

## **THE INFLUENCES OF PEER FEEDBACK IN IMPROVING EFL LEARNERS' WRITING PERFORMANCES**

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### **Abstract**

Enhancing EFL learners' writing performances should not solely rely on one-shot feedback imparted by second language educationalists but rather a joint endeavor where collaborative and mutual feedback exists to insistently support the ongoing writing learning enterprises. The further usage of peer feedback fully suits the aforementioned writing learning aspiration in which EFL learners collaboratively address a vast variety of beneficial suggestions, comments, and advice intended for the betterment of their writing performances. This present small-scale qualitative study was manifested in the form of an annotated bibliography review to comprehensively unravel the particular impacts of peer feedback in elevating EFL learners' writing performances. To fulfill this major study objective, the researcher employed a document analysis method in reviewing the previously generated research results to yield more credible and understandable research results. To ascertain the relevance and applicability of the reviewed research results, the researcher also selected 10 prior peer feedback and writing investigations. The research results revealed that through the constant employment of peer feedback, worldwide EFL learners have progressively transfigured into more proactive, viable, and proficient writers since they conducted more efficient writing revisions in accord with their learning counterparts' useful comments.

**Keywords:** annotated bibliography, EFL learners, peer feedback, writing

### **Introduction**

Acquiring a higher degree of decent L2 writing proficiency is one of the formidable second language learning challenges confronted by worldwide EFL learners until this current moment. This taxing writing learning mission was quite challenging to actualize as globalized EFL learners are highly demanded to compose understandable, effective, and meaningful writing products acceptable to the targeted readers. Li et al. (2020) state that the majority of Chinese University EFL learners frequently feel demotivated and discouraged to continue participating in their writing learning processes due to the high writing standards they have to internalize upon completing their specifically addressed writing assignments. In a similar vein, Miranty et al. (2022) argue that to generate more



qualified writing products, EFL learners are continually commissioned to select the most appropriate writing topics, plan their writing drafts accordingly, monitor their ongoing writing dynamics, and revise the particularly-formed writing errors. Concerning the criticality of the aforementioned writing learning requirements and demands, it is of foremost importance for globalized second language educators to equip their learners with the further usage of constructive feedback after a series of long writing learning enterprises. By carrying out this action, EFL learners can potentially foster their writing performances to the fullest potential since they properly learn to not iteratively repeat similar writing mistakes in the prospective writing events. This belief is mutually correlated with Wu and Schunn (2021) who highly recommended worldwide second language educationalists intensively support their learners' writing learning needs, preferences, and proficiency growth by employing a wide variety of positive feedback types to greatly elevate their writing learning performances to a greater level.

The integration of peer feedback is deemed to play a crucial role in releasing the above-elucidated EFL writing learning aspirations in which EFL learners critically review other learning companions' comments, suggestions, and advice intended for the betterment of their future writing quality. Albelihi and Hassan Al-Ahdal (2022) revealed that a predominant number of university EFL learners instilled a higher degree of positive perspective towards the sustainable incorporation of peer feedback in their regular writing learning processes since they obtained various useful recommendations from other learning counterparts to generate better-quality writing compositions. Furthermore, with the accompaniment of peer feedback, EFL learners are more likely to practice their present writing learning proficiency outside of the formal writing classroom vicinities. In other words, EFL learners having been introduced to the effective means of peer feedback are strongly motivated to hone their writing skills without being forced by their teachers since they have collectively constructed a full-refined understanding of how to produce high-quality writing products. Noroozi et al. (2021) highly prompted second language writing instructors all around the globe to start prioritizing the constant utilization of peer feedback strategy in their daily-based writing learning routines by which EFL learners can mutually interchange their shared understanding of varied writing tips and types in a search of producing more qualified writing texts.

