



# Observations and Attitudes on Classroom-Based Peer Feedback Dynamics in Academic Writing: Apprehension and Engagement

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**ABSTRACT:** This study investigates students' attitudes and researchers' observations regarding classroom-based peer feedback. Seventy-six freshmen enrolled in (ENG102) within the General Education Department (GE) at the Modern College of Business and Science (MCBS) were selected through convenience sampling. Using a mixed-methods approach with student questionnaires and observation checklists, the study addresses students' apprehensions and engagement in the peer feedback process. Students expressed fears of offending their peers, lacking confidence in their writing abilities, and uncertainty about the feedback process. Despite these apprehensions, students actively engage in peer feedback, frequently revising their work based on the feedback they receive. Notably, 41% of students agree that peer feedback sessions improve their writing skills, with 29% strongly endorsing this view. Qualitative analysis reveals that students value constructive feedback and recognize its positive impact on their writing. The findings underscore the importance of addressing students' fears, providing guidelines and training, and fostering a supportive environment to enhance the effectiveness of peer feedback. These insights can inform the development of more structured and supportive peer feedback systems, contributing to better academic outcomes and collaborative learning experiences.

**Keywords:** *Peer Feedback, Student Engagement, Academic Writing, Apprehension, Classroom Dynamics.*

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## 1. Introduction

Developing practical academic writing skills in higher education enhances students' performance and contributes to their success (Alawad, 2024). Effective academic writing requires individual effort and constructive feedback from peers. This feedback is vital for helping students navigate the complexities of understanding intricate texts, which often involve multiple languages and cognitive processes (Alawad, 2024). Understanding this information allows teachers to develop strategies incorporating peer feedback, providing insights into the areas where students need improvement (Alawad, 2025). Peer feedback in academic writing is widely recognized as a valuable pedagogical tool that fosters collaboration, enhances critical thinking, and promotes student self-regulation (Hu & Lam, 2010; Lundstrom & Baker, 2010). By engaging in peer review, students receive constructive feedback and refine their evaluative and revision skills (Min, 2005). However, the effectiveness of classroom-based peer feedback dynamics is often influenced by students' levels of apprehension and engagement (Yu & Lee, 2016). Apprehension, characterized by anxiety, reluctance, or discomfort in providing and receiving feedback, can hinder the benefits of peer review. Factors such as a lack of confidence in one's evaluative skills, fear of criticism, and cultural attitudes toward feedback contribute to this hesitation. Conversely, engagement, characterized by students' willingness to participate, reflect, and actively apply feedback, can significantly enhance the

learning experience, leading to improved writing proficiency and a deeper understanding of academic discourse (Nicol, Thomson, & Breslin, 2014). Given these two contrasting characteristics, yet both critical aspects of peer feedback, this study aims to explore researchers' observations and students' perspectives on the dynamics of peer feedback in academic writing. By examining the interplay between apprehension and engagement, this research seeks to identify challenges, highlight best practices, and offer insights into optimizing peer review strategies for more effective learning outcomes (Hyland, 2000). Considering students' engagement and anxiety levels, it is essential to establish why students fear and withdraw from peer feedback and why active participation and engagement should be nurtured. The study focuses on explaining these differences and their implications for the usefulness of peer feedback, particularly in academic writing.

The scoped problem within the research is the complexity of overcoming classroom peer feedback in academic writing, particularly considering students' engagement and apprehension levels. This poses the problem of establishing why students fear and withdraw from peer feedback and why active participation and engagement are fostered. The focus of the study is to explain these issues and their implications for the usefulness of peer feedback, particularly in academic writing.

The primary purpose of this research is to analyze the perceptions of MCBS students concerning the peer feedback processes in academic writing based on their writing assignments. The three specific objectives this research proposes to achieve are:

1. Determining the factors that make students apprehensive while conducting classroom-based peer feedback.
2. Evaluating the depth of students' involvement in peer feedback.
3. Developing suggestions to enhance peer feedback methods, drawing from student perspectives and recorded observations.

## 2. Theoretical Overview

Classroom-based peer feedback is a well-researched topic in academic writing, with many studies linking it to positive and negative aspects. This literature review explores the complexities of peer feedback concerning student engagement and the concerns surrounding it.

