

The Impact of Peer Feedback on English Writing Motivation and Performance in Middle School: a Statistical Analysis

Y. Xuan*, V. Nimehchisalem and Mohamad A. Bin Md Yusof

Department of English, Faculty of Modern Languages and Communication, Universiti Putra Malaysia, Kuala Lumpur, Malaysia

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Abstract: In recent years, teachers have gradually been returning the classroom to students, requiring students to change their learning styles and transform passive learning into active learning. Allowing students to self-assess and peer-to-peer feedback in the teaching process and building a good classroom environment can help promote active learning. Based on L2 Motivational Self System (L2MSS) and cooperative learning theory [15, 16], this paper makes a comparative experiment and questionnaire survey on a total of 90 students from two parallel classes in the second grade of a key middle school and then the data obtained were statistically analyzed using SPSS. Then to examine the role of peer feedback and classroom environment in increasing motivation to write in middle school English. The results show that peer feedback is an effective way for students to learn. Additionally, peer feedback can effectively encourage middle school students to improve their motivation to write in English and encourage them to learn writing more effectively. The paper concludes with a discussion of the implication of these results.

Keywords: Peer Feedback; Middle School Students; English Writing Motivation; English Learning Motivation.

1 Introduction

Motivation is a crucial topic of common concern in multiple disciplines, such as sociology and sociolinguistics [1]. As one of the elements beginners want, motivation is essential to learning English [2]. A massive variety of empirical research domestic and overseas has proven that writing motivation can effectively impact writing [3-6]. And Harris [7] argues that developing collaborative skills should include developing writing motivation. Therefore, if we prefer to make middle school students involved in English writing inclined to write and enhance their English writing, stimulating and cultivating students' writing motivation is a vital affective component that must be included in English writing teaching.

Students' overall educational performance is not only influenced by individual traits (e.g., studying motivation) [8-10] but also by environmental elements (e.g., lecture room environment). The classroom is necessary to raise educating activities, and exceptional instruction and education will be immediately affected via the classroom environment. In addition, under the influence of cooperative learning theory and social input theory, peer feedback is currently getting more and more attention from teachers [11]. In peer feedback, middle school students receive estimates as well as grant them. This alternative to identification permits middle school students to participate fully in the lecture room and extends their engagement. In formative peer feedback, in addition to scores, the learner typically reads peers' writing and provides them with a qualitative evaluation, called "peer feedback." In the past few years, peer feedback has been broadly used in teaching-learning writing.

Currently, a large number of studies have examined the effect of peer feedback on learners' attitudes, writing quality, and writing proficiency. In this vein, analyzing the intrinsic relationship and mechanism of action between English writing motivation and peer feedback is significant in realizing effective teaching in the classroom. This is important in improving students' English performance. However, studies examining the effect of peer feedback on students' motivation to write have been relatively scarce.

In this study, we first conducted a review of related literature. Then based on the self-system theory of second language motivation, cooperative learning theory and classroom environment theory, we conducted a comparative experiment

*Corresponding author e-mail: gs58977@student.upm.edu.my

between two parallel classes in the second grade of a key junior high school. Finally we conducted a statistical analysis of the acquired questionnaire data by using SPSS as a means of investigating the roles of peer feedback and the classroom environment in improving the motivation to write in middle school English and giving the corresponding suggestions.

Objectives and Research Questions

The objectives of this study were two parallel classes of 45 students each in the second grade of a key middle school, with a total of 90 students, one of which served as a control class and the other as an experimental class for peer feedback, that is, the class was trained in peer feedback beforehand. The main research questions are whether peer feedback had a positive impact on middle school students' motivation and performance in English writing.

Research Hypotheses

H1: Peer feedback significantly increases middle school students' English writing motivation.

H2: Peer feedback has a significant positive effect on English writing performance.

2 Literature review

Peer Feedback

As early as the 1970s, George Jardine highlighted the significance of peer feedback, by describing in detail the advantages of peer feedback and its implementation. Since then, many language researchers have conducted extensive theoretical and empirical studies on peer feedback.

