

STUDENTS' ATTITUDES TOWARDS PEER REVIEW IN AN ACADEMIC ENGLISH WRITING COURSE

THÁI ĐỘ CỦA SINH VIÊN ĐỐI VỚI HOẠT ĐỘNG PHẢN BIỆN ĐỒNG ĐẲNG
TRONG HỌC PHẦN VIẾT HỌC THUẬT TIẾNG ANH

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DOI: <http://doi.org/10.57001/hauih5804.2025.306>

ABSTRACT

Peer review has long been incorporated into English as a Foreign Language (EFL) writing classes as a pedagogical strategy to enhance students' writing skills. However, its effectiveness is influenced by learners' attitudes. This article reports the attitudes of second-year English majors at a Vietnamese university towards peer review in an academic English writing course. A quantitative survey was employed, and data were collected from 180 students enrolled in the course. The questionnaire measured three dimensions of cognitive, affective, and behavioral attitudes. The findings indicate that while students generally hold positive attitudes towards peer review as a means for improving their academic writing skills, they also express concerns about certain challenges associated with the process. These insights highlight the need to refine peer review implementation to maximize its effectiveness in writing instruction.

Keywords: Peer review, academic writing skills, attitudes, second-year students, EFL.

TÓM TẮT

Hoạt động phản biện đồng đẳng từ lâu đã được đưa vào các lớp viết tiếng Anh như một chiến lược sư phạm nhằm nâng cao kỹ năng viết của sinh viên. Tuy nhiên, hiệu quả của hoạt động này còn phụ thuộc vào thái độ của người học. Bài viết này tìm hiểu thái độ của sinh viên năm hai chuyên ngành tiếng Anh tại một trường đại học ở Việt Nam đối với hoạt động phản biện đồng đẳng trong một học phần viết học thuật bằng tiếng Anh. Nghiên cứu sử dụng phương pháp khảo sát định lượng và thu thập dữ liệu từ 180 sinh viên đang theo học học phần. Bảng hỏi được thiết kế để đo lường ba khía cạnh của thái độ: nhận thức, cảm xúc, và hành vi. Kết quả cho thấy sinh viên nhìn chung có thái độ tích cực đối với phản biện đồng đẳng như một phương thức cải thiện kỹ năng viết. Đồng thời, họ cũng bày tỏ những lo ngại về một số thách thức liên quan đến quá trình này. Kết quả nhấn mạnh sự cần thiết phải điều chỉnh và hoàn thiện cách thức triển khai hoạt động phản biện đồng đẳng nhằm tối đa hóa hiệu quả trong giảng dạy kỹ năng viết.

Từ khóa: Phản biện đồng đẳng, kỹ năng viết học thuật, thái độ, sinh viên năm hai, tiếng Anh như một ngoại ngữ.

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Received: 20/5/2025

Revised: 22/8/2025

Accepted: 28/8/2025

1. INTRODUCTION

Academic writing skills have an integral role to play in EFL education since they aid students in developing their critical thinking and participating in scholarly communication [1]. However, many EFL undergraduates

struggle to express and organize their ideas clearly and coherently, often facing difficulties in selecting appropriate sentence structures, maintaining a logical flow of ideas, and effectively linking arguments to produce cohesive, meaningful texts [2]. These limitations

can reduce the overall quality of students' writing and hinder their ability to present well-reasoned arguments in academic essays. As a result, improving students' academic writing competence is vital for their academic success. One of the effective strategies to improve writing skills is peer review, which has been widely recognized for its positive effect on EFL students' writing development [3-5].

Peer review, also known as peer feedback or peer editing, involves students reading and commenting on each other's drafts to provide constructive comments for improvement [4, 5]. Peer review activities have become a standard component of process-oriented writing instruction in numerous EFL programs [3, 6], largely due to their educational benefits. Research shows that with effective step-by-step guidelines, peer review helps enhance the quality of academic writing [7], promote students' autonomy and critical thinking [8], and foster a high sense of collaboration [9, 10]. In practice, it also helps reduce teachers' workload and improve students' confidence. When properly trained, peers can use accessible language, offer authentic reader perspectives, and provide a variety of constructive comments [11, 12]. Despite these benefits, early studies indicated that many students preferred teacher feedback and doubted the usefulness and quality of peer comments [9]. However, with appropriate scaffolding, training, and clear criteria, peer review potentially become an effective tool for improving writing performance [8, 13].

