

# Unidentified versus Identified Peer Feedback Combined with Teacher Feedback to Improve Second Language Students' Online Writing

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## Abstract

This study investigated the effectiveness of the combination of peer corrective feedback (PCF) and teacher feedback (TF) on students' writing performance and proficiency with an focus on mechanics, style, organization, content, and grammar. The participants were sophomores majoring in English at a state university in Indonesia. Three groups of thirty students each were formed from the students: an unidentified PCF+TF group, an identified PCF+TF group, and a TF group. During the initial phase and at last, each group received pre- and post-tests. For two weeks, students in the unidentified and identified PCF+TF groups were involved in a two-hour in-class feedback training session. Written assignments and transcripts of interviews were used to collect data. In the argumentative essay writing post-test, the unidentified PCF+TF group performed better than the other two groups with considerably higher scores of mean ( $p < 0.01$ ). Furthermore, there was a substantial increase ( $p < 0.05$ ) in the post-test scores of mean for the five writing aspects (mechanics, style, organization, content, and grammar) in both the unidentified PCF+TF and identified PCF+TF groups. The whole performance of writing and proficiency substantially increased when PCF and TF were combined with feedback training. This study emphasizes how crucial it is to combine PCF and TF while teaching English in order to increase learning outcomes.

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**Introduction**

Although English is widely used as an international language, it still functions as a foreign language in Indonesia, and many students experience challenges in learning it (Wihastyanang et al., 2020). Writing is considered as the most difficult skills among the four skills, namely, listening, speaking, reading, and writing (Raza, 2019). This happens since writing requires scope of intellectual abilities, namely, conceptualizing, mapping, arranging, composing, and editing (Negari, 2011), and as an active ability, it demands a significant amount of time, attempts, and authenticity (Kao & Reynolds, 2017). Accordingly, composing an outline needs more time and more challenging actions in order to emphasize systematic and helpful learning activities. One promising approach is corrective feedback (CF), which involves comments on student work provided by either teachers or peers (Akiyah & Ghazali, 2015). CF helps students focus more on language form and accuracy, which can enhance language awareness and overall performance (Chen, 2025). In particular, peer corrective feedback (PCF) has been widely studied and shown to benefit ESL (English as a Second Language) and EFL (English as a Foreign Language) writing (e.g., Cheng & Zhang, 2024; Li & Hu, 2024; Peungcharoenkun & Waluyo, 2024; Solovey, 2024; Wei & Liu, 2024; Weng et al., 2024; Xiaomeng & Ravindran, 2024). Teaching diverse second languages has been proven to offer similar advantages (e.g., Janesarvatan & Asoodar, 2024; Sippel, 2021; Sippel & Martin, 2023, 2024; Zhu & Qin, 2022; Zokirov et al., 2024). Recent systematic reviews and empirical research support this, highlighting that the application of organized and online peer feedback (PF) revealed positive impacts on ESL and EFL improvements of writing when teachers gave numerous opportunities for revisions, an organized direction and method, and effective training (Liang et al., 2025; Xu & Qi, 2025). Nonetheless, studies reveal that PF is not always successful. Due to inadequate sessions of training, several students might give vague feedback (Wihastyanang et al., 2020), while others have difficulties to differentiate between impractical and meaningful comments (Farsani & Aghamohammadi, 2021). Cheng and Zhang (2024) also stated that some aspects, including pre-feedback sessions, numerous sessions of feedback training, and post-feedback strengthening that may promote students to take part actively during the PF activity, affect the peer feedback performance. This indicates that enhanced feedback organization and more participation from teachers are required. Teachers play an essential part in writing classrooms. Combining PCF with teacher feedback (TF) could be meaningful for students' capabilities of writing. Previous studies have shown that the combination of PF+TF increased writing proficiency outstandingly (Abo et al., 2026; Sippel & Martin, 2024; Tai et al., 2015). Nonetheless, unidentified (initials were not displayed to classmates) and identified

(classmates knew one another) peer activity were not classified by these studies; therefore, the potential impact of anonymity could not be investigated.

## **Literature Review**

### *Peer Corrective Feedback (PCF)*

Corrective feedback is noteworthy to increase language teaching and learning because it requires students to revise their inaccuracies (Roy & Vetter, 2023). Additionally, Kao (2023) noted that corrective feedback can serve as a performance-based technique. Moreover, students who were advised to apply corrective feedback strategies demonstrated improved metalinguistic skills (Reynolds, 2023). When students were involved in peer feedback activities, they could focus on specific linguistic forms and produce novel frameworks (Diab, 2010). Motalebzadeh et al. (2020) further noted that in the PCF activity, students provide and receive significant and meaningful comments or suggestions on their work from peers, making it a two-way cooperative process.

Prior studies have revealed the impacts of anonymity on writing proficiency (Sritrakarn, 2021; van den Bos & Tan, 2019; Zaccaron & Xhafaj, 2020), while this research explored unidentified and identified PF. Two types of anonymity have been identified: unidirectional, where only one party (either the evaluator or the person who is evaluated) is identified, and bidirectional, where both are unidentified (Panadero & Alqassab, 2019). In this study, bidirectional anonymity was employed.

Some experts were doubtful about the efficiency of PF due to the lack of its effectiveness. The student's criticism standard was decreased, and social connections had an impact on students' intent and the transparency of their comments (Lin & Yang, 2011). Additionally, the issues of criticism standard have been risen, particularly for classmates who have poor capabilities (Covill, 2010; Jin et al., 2025). The lack of feedback training could cause it. Thus, appropriate trainings for meaningful CF were included in this study.

Although diverse PF studies have been revealed, peer feedback gives benefits to teachers who have a tight schedule, so they can use their time productively (Colpitts, 2016) and decrease their burdens, but teachers have to prepare and train students, so they will obtain the advantages (Henderikx et al., 2025; Hornstein et al., 2025). Additionally, if students are lack of preparation and training, teachers will not obtain the best results (Rouhi & Azizian, 2013). Therefore, to enhance students' willingness to take part in giving constructive comments, these activities are required to be provided efficiently.

Moreover, giving online comments has been supported by the development of technology: Using emails or chat applications is another option to teach languages in this era of globalization (Dağdeler, 2025). The impacts of peer feedback combined with technology have been explored by diverse research (e.g., Huang, 2016; Li & Li, 2017; Pham et al., 2020; Sitthiworachart et al., 2023; Yeh et al., 2019). Effective learning

environments could be created by technology. Students can have more learning experiences. Thus, the integration of PCF and TF was applied in an online instructional platform in this study.