Partridge[12] was the first scholar to study learners' attitudes toward peer feedback. In his survey, 12 learners were generally positive despite questioning peer feedback credibility. Similarly, other scholars have concluded that most students are comfortable with and supportive of peer feedback. Sengupta [13] found in his study that Chinese students were relatively indifferent to peer feedback, considering that teachers are more authoritative in China. He even suggested that peer feedback could not be implemented in China. Thus, it can be argued that peer feedback success is generally determined by the context in which the overseas language is taught[14-19].

Researchers have found that peer feedback enhances writers' awareness of revising their essays and improves their confidence in writing. Lundstrom[20] found that peer feedback increases students' awareness of self-revision of their essays. Black and Wiliam argue that peer feedback also enhances student feedback frequency, scope, and speed while reducing the teacher's workload. Involving students in the evaluation process increases the amount of peer interaction and opportunities for feedback. In higher education, peer feedback has been shown to improve self-regulatory skills, meta-cognitive abilities, as well as learning and academic performance.

Foreign researchers have pointed out the direction and reference to domestic researchers through the study of peer feedback, and peer feedback has also become a hot spot of language research with an upward trend, which not only points out a new perspective to domestic English teaching research but also opens up an alternative way of thinking and injects new vitality into domestic English teaching research. Yang et al. [21] showed that after a sixteen-week trial, most students believed that peer feedback were once very useful. Mo [22] found via a survey that eighty-seven percent of college students favored getting feedback from their peers, whilst ninety-six percent of students felt that peer feedback was useful to their writing [23-26].

Guo [27] found that students' motivation to take part multiplied after two months of peer feedback activities, and the consequences of the interviews performed by using Deng and Cen [28,29] indicated that the eighteen college students who took part in the interviews stated that there had been specific tiers of enhancement to their writing potential based totally on peer feedback.

In response to the bettering impact of peer feedback on English writing, this paper targets to discover the position of peer feedback on English mastering motivation. Yang et al. carried out empirical learning with non-English majors in the first year of study and set up three groups, namely, "teacher feedback group," "peer feedback group," and "teacher and peer feedback group," to discover students' attitudes towards these three feedback methods. The research explored students' attitudes towards these three kinds of feedback. It confirmed that college students tend to be fonder of instructor feedback than peer feedback. The findings also showed that students preferred a combination of the two types of feedback, based on peer feedback and supplemented by teacher feedback [30].

English Writing Motivation

Motivation is the internal drive of individual action[31]. Studies on writing motivation mainly focus on two aspects: the composition of writing motivation and the influencing factors of writing motivation. First of all, on the composition of

writing motivation, Camacho[32] found that there is multiplicity in the very nature of writing motivation by combing through the previous literature on writing motivation, including self-efficacy, attitudes, extrinsic motivation, competence beliefs, goal orientations, and writing concepts. Among them, most of the studies considered self-efficacy and attitude as important constituents of writing motivation, while other constituents like extrinsic motivation, competence beliefs, goal orientation, conceptualization of writing, and sources of self-efficacy were less studied. One study found that women's self-efficacy in writing moderated motivation more than men's [33]. Additionally, Pajares and Valiante [34,35] found that sixth graders had greater self-efficacy for writing than seventh and eighth graders, which in part reflects the fact that age also moderates students' motivation to write. Gelati[36] argued that students' willingness to write, in general, shows a tendency to decline and disappear and that most writing projects are perceived by students as boring and tiring. There seems to be a direct relationship between writing abilities and motivation to write.

L2MSS theory has been the subject of several research studies since 2005. Taguchi He conducted a questionnaire survey with nearly 5,000 subjects from three countries, China, Japan and Iran, who were of different ages and had different English learning experiences. The diversity of the subjects was to verify the applicability of the theory to English learners from different countries and with different characteristics. Kormos investigated three different groups of English language learners and found that the motivational learning behaviors of all three groups investigated were most influenced by the ideal bilingual self, while the ought-to bilingual self had almost no relationship with their motivational behaviors.