Another meritorious value that can be imparted through the continuous implementation of the peer feedback approach is EFL learners can progressively transform into more proficient writers. The significant escalation of their writing proficiency is ensured since EFL learners incessantly conduct a more solid collaborative network sharing wherein they enrich each other's existing understanding concerning their writing experiences, strategies, and knowledge applied while accomplishing the designated writing tasks. The aforementioned advantage is congruent with Ho et al. (2020) theorizing that under the guidance of the peer feedback method, EFL learners can gradually transform into more skilful writers wherein they establish harmonious collective teamwork where the topmost priority is the tangible enhancement of teammates' writing proficiency levels. Second language educators have importance in the continual processes of maximizing the utmost utilities of peer feedback approach through their presently-situated writing learning circumstances. To make the best use of this learner-

oriented learning strategy, it is pivotal for second language educationalists to provide more apprehensible peer feedback guidance at the commencement of writing learning activities. With the enlightenment of this well-constructed peer feedback guidance, EFL learners will be put at ease position while assessing their particular peers' writing works in terms of accuracy, clarity, coherence, cohesion, and quality. Without deliberately enacting reliable peer feedback guidance for EFL learners, unintended writing learning conflicts, commotions, and inconvenience may take place as the learning community members begin to experience an intense debate with each other about whether their particularly imparted feedback is credible or not. Abri et al. (2021) necessitated worldwide second language educationalists to address well-ordered peer feedback guidance as an accompanying strategy that can ceaselessly assist EFL learners to highly value and entrust each other's comments without negative feelings.

Five previously related studies have been conducted in agreement with the proposed topic forming in this current small-scale qualitative study. Contrarily, these prior investigations have not yet investigated the impacts of peer feedback on the enhancement of globalized EFL learners' writing performances. Instead, they solely focused on exploring the potential utilities of activating positive psychological constructions and other learner-centered writing activities to bring about conducive-friendly and emotionally supportive writing learning climates for EFL learners to continuously thrive in their writing competencies. The first study was conducted by Wijaya (2022) strongly advising Indonesian university EFL educators to cultivate a higher degree of critical thinking skills within graduate learners at the onset of academic writing learning enterprises to make them become more conscientious writers. Wijaya (2022) revealed that a great number of graduate Indonesian university EFL learners positively supported the further internalization of peer feedback strategy during their academic writing learning engagement as they felt more convenient while receiving a vast variety of rewarding suggestions imparted by their classmates. In another investigation, Wijaya (2021) highly advocated for graduate university EFL lecturers to habituate their self-regulation habits at the onset of challenging academic writing enterprises to progressively enable their learners to become more lifelong and highly committed writers. Mbato and Cendra (2019) unfolded that a vast majority of undergraduate Indonesian university EFL learners had accomplished their thesis writing projects after they inculcated the robust development of self-regulation and help-seeking approach amidst the writing learning obstructions they are constantly facing. In the last study, Diasti and Mbato (2020) mentioned that with the supervision of motivation-regulation strategies, Indonesian university EFL learners could exert better management towards the specifically conditioned writing learning environments, periods, resources, and contexts they are confronting resulting in the successful accomplishment of their final thesis writing assignments. Although these briefly-noted studies have not exhaustively explored the critical importance of internalizing peer feedback approach in EFL writing learning daily basis, these foregoing research results have paved a higher degree of encouragement for the researcher to initiate this present small-scale qualitative investigation in an attempt to arouse globalized second language educationalists' awareness of applying peer feedback strategy as one of the propelling forces to elevate EFL learners' writing performances to more advanced

development. Toward that end, this study was accompanied by the following research problem: (1) what are the influences of peer feedback in improving worldwide EFL learners' writing performances?