Peer feedback has been shown to enhance student motivation and achievement. Wei and Liu (2024) indicate that peer feedback contributes to developing writing skills by improving collaborative psychological perceptions. Mon and Zein (2017) argue that peer feedback fosters self-regulation and higher-order thinking skills in students, which are invaluable in formal learning contexts. Moreover, peer feedback promotes understanding rather than rote memorization (Lundstrom & Baker, 2009). Topping (1998) suggested that peer evaluation could lead to more profound changes in learners by fostering positive attitudes and enhancing self-evaluation and reflection.

Peer feedback undoubtedly has its advantages and challenges. Students involved in peer review often experience stress and anxiety during feedback exchanges (Chakraborty et al., 2021). This stress may stem from self-doubt regarding their writing abilities and concerns about potentially disturbing their classmates (Landry, Jacobs, & Newton, 2015). Additionally, peer feedback can be less reliable, which may negatively affect its use in educational settings (Yang, Badger, & Yu, 2006). Falchikov (2001) pointed out that issues in the feedback process can be addressed through planned peer teaching and interaction.

Comparisons between peer and instructor feedback have yielded varying results. These variations demonstrate that while instructor feedback is often more detailed and authoritative, peer feedback engages students more actively (Yang, Badger, & Yu, 2006). Lundstrom and Baker (2009) found that students who received peer feedback performed significantly better than those who received instructor feedback. However, research also suggests combining feedback types, such as teacher-selected and peer-generated feedback, may yield more effective results (Bitchener, Young, & Cameron, 2005). Nicol and Macfarlane-Dick (2006) emphasize that formative assessment and self-regulated learning are central to contemporary education, arguing that peer feedback could complement instructor feedback for improved learning outcomes. Paulus (1999) notes that integrating peer and teacher feedback leads to more well-rounded student work improvements.

Psychological factors play a crucial role in peer feedback. Storch (2004) observed that students' confidence levels influence the feedback they offer. Furthermore, Bitchener, Young, and Cameron (2005) noted that

constructive feedback is challenging to provide when anxiety levels are high, which can be alleviated by fostering a supportive environment. These challenges can be mitigated through training and access to information (Wei & Liu, 2024). Hyland (2000) suggested that student feedback could be more effective if met with minimal student resistance.

Effective use of peer reviews necessitates clear instructions and proper training. Schillings et al. (2018) argue that the guidelines must be comprehensive, relevant, and practical, highlighting the importance of student involvement in their development. Feedback processes can also be enhanced through interactive training and student workshops (Aitchison & Lee, 2006). Additionally, anonymity in feedback can help reduce apprehension and foster more constructive critiques (Landry, Jacobs, & Newton, 2015). Rollinson (2005) reported that more structured peer review sessions may encourage more effective interactions between reviewers and writers.

The benefits of peer reviews are evident in students' writing abilities. Swales and Feak (1994) observed that students who participated in peer reviews scored higher in their writing assessments. Most importantly, peer assessment significantly improves students' critical thinking and self-assessment skills (Mon & Zein, 2017). During peer review training, Min (2006) noted increased student revisions. Peer reviews provide long-term benefits, particularly for students aiming to develop or master composition skills (Ferris, 2003). Moreover, peer feedback has proven beneficial for secondary L2 writers, as Tsui and Ng (2000) indicated, facilitating their learning and writing processes.

In conclusion, classroom peer feedback has the potential to significantly enhance students' participation and alleviate their anxiety regarding academic writing. When these challenges are addressed and best practices are implemented, teachers can create a supportive environment fostering students' self-efficacy. Results suggest that a well-organized and efficient peer feedback program enhances students' writing performance and makes academia more engaging and less anxiety-inducing.

Many researchers have studied the impact of peer feedback on student learning and engagement, enhancing our understanding of the intricacies associated with it in academic writing. Sato (2013) focused on children's perceptions of peer interaction and peer corrective feedback. This investigation aimed to integrate well-structured classroom interventions to increase children's perceptions and use of peer feedback in language learning situations. Sato highlights the necessity of designing interventions that elicit positive expectations regarding peer input. Sippel (2019) analyzed the effectiveness of peer corrective feedback on vocabulary acquisition among German learners in their third semester. The research demonstrated that combining peer interaction, form-focused instruction, and corrective feedback improved the accuracy and comprehension of the learners' vocabulary. Emphasizing the role of constructive feedback, this research underscores the need for and advantages of combining peer feedback with instruction to enhance language acquisition. Dong, Liu, and Zheng (2021) utilized agent-based modeling to examine the effects of teacher-student distances, teacher interactions, and seating arrangements on student participation in classroom activities.