The effectiveness of peer review significantly depends on students' attitudes towards the practice [14]. These attitudes include cognitive beliefs about the value and usefulness of peer feedback, affective reactions such as confidence or anxiety, and behavioral willingness to engage in this activity [14, 15]. Nevertheless, students often encounter difficulties when they are required to give academic feedback in different genres of writing, showing a lack of confidence or insufficient training [15, 16]. Meanwhile, concerns have been raised about the reliability of peer assessment compared to teacher feedback [17]. Moreover, cultural norms like face-saving in East Asian classrooms, can cause students' hesitation in giving peer feedback [18]. Encouragingly, many studies show that attitudes can shift positively when students receive sufficient training and practice. Research suggests that systematic peer-review training can enhance the quality of feedback and lead to improved writing performance. Studies across different EFL

contexts have also reported shifts in student attitudes, with learners showing greater acceptance of peer feedback when its purpose is clearly understood and structured practice is provided [8, 13, 19].

Despite the global prevalence of peer review, Vietnamese studies remain limited and insufficient. Local research has explored students' general perceptions and peer feedback practices [5, 18, 20], but few studies have systematically examined the three dimensions of attitude (cognitive, affective, and behavioral) in academic writing courses. Students had positive viewpoints of online peer assessment [18], and appreciated peer feedback for improving final writing products, though they faced difficulties giving content-related comments [20]. However, findings on the affective dimension of peer review remain inconsistent, and there is limited evidence on Vietnamese students' beliefs, emotions, and behaviors during peer-review activities. Therefore, a more comprehensive investigation into their attitudes towards the use of peer review in academic writing is warranted.

To address this gap, the present study examines Vietnamese EFL students' cognitive, affective, and behavioral attitudes towards peer review in an academic English writing course. By providing a deeper insight into how students perceive, feel, and engage in peer feedback, this research aims to inform more effective strategies to enhance the effectiveness of peer review in similar EFL contexts.

2. LITERATURE REVIEW

2.1. Benefits and challenges of peer review

Research has shown that peer review offers numerous educational benefits when implemented in EFL classrooms. It provides students with opportunities for growth throughout the learning process. Studies have demonstrated that peer review can enhance learners' writing performance by helping them identify areas for improvement [14] and by offering constructive and supportive feedback for revising their work [8]. It also enables students to learn from both the strengths and weaknesses of their peers' work [3, 6]. Additionally, peer review promotes self-awareness, builds confidence, increases motivation, boosts critical thinking skills, fosters autonomous learning, and facilitates social interaction [7, 14]. In particular, when students receive peer feedback rather than direct corrections from the teacher, they tend to respond more reflectively and positively, engage in debates about the

topic, and make significant revisions to their writing [12]. Furthermore, peer review benefits not only the recipient but also the giver. By reading their peers' compositions, students gain a deeper understanding of the reader's expectations, which helps them write and revise their own work more effectively [21].

On the other hand, several studies have indicated that negative attitudes towards peer review still persist. A number of teachers struggle with its implementation because students are often hesitant to engage in peer review due to low confidence, insufficient value placed on peer feedback, and reluctance to offer critical comments [17]. Similarly, Yu found that students face difficulties in providing feedback due to a lack of knowledge, skills, and proper training [15].

2.2. Attitudes towards peer review in EFL context

Several studies have explored students' attitudes towards peer review in EFL writing classes. Kuyyogsuy conducted a mixed-method study with 21 undergraduate English majors in Thailand and found that most participants held positive cognitive perceptions of peer review [14]. The activity was reported to enhance their understanding of the writing process, as they were able to reflect on both their own writing and that of their peers. Additionally, participants highlighted that peer review improved their critical thinking skills, as they had to evaluate and analyze their peers' work. Furthermore, students acknowledged that the activity enhanced their writing techniques, such as organization and clarity, and provided valuable opportunities for social interaction and collaborative learning. These findings suggest that peer feedback can play a significant role in fostering a more interactive and reflective learning environment, helping students to not only improve their writing but also build essential skills for academic and professional communication.

Sassi carried out a mixed-method study with 36 undergraduate English majors in Tunisia [13]. The participants demonstrated a strong cognitive attitude towards peer feedback in writing. They viewed both giving and receiving peer feedback as a valuable experience and recognized its many benefits. However, many felt that their peers lacked the necessary skills and linguistic competence to provide high-quality feedback. In terms of affective response, the majority of students expressed a favorable attitude towards peer review and supported its continued use in future writing courses. Regarding the behavioral dimension, many students preferred a combination of teacher and peer feedback,

whereas some showed resistance to peer review and expressed a stronger preference for teacher feedback.

Alsehibany implemented a study with 30 female students at a Saudi university [19]. Using a mixed method, the research revealed that students had a positive attitude towards peer feedback with a checklist in EFL writing class. Most of the participants stated that the activity helped them to improve their writing quality in various aspects such as content, organization, lexical and grammatical features. It also helped them to find their mistakes that they had not been aware of before. They also claimed that peer review helped them to learn in a relaxed way and increased their confidence in writing. In addition, students also perceived some challenges in terms of time consumption and peers' different levels of proficiency.