### **Literature Review**

#### ***The mutual correlation between EFL learners' writing performances with peer feedback***

Peer feedback serves as a perfect patron for EFL learners to terrifically foster their desired writing performances by which they ceaselessly become more broad-minded writers through the active retention of varied rewarding comments, suggestions, and advice imparted by trusted learning companions. This contention accords with Zhang et al. (2020) articulating that with the endorsement of peer feedback, EFL learners are more prone to progressively transfigure into more skilled writers as they attain a vast range of constructive, helpful, and insightful writing perspectives from their learning counterparts. The seminal concept of peer feedback was originally rooted in a socio-cognitive theory proposed by Vygotsky and Cole (1978) believing that the meaningful construction of newly-formed knowledge, skills, and beliefs could holistically co-occur when learners are highly committed to adequately scaffold each other's understanding of the specifically-discussed learning topics. Concerning this concept, EFL learners are continuously commissioned to infuse a stronger writing-learning bond while taking part in peer feedback activities. By continually nurturing this solid group rapport, EFL learners can optimally address a vast range of meritorious feedback for the particularly assessed writing compositions without feeling skeptical that this feedback is unreliable and subjective. The above-explicated conception aligns with the peer feedback theory devised by Fan and Xu (2020) asserting that with the proper peer feedback utilization, EFL learners can successfully establish a more positive relationship with classmates and foster their social skills to the utmost potential by which they meaningfully revise the already-made writing products with the incorporation of collectively-addressed suggestions.

#### ***The manifestation of self-determination theory into the maximization of peer feedback activities***

Ryan and Deci (2000) contended that with the sustainable supervision of self-determination theory, EFL learners are not merely committed to accomplishing their specifically given learning tasks in a timely but also excellent manner. This rewarding learning outcome occurred since self-determination theory incessantly aroused EFL learners' learning motivation to finish a certain number of learning assignments accompanied by fruitful learning outcomes attainment by the end of the learning periods. There is a fine line between this fundamental concept of self-determination theory with the utmost utility of peer feedback incorporation in which EFL learners can outstandingly foster their writing error awareness, analytical skills, and writing problem detection competencies. By embedding these three communal peer feedback standards, EFL learners can progressively transform into more self-reliant writers, judicious decision-makers, and effective problem-solvers since they have fully identified a certain amount of drawbacks forming in the writing compositions based on the suggested comments derived from their assessors. The above-explained belief

finds further support from the finding of Shen et al. (2020) confirming that by acquiring extensive comments, suggestions, and advice from trusted assessors, EFL learners have broader opportunities to reduce the frequently-occurred writing shortcomings in their prospective writing products resulting in the successful production of better-quality writing products. In the same vein, Wichmann et al. (2018) acknowledged that under continual exposure to peer feedback, EFL learners can conduct more meaningful writing revisions as multiple writing perspectives have been alluded to by some trusted peers directed for the significant transformation of their writing quality.

## **Method**

The researcher enacted this current small-scale qualitative investigation in the form of an annotated bibliography approach to yield more well-structured research results since a more exhaustive data analysis was employed during the data analysis processes. To embody this major study objective, the researcher conducted a document analysis methodology in analyzing each single research data presented by the previously selected peer feedback studies. By conducting a document analysis approach, the research could see clearer lines among the most often appeared research results yielded by these prior peer feedback investigations. Resultantly, more credible, robust, and applicable research results can efficiently be applied in the newly targeted research contexts. An open coding approach was concurrently utilized when the researcher identified the closely related data forming in these already-conducted peer feedback studies. Through the actualization of this research action, the researcher accurately clustered the most dominant research results into some major-specific themes with a significant reduction of data misinterpretation as well as misalignment.

Speaking specifically, the researcher selected 10 peer feedback and EFL learners' writing performances scientific journal articles as the main data analysis resources in this annotated bibliography study. Two indicators motivated the researcher to choose these already-published works. The first aspect was tightly interwoven with the applicability and reliability of these 10 journals wherein the generated research results ranged from 2019 until 2023 year. It indicated that these research results were up-to-date and worthwhile to be sustainably internalized in modern ELT writing learning enterprises. The second factor aligned with the major specific topic resided within this annotated bibliography study which profoundly focused on digging out the potential advantageous values of peer feedback internalization that can elevate the forthcoming EFL learners' writing performances. Therefore, all these 10 specifically reviewed articles heeded the in-depth focus on the general rewarding values addressed by the peer feedback approach in fostering EFL learners' writing performances without mentioning other particularly modified peer feedback types such as online peer feedback, automated peer feedback, and computer-mediated peer feedback. After accomplishing these complex data analysis stages, the researcher narratively reviewed the thematically categorized research results to delineate more comprehensible contents that can be easily understood by the targeted readers.