The current findings suggest that how teachers provide feedback and the arrangement of students' desks significantly impact teacher engagement and feedback, contributing positively to heightened levels of student engagement. The study offers valuable insights into peer feedback by exploring spatial and credible factors that influence student engagement. This research highlights the challenges of implementing peer feedback across different classroom contexts, adopting the approach of Ng Huey, Hussein, and Saat (2016), who sought to enhance feedback from peer learning in large classrooms. They propose methods for administering and managing feedback with the help of peers and emphasize the peer's role in making feedback feasible in large classrooms. Cao et al. (2019) employed an interpretive approach to investigate what undergraduate students learn from peer feedback in the L2 writing context and how they provide and receive it. Varied learning outcomes emerged from peer feedback experiences, influenced by engagement with evaluation criteria, motivation, and group dynamics.

This research broadens our understanding of the effectiveness of peer feedback while considering other fundamental frameworks of L2 writing. Lee (2022) summarized emerging themes in L2 writing classroom research development, such as student learning, teaching, and assessment. His review emphasized the necessity of acquiring multifaceted perspectives on classroom realities and their implications for writing. Lee's study points to the importance of contextual factors when analyzing the results of peer feedback. Hanjani (2013) examined peer review and peer revision in L2 writing, scrutinizing the interactional processes and strategies employed. The research indicated that collaborative revision activities contributed

more significantly to improvements in writing quality than peer review. The research presented here illustrates the benefits of collaborative peer feedback strategies and the significance of interactional processes on writing performance. Yu and Lee (2016) synthesized research on peer feedback in L2 writing, highlighting its effectiveness, aids, and cultural aspects. They also called for more systematic investigations into peer feedback training and group dynamics. This review marks the first attempt to present a comprehensive list of published literature and critical gaps that warrant further exploration. Roberson (2014) explored the interaction patterns utilized during peer response and their effects on revision outcomes. The study revealed that collaborative and expertise/novice interaction patterns were more effective in enhancing writing quality than other interaction patterns. These findings underscore the importance of peer interaction patterns as a determinant of feedback effectiveness.

Despite extensive research demonstrating the advantages of peer feedback in academic writing, a notable gap exists in understanding its specific nuances within classroom settings. Few studies have examined the factors that make students apprehensive when conducting classroom-based peer feedback and how deeply students engage in this process. This study addresses these gaps by investigating the specific factors contributing to student apprehension and evaluating the level of student involvement in peer feedback. By focusing on these aspects, the study aims to guide the creation of active and supportive learning environments to enhance students' academic writing skills and overall success in both educational and professional contexts. Previous research, including studies by Sato (2013) and Sippel (2019), emphasized the necessity of interventions and constructive feedback to improve peer interaction and learning. However, these studies often overlook negative emotional responses, such as anxiety, which may significantly hinder student participation in peer feedback activities. Other studies by Dong, Liu, and Zheng (2021) and Ng Huey, Hussein, and Saat (2016) explored how the physical classroom environment interacts with students and influences engagement, revealing important factors that affect participation. However, they did not focus on how these physical elements impact emotional responses during peer feedback in writing classes. While Cao, Yu, and Huang Lee provided valuable insights into peer feedback within clustered L 2 writing environments, their research did not dissect the context of student apprehension or the complexities of learner engagement in peer feedback. Hanjani and Roberson analyzed several interactional features of peer feedback but primarily highlighted the benefits of such interactions. Nonetheless, there is a clear need for further research on the factors contributing to student apprehension and the depth of student engagement in peer feedback. To address the identified gaps and meet the research objectives, the following two questions are formulated to guide the investigation:

### **2.3 Research Questions**

1. Why are students apprehensive about receiving peer feedback in a classroom setting?
2. How engaged are students in the peer feedback process, and how do they view its impact on their writing improvement?