#### *Teacher Feedback (TF)*

Teachers have a crucial role to help students improve their performance of writing. Students and teachers still believe that teacher comments are crucial and have become the best technique in providing comments (Al-Farsi & Slimi, 2025; Hyland & Hyland, 2019; Zhang & Hyland, 2018). Lee (2017) and Yang et al. (2021) noted that a lot of teachers felt guilty when they missed giving meaningful comments on their students' outlines. Many students also believed that their teachers' comments were fundamental to help them acquire grammatical structures of the language (Salmi & Farvardin, 2025). Raza (2019) further revealed that students were highly motivated after receiving TF that was corrective and self-explanatory in nature. These results emphasize that teacher feedback has a noteworthy role for students' skill development. In conclusion, teachers and students agreed that teacher comments are crucial for students' writing development.

When teachers provided comprehensive, elaborated, and constructive comments, they would motivate students to revise their outlines (Alharbi, 2022). Hartshorn et al. (2023) revealed that extensive and valuable comments led to substantial revisions that could increase students' writing proficiency. Nonetheless, when teachers have to provide feedback to all students' work, it can be complicated for teachers (Ma, 2023). Thus, for the development in conventional language teaching, the effectiveness of the integration of PCF and TF with proper feedback trainings was examined.

A study by Sanchez (2024) revealed several elements of tensions, namely, psychological, social, educational, and institutional, on students' experiences in engaging with teachers' comments and the effects of those tensions on their reactions. Additionally, the study determined five attributes of the connection between the tensions and students' reactions, such as positive, relative, distinctive, collective, and associated. This perception offers teachers a framework to provide clear and constructive comments to promote a positive language learning environment. Additionally, the findings also highlight the significance of promoting feedback literacy between teachers and students to maintain clear, accurate, and constructive feedback through a dialogue-oriented practice.

Moreover, there have been various PF and TF studies on English abilities. While some research found that peer feedback made an impact on writing proficiency, other research discovered that students considered more on teacher comments than their classmates' comments (Heil & Ifenthaler, 2025). Nevertheless, some other research showed that the combination of peer and teacher feedback increased students' writing proficiency (Abo et al., 2026; Tai et al., 2015). Even though a variety of research has revealed the

advantages of diverse categories of comments in writing, there is still no sufficient concept of the most effective method. In this study, the impact of the integration of three categories of comments with TF using technology – Unidentified PCF+TF, Identified PCF+TF, and TF only – on students' performance of writing was examined.

### *Conceptual Model*

The conceptual foundation of this study was adapted from the RISE model developed by Wray (2013). The RISE (Reflect, Inquire, Suggest, and Elevate) model is an organized peer feedback model to structure and increase the process of giving and receiving meaningful critique among students (Wray, 2013) (see Figure 1). In this research, the model was implemented exclusively in the PCF (peer corrective feedback) groups.

After submitting their original essays, students in both the unidentified and identified PCF groups had to give comments on three peer outlines over two rounds of feedback. In the first cycle, students participated in the four phases:

*Reflect:* Comprehend and simplify the concepts in a classmate's outline.

*Inquire:* Ask clarifying questions – this stage differed slightly between groups. Students in the unidentified PCF group focused on identifying accurate and relevant information, while those in the identified PCF group directly asked their peers about unclear points.

*Suggest:* Provide feedback on grammar, mechanics (punctuation & spelling), and style (vocabulary use & quality of expression).

*Elevate:* Provide feedback on content and organization.

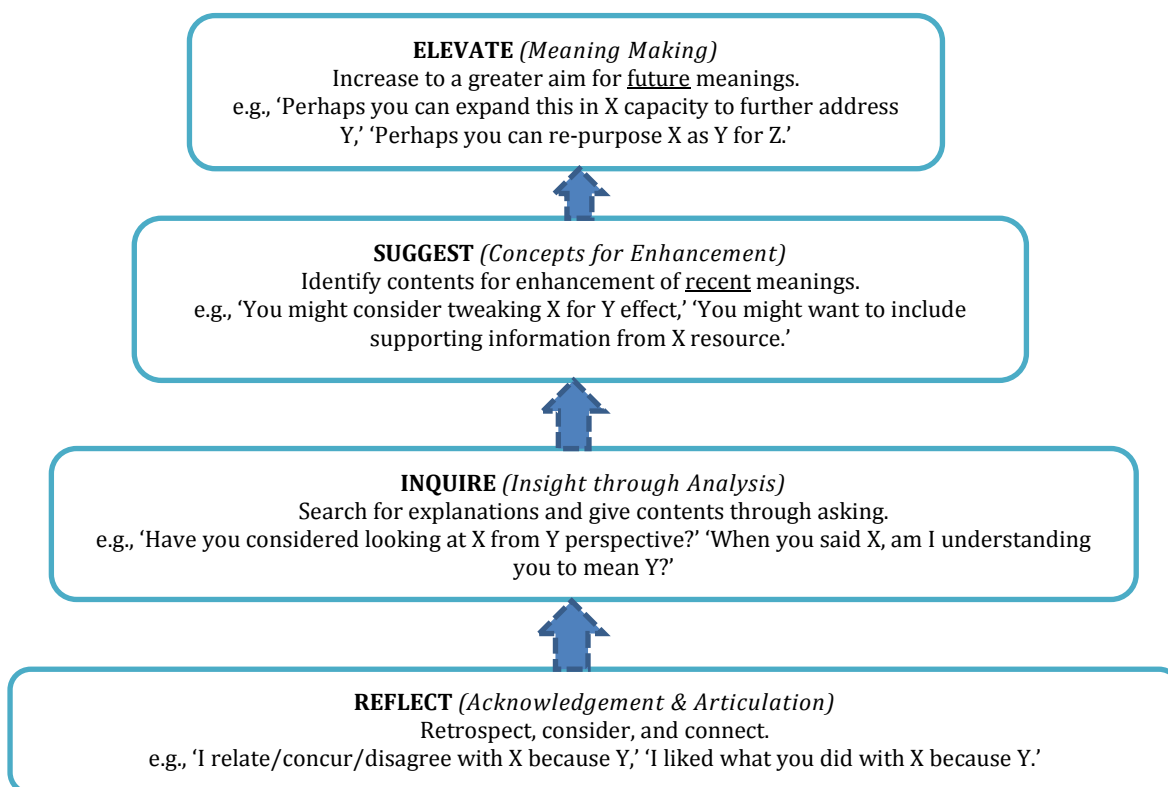
After completing the first feedback round, students revised their essays (first revision). In the second round, students reviewed the same three essays again to ensure remaining errors were addressed and provided additional corrective feedback, focusing on organization, content, and language use. Following peer feedback, the teacher provided written corrective feedback on all essays. Finally, students submitted their second revision (final essay).