## Findings and Discussion

In this section, the researcher reviewed the specifically yielded research results derived from 10 previous peer-feedback journal articles. After analyzing each data forming in these 10 prior studies, five major specific themes were inferred as follows: (1) Peer feedback insistently assisted EFL learners to generate more qualified writing compositions, (2) EFL learners earnestly conducted better writing revisions amidst peer feedback activities, (3) EFL learners supportively fostered each other's writing proficiency levels under the supervision of peer feedback approach, (4) Peer feedback enabled EFL learners to not repeatedly conduct similar writing shortcomings in the future writing learning processes, and (5) peer feedback progressively transfigured EFL learners into more proactive writers.

**Study 1:** Huisman, B., Saab, N., van den Broek, P., & van Driel, J. (2019). The impact of formative peer feedback on higher education students' academic writing: A meta-analysis. *Assessment & Evaluation in Higher Education*, 44(6), 863-880.

By making use of a quantitative research methodology, the researchers attempted to investigate the impacts of formative peer feedback on higher education students' academic writing. A meta-analysis approach was employed to compare and contrast one group of learners who had been intensively exposed to peer feedback strategy with another group of learners which merely been introduced to general writing strategies. To better triangulate the research data, the pre and post-writing tests were simultaneously utilized to check whether the constant utilization of the peer feedback approach had promoted some beneficial values for the betterment of university EFL learners' academic writing learning enterprises. Based on the attained research results, the majority of college EFL learners highly supported the sustainable internalization of peer feedback strategy in their daily-based academic writing learning dynamics wherein they could profoundly reflect on the overall quality of their writing compositions in line with the meaningful suggestions addressed by other learning companions.

**Study 2:** Bolourchi, A., & Soleimani, M. (2021). The impact of peer feedback on EFL learners' writing performance and writing anxiety. *International Journal of Research in English Education*, 6(1), 1-15.

In this quantitative study, the researchers aimed to conduct an in-depth investigation regarding the specific impacts of peer feedback strategy on Iranian EFL learners' writing performances and anxiety. To comply with this main study objective, the researchers invited two English college classrooms comprising 24 Iranian EFL learners in each. To ascertain the validity, accuracy, and clarity of each single research result, a quasi-experimental design consisting of three research cycles; pre-, main, and post-writing tests was concurrently harnessed during the regular writing learning activities. This consecutive series of writing tests was projected to assess Iranian EFL learners' writing performances along with writing anxiety after being exposed to the peer feedback approach. Therefore, during the distinctive treatments given to the invited research participants, the researchers clustered 24 of them into an experimental and control group respectively. From the particularly-reviewed research results, it is worth

highlighting that the experimental group having received a peer feedback strategy outperformed the control group which never obtained this learner-oriented learning approach. Of considerable importance were Iranian EFL learners having been equipped with a peer feedback strategy continually experiencing a higher degree of writing learning enjoyment and satisfaction as they had become more capable of alleviating their excessive writing anxiety to a greater extent.

**Study 3:** Cui, Y., Schunn, C. D., Gai, X., Jiang, Y., & Wang, Z. (2021). Effects of trained peer vs. teacher feedback on EFL students' writing performance, self-efficacy, and internalization of motivation. *Frontiers in Psychology, 12*, 788474.