Vo and Nguyen conducted a mixed-method study to explore students' perceptions of peer review in an online writing class at a Vietnamese university [18]. Drawing on data from 97 English majors, the study found that students acknowledged both the benefits of the practice of peer review in their writing course and its limitations. From an affective standpoint, students generally held negative attitudes, expressing a lack of enjoyment in this activity. Regarding the behavioral dimension, most students showed hesitation in requesting feedback from their peers. The findings highlighted the importance of providing students with clear and specific guidelines on how to conduct peer assessment prior to its implementation in writing classes.

Dang conducted a quantitative study with 60 second-year English majors at a university in Ho Chi Minh City, Vietnam [20]. The findings confirmed that students had positive responses towards peer review, indicating that it helped them improve their writing skills by clarifying task instructions, expanding their ideas, and enhancing their grammar and vocabulary. Additionally, students reported that peer review increased their ability to assess their own work and provided more opportunities for interaction with teachers and classmates, boosting their motivation to learn. In contrast, students also acknowledged challenges related to their limited ability to provide effective feedback to peers. From the affective dimension, some expressed a lack of trust in their peers' comments and reported confusion when receiving conflicting feedback. Behaviorally, most students tended to concentrate on identifying errors rather than highlighting the strengths in their peers' writing.

It can be seen that many previous studies have investigated peer review among English-major students. Most of these works have concentrated on the cognitive dimension, particularly the perceived benefits and challenges of peer review in writing courses. While some research has explored the affective dimension, the findings remain inconsistent. Some studies reported positive attitudes towards peer review, whereas others highlighted negative emotions associated with the activity. Notably, studies conducted in Vietnam generally revealed little evidence of student enjoyment. With respect to the behavioral dimension, existing research provides only limited insights, often noting students' reluctance to seek peer feedback, their preference for teacher comments, or their tendency to focus on errors rather than strengths. Taken together, these findings point to an incomplete understanding of students' behavioral attitudes and to conflicting evidence regarding the affective dimension. To address this gap, the present study examines all three dimensions of cognitive, affective, and behavioral attitudes to offer a more holistic understanding of peer review practices.

2.3. Research Question

The present study was designed to examine students' attitudes towards peer review in writing, with the specific aim of addressing the following question:

What cognitive, affective and behavioral attitudes do second-year English majors hold towards peer review in their academic writing course?

3. METHODOLOGY

3.1. Context and participants

The study targeted 187 second-year English majors at a university in Hanoi, Vietnam, who were enrolled in the Writing Skills 4 course in the 2024-2025 academic year. Of these, 180 complete questionnaires returned, resulting in a response rate of 96.3%. In terms of demographics, the sample consisted of 129 female (71.7%) and 51 male (28.3%) students. Based on the results of the prior coursework, most students were at the upper-intermediate level, equivalent to the B2 level in the Common European Framework of Reference for Languages, while a smaller proportion (approximately 17%) demonstrated lower-intermediate proficiency, equivalent to B1 level. All participants indicated prior exposure to peer review in earlier writing courses and reported being familiar with its procedures. They had practiced giving feedback on sample writing tasks and

had been guided by their teachers on how to provide constructive feedback and effectively engage with feedback received from peers. These details provide integral context for interpreting students' attitudes towards peer review.

The course constitutes the fourth in a series of five writing courses in their curriculum, focusing on academic essay writing, with instruction in comparison and contrast, opinion, and discussion essays. Over a ten-week semester, students attended a weekly 100-minute face-to-face class along with an online session designed to support and reinforce in-class learning. Assessment comprised two progress tests and a final test. The first progress test required students to write an essay while the second was a writing portfolio consisting of five out of six essays produced during the course.

At the beginning of the course, students were trained in peer review techniques. In online pre-class lessons, students were equipped with input on the essay type, typical grammatical structures and vocabulary related to the topic they were going to write about in class. They were also required to brainstorm ideas and prepare an outline for the in-class essay. During the face-to-face session, they practised writing strategies before engaging in group discussions to share ideas for the given topic. They then revised their outlines and drafted essays which were subsequently self-revised at home. Online follow-up sessions provided a sample essay on the same topic for review, which were later discussed in class. Peer review, supported by a checklist and teacher guidance was implemented in the next offline class. Students exchanged and discussed the feedback with peers before editing their essays. The next drafts could also be reviewed by the teachers, with additional rounds of peer review encouraged until the final version was submitted. The portfolios were evaluated on both the quality of the essays and the extent of improvement demonstrated across the drafts. This study specifically focuses on peer review in the writing process.