### **3. Methodology**

The study involved 76 freshmen enrolled in the ENG102 course, selected from three sections. Due to their availability, a convenience sampling method was employed to ensure a representative sample of students in academic writing courses within the General Education Department.

Two primary tools were utilized for data collection in this study. The first tool was a questionnaire developed for classroom-based peer feedback. This questionnaire included closed-ended and open-ended questions to capture students' perspectives and attitudes comprehensively. The second tool was an observation checklist designed for the researchers who taught these groups. This checklist facilitated observations during peer feedback sessions, allowing for the noting of interactions and behaviors of students exhibiting signs of apprehension and engagement.

A Google Forms survey was created to gather students' perspectives, making it easy for them to share their opinions and complete the survey. The researchers utilized a checklist to collect observational data during peer feedback sessions. This method effectively and promptly captured students' behaviors and interactions during those sessions.

The research process began with the preparation phase, during which a questionnaire and an observations checklist were developed per the study's objectives. In the implementation phase, students completed the

questionnaire distributed through Google Forms, with instructions to finish it within a specified timeframe. The researchers observed peer feedback sessions and used the checklist to record pertinent information. In the final data analysis stage, the gathered data from observations and questionnaire responses were analyzed for emerging trends and insights related to students' apprehension and participation in peer feedback activities.

#### 4. Discussion

This section analyzes data from questionnaires that revealed students' attitudes toward peer feedback on academic writing and includes observations focused on students' apprehension and engagement during the peer feedback process. Table 1 illustrates student concerns about participation in peer feedback. Table 2 and the accompanying figure present the means, medians, and standard deviations for student attitudes, followed by a qualitative analysis of the open-ended questions that complement the quantitative findings. Table 3 outlines the researchers' observations of students' behaviors and attitudes during peer feedback across three sessions, highlighting trends and areas for improvement in engagement and apprehension.

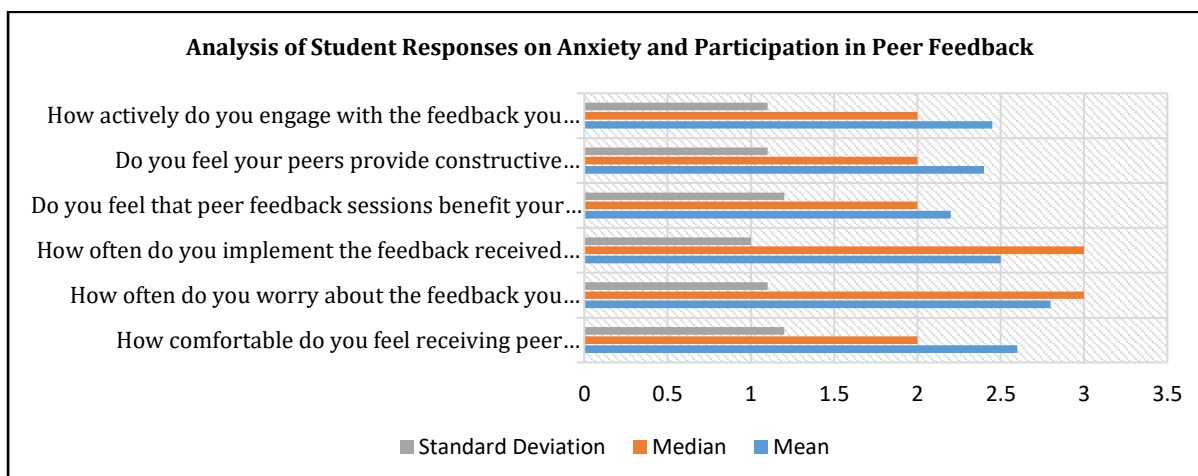
**Table 1: Percentages of Student Responses on Apprehension and Engagement in Peer Feedback**