The researchers initiated this large-scale quantitative study as a long-term research period where the significant comparison between the continuous integration of peer and teacher feedback was heavily underscored to attain a more comprehensive depiction concerning the most suitable type of feedback to be internalized in this modern ELT writing learning dynamics. Methodologically speaking, this critical comparison study was subjected to assess the influential impacts brought about by peer and teacher feedback towards the further development of Chinese university EFL learners' writing performances, self-efficacy, and motivation. To fulfill the aforementioned study aim, the researcher invited 122 Chinese university EFL learners currently taking part in a wide variety of academic writing courses. After attaining their approval, the researchers subdivided the data-gathering processes into two periods; the first and second semesters. In the first semester, the researchers introduced the research participants to the nature and strategies of maximizing the utmost utilities of peer feedback. In the second semester, the researchers immersed each research participant to value the benefits of teacher feedback concerning their writing performances, self-efficacy, and motivation. The research results unveiled that a vast majority of Chinese University EFL learners had terrifically fostered their writing performances and writing self-efficacy to the utmost potential after becoming more familiar with the utilization of peer and teacher feedback. On the contrary, the internalization of peer feedback was discerned to play a more crucial role in escalating Chinese university EFL learners' autonomous writing motivation since they could precisely identify their particular writing strengths together with weaknesses, which would be useful for sustaining significant growth of their writing skills development.

**Study 4:** Hao, H., & Razali, A. B. (2022). The impact of peer feedback on Chinese EFL junior high school students' writing performance. *English Language Teaching, 15*(9), 9-31.

With the enlightenment of a quasi-experimental research design, this quantitative investigation exhaustively explored a certain number of influences promoted by peer feedback strategy on enhancing Chinese EFL Junior High School Students' writing performances. To release the aforesaid study objective, the researchers involved 100 Chinese EFL Junior High School Students studying at a particular public school located in the mainland of China nation. These 100 students were subsumed into an experimental and a control group consisting of 50 research participants each. In an experimental group treatment, the researchers reinforced the students' writing performances with the support of a peer feedback

approach while in a control group experiment, the research participants solely obtained the continual exposure of a one-shot feedback imparted by their writing instructors. The research results strongly suggested that Chinese second language educationalists starting to prioritize the continual internalization of peer feedback at the commencement of their daily writing learning basis as most research participants in this quantitative study had not only fostered their writing performances but also contents comprising of content, organization, and grammar.

**Study 5:** Albelihi, H. H. M., & Al-Ahdal, A. A. M. H. (2022). EFL students' writing performance: A study of the role of peer and small-group feedback. *Journal of Language and Linguistic Studies*, 17(4).

By using an experimental research approach, this quantitative study was enacted to measure the effectiveness of general peer feedback and small-group feedback strategies in enhancing Arabian University EFL learners' writing performances. To embody the above-mentioned study objective, the researchers openly invited 65 Arabian university EFL learners studying at Qassim University. This group of learners had already possessed intermediate writing proficiency levels and they were in the fourth semester of their study. After obtaining formal approval from the university boards, the researchers clustered these research participants into an experimental and a control group. 33 learners were put into an experimental group while the other 32 learners were integrated into a control group. The Levene test was simultaneously employed to ascertain the homogeneity of these specifically clustered writing groups in terms of writing proficiency levels, experiences, performances, and quality. To fully substantiate the credibility of the forthcoming research results, the researchers concurrently utilized two essay writing assessments manifested in the pre and post-writing tests. By carrying out this research procedure, the researchers attained a more obvious delineation regarding the extent peer and small-group peer feedback brought about some particular benefits for the betterment of Arabian university EFL learners' writing performances. The criteria being assessed in these essay writing tests were contents, organization, language use, mechanics, and vocabulary. The obtained research results unfolded that both peer and small-group peer feedback had extensively improved Arabian University EFL learners' writing performances to the fullest level as they perceived this activity as valuable, less threatening, positively-sound, and collaborative writing learning trajectories where they could meaningfully broaden each other's perspectives on composing high-quality writing texts.