In addition, a great deal of research has been conducted by domestic and foreign scholars under the guidance of L2MSS theory. Empirical studies by foreign scholars have proved the validity of L2MSS theory in different foreign language situations and cultures; domestic scholars have explored its rationality from a theoretical perspective, revealing its groundbreaking nature. Studies have shown that the L2MSS theory both solves the confusion of the traditional motivation conceptualization and enhances the persuasiveness of the theory [37].

Theoretical basis of the study

(1) L2 Motivational Self-system Theory

In order to interpret overseas language mastering motivation in globalization, Dörnyei[15-16] proposed the L2 Motivational Self-system Theory, hereafter called the L2MSS theory. The idea suggests that if talent in the goal language is the phase of the learner's perfect self or ought self, then the learner will be strongly influenced to shut and take away the hole between the ideal and reality, and the core thinking is that the best L2 self-motivation is the strongest motivation for overseas language learning. The concept consists of three dimensions, i.e., ideal L2 self, ought-to L2 self, and L2 learning experience; the ideal L2 self is the best nation that inexperienced persons would like to have, which consists of the normal incorporation of motivation and the internalized instrumental motivation; the ought-to L2 self refers to the skills that newbies agree with they have to have, or shaped to meet the expectations of the outdoor world, society, etc., and generally includes instrumental and extrinsic motivation; L2 learning experience is situational motivation associated with getting to know situations (e.g., instructor, route syllabus, study room atmosphere, etc.) or preceding profitable studying experiences.

(2) Cooperative Learning Theory

Cooperative learning was born in the United States in the early 1970s. Johnson Brothers understood cooperative learning as a way to maximize the getting-to-know impact of human beings on themselves and others to achieve frequent mastering goals. By the late 1980s, domestic researchers began to introduce cooperative learning into different types of courses in foreign language learning. At first, domestic scholars mainly explored whether cooperative learning could improve students' performance [25]. The consequences of many research exhibit that cooperative getting-to-know has a significant impact on the improvement of students' English listening and speaking skills. In addition, following the precept of cooperative learning in the education of English writing can enhance students' English writing level and enhance students' motivation and hobby for writing.

3 Methodology

In order to balance the scientific nature of educational research and the actual situation of teaching and learning, this study mainly adopts mixed research methods. It mainly includes the test method, questionnaire method, and statistical analysis method. Therefore, the research tools used in this study are an English writing test paper, an English writing motivation scale, a classroom environment scale, and statistical analysis software SPSS and AMOS. The take-a-look-at technique can measure the English writing overall performance of the lookup subjects, and it is handy to file and analyze the adjustments in the English writing overall performance of the lookup topics earlier than and after the experiment. The questionnaire approach can be used to apprehend the English writing motivation of the lookup members earlier than and after the experiment. The empirical analysis method is used to analyze the samples and variables with descriptive statistics, reliability and validity analysis, and validation factor analysis.

In this study, the selected research subjects were two parallel classes in the second grade of a key junior high school, each with 45 students and a total of 90 students, one of which served as the control class and the other as the experimental class for peer feedback, that is, the class that was trained in peer feedback beforehand. The experimental class was first introduced to peer feedback and the importance of peer feedback was emphasized to the students to raise the importance of feedback to the students. Then the students were introduced to the specific details of the evaluation and analyzed and explained in detail with specific examples. Finally, in the pre-writing test, the control class was randomly selected two essays of English writing at a moderate level, and the experimental class was given a feedback simulation of the essays. The English proficiency of the two classes was comparable and most of the students were able to complete and revise their English writing independently.

Questionnaire Design

The questionnaire for this study was adapted from Noels et al.'s Language Learning Motivation Scale and Bijin's Writing Motivation Scale for Writing[15]. The choice of adapting these two scales in this study is mainly based on the following three considerations. On the one hand, it is that these two scales have been shown to have good reliability and validity through the use of many studies at home and abroad, and have a certain authority. On the other hand, it is that in terms of research content, the definition and categorization of English writing motivation in this study is similar to the definition and categorization of language learning motivation in the Language Learning Motivation Scale by Noels et al. And both language learning motivation and English writing motivation belong to one category, so it is feasible to adapt Noels et al.'s Language Learning Motivation Scale. Bijin's Writing Motivation Scale, whose subjects are mainly Chinese students, can complement Noels' scale. Finally, the research scenarios in the Language Learning Motivation Scale and Bijin's Writing Motivation Scale are similar to those in this study, both of which are in the teaching of a second foreign language, so they have some reference value. First of all, since the Language Learning Motivation Scale measures originally language learning motivation, while this study focuses on students' English writing motivation. Therefore, the author will replace language learning motivation with English writing motivation and the learning context with English writing motivation in the original scale. motivation in the original scale is replaced by English writing motivation, and the learning situations in the items are replaced by situations related to English writing.