Question	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
1. How comfortable do you feel receiving peer feedback in a classroom setting?	14 18%	37 28%	20 26%	9 12%	7 5%
Question	Fear of Offending Peers	Lack of Confidence	Uncertainty	Fear of Negative Feedback	Lack of Familiarity
2. Why do you feel apprehensive about receiving peer feedback? (Select all that apply)	30 25%	24 20%	30 25%	24 20%	12 10%
Question	Always	Often	Sometimes	Rarely	Never
3. How often do you worry about the feedback you receive from your peers?	11 14%	21 27%	25 33%	14 19%	5 7%
4. How often do you implement the feedback received from your peers in your writing?	17 22%	24 32%	21 28%	10 13%	4 5%
Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. Do you feel that peer feedback sessions benefit your writing improvement?	22 29%	31 41%	14 18%	5 7%	4 5%
6. Do you feel your peers provide constructive feedback that helps you improve your writing?	18 24%	27 36%	20 26%	7 9%	4 5%
Question	Very actively	25%	Very actively	25%	Very actively
7. How actively do you engage with the feedback you receive from your peers?	18 24%	26 34%	16 21%	11 15%	5 7%

**Table 2: Statistical Analysis of Student Responses on Apprehension and Engagement in Peer Feedback**

Question	Mean	Median	Standard Deviation
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1. How comfortable do you feel receiving peer feedback in a classroom setting?	2.60	2	1.2
3. How often do you worry about the feedback you receive from your peers?	2.80	3	1.1
4. How often do you implement the feedback received from your peers in your writing?	2.50	3	1.0
5. Do you feel that peer feedback sessions benefit your writing improvement?	2.20	2	1.2
6. Do you feel your peers provide constructive feedback that helps you improve your writing?	2.40	2	1.1
7. How actively do you engage with the feedback you receive from your peers?	2.45	2	1.1



**Figure 1: Analysis of Student Responses on Anxiety and Participation in Peer Feedback**

## 4.1 Findings Discussion of the Questionnaire Responses

### 4.1.1. Quantitative Analysis for Closed-Ended Questionnaire Responses

Based on the data presented in Tables 1 and 2, the analysis shows that nearly half of the students feel comfortable receiving peer feedback (Mean = 2.60, Median = 2, SD = 1.2), while a significant portion remains neutral or uncomfortable, highlighting the need to address discomfort in peer feedback settings. Apprehensions about peer feedback stem from fears of offending peers (25%), lack of confidence (20%), uncertainty (25%), and fear of negative feedback (20%), indicating anxiety about the social consequences of their comments and self-esteem issues. Additionally, 10% of students feel apprehensive due to their unfamiliarity with the peer feedback process. The prevalent concern regarding feedback is evident, with 60% of students often or sometimes worrying about the feedback they receive (Mean = 2.80, Median = 3, SD = 1.1), while only 26% rarely or never experience such worry. Despite this, 60% of students frequently implement the feedback they receive (Mean = 2.50, Median = 3, SD = 1.0), demonstrating positive engagement with the feedback process. However, 18% rarely or never apply feedback, indicating a need to encourage more consistent application. The positive perception of peer feedback's benefits is strong, with 70% of students believing peer feedback sessions improve their writing (Mean = 2.20, Median = 2, SD = 1.2). However, 30% of students are neutral or disagree, suggesting an area for enhancement. Similarly, 60% of students feel that their peers provide constructive feedback that helps improve their writing (Mean = 2.40, Median = 2, SD = 1.1), while 40% are neutral or disagree, indicating a need to enhance feedback quality. Active engagement with feedback is crucial, and 58% of students are actively or very actively engaging with the feedback they receive (Mean = 2.45, Median = 2, SD = 1.1). However, 42% are less engaged, suggesting a need to foster greater participation. Addressing students' fears, providing grammar training, and creating a supportive environment can enhance the peer feedback process, making it more beneficial for academic writing and collaborative learning.

### 4.1.2. Quantitative Analysis for Open-Ended Questionnaire Responses

This qualitative analysis examines participants' responses to three open-ended questions about their experiences with peer feedback, focusing on emotional and practical effects, influence on writing, and suggestions for improvement.

*Q1: Share an experience when you felt apprehensive about peer feedback in class. What factors contributed to those feelings?*

Many respondents felt uneasy due to fears of peer feedback and limited familiarity with classmates. One student worried that peers would be overly critical or misunderstand his or her perspective. Others felt apprehensive about discussing sensitive topics or feared negative feedback from more skilled classmates. Psychological factors, such as a lack of confidence and preoccupation with academic performance, also contributed to anxiety.