To produce a meaningful learning environment for students' performance of writing, PCF was combined with TF in this study. The PCF was categorized as unidentified or identified. To begin with, training of feedback was provided. The hypothesis was that the combination of PCF+TF could increase students' writing proficiency. Therefore, there were three research questions in this study:

**RQ1:** Were there any differences in students' writing proficiency among the unidentified PCF+TF group, the identified PCF+TF group, and the TF group?

**RQ2:** How did students in the unidentified and identified PCF+TF groups give corrective feedback?

**RQ3:** Did PCF combined with TF increase students' writing proficiency in organization, grammar, content, style, and mechanics?

**Figure 1***The Model of RISE (Wray, 2013)***Method***Research Design*

This study used a mixed-methods approach containing qualitative and quantitative data (Creswell, 2014). To analyze the quantitative data, a one-way ANOVA and paired samples t-test were employed. For the qualitative component, content analysis was conducted using a coding rubric that categorized comments as either revision-oriented or non-revision-oriented. Additionally, interview transcripts were analyzed to obtain more perspectives from students' viewpoints. In the experimental phase, three writing classes at a public institution in Indonesia were selected. The first class was randomly assigned to receive the unidentified PCF+TF treatment, the second received the identified PCF+TF treatment, and the third was assigned to receive only the TF treatment.

In preparing this manuscript, the authors used generative AI technologies (QuillBot and ChatGPT by OpenAI) to help with style editing, paraphrasing, and improvements to the language. The final draft was carefully reviewed by all authors to ensure clarity and authenticity. Additionally, all content, data analysis, results, and conclusions are original.

*Participants*

This research was implemented at the English Education Department, Teacher Training and Education Faculty, a state university in Indonesia (Table 1). A teacher with eight

years of experience in the EFL setting taught all students. The students never experienced any PCF activities.

**Table 1**

*Demographics of Participants*

Group	N	Gender		Level	Nationality	Age		
		Female	Male			18	19	20
Unidentified PCF+TF	30	24	6	Second-year	Indonesian	2	26	2
Identified PCF+TF	30	25	5	Second-year	Indonesian	2	25	3
TF	30	26	4	Second-year	Indonesian	3	24	3
Total	90	75	15			7	75	8

*Research Ethics Approval*

This research was accomplished in fulfillment with the World Medical Association (WMA) Declaration of Helsinki and the ethical protocols of the research ethics committee of the university (Approval No. 19/KER-LPPM/EC/2023). Every participant was informed about the purposes of the study and the participation was voluntary. Before any data was collected, written consent was gained. In addition, the researchers informed the participants that they could withdraw at any moment from the research. All identifying information had been omitted from the data to make sure anonymity and confidentiality. These protocols were set to maintain the privacy of participants, prioritize their comfort, and assure compliance to ethical research standards.

*Learning Content*

An argumentative essay was the learning content in this study. This was implemented in a course of 'Essay Writing.' An argumentative text is a necessary and vital text type that has to be learned by university students (Bridgeman & Carlson, 1984). Therefore, students are persuaded to have their own beliefs, perspectives, and thoughts into the outlines (Alharbi & Al-Hoorie, 2020). Students received comments based on the intervention of each group after they had finished composing their essays.

*Digital Learning Platform*

The PCF+TF activities were conducted using Canvas (Figure 2), an online learning management system that enables cooperation and material distribution between students and teachers during courses (Canvas, 2023). It emphasizes the interaction of learning and teaching, such as class information, lesson plans, learning content, tasks, scoring guides, group chats, student presence, and performance scores. Unidentified or identified group can be set by teachers. In this study, all students' essays, including feedback from teachers and peers were kept for analysis of data.

**Figure 2**  
Canvas with PCF+TF Activities



**Procedures**

This research was conducted over eleven weeks and included both in-class and asynchronous learning activities (Figure 3). First, three groups were randomly created, namely Unidentified PCF+TF group, Identified PCF+TF group, and TF group. A pre-test on argumentative essay was given to students to evaluate their initial performance of writing. The learning activity was presented to the three groups. However, only students in the PCF groups were introduced to the PCF activities since they are new to this method. They were also informed that they would give constructive comments on three essays of

their peers and get feedback from three peers. In the meantime, the teacher provided corrective feedback on all students' essays.