3.2. Research design

This study adopted a quantitative approach to examine students' attitudes towards peer review in the writing course. The questionnaire, adapted from [13] and [19], consists of 53 items measuring three dimensions of attitudes: cognitive (29 items), affective (15 items), and behavioral (9 items). All items are rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

3.3. Data collection and analysis

The researchers first introduced the objectives of the study to the students in the class, then provided a Google Form to the questionnaire which they were asked to complete at home. The collected data were subsequently analyzed using Microsoft Excel to calculate the percentage of responses for each item, serving as descriptive statistics.

4. FINDINGS

4.1. Cognitive factors

Table 1 presents valuable insights into students' cognitive attitudes regarding the benefits of peer review activities in English writing courses.

Table 1. Perceived benefits of peer review

Items	Students' Responses				
	1	2	3	4	5
1. I believe my writing should be read and commented on by my peers.	2.8%	1.4%	19.4%	50%	26.4%
2. I think peer review activities should be applied in all English Writing Skills courses.	1.4%	4.2%	26.4%	47.2%	20.8%
3. Peer review activities help me understand the requirements of the writing task better.	1.4%	2.8%	19.4%	56.9%	19.4%
4. Peer review activities help me improve the content of my writing.	1.4%	0%	12.5%	68.1%	18.1%
5. Peer review activities help me improve the structure of my writing.	1.4%	4.2%	16.7%	58.3%	19.4%
6. Peer review activities help me make my writing more coherent.	2.8%	1.4%	23.6%	55.6%	16.7%
7. Peer review activities help me express my ideas more clearly in writing.	2.8%	4.2%	20.8%	50%	22.2%
8. Peer review activities help me use grammar more accurately in writing.	1.4%	2.8%	19.4%	54.2%	22.2%
9. Peer review activities help me use a variety of grammatical structures in writing.	1.4%	5.6%	22.2%	54.2%	16.7%
10. Peer review activities help me use vocabulary more accurately in writing.	2.8%	5.6%	19.4%	56.9%	15.3%

11. Peer review activities help me enrich my vocabulary in writing.	2.8%	8.3%	27.8%	44.4%	16.7%
12. Peer review activities help me interact more with my peers.	1.4%	1.4%	22.2%	50%	25%
13. Peer review activities help me interact with my teacher.	2.8%	4.2%	25%	44.4%	23.6%
14. Peer review activities help me develop critical thinking skills.	1.4%	4.2%	19.4%	58.3%	16.7%
15. Peer review activities help me improve my self-assessment in writing skills.	1.4%	0%	19.4%	62.5%	16.7%

A significant majority of students (76.4%) believed their writing should be read and commented on by their peers (Item 1). This suggests that students valued the feedback from their peers and saw it as integral to their writing development. Additionally, 68% of students supported the application of peer review activities in all English Writing Skills courses (Item 2), indicating a strong agreement for incorporating peer review as a standard practice in writing instruction.

The benefits of peer review are also evident in various aspects of writing. A majority of students (76.3%) recognized that peer review helped them better understand writing task requirements (Item 3), and 86.2% felt it improved the content of their writing (Item 4). The structure and coherence of writing also benefited significantly, with 77.7% and 72.3%, respectively, stating improvements in these areas (Items 5 and 6). Clarity and grammatical accuracy also improved, with 72.2% agreeing or strongly agreeing that peer review helped them express ideas more clearly (Item 7). Also, 76.4% and 70.9% acknowledged its role in improving grammar and using a variety of grammatical structures (Items 8 and 9). Similarly, vocabulary accuracy and richness were enhanced, as indicated by 72.2% and 61.1% of students (Items 10 and 11). This indicates that peer review is seen as a valuable tool for improving linguistic accuracy and diversity in writing.

The social and cognitive engagement in peer review is also evident, with 75% agreeing or strongly agreeing that peer review helped them interact more with their peers (Item 12), and 68% believing it enhanced their interaction with teachers (Item 13). These interactions are crucial for fostering a collaborative learning environment and enhancing students' engagement in the writing process. Furthermore, 75% of students saw peer review as a means to develop critical thinking skills (Item 14), and

79.2% believed it improved their ability to self-assess their writing (Item 15). These findings suggest that peer review not only aids in writing improvement but also promotes higher-order thinking skills and self-reflection among students.

Overall, the findings reveal that students generally perceived peer review activity as beneficial for their writing development. They recognized the value of peer feedback in improving various aspects of writing, including content, structure, coherence, clarity, grammar, and vocabulary. Besides, peer review was seen as a tool for fostering interaction, critical thinking, and self-assessment.