The changes to the original scale in this study are as follows: First, the motivation dimension of the original scale was changed to be based on the three dimensions of ideal L2 self, ought-to L2 self, and L2 learning experience. Second, replace "learning a foreign language" with "writing English essays" in all items of the original scale. Third, each item was made into a multiple-choice question with five options, namely, very unsuitable, unsuitable, unsure, suitable and very suitable. In the specific process of data collection and processing, each of the five options corresponds to a score of 0, 1, 2, 3, 4 and 5.

The Questionnaire on Motivation of Middle School Students in English Writing is mainly composed of two parts. First part is the basic information of the subject students, while the second part is the questionnaire on writing motivation. The second part consists of 31 items, which are categorized into three dimensions, which are Ideal L2 Writing Self, Ought-to L2 Writing Self and L2 Learning Experience. The distribution of the items in the English Writing Motivation Questionnaire for High School Students in this study is shown in Table 1:

Table 1 Distribution of Items for "High School Student English Writing Motivation"

Category	Item
Ideal L2 Writing Self	1, 3, 4, 6, 10, 11, 20, 21, 23, 27, 29
Ought-to L2 Writing Self	2, 8, 12, 14, 17, 22, 24, 30, 31
L2 Learning Experience	5, 7, 9, 13, 15, 16, 18, 19, 25, 26, 28

4 Results

Analysis of English writing scores

Firstly, a comparative analysis of the pre-test scores of the experimental class and the control class revealed that there was no significant difference between the experimental class and the control class in terms of their writing scores on the first monthly test. This can be explained by the fact that the two instructions have similar stages of English writing performance. This is appropriate for use as an experimental type and a management category to facilitate the evaluation of peer feedback's impact on students' writing performance.

Then the post-test ratings of the experimental category and the manipulated classification are in contrast and analyzed, and via Figure 1 and Table 2, it is observed that there is an extensive distinction between the experimental category and the

manipulated classification in phrases of writing ratings on the English Council Exam, and the writing ratings of the experimental category are greater than these of the manipulate class. It may be because peer feedback conducted by the feedback group in the experimental class played a role. In particular, the students in the lower group can inspire their confidence in English writing by learning from the experiences of the students in the upper group in the feedback group and by thinking carefully about the targeted feedback of the students in the middle group. The students in the middle group can, in addition, enhance their English writing stage and overall performance via the feedback and journey sharing of the middle school students in the excessive group, and the middle school students in the center crew can decorate their experience of success and self-confidence in writing when they provide feedback and instruction to the middle school students in the low group, which can enhance their English writing overall performance to a positive extent. As the essays of the middle school students in the excessive team had been to be introduced in the feedback group, the middle school students in the excessive crew had greater necessities for their personal writing, which accelerated their English writing performance.

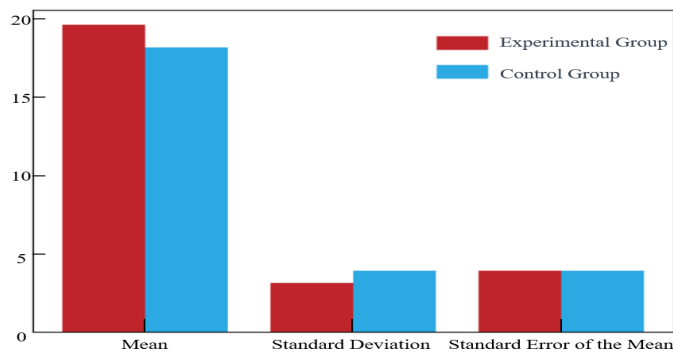


Fig.1 Descriptive Statistics Graph of Posttest Scores for Experimental Group and Control Group