**Study 6:** Iswandari, Y., & Jiang, Y. (2020). Peer feedback in college EFL writing: A review of empirical research. *LLT Journal: A Journal on Language and Language Teaching*, 23(2), 399-413.

This systematic library review was conducted to investigate the meaningfulness of peer feedback strategy in college EFL writing learning activities. To embody the above-mentioned study aim, the researchers critically reviewed 16 empirical studies delving into the beneficial values of the peer feedback approach in university EFL learners' writing learning dynamics. To ensure the relevance and credibility of each particularly reviewed research result, the researchers chose up-to-date peer feedback articles ranging from 2011 until



2020 year. Since this present small-scale qualitative study specifically focused on the utilities of peer feedback strategy for the continual advancement of EFL learners' writing performances, the researchers integrated four main research criteria to be followed accordingly namely: (1) the most-utilized peer feedback types in the last 10 years, (2) the specific research objectives delineated in the previous peer feedback studies, (3) the particular research methodologies being harnessed in these previously-selected peer feedback investigations, and (4) the impediments hindering the efficiency of peer feedback implementations. The research results highly advocated worldwide second language educators to start incorporating a peer feedback approach at the onset of their regular writing learning dynamics by which EFL learners would be sufficiently desirous of proceeding into a vast range of adverse writing learning circumstances in the support of supportive writing suggestions, comments, and advice addressed by their classmates.

**Study 7:** Jin, X., Jiang, Q., Xiong, W., Feng, Y., & Zhao, W. (2022). Effects of student engagement in peer feedback on writing performance in higher education. *Interactive Learning Environments*, 1-16.

The researcher ran this large-scale quantitative investigation to exhaustively identify the specific effects of Chinese university EFL learners' engagement with peer feedback strategy towards their writing performances. Chinese university EFL learners' cognitive, affective, and behavioral aspects were simultaneously investigated in correlation with the effectiveness of peer feedback on their writing performance growth. The research participants taking part in this quantitative study were 88 graduate Chinese university EFL learners studying at a university located in Northeast China. The consecutive data collection procedures were as follows: Firstly, the research participants were commissioned to compose a wide variety of writing essay products. Secondly, they were assigned to address various beneficial feedback for the already-produced writing texts. Lastly, they were commissioned to iteratively revise their writing compositions in harmony with the specifically imparted feedback from the learning counterparts. Concerning the obtained research results, a predominant number of graduate Chinese university EFL learners positively appreciated the internalization of peer feedback strategy in their daily-based writing learning vicinities where they could hone their analytical, critical thinking, and higher-order thinking skills upon assessing the designated writing drafts resulting in more fruitful writing learning outcomes attainment.

**Study 8:** Trang, N. H., & Anh, K. H. (2022). Effect of Peer Feedback on Paragraph Writing Performance among High School Students. *International Journal of Instruction*, 15(2), 189-206.

This classroom action research was a tangible initiative action made by the researchers to identify the specific impacts of peer feedback strategy integration on the paragraph writing performances showcased by Vietnamese University EFL learners. To corroborate the entire data collection stages forming in this qualitative investigation, the researchers unified the presently-conducted writing learning activities with the further usage of the peer feedback approach as an attempt to elevate Vietnamese University EFL learners' paragraph writing

performances. Thus, the researchers clustered 39 learners into an experimental group and the other 37 learners into a control group. After they had been awarded with distinctive writing learning treatments; the experimental group constantly participated in peer feedback activities while the control group scarcely took part in peer feedback dynamics. After being exposed to different writing learning activities, the experimental group expressed a higher degree of satisfaction towards the employment of peer feedback in their daily writing classroom contexts compared to the control group. This gap happened since the peer feedback strategy progressively assisted EFL learners in the experimental group to create better-quality writing products in terms of content, grammar, mechanics, language usage, and organization.

**Study 9:** Uymaz, E. (2019). The effects of peer feedback on the essay writing performances of EFL students. *International journal of curriculum and instruction*, 11(2), 20-37.