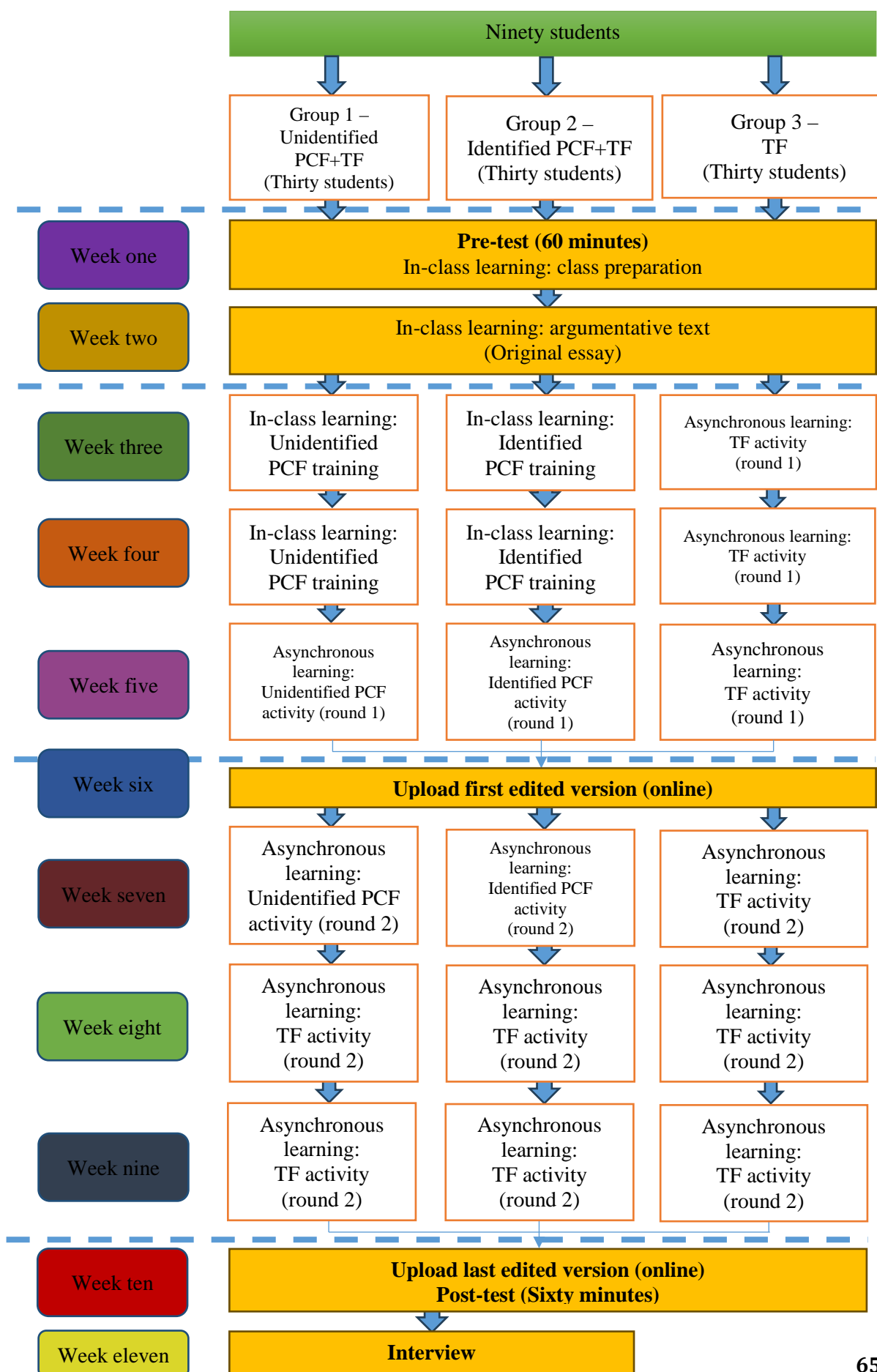
In week 2, the students were taught how to compose an argumentative essay by the teacher, after which they were assigned to produce their first draft within one week. In Weeks 3 and 4, the PCF groups received four hours of PCF training through two weekly two-hour sessions. Without PCF training, the TF group only obtained teacher feedback for six weeks (three weeks per revision round). As there was no peer feedback in the TF group, the teacher required additional time to give corrective feedback on the students' essays. In week 5, students in the PCF groups engaged in the first round of peer CF as part of round 1. Then, students in the PCF and TF groups rewrote their essays, producing their first edited version in Week 6. In Week 7, students in the PCF groups participated in round 2 of the PCF activity. At the same time, their essays were commented by the teacher during Weeks 8 and 9. So, the students and the teacher contributed constructive comments on peers' and students' essays in the PCF groups. In Week 10, students in the PCF and TF groups produced a second edited essay – their last version. A first draft and two edited essays were uploaded by all students. Then, a post-test on argumentative essay was conducted. In Week 11, 10 students from each PCF group (20 in total) voluntarily took part in open-ended interviews to give their opinions related to the PCF+TF activities. Each interview was performed in Indonesian language and continued for twenty minutes.

### *Instruments*

#### *Written tasks*

At the beginning and end of the study, students completed pre- and post-tests on argumentative essay with the same topic: *Should undergraduate students in an EFL environment learn English?* They produced an argumentative essay on another topic during the PCF activities: *Has the internet positively or negatively impacted human society?* as part of their process of learning. Then, they uploaded a final edited version after finishing it. To ensure the writing topic credibility, topics were taken from IELTS writing task 2 (British Council, 2024). Student essays were evaluated with adapted writing scoring rubric (Brown & Bailey, 1984; Jacobs et al., 1981) with various ratios for each element - a) grammar (25%), b) mechanics: punctuation and spelling (5%), c) organization: introduction, body, and conclusion (20%), d) style: vocabulary use and quality of expression (20%), and e) content: logical development of ideas (30%). The essays were assessed by two trained raters to reduce subjectivity and enhance scoring reliability (Bachman & Palmer, 1996). Both raters had over 15 years of experience teaching English writing and were familiar with the writing scoring rubric. Interrater reliability was measured using the Intraclass Correlation Coefficient (ICC), with a value of 0.9 showing a strong level of agreement between raters.

**Figure 3**  
Procedures



### *Content analysis of PCF*

The rubric for the content analysis in this study was adopted from Liou & Peng (2009) and Liu & Sadler (2003). The comments from the PCF groups were examined whether they were revision-oriented or non-revision-oriented. Table 2 shows more information about the types of the revision nature. The revision types were used to categorize writing aspects (mechanics, style, organization, content, and grammar). The categorization of revision types was evaluated by two trained raters with prior experience in analyzing feedback across the different writing aspects.

**Table 2**

*Guidelines for Classifying PCF (Liou & Peng (2009) and Liu & Sadler (2003))*

Examples of Revision Nature	
Revision-oriented feedback	Non-revision-oriented feedback
I think you should explain more about your thesis. In my opinion, your essay is insufficient to present your perception.	Your thesis is good. I think your paper is comprehensive.
The term "reduce" in your second paragraph should be "reducing."	There are so many unfamiliar words ... to some extent, it's cool.
Change "tail" to "tale."	Change "lay" to "lain" ( <i>but "lay" was correct</i> ).

### *Interview transcripts*

The interview guide for students in the PCF groups, adapted from Guardado and Shi (2007) and Li and Li (2017), is in Table 3. After interviews were audio-recorded, they were transcribed verbatim in Indonesian. Then, the transcripts were translated into English. The English translations were then checked by an English language expert who had 15 years of translation experience. Thematic coding was then used to identify, analyze, and report patterns from the data (Braun & Clarke, 2006). The process of thematic analysis included seven stages: converting audio data into written form, thoroughly reading and becoming familiar with the content, assigning codes to relevant data segments, identifying potential themes, reviewing those themes, defining and labeling them, and finalizing analysis (Braun & Clarke, 2013).

**Table 3**

*Interview Guide for PCF Group Students (Adapted from Guardado & Shi, 2007 and Li & Li, 2017)*

No.	Questions
1.	What do you think of the PCF activity?
2.	What do you think of the PCF+TF activities?
3.	What is your opinion about the prior feedback training?
4.	a) Do you like the unidentified PCF? Why or why not? <b>(only for the unidentified PCF+TF group)</b> b) Do you like the identified PCF? Why or why not? <b>(only for the identified PCF+TF group)</b>
5.	From your experience, what were the advantages and disadvantages of the PCF+TF activities?
6.	Did the PCF+TF activities improve your overall performance of writing and proficiency in five aspects - mechanics, style, organization, content, and grammar? Why or why not?