*Q2: How do you engage with peer feedback? Can you give an example of its impact on your writing?*

Respondents generally receive peer feedback constructively, reflecting on comments and making improvements. Examples include revising thesis statements and conclusions based on peer suggestions, seeking clarification for better understanding, and discussing feedback to explore alternative solutions. Some students noted that peer feedback positively influenced their grades and writing style.

*Q3: What are your general opinions about the peer feedback process in your classroom, and in what ways do you believe it could be enhanced to facilitate your learning and writing growth better?*

While students recognize the benefits of peer feedback, they suggested improvements such as structured guidelines, more opportunities for discussion, and training sessions on giving and receiving feedback. They emphasized the need for a supportive environment to alleviate stress and enhance the effectiveness of feedback.

This qualitative analysis highlights students' experiences with peer feedback, revealing its benefits and areas for improvement. Addressing these issues can enhance peer evaluation processes, improving students' writing and learning experiences.

**Table 3: Observations Data for Peer Feedback Process (Focused on Apprehension and Engagement)**

Area of Observation	Indicator	Observation Options	Session 1 (%)	Session 2 (%)	Session 3 (%)
Apprehension	Nervousness	<input type="checkbox"/> No signs of nervousness	29%	27%	21%
		<input type="checkbox"/> Some signs of nervousness	41%	45%	48%
		<input type="checkbox"/> Significant signs of nervousness	30%	33%	31%
Apprehension	Reluctance to Participate	<input type="checkbox"/> Actively participating	48%	46%	40%
		<input type="checkbox"/> Some reluctance	27%	29%	35%
		<input type="checkbox"/> Significant reluctance	25%	25%	25%
Apprehension	Negative Past Experiences	<input type="checkbox"/> No reference	81%	73%	72%
		<input type="checkbox"/> Some reference	8%	15%	18%
		<input type="checkbox"/> Frequent reference	11%	12%	10%
Engagement	Active Participation	<input type="checkbox"/> Actively participating	63%	71%	75%
		<input type="checkbox"/> Some participation	26%	16%	15%
		<input type="checkbox"/> Minimal participation	11%	13%	10%
Engagement	Attentive Listening	<input type="checkbox"/> Attentive	75%	79%	83%
		<input type="checkbox"/> Somewhat attentive	21%	16%	10%
		<input type="checkbox"/> Not attentive	4%	5%	7%
Engagement	Constructive Feedback	<input type="checkbox"/> Constructive	78%	85%	88%
		<input type="checkbox"/> Somewhat constructive	16%	10%	5%
		<input type="checkbox"/> Not constructive	6%	5%	7%
Engagement	Seeking Clarification	<input type="checkbox"/> Frequently seeks clarification	20%	25%	30%
		<input type="checkbox"/> Occasionally seeks clarification	48%	51%	47%
		<input type="checkbox"/> Rarely seeks clarification	32%	24%	23%
		<input type="checkbox"/> Never seeks clarification			

Engagement	Incorporation of Feedback	<input type="checkbox"/> Frequently incorporates feedback	53%	60%	64%
		<input type="checkbox"/> Occasionally incorporates feedback	35%	32%	26%
		<input type="checkbox"/> Rarely incorporates feedback	12%	8%	10%
Engagement	Positive Interaction	<input type="checkbox"/> Positive	85%	91%	89%
		<input type="checkbox"/> Neutral	12%	6%	5%
		<input type="checkbox"/> Negative	3%	5%	6%
Engagement	Confidence in Giving Feedback	<input type="checkbox"/> Confident	69%	72%	74%
		<input type="checkbox"/> Somewhat confident	20%	15%	17%
		<input type="checkbox"/> Not confident	11%	13%	9%

#### 4.2. Findings and Discussion of the Observations Data

This section discusses the data collected on the peer feedback process, based on observations using a checklist to capture signs of apprehension and engagement among students. Table 3 presents detailed data on various indicators across three sessions. Initially, 29% of students showed no signs of nervousness, which increased to 48% by the third session, indicating a growing comfort with the process. Active participation rose from 63% in the first session to 75% in the third, reflecting enhanced engagement. Attentive listening improved, with 83% of students being attentive in the third session compared to 75% in the first. Constructive feedback significantly increased from 78% in the first session to 88% in the third, showcasing students' growing ability to provide valuable insights. The frequency of seeking clarification rose from 20% to 30%, suggesting deeper engagement with the feedback. Incorporation of feedback improved from 53% to 64%, highlighting students' willingness to apply the feedback to their writing. Positive interactions remained high, slightly increasing from 85% to 89%, fostering a supportive environment. Confidence in giving feedback also showed an upward trend, from 69% to 74%, indicating that students became more comfortable and skilled in providing feedback. These improvements suggest that the peer feedback effectively enhanced students' engagement and positively impacted their writing skills.