The desired objective of this large-scale quantitative investigation was to discover the effects of the peer feedback approach on Turkish university EFL learners' essay writing performances. To achieve the previously-mentioned study objective, the researcher invited a certain number of Turkish university EFL learners studying at varied English preparatory English courses in a state campus to monitor the specific transformation of their writing performances while accomplishing their essay writing assignments. Specifically, these invited Turkish university EFL learners resided in the B1 level (intermediate stage) of English writing proficiency as they have been accustomed to dealing with a vast variety of essay writing tasks during their academic lives. The pre and post-writing tests were administered to this specific number of research participants to check the improvements of their writing compositions starting from the first until eight weeks. The specifically attained quantitative research results unearthed that an overwhelming majority of research participants had successfully conducted more meaningful and efficient revisions on their writing drafts after being immersed in peer feedback activities.

**Study 10:** Wu, Y., & Schunn, C. D. (2021). The effects of providing and receiving peer feedback on writing performance and learning of secondary school students. *American Educational Research Journal*, 58(3), 492-526.

The targeted aim of this quantitative study was to profoundly examine the effects of providing and receiving peer feedback on American university EFL learners' writing performances. To release this pre-determined study goal, the researchers deployed a perceptive tool as an online peer feedback platform harnessed by high educational institutions in the United States and worldwide contexts. The main advantageous value of employing this online peer feedback medium is EFL learners can conduct more organized revisions shortly after receiving a wide array of useful comments from other learning companions and submit a multitude of writing drafts to be assessed by the second language writing instructors. To ascertain the credibility, applicability, and relevancy of each obtained research result, the researchers assigned the invited research participants to embed the peer feedback strategy within their daily-based writing learning activities as follows: (1) EFL learners were asked to submit their original writing

drafts, (2) The specifically-designated assessors were encouraged to analytically assess the already-submitted writing drafts and give some rewarding inputs to these works, (3) the feedback receivers directly revised their submitted writing drafts based on the particular feedback imparted by the assessors, (4) EFL learners submitted their first revised writing draft, (5) If there were still some required revisions, EFL learners were prompted to submit their finalized writing draft to be evaluated by the writing instructors. The research results strongly recommended Turkish university EFL lecturers to embark on their writing teaching-learning processes with the constant integration of peer feedback activities where EFL learners would not merely transfigure into more proficient but also proactive writers as they had become more well-rounded academicians knowing the precise trajectories to juxtapose their ongoing writing revisions with the addressed writing suggestions addressed by the assessors.

### **Conclusion**

To put it in a nutshell, the effective and sustainable internalization of peer feedback activities has progressively brought about manifold benefits for the continual advancement of globalized EFL learners' writing performances by which they can meaningfully revise their writing drawbacks based on various useful suggestions, comments, and advice addressed by other trusted learning companions. More importantly, they have synchronously transformed into more proficient writers who are strongly eager to hone their existing writing competencies to the utmost potential as they can significantly minimize the frequent error occurrences residing in their writing compositions.

Two main specific shortfalls were frankly acknowledged in this annotated bibliography study. The first shortcoming was congruent with the small-scale research design solely discovering the specific utilities of peer feedback strategy for the continual advancement of EFL learners' writing performances. Thus, prospective researchers are strongly advised to replicate this current study model by reviewing a great number of scientific articles related to this topic to yield more comprehensive research results. The second deficiency was in accord with the single-explored research topic merely discovering the impacts of the peer feedback approach in elevating worldwide EFL learners' writing performances. Hence, it will be more enlightening for future researchers to integrate other feedback types to be profoundly investigated to enable second language educators to instill multiple perspectives concerning how to make the utmost utilities of these feedback models through various writing classroom vicinities. The specifically-attained research results could pave a new promising way for globalized second language educationalists to actualize better-facilitated writing learning enterprises where language learners' writing performances would be significantly elevated to greater development.

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