer interaction alone.

RECOMMENDATIONS

Writing activities should not be limited to individual production and teacher correction, but peer feedback should be incorporated into writing instruction in English as a collaborative learning strategy in which students have opportunities to read, discuss, evaluate and revise written texts.

Before implementing peer-feedback activities, teachers should explicitly teach students how to give positive feedback through modeling, providing examples, using guided practice, providing sentence starters, and setting criteria for assessment that is clearly outlined and appropriate for the fifth-grade learners and their level of English proficiency.

For the further development of the study, future instruments should be employed that enable the students' perceptions to be combined with direct evidence of their writing performance. Additional information on how students use peer feedback in actual revision processes could be obtained from writing samples, classroom observations, or other performance-based measures.

Peer-feedback activities should systematically focus on grammar, vocabulary, organization of ideas, and identification of mistakes as these were among the areas in which students perceived the greatest usefulness of working with their classmates.

Teachers should keep using collaborative writing and revision activities that foster motivation and active students' involvement. Peer interaction can be a way to diversify writing lessons and give students meaningful opportunities to talk about their ideas and to be more involved in the revision process.

It is especially important to develop the ability of learners to comprehend and evaluate the suggestions of their classmates. Teachers should set out explicit standards for respectful communication and urge students to seek clarification when feedback is ambiguous, rather than simply accepting or rejecting a peer's suggestion.

Peer-review activities should include rubrics, checklists, feedback cards, model comments, and sentence starters to guide students in making specific and constructive comments. Teacher monitoring should also continue, so that inaccurate or inappropriate feedback can be identified before students use it to revise their writing;

Peer feedback should supplement teacher feedback, not replace it. Teachers should maintain professional guidance as they slowly relinquish more responsibility to students for identifying strengths, discussing difficulties and making decisions regarding the revision of their written work.

The digital book of the proposed workshop must be implemented progressively, in the sequence set out in its four units, so that students first develop respectful feedback practices, then move to evaluating written texts and using suggestions from classmates during revision.

The institution and English teachers should champion structured peer-feedback practices as part of writing instruction, while periodically evaluating the linguistic, academic and social contributions of such practices. The study says that special attention is needed to students' confidence, respectful interaction and acceptance of suggestions from peers, areas where continued pedagogical support is particularly needed.

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ANNEXES

Annex 1

Application of the Student Survey

The Effect of Peer Feedback on ESL Writing Development in 5th grade at UE Natalia Jarrin"

To collect students' perceptions about the role of peer feedback in the development of their English writing skills, focusing on its impact on motivation, grammar, vocabulary, idea organization, and collaborative learning.

Instructions / Instrucciones: Choose the option that best describes your opinion. / Elige la opción que mejor describa tu opinión.

ayudaacademicapersonalizadag@gmail.com [Cambiar de cuenta](#) 

 No compartido

* Indica que la pregunta es obligatoria

I enjoy writing in English during class./ Disfruto escribir en inglés durante la *





Annex 2

Interview with English Teacher

1. How do you evaluate your students' current writing skills in English?

Students can write short sentences and simple paragraphs, but they still have difficulties with grammar, vocabulary, and organizing their ideas. Some students also need support to connect sentences and express their ideas clearly.

2. Do you consider peer feedback useful for developing students' English writing? Why?

Yes. I think it is useful because students can read their classmates' work and identify things that could be corrected or improved. Sometimes they notice mistakes in another student's work that they do not notice in their own writing.

3. What aspects of writing can students improve through peer feedback?

I think they can work mainly on grammar, vocabulary, sentence organization, and the clarity of their ideas. However, they need clear instructions because they are still young learners and sometimes they only identify very obvious mistakes.

4. How does peer feedback influence students' motivation to improve their writing?

Most students become more interested when they can work with a classmate instead of only receiving corrections from the teacher. They usually want to know what their classmates think about their work, and this can motivate them to revise it.

5. Do students feel confident sharing their writing with their classmates?

Most of them do, especially when they work with classmates they know well. However, some students are shy or worried about making mistakes, so they may not feel completely comfortable showing their writing to others.

6. What difficulties do students experience when giving feedback to their classmates?

Sometimes they do not know exactly what to comment on. They may only say that the work is good or point out a spelling mistake. Some students are also afraid of saying something that could make their classmate feel bad.

7. Do students generally trust and use the suggestions provided by their classmates?

Some students do, but others prefer to ask the teacher before making a change. They sometimes think the teacher's correction is more reliable, especially when they are not sure whether their classmate's suggestion is correct.

8. How can peer feedback contribute to collaboration among students?

Students have to communicate, compare ideas, and explain why they think something should be changed. When the activity is organized correctly, they help each other instead of working individually all the time.

9. What support do students need to provide effective peer feedback?

They need simple instructions, examples, and clear criteria. A checklist or a rubric would be helpful because it can tell them what aspects they should look at, such as grammar, vocabulary, organization, and clarity.

10. Would you recommend incorporating peer feedback more systematically into English writing lessons? Why?

Yes, but it should be guided by the teacher. Peer feedback can give students more opportunities to participate, revise their work, and learn from each other. The teacher should still monitor the activity and help when students are not sure about the feedback.

Annex 3

Interview with the Language Department Coordinator

1. How do you evaluate the importance of writing skills in English instruction at the institution?

Writing is an important part of English learning because students need to communicate their ideas clearly and use the language they learn in class. At this level, they need to develop basic grammar, vocabulary, and organization before producing more complex texts.

2. What is your opinion about using peer feedback as a strategy for teaching English writing?

I think it can be a useful strategy because students become more active in the writing process. They do not only wait for the teacher to correct everything; they can read, comment on, and discuss their classmates' work.

3. What benefits could peer feedback provide for fifth-grade students' writing development?

It can help them identify mistakes, learn from other students' ideas, improve their own texts, and become more responsible for revision. It can also help them understand that writing is a process and that a first version can always be improved.

4. How can peer feedback affect students' motivation and confidence in writing?

When feedback is respectful and students understand what they have to do, it can increase their confidence because they realize that making mistakes is part of learning. Working with classmates can also make writing activities more interesting and participatory.

5. What difficulties could arise when implementing peer feedback with young learners?

Students may not have enough English knowledge to identify every mistake, and sometimes they may give comments that are too general. There can also be problems if students do not know how to give criticism respectfully.

6. What role should the English teacher have during peer-feedback activities?

The teacher should explain the activity, establish the criteria, monitor the students, and clarify doubts. The teacher should also check that the feedback is appropriate before students make important changes to their writing.

7. What resources could help students provide better feedback?

Simple rubrics, checklists, examples of good feedback, and sentence starters could be useful. The criteria should be appropriate for their age and English level so that students understand exactly what they need to review.

8. How could peer feedback help students improve grammatical accuracy and the organization of their writing?

Students can use a checklist to look for simple grammar mistakes and then review whether the ideas and sentences are in a logical order. When another student reads the text, they may notice problems that the writer did not notice.

9. Do you think peer feedback should replace teacher feedback? Why or why not?

No. It should complement teacher feedback. Students can learn from each other, but the teacher still has more knowledge and must guide the process, especially when students are unsure about grammar or the quality of a suggestion.

10. What recommendations would you give for implementing peer feedback more effectively in fifth-grade English writing classes?

I would recommend beginning with simple activities, teaching students how to give respectful comments, using clear rubrics or checklists, and monitoring the process. Students should first practice with examples before evaluating a classmate's real work.