### Data Analysis

The statistical software used for quantitative data analysis in this study was SPSS version 26. A pre-test on argumentative essay writing was conducted to determine whether there were significant differences in basic English performance of writing among the three groups. A one-way ANOVA revealed no significant differences among the groups ( $p = 0.530$ ; see Table 4). For research question 1, a one-way ANOVA was used to measure differences in performance of writing among the groups after the intervention. Since significant differences were found, further comparisons were conducted using the Scheffé post hoc test. Additionally, students' opinions from the interviews were analyzed to interpret their perceived experiences with the PCF+TF activities and to explore the differences between the unidentified and identified PCF groups. For research question 2, content analysis – based on the rubrics presented in Table 2 – was used to classify the peer corrective feedback (PCF) as either revision-oriented or other types of comments. For Research Question 3, a paired samples t-test was used to measure differences between pre- and post-test scores in the PCF groups across five writing aspects: mechanics, style, organization, content, and grammar. Additionally, the answers from students' interview were examined to investigate their opinions about how the peer and teacher feedback activities made an impact on their writing proficiency.

### Results

*RQ 1: Were there any differences in students' writing proficiency among the unidentified PCF+TF group, the identified PCF+TF group, and the TF group?*

Table 4 presents the scores of mean in the post-test for the three groups: unidentified PCF+TF ( $m = 88.26$ ,  $SD = 5.08$ ), identified PCF+TF ( $m = 82.82$ ,  $SD = 6.90$ ), and TF ( $m = 78.11$ ,  $SD = 8.22$ ). These results indicate that the unidentified PCF+TF group significantly outperformed the other two groups. This finding was supported by one-way ANOVA, which showed a statistically significant difference among the three groups ( $F = 16.437$ ,  $p < 0.001$ ). The Scheffe *post hoc* test further revealed that performance of writing ranking was unidentified PCF+TF group  $>$  identified PCF+TF group  $>$  TF group ( $p < 0.01$ ) (Table 5).

**Table 4**

*Pre-Test and Post-Test Analysis*

Groups	Pre-test		Post-test	
	M	SD	M	SD
Unidentified PCF+TF	77.40	8.96	88.26	5.08
Identified PCF+TF	76.67	6.46	82.82	6.90
TF	78.60	3.45	78.11	8.22
F	0.640		16.437	
<i>p</i>	0.530		$< 0.001$	

**Table 5**  
*Scheffe Post Hoc Test on Performance of Writing*

(I) Group	(J) Group	Mean Difference (I-J)*	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Unidentified PCF+TF	Identified PCF+TF	5.77	1.76	0.006	0.29	11.25
	TF	11.47	1.76	< 0.001	6.00	16.95
Identified PCF+TF	Unidentified PCF+TF	-5.77	1.76	0.006	-11.25	-0.29
	TF	5.70	1.76	0.007	0.23	11.18
TF	Unidentified PCF+TF	-11.47	1.76	< 0.001	-16.95	-6.00
	Identified PCF+TF	-5.70	1.76	0.007	-11.18	-0.23

\* Mean difference was significant at the 0.01 level.

Furthermore, students' positive experiences with the PCF activity were confirmed by their opinions during the interviews. Many students (15 out of 20) stated that they enjoyed the PCF activity. Eight noted that providing CF made them critical of peer writing, and seven others noted that they could learn from peer essays both on the language and content. Two students stated:

*I could learn how to be more analytical by providing corrective feedback on peers' essays. I recognized the accurate sections, and other sections that had to be revised.* (Student M, Unidentified PCF+TF group)

*Giving constructive comments on my friends' essays was so exciting, so I knew my friends' viewpoints on an issue. I also got inspired by the words they used in their essays.* (Student D, Identified PCF+TF group)

In the unidentified PCF+TF group, students revealed positive feelings, mentioning 'not feeling guilty,' 'being honest,' or 'not being biased' in the PCF activity, as revealed by three quotations below:

*I liked participating in the unidentified group since I could offer feedback or recommendations on my friends' essays **without a feeling of guilt**.* (Student P, Unidentified PCF+TF group)

*In my opinion, providing comments unidentifiedly made me give **honest** feedback on my friends' essays. I not only provided positive feedback but also gave constructive comments.* (Student K, Unidentified PCF+TF group)

*Well, actually, I liked being an unidentified reviewer because I would **not be biased** in giving comments. If I was familiar with the essays' writers, I would not be able to be objective, I guess.* (Student S, Unidentified PCF+TF group)

In contrast, students in the identified PCF+TF group revealed dissatisfaction related to 'guilt' or 'discomfort' in the PCF activity. They stated,

*Actually, I did not like to be in the identified group. Every time I provided feedback on my close peers' essays, I had a feeling of **guilt**.* (Student B, Identified PCF+TF group)

*Since my friends and I knew each other, I was **not comfortable** to provide constructive comments, even though their essays had to be improved.* (Student G, Identified PCF+TF group)

Overall, these results show that the combination of unidentified peer corrective feedback with teacher feedback yields significant improvements in students' performance of writing compared to the other feedback approaches.

*RQ 2: How did students in the unidentified and identified PCF+TF groups give corrective feedback?*

Table 6 shows that the peer groups mostly gave revision-oriented comments, though to different extents. In the unidentified PCF+TF group, revision-oriented comments accounted for 80% in round 1 and 73% in round 2, while the identified PCF+TF group had 60% in round 1 and 53% in round 2. Examples of comment types from both groups are presented in Table 7 to illustrate the nature of the feedback provided.

**Table 6**

*Revision Type Fraction in the Unidentified and Identified PCF+TF Groups*

Groups	Type of revision	Percentage	
		Round 1	Round 2
Unidentified PCF+TF	Revision-oriented	80%	73%
	Non-revision-oriented	20%	27%
Identified PCF+TF	Revision-oriented	60%	53%
	Non-revision-oriented	40%	47%

In addition to the written comments, students' reflections revealed that feedback training played a significant role in shaping how they provided corrective feedback. A majority of the participants (18 out of 20) reported that the two-week training session was useful in preparing them to give appropriate feedback on their peers' essays. A student said,

*I learned to give constructive comments during the feedback training that was held for two weeks. The training helped me improve my skill of providing proper comments.* (Student R, Unidentified PCF+TF group)

The feedback training was also seen as a great chance to improve students' comprehension of the essay's content and language. A student reported,

*I learned to give constructive comments on all writing elements, such as mechanics, style, organization, content, and grammar in the feedback training. So, I enhanced my comprehension of how to produce a proper thesis statement in the introduction,*

*supportive statements in the body, and the grammar as well.* (Student F, Identified PCF+TF group)

Based on these reflections, it appears that the training enabled students to provide more effective feedback, ranging from language accuracy to overall structure and ideas.