### 5. Synopsis of the Main Research Outcomes

The study employs both qualitative and quantitative methods to explore students' concerns and participation in peer feedback during academic writing. The findings offer important insights into these experiences. Many students hesitate to give feedback; approximately 25% are worried about offending their peers, which hinders their participation. Others lack confidence in their writing, with 20% feeling insecure due to fear of judgment. Additionally, 25% do not trust the feedback they receive, emphasizing the need for improved guidelines and training. The importance of a supportive environment is underscored, as 40% of students seek more support, while 20% are concerned about peer bias. Despite these concerns, the study demonstrates active student engagement in peer feedback. Students often revise their work based on feedback, with a mean frequency of 2.50 revisions (Median = 3, SD = 1.0). Furthermore, 70% of students believe peer feedback sessions enhance their writing skills, with 29% strongly supporting this view. Qualitative analysis shows that students value feedback that enhances their writing, highlighting the benefits of peer interactions. These findings illustrate the duality of peer feedback. While many students voice concerns and wish for a more supportive atmosphere, they also acknowledge its positive impact on their writing skills. This highlights the necessity for a nurturing environment and clear guidelines to optimize academic peer feedback.

### 6. Conclusion

The study successfully addresses the research questions regarding students' apprehensions and engagement in the peer feedback process. Firstly, students are apprehensive about receiving peer feedback due to fears of offending peers, lack of confidence in their writing abilities, uncertainty about the feedback process, and fear of negative feedback. These concerns are compounded by a lack of familiarity with the feedback process and the need for a more supportive environment. Secondly, the data indicates that students actively engage in the peer feedback process. Many students frequently revise their work based

on feedback, with an average score of 2.50 for revision frequency. Additionally, 41% of students agree that peer feedback sessions improve their writing skills, with 29% strongly endorsing this view. The qualitative analysis further reveals that students value constructive feedback and recognize its positive impact on their writing improvement. Overall, the findings highlight the importance of addressing students' fears, providing guidelines and training, and fostering a supportive environment to enhance the effectiveness of peer feedback in improving writing skills. These insights can inform the development of more structured and supportive peer feedback systems, ultimately contributing to better academic outcomes and collaborative learning experiences. Future research could explore additional strategies to mitigate apprehensions and enhance student engagement in peer feedback.

## 7. Limitations, Implications, and Further Directions for Research

This research has several limitations that should be considered. Firstly, much of the evidence is based on self-evaluation, which can be influenced by social desirability or recollection bias. Additionally, the findings are specific to the classroom context in which the research was conducted and may not be generalizable to other settings. To address these limitations and enhance the effectiveness of AI-based assessments, the following recommendations have been proposed:

1. Feedback guidelines should be developed with students' participation so that they are valuable and meaningful. At intervals, feedback from students should be gained, and changes should be observed to implement the guidelines to remain relevant.
2. Use video-capture technology during brainstorming sessions to improve class participation. Incorporating PowerPoint presentations for workshops aids in better understanding. Advanced students should be encouraged to teach others, while teachers should gather feedback regarding their strategies and how effective the feedback was.
3. To limit anxiety, anonymity in the suggestion box should be encouraged. Rather than bringing up 'what was done incorrectly,' focus on their progress. These examples can be posted on a feedback wall.
4. Plan and implement regular and informal peer review sessions so that students are free to explain their feedback without any worries
5. Use peer mentoring and skill enhancement workshops to increase students' confidence in giving and receiving feedback on writing. Positive and constructive feedback must be encouraged to motivate students.
6. Receive and evaluate students' opinions on the peer feedback activity to make changes according to those suggestions. Supervise one or two peer feedback sessions from peer review practice, then give thoughts on the usefulness of those sessions and make necessary changes.

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