Table 2. Trust and confidence in peer review

Items	Students' Responses				
	1	2	3	4	5
16. I believe my peers can identify the strengths in my writing.	2.8%	8.3%	31.9%	45.8%	11.1%
17. I believe my peers can point out weaknesses and errors in my writing.	1.4%	4.2%	36.1%	43.1%	15.3%
18. I believe my peers always try their best when reviewing my writing to help me improve it.	1.4%	8.3%	30.6%	38.9%	20.8%
19. I trust my peers' comments on my writing.	0%	6.9%	59.7%	25%	8.3%
20. I believe my peers carefully revise their writing based on my comments.	2.8%	11.1%	47.2%	29.2%	9.7%

The data in Table 2 highlights students' varying levels of trust and confidence in peer feedback. A significant proportion of students believed their peers could identify strengths (56.9%) (Item 16) and pointed out weaknesses and errors in their writing (58.4%) (Item 17). These findings suggest that students generally have confidence in their peers' ability to provide constructive feedback on both the strengths and weaknesses of their writing. Besides, when considering the effort peers put into the review process, 59.7% of students agreed that their peers always tried their best to help improve their writing (Item 18). This indicates a positive perception of the effort and commitment that peers put into the review process. However, a notable 30.6% of students remained neutral, suggesting that there may be some variability in the perceived effort of peers during the review process (Item 18).

Trust in peer feedback is a critical area of concern. Only 33.3% of students trusted their peers' comments on their writing (Item 19), with a significant 59.7% remaining neutral. This points to a potential lack of confidence in the reliability and validity of peer feedback, which suggests that students may benefit from more structured training in peer review techniques to enhance the quality and trustworthiness of the feedback they provide and receive. Regarding revising their writing based on peer feedback, only 38.9% of students believed their peers carefully revised their writing based on the feedback they received (Item 20). However, a substantial 47.2% of students remained neutral, indicating either a lack of observation of this behavior or uncertainty about the extent to which peers incorporated feedback into their revisions.

In short, the data revealed a cautious yet generally positive view of peer feedback among students. While there was noticeable trust in peers' abilities to identify strengths and weaknesses, and effort in reviewing, there were notable concerns regarding the trustworthiness and application of peer feedback. This suggests that while students see value in peer review, further development in trust-building and effective feedback utilization is necessary to enhance the peer review process in writing courses.

Table 3. Perceived challenges and difficulties in peer review

Items	Students' Responses				
	1	2	3	4	5
21. I find reviewing my peers' writing to be complicated.	6.9%	25%	33.3%	20.8%	13.9%
22. I am often unclear about the criteria for reviewing writing.	5.6%	4.2%	25%	41.7%	23.6%
23. I feel I lack the language proficiency to understand my peers' writing.	4.2%	27.8%	38.9%	20.8%	8.3%
24. I find writing and exchanging comments with my peers to be very difficult.	5.6%	30.6%	43.1%	11.1%	9.7%
25. I think my peers lack the ability to provide useful comments on my writing.	8.3%	44.4%	29.2%	12.5%	5.6%
26. I find my peers' comments unhelpful.	9.7%	50%	25%	11.1%	4.2%
27. I believe only teachers can provide useful comments on my writing.	9.7%	40.3%	18.1%	18.1%	13.9%

28. I find peer review activities to be time-consuming and should not be conducted in class.	16.7%	47.2%	19.4%	12.5%	4.2%
29. I believe peer review activities should not be mandatory in English Writing Skills courses.	12.5%	41.7%	25%	16.7%	4.2%

The data in Table 3 presents students' perceptions of various obstacles they encounter during peer review activities. The responses illustrate key challenges that could impact the effectiveness of peer review in writing courses.

A notable proportion of students (34.7%) found reviewing their peers' writing complicated (Item 21), and 65.3% of students expressed uncertainty about the criteria for reviewing writing (Item 22). These findings indicated a significant challenge in understanding the expectations and standards of the review process.

Concerns about language proficiency are evident, as 29.1% of students felt they lacked the language skills to understand their peers' writing (Item 23). Moreover, 20.8% agreed or strongly agreed that writing and exchanging comments with peers is difficult (Item 24). These findings highlight the necessity for support in language development and effective communication strategies within peer review activities.

A significant number of students questioned the usefulness of their peers' comments. Specifically, 50% disagreed with the Item that their peers provided useful comments (Item 25), and 54.2% found their peers' comments unhelpful (Item 26). These responses suggest skepticism about the quality of peer feedback and indicate a potential need for improving the training and effectiveness of peer reviewers.