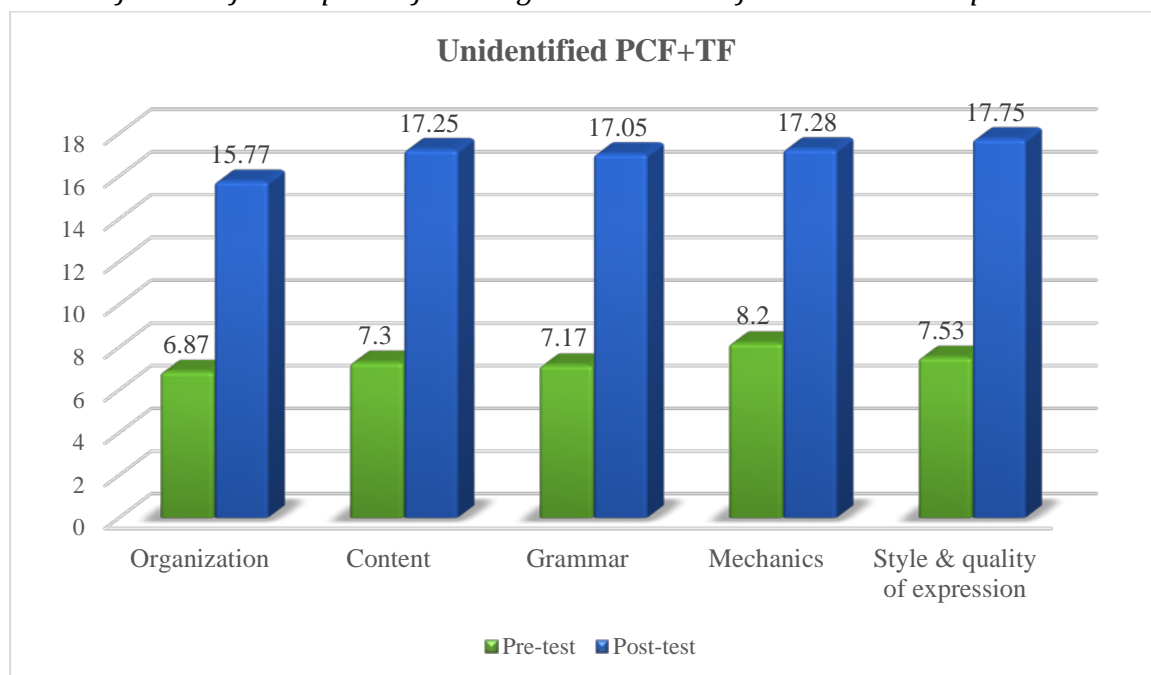
**Table 7**  
*Examples of Revision Types in Writing Aspects*

Revision Nature	Writing Aspects	Examples
Revision-oriented	Organization	Your thesis statement in the introduction should be more explicit and assertive, so your readers will comprehend your perspective, e.g. "This essay will demonstrate the positive impacts of the internet on human society."
	Content	You have to describe more negative effects of the internet in the part of refutation.
	Grammar	"These <b>for example</b> of the negative <b>impacted</b> of <b>internet</b> on human society" modify to "These <b>are examples</b> of the negative <b>effects of the internet</b> on human society."
	Mechanics	At the beginning of each paragraph, sentences have to be indented.
	Style	You keep using the term " <b>Apart from that</b> ,". Other options can be used, for example, ' <b>Besides</b> ,' ' <b>In addition</b> ,' etc.
Non-revision-oriented	N/A	This essay was clear and organized. Great essay. I like this essay very much.
	Organization	You need to revise your introduction.
	Content	Arguments need to be more explicit and comprehensive.
	Grammar	A few grammar mistakes are found.
	Mechanics	Some errors are found in the use of punctuation and capitals.
	Style	Several words in your essay are hard to comprehend.

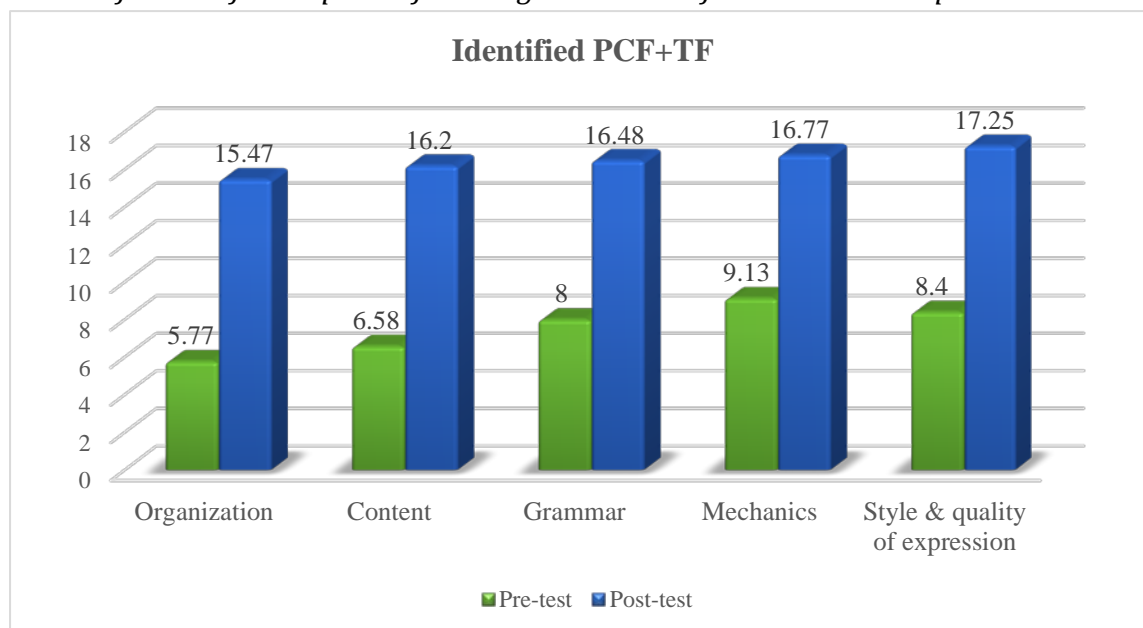
*RQ 3: Did PCF combined with TF increase students' writing proficiency in organization, grammar, content, style, and mechanics?*

Figures 4 and 5 illustrates the effectiveness of the integration of unidentified and identified PCF with TF on students' proficiency in all aspects of writing. A paired samples t-test showed substantial differences ( $p < 0.05$ ) between the pre- and post-test scores in the unidentified PCF+TF group for all aspects of writing. The scores of mean increased substantially, from 6.87 – 8.20 (pre-test) to 15.77 – 17.75 (post-test) (Table 8). Similarly, the identified PCF+TF group also revealed substantial progress ( $p < 0.05$ ), with scores of mean rising from 5.77 – 9.13 (pre-test) to 15.47 – 17.25 (post-test) (Table 9). Despite significant gains in both groups, the unidentified PCF+TF group moderately performed better than the identified PCF+TF group in the post-test for all aspects of writing.

**Figure 4**  
*Scores of Mean of All Aspects of Writing in the Unidentified PCF+TF Group*



**Figure 5**  
*Scores of Mean of All Aspects of Writing in the Identified PCF+TF Group*



**Table 8***Paired Samples T-Test on All Aspects of Writing in the Unidentified PCF+TF Group*

	Organization			Content			Grammar			Mechanics			Style		
	$\bar{X} \pm S$	t	p	$\bar{X} \pm S$	t	p	$\bar{X} \pm S$	t	p	$\bar{X} \pm S$	t	p	$\bar{X} \pm S$	t	p
Pre-test	6.87 ± 4.60			7.30 ± 4.43			7.17 ± 4.51			8.20 ± 3.78			7.53 ± 4.22		
Post-test	15.77 ± 3.37	8.730	< 0.001	17.25 ± 1.88	13.025	< 0.001	17.05 ± 2.02	11.453	< 0.001	17.28 ± 1.30	12.897	< 0.001	17.75 ± 1.01	11.923	< 0.001

**Table 9***Paired Samples T-Test on All Aspects of Writing in the Identified PCF+TF Group*

	Organization			Content			Grammar			Mechanics			Style		
	$\bar{X} \pm S$	t	p	$\bar{X} \pm S$	t	p	$\bar{X} \pm S$	t	p	$\bar{X} \pm S$	t	p	$\bar{X} \pm S$	t	p
Pre-test	5.77 ± 4.49			6.58 ± 5.04			8.00 ± 4.09			9.13 ± 3.62			8.40 ± 3.90		
Post-test	15.47 ± 2.25	10.275	< 0.001	16.20 ± 0.61	10.157	< 0.001	16.48 ± 2.07	10.410	< 0.001	16.77 ± 1.54	9.523	< 0.001	17.25 ± 1.21	11.786	< 0.001

Furthermore, students' reflections supported the effectiveness of integrating PCF and TF. While TF was considered more substantial for complex elements like organization, content, and grammar, PF was seen more meaningful for elements like style and mechanics. One student explained,

*I think the integration of PCF and TF is useful. While I modified my first edited draft, I felt that it was more efficient than editing my original draft. My friends commented on the sections, such as vocabulary, spelling, and punctuation to help me improve my draft. In contrast, teacher feedback was more meaningful in complex sections, such as grammar, content, and organization since it was more explicit and comprehensive. (Student N, Unidentified PCF+TF group)*

## **Discussion**

### *Differences in Writing Proficiency among the Unidentified PCF+TF Group, the Identified PCF+TF Group, and the TF Group*

This study examined how students' performance of online writing was affected by various forms of feedback. The results showed a clear performance ranking: the TF group was outperformed by the identified PCF+TF group, which was outperformed by the unidentified PCF+TF group. These results show that PCF, especially when given unidentifiedly, substantially enhances students' performance of writing. Similar results of PF's effectiveness to enhance performance of writing have been revealed in earlier research (Li & Li, 2017; Pham et al., 2020; Pinchai, 2025). According to Ahmad et al. (2025), PF activities also assist students in developing their critical reading and independent writing skills. These observations provide a framework for both students and teachers, highlighting how the PF activity helps students become independent and critical thinkers, which leads to better writing results through the process of receiving and giving peer comments.

The outstanding performance of the unidentified PCF+TF group highlights the benefits of anonymity in promoting honest and critical discussions among peers. The results of interview revealed that anonymity helped students give constructive and honest comments without worrying about ruining relationships with friends or having a feeling of guilt. This aligns with prior research by Le et al. (2025), Lin (2018), and Pinchai (2025), who discovered that anonymity decreases peer pressure and improves quality of feedback. Based on the model of RISE (Wray, 2013), anonymity promotes objective self-assessment and active inquiries of the work of students' friends, enabling them to take part actively in the phases of 'Reflect' and 'Inquire.' The phases of 'Suggest' and 'Elevate' are also encouraged, allowing students to give feedback for their friends' work enhancement. While also safeguarding identities, anonymity promotes reflective learning and cognitive involvement. These results emphasize that anonymity affects activities of peer feedback and improvements of language learning.

Moreover, the combination of PCF and TF made a substantial progress on performance of writing. This result shows the complimentary nature of peer- and teacher-based feedback, which reinforces the feedback process in the model of RISE. While TF provides authoritative guidances to strengthen learning, PF encourages involvement, perceptivity discussion, and self-regulation. Additionally, the combination of PF and TF leading to enhancement of performance of writing has been revealed in the prior research (Abo et al., 2026; Tai et al., 2015). In this research, PF was specifically meaningful in the aspects of spelling, vocabulary, and punctuation, whereas TF had more contributions in the aspects of grammar, organization, and content. Aligning with the phases of 'Suggest' and 'Elevate' in the model of RISE, this difference reveals the various students' abilities in processing feedback based on the resource when they edit their drafts and enhance their performance of writing.

From a worthwhile perspective, these results suggest that EFL teachers have to make creative writing activities that combine unidentified PCF and TF to provide a complete and understandable feedback process. Additionally, numerous feedback rounds that align with the phases in the model of RISE can reduce stress, strengthen learner involvement, and enhance critical thinking. The use of technology that facilitates unidentified feedback discussions can also support transparency, honesty, and participation in online learning contexts. These methods can foster a culture of feedback that promotes self-reliance, improvements, and collaboration, which lead to more effective and significant performance of writing in EFL contexts.

#### *Revision Comments in the PCF Groups*

##### *Revision-oriented comments*

The high proportion of revision-oriented comments in the peer groups, specifically in the unidentified PCF+TF group, emphasizes the substantial role of feedback training in assisting students to give constructive and valuable comments. Students could give explicit and comprehensive comments on the writing elements like grammar, organization, and content. This aligns with earlier studies that well-organized peer feedback training helps students participate more critically in their friends' outlines (Cui et al., 2021; Lorca et al., 2026). These results strengthen that cognitive comprehension and constructional practices make an impact on the feedback quality, enabling students to improve their feedback abilities through explicit guidances and organized practices.

Furthermore, the feedback training sessions for two weeks proved the effects of numerous feedback trainings to assist students in giving meaningful comments on their friends' writing. In week 1, the teacher began with the rules of constructive comments and the application of the digital tool during the feedback activity. The clear and complete guidelines were also shared by the teacher to help students give valuable feedback. Then, the students learned how to provide comments based on their groups, namely Unidentified or Identified PCF+TF. In week 2, the students kept on practicing with the

teacher's supervision to make sure a complete comprehension of how to give constructive comments. These methods align with the model of RISE (Wray, 2013), in which students develop from 'Reflecting' on the constructive comment rules to 'Inquiring' about their friends' work, 'Suggesting' corrections in punctuation, spelling, vocabulary, and grammar, and eventually 'Elevating' the whole quality of the drafts through valuable comments on content and organization. While also reinforcing self-regulation, critical thinking, and evaluative judgment, this structured training could improve students' abilities to give comments. These results indicate that teachers need to arrange numerous feedback training sessions to assist students in giving meaningful comments, thereby strengthening effective improvements of writing.