A preference for teacher feedback over peer feedback is evident, with 32% agreeing or strongly agreeing that only teachers could provide useful comments (Item 27). Furthermore, 19.4% of students viewed peer review activities as too time-consuming for class settings (Item 28), and 20.9% believed peer review should not be mandatory in writing courses (Item 29). These responses highlight concerns about the efficiency and utility of peer review.

In brief, the data reflect significant challenges that students face during peer review, including confusion about criteria, language barriers, and doubts about the efficacy of peer feedback.

4.2. Affective factors

The data in Table 4 provides insights into students' affective attitude towards peer review activities in writing courses, highlighting positive emotional factors that influence students' engagement.

Table 4. Affective responses to peer review

Items	Students' Responses				
	1	2	3	4	5
1. I want my writing to be read and commented on by my peers.	1.4%	2.8%	26.4%	54.2%	15.3%
2. I enjoy peer review activities in writing courses.	2.8%	6.9%	37.5%	38.9%	13.9%
3. I want to read and comment on my peers' writing.	1.4%	5.6%	29.2%	52.8%	11.1%
4. I enjoy discussing writing comments with my peers.	1.4%	1.4%	20.8%	65.3%	11.1%
5. I feel happy when I receive positive comments on my writing from my peers.	1.4%	1.4%	15.3%	68.1%	13.9%
6. I feel happy when my comments help my peers improve their writing.	1.4%	1.4%	13.9%	65.3%	18.1%
7. I feel comfortable participating in peer review activities.	1.4%	2.8%	30.6%	50%	15.3%
8. Peer review activities help increase my confidence in my writing.	1.4%	6.9%	29.2%	47.2%	15.3%
9. Peer review activities motivate me to write better.	1.4%	8.3%	25%	51.4%	13.9%
10. Peer review activities make me enjoy writing more.	4.2%	8.3%	36.1%	38.9%	12.5%
11. Reviewing my peers' writing makes me anxious.	8.3%	29.2%	31.9%	25%	5.6%
12. I find reviewing my peers' writing to be stressful.	6.9%	30.6%	44.4%	12.5%	5.6%
13. I find peer review activities boring.	8.3%	40.3%	27.8%	18.1%	5.6%
14. I feel embarrassed when my peers point out errors and weaknesses in my writing.	11.1%	59.7%	12.5%	12.5%	4.2%
15. I hate peer review activities.	16.7%	47.2%	23.6%	8.3%	4.2%

A significant proportion of students expressed positive emotions towards peer review activities. For instance, 69.5% of students wanted their writing to be

read and commented on by their peers (Item 1), indicating a strong preference for peer engagement in the writing process. Similarly, 63.9% of students expressed a desire to read and comment on their peers' writing (Item 3), suggesting a reciprocal interest in the peer review process. Enjoyment of peer review activities, however, showed more varied responses. While 52.8% of students enjoyed peer review activities (Item 2), a substantial 37.5% remained neutral, which could reflect mixed feelings or a lack of strong preference. Nevertheless, a positive trend is evident, with 76.4% enjoying discussing writing comments with their peers (Item 4). These findings suggest that many students appreciated the collaborative aspect of peer review and found it enjoyable and engaging.

Positive emotions associated with peer feedback are also prominent, as 82% of students felt happy when receiving positive comments on their writing from peers (Item 5), and 83.4% felt satisfied when their comments helped peers improve their writing (Item 6). These findings highlight the motivational aspects of peer review, where constructive feedback can foster a supportive learning environment. Furthermore, comfort and confidence in peer review activities are notable: 65.3% of students felt comfortable participating in peer review activities (Item 7), and 62.5% felt that peer review activities made them more confident in their writing (Item 8). These positive emotional responses indicate that peer review can boost students' confidence and satisfaction with their writing process.

In terms of motivational impacts, peer review activities were perceived as motivating by a majority of students, with 65.3% agreeing or strongly agreeing that peer review motivated them to write better (Item 9). Additionally, 51.4% of students reported that peer review activities made them enjoy writing more (Item 10). These findings highlight the potential of peer review to enhance students' motivation and enjoyment of writing, which can contribute to their overall writing development.

Despite many positive responses, peer review also elicited notable negative emotions. Items related to affective challenges revealed that 30.6% of students reported feeling anxious (Item 11), while 37.5% perceived peer review as stressful (Item 12). This indicates that while a majority feels comfortable, a significant minority experiences negative emotions, which could hinder their participation and benefit from the process. Additionally,

disinterest and embarrassment were less common but still present. Only 23.7% of students found peer review boring (Item 13), and 16.7% felt embarrassed when peers pointed out their errors (Item 14). Furthermore, a relatively small group, 12.5%, expressed a strong dislike for peer review activities (Item 15). These negative emotions can hinder students' willingness to engage in peer review and may impact on the effectiveness of the process.

In summary, while many students experienced positive emotions, such as enjoyment, happiness, and motivation, there were also significant negative emotions, including anxiety, stress, boredom, and embarrassment.

4.3. Behavioral factors

The data in Table 5 provides insights into students' behavioral intentions and actions regarding peer review activities. The responses indicated a generally positive engagement and commitment to the peer review process. A significant proportion of students expressed a willingness to thoroughly understand the criteria for reviewing writing, with 69.5% agreeing or strongly agreeing with this item (Item 1). This shows that many students were committed to comprehending the guidelines necessary for effective peer review, which is a crucial step in enhancing the quality of feedback exchanged.

Table 5. Engagement and Commitment to providing and receiving peer review

Items	Students' Responses				
	1	2	3	4	5
1. I will thoroughly understand the criteria for reviewing writing.	2.8%	1.4%	26.4%	51.4%	18.1%
2. I will ask my peers to review my writing.	2.8%	5.6%	30.6%	50%	11.1%
3. I am willing to review my peers' writing.	2.8%	2.8%	19.4%	62.5%	12.5%
4. I will thoroughly discuss writing comments with my peers.	2.8%	1.4%	29.2%	50%	16.7%
5. I will ask the teacher for help if I don't know how to review or if I disagree with my peers' comments.	2.8%	5.6%	16.7%	51.4%	23.6%
6. I will try my best to provide useful comments to help my peers improve their writing.	2.8%	0%	16.7%	61.1%	19.4%

7. I will learn from the good points in my peers' writing (good ideas, logical organization, clear expression, tight coherence, good grammar, and vocabulary) and apply them in my writing.	1.4%	0%	9.7%	58.3%	30.6%
8. I will try to avoid the mistakes I found in my peers' writing.	1.4%	0%	11.1%	56.9%	30.6%
9. I will carefully revise my writing based on my peers' comments.	1.4%	1.4%	13.9%	62.5%	20.8%

When it comes to seeking feedback from peers, 61.1% of students were willing to ask their peers to review their writing (Item 2), and 75% expressed their willingness to review their peers' writing (Item 3). These figures suggest a relatively high level of readiness to participate in peer review activities, both as reviewers and reviewees. Additionally, 66.7% of students reported that they would thoroughly discuss writing comments with their peers (Item 4). These findings highlight a strong commitment to both seeking and providing feedback.

When faced with uncertainties or disagreements during the review process, 75% of students agreed or strongly agreed that they would ask the teacher for help (Item 5). This indicates a balanced approach to peer review, where students were open to seeking guidance from teachers to ensure the quality and accuracy of feedback.

A majority of students (80.5%) expressed a commitment to trying their best to provide useful comments to help their peers improve their writing (Item 6). This demonstrates a positive attitude towards contributing to their peers' writing development. Additionally, 88.9% of students agreed or strongly agreed that they would learn from the good points in their peers' writing and apply them in their own writing (Item 7), and 87.5% showed that they would try to avoid the mistakes they had found in their peers' writing (Item 8). Moreover, 83.3% of students were willing to carefully revise their writing based on peer feedback (Item 9). These responses reflect a constructive approach to peer review, where students were not only providing feedback but also learning from the process.

In conclusion, these findings reflect a generally positive and proactive attitude among students towards the peer review process. While there were some neutral responses indicating areas for further support and encouragement, the majority of students were prepared

to engage constructively in both giving and receiving feedback.

5. DISCUSSION

The results of this study confirmed that students have positive attitudes towards peer review in writing courses. The study showed that most of the students highly rated peer review in writing classes, showing their belief in its benefits of improving their writing skills in aspects of content, coherence and cohesion, grammatical and lexical features, which is consistent with the findings of many studies [6, 13, 19, 20]. The activity was also perceived to develop students' critical thinking skills and interaction with their peers and teachers, which is consistent with Dang [20].

The study also found that students appreciated their peers' competence in identifying the strengths and weaknesses in their work, which is different from Sassi [13]. However, similar to Dang [20], in this study, students did not show a high level of trust in their peers' comments on their writing and many of them were not very confident in their linguistic proficiency and skills of giving feedback. This low level of trust may result from the exam-oriented learning culture in Vietnam, where teachers' role is traditionally emphasized, leading students to doubt the reliability of peer-generated feedback. In addition, unequal proficiency levels among students may cause weaker students to feel insecure as reviewers and stronger students to question the usefulness of feedback they received. This suggests clearer guidelines, and ongoing support to scaffold students to give high-quality feedback, building confidence in the activity and gaining trust in their peers' feedback, ultimately increasing the efficiency of the activity.