#### *Non-revision-oriented comments*

Even though several students gave positive comments on their friends' drafts in the PCF activity, which might encourage motivation, this category of comment might not offer valuable comments to enhance their writing. This aligns with prior research by Wihastyanang et al. (2020), who revealed that several students provided positive comments on their friends' work without giving any suggestions on how to enhance their writing, such as "Good presentation," "Your draft is excellent!", and "Great work!". Peer activities need to include proper teamwork. In this regard, feedback needs to foster more reflection than validation. Therefore, appropriate training needs to highlight that meaningful comments provide explicit instructions and strengthening for progress.

Additionally, this research revealed that students gave vague feedback. The comments that were given by students were not specific and did not give a detailed explanation. Wihastyanang et al. (2020) also revealed vague comments provided by students, for example, "Please, check your sentences!" or "I think you have to revise your grammar." These vague comments reveal an insufficient understanding of the feedback practice. This weakness emphasizes the significance of well-organized feedback trainings to assist students in giving constructive and explicit feedback to their friends' work. Without explicit instructions, students may not have the abilities and self-reliance to provide meaningful feedback that lead to significant improvements.

Moreover, this research showed that the percentages of revision-oriented comments were higher in both groups (Unidentified PCF+TF and Identified PCF+TF) and in both rounds (Round 1 and Round 2) compared to non-revision-oriented comments. These results imply that teachers need to consider providing numerous feedback training sessions to decrease the number of vague comments. This can affect students' abilities to give constructive comments, which can result in a more valuable and practical language learning environment.

### *The combination of PCF and TF in proficiency in aspects of writing*

The combination of PCF and TF substantially enhanced students' proficiency in all writing elements like mechanics, grammar, style, content, and organization. This was obviously shown by the substantial gain in scores of mean for all aspects of writing in the PCF groups from those in the pre-test, which revealed the worthwhile effect of the combination of PCF and TF. This was in line with Tai et al. (2015), who revealed that an experimental group having PF and TF performed better than a TF group in the context of mechanics, grammar, style, content, and organization. Additionally, the results of interview showed that TF was seen more beneficial in the challenging aspects, such as content, grammar, and organization, while PF was notably efficient in the aspects of style and mechanics. This distinction underscores the complementary benefits of PF and TF in the writing activities. While TF serves as strengthening directions for addressing complex issues, PF encourages strong engagement and self-regulation in solving basic issues.

Furthermore, students in the unidentified PCF+TF group performed better than those in the identified PCF+TF group on each aspect in the post-test. This result highlights the crucial part of anonymity on the impacts of giving constructive feedback, specifically in promoting thoughtful, objective, and critical feedback. Students were not worried in giving complete and honest comments, which affected the feedback quality and the writing accuracy, when anonymity was protected. Therefore, these results imply that the combination of PCF and TF can result in effective writing guidance that efficiently addresses challenging and basic writing issues. Teachers should consider applying unidentified PCF with teacher direction to maximize the learning advantages of teamwork feedback. While also improving proficiency in all aspects of writing, this combined method encourages involvement, critical thinking, and self-regulation in the writing activities.

### **Conclusion**

The combination of PCF and TF resulted in a substantial positive effect on students' performance of writing in all aspects, such as mechanics, style, organization, content, and grammar. However, the findings suggest that anonymity in the PCF activity fosters greater comfort and confidence among students, encouraging more honest and constructive comments. Additionally, structured feedback training proved essential in preparing students to deliver effective feedback. Teachers should ensure that feedback training is well-designed and held in a proper timeframe for students to practice efficiently. Students need motivation and training to give appropriate constructive comments on their friends' writing. With adequate preparation and feedback training, PCF+TF activities can be properly and efficiently implemented, which can result in progress on the whole performance of writing and proficiency in all aspects of writing.


There are two main limitations in this research. To begin with, it was limited solely on the second-year undergraduates at an English education department, neglecting the


diversity in critical thinking patterns among students from various majors or academic levels. Second, this research focused on improving students' performance of online writing through the combination of PCF and TF with the use of technology, yet it did not examine students' attitudes in using technology during the PCF activity.


This research could be extended to involve students from other majors and of other languages or graduate students. Additionally, it could be expanded to students of senior or junior high school with some modifications to the learning content. Other researchers can also investigate how PCF and TF activities affect various groups of students, for example, those with diverse levels of motivation or academic performance, which could result in more impactful learning achievements. Furthermore, it would be useful to examine specific and critical as well as positive feedback that are given by students. Students' perspectives on the use of technology during the PCF activity could also be included in future research. Finally, the combination of unidentified PCF and TF in writing classrooms that is conducted for longer time, for example, one semester, can also be examined to evaluate the retention impacts.


This research emphasizes noteworthy implications for second language teaching. The combination of unidentified PCF and TF not only improves students' performance of writing but also develops a more cooperative and positive learning environment. While teacher feedback gives more accuracy and clarity on challenging aspects of writing, anonymity promotes students to get involved actively in giving comments. Teachers have a vital part in organizing feedback practices and connecting the gap between students' target and current language proficiency. Eventually, the combination of unidentified PCF and TF has the potency to design creative language teaching. This gives students exciting learning experiences, leading to students' meaningful language practices and cooperative learning.

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Amanda Pradhani Yanwar: Conceptualization, Data Curation, Formal Analysis, Investigation, Methodology, Project

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The authors used generative AI technologies (QuillBot and ChatGPT by OpenAI) to help with style editing, paraphrasing, and improvements to the language. The final draft was carefully reviewed by all authors to ensure clarity and authenticity. Additionally, all content, data analysis, results, and conclusions are original.

## **Ethics Declarations**

### **World Medical Association (WMA) Declaration of Helsinki–Ethical Principles for Medical Research Involving Human Participants**

This research was accomplished in fulfillment with the World Medical Association (WMA) Declaration of Helsinki and ethical protocols of the research ethics committee of the university (Approval No. 19/KER-LPPM/EC/2023). Every participant was informed about the purposes of the study and the participation was voluntary. Before any data was collected, written consent was gained. Additionally, confidentiality and anonymity were ensured for the whole research.

## **Competing Interests**

There is no competing interest.

## **Data Availability**

The data are available upon reasonable request.

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