The findings also indicated positive emotions towards peer review, as students reported enjoyment when discussing comments with peers, receiving positive feedback, helping their peers improve their writing, and increasing their own motivation to write. This aligns with Alsehibany [19], who suggests that peer review enables students to learn in a more relaxed manner. However, it contrasts with the findings of Vo and Nguyen [18], who reported that students did not enjoy the activity. This discrepancy may be attributed to differences in research context: while peer review in [18] was conducted in an online writing course, the present study was carried out in a blended context where most of the review took place face-to-face. These results suggest that offline peer

review activities may generate stronger emotional benefits for learners, enhancing their enjoyment of the process. This highlights the strong potential of peer review in modern educational contexts as a means for students to gain positive learning experiences through collaborative engagement.

Having recognized the benefits of peer review, and experienced positive feelings when practicing the activity, the students in the study showed high willingness to be involved in the activity of peer review in writing classes, which is consistent with Sassi [13]. This finding indicates enormous potential for applying the activity in writing classes. However, these outcomes contradict what was found in Vo & Nguyen which was conducted in the virtual classes during COVID-19 pandemic [18]. This can be implied that peer review is likely applied more effectively in offline classes where support is readily provided and ideas are efficiently exchanged. In case the activity is implemented online, specific guidelines on necessary strategies of peer review along with convenient channels for interaction should be offered to make sure peer review is applied in a favourable environment, resulting in positive outcomes.

Several practical implications can be drawn from these findings. First, peer review should be systematically integrated into the curriculum rather than treated as an optional or supplementary activity, so that students recognize its value as an essential part of the learning process [9]. This integration also reinforces the idea that writing is a recursive process, where feedback and revision are essential stages rather than peripheral tasks [1]. Second, teachers need to provide step-by-step instructions and model effective feedback practices, since many students may lack confidence or experience in evaluating their peers' work. Explicit guidance, along with examples of constructive comments, can help students move beyond superficial corrections and develop more balanced feedback skills. Adequate training is therefore essential, as it can foster more favorable attitudes towards peer review and enhance the overall quality of the activity [3, 13]. Third, a combination of peer and teacher feedback should be adopted, which not only increases the credibility of the process but also balances students' reliance on teacher authority with opportunities for peer learning. Doing so not only helps reduce teacher workload but also creates meaningful opportunities for students to engage in collaborative learning, develop autonomy, and take greater responsibility for their own and their peers' progress [9,

13]. Fourth, teachers are encouraged to create structured opportunities for reflection, allowing students to evaluate the feedback they receive and critically assess the comments they provide. Such reflective practices can deepen learning and foster students' sense of responsibility in collaborative activities [10].

For curriculum designers, the findings emphasize the importance of embedding peer review within assessment systems, rather than positioning it as an informal exercise. This requires the use of clear rubrics and criteria that guide both reviewers and writers, ensuring consistency and fairness in feedback. Moreover, peer review tasks should be closely aligned with learning outcomes, so that students see a direct connection between the activity and their progress in writing. When well-designed, peer review can contribute not only to skill development in writing but also to broader competencies such as critical thinking, collaboration, and learner autonomy.

6. CONCLUSION

This study provides valuable insights into students' attitudes towards peer review in an academic English Writing course, which presents both its benefits and challenges. The findings suggest that students generally viewed peer review positively, recognizing its significant role in improving various aspects of their writing, such as content, coherence, clarity, grammatical accuracy, and vocabulary. Additionally, peer review encouraged critical thinking, interaction, and self-assessment, which are crucial for language development. However, the study also revealed several challenges that need to be addressed for peer review to be more effective. Students expressed uncertainty regarding review criteria, language proficiency barriers, and skepticism about the quality and trustworthiness of peer feedback.

The results of this study have several important implications for educators and curriculum designers in EFL writing courses. Firstly, the positive perception of peer review suggests its potential as an effective tool for enhancing students' writing skills. Educators should consider incorporating peer review activities more extensively into their writing curricula, supported by clear guidelines and comprehensive training to address the challenges identified in this study. Furthermore, combining peer and teacher feedback can help alleviate students' concerns about the quality and trustworthiness of peer feedback, which can ensure that they receive constructive and reliable input to improve their writing.

Despite these contributions, several limitations should be noted. First, the study drew on a relatively small sample ($n = 180$) from a single university, which restricts the generalizability of the findings to broader contexts. Second, the analysis relied primarily on descriptive statistics, limiting the depth of interpretation and preventing stronger claims about causal relationships.

Future research could expand the sample size and include participants from multiple institutions to enhance the generalizability of the findings across diverse educational contexts. Future research could employ qualitative or mixed method approaches to explore students' perceptions in greater depth, particularly focusing on their lived experiences and the contextual factors influencing their attitudes.

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