Table 2 Independent Sample Test for Posttest Scores of Experimental Group and Control Group

Posttest English Writing Scores		Levene's test for variance equation		t-test for mean equation						
		F	Sig.	t	df	Sig. (Two-tailed)	Mean Difference	Standard Error	95% Confidence Interval for the Difference	
									Lower Limit	Upper Limit
	Assuming equal Variances	2.84	.091	2.06	98	.042	1.48	.714	.0576	2.902

As can be considered from Figure 2 and Table 3, there is a considerable alternate in phrases of pre and post-test rankings of the experimental class, and the post-test rankings of the experimental classification are extensively higher than their pretest scores. The reason for the changes in the pretest and post-test of the experimental kind is the addition of peer feedback. With the help of peer feedback, the middle school students in the high, middle, and low organizations have some improvements in their English writing language form, discourse content material, cloth, and structure, and this alternate is then mirrored in their English writing scores. It suggests that peer feedback has a nice impact on enhancing students' writing performance.

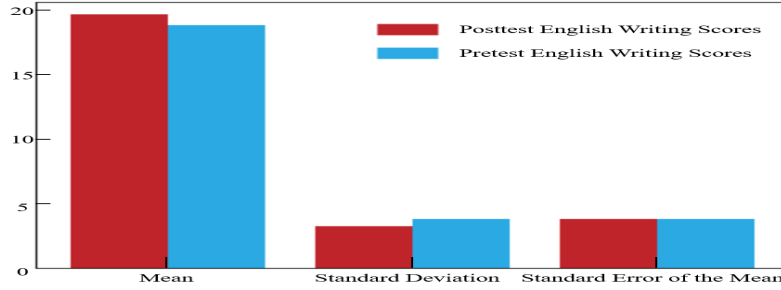


Fig.2 Descriptive Statistics Graph of Pretest and Posttest Scores for the Experimental Group

Table 3 Paired Sample Test for Pretest and Posttest Scores of the Experimental Group

	Paired Differences				t	df	Sig. (Two-tailed)	
	Mean	Standard Deviation	Standard Error of the Mean	95% Confidence Interval for the Difference				
				Lower Limit				Upper Limit
Difference between Pretest and Posttest English Writing Scores	1.38	4.693	.6643	.06453	2.7643	2.174	49	.040

Writing Motivation Scale Data Analysis

Table 4 Reliability Test Table of the Scale

Scale	Cronbach's Alpha	Item
Ideal L2 Writing Self	.894	11
Ought-to L2 Writing Self	.912	9
L2 Learning Experience	.874	11
Total Scale	.872	31

Table 4 shows that the Cronbach's coefficient values for each variable are above 0.7, indicating good reliability for each variable. Meanwhile, the reliability value of the scale as a whole is 0.872, which is more than 0.8. Therefore, it can be concluded that the measurements of the research variables have high internal consistency reliability, and the research data are relatively reliable.

(1) Comparative analysis of the pretest of the control class of the experimental class

Table 5 Descriptive Statistics of the Scale Pretest for Experimental Group and Control Group

	Group	N	Mean	Standard Deviation	Standard Error of the Mean
Ideal L2 Writing Self Pretest	Experimental	45	3.218	.7989	.1127
	Control	45	3.218	.7969	.1116
Ought-to L2 Writing Self Pretest	Experimental	45	3.261	.7551	.1079
	Control	45	3.207	.7718	.1091
L2 Learning	Experimental	45	3.192	.9462	.1332

Experience Pretest	Control	45	3.214	.8987	.1269
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Table 6 Independent Sample Test for Scale Pretest between Experimental Group and Control Group

		Levene's test for variance equation		t-test for mean equation						
		F	Sig.	t	df	Sig. (Two-tailed)	Mean Difference	Standard Error	95% Confidence Interval for the Difference	
									Lower Limit	Upper Limit
Ideal L2 Writing Self Pretest	Unequal Variances	.021	.86	.00	98	1.00	.000	.164	-.313	.315
	Equal Variances			.00	97.99	1.00	.000	.164	-.313	.315
Ought-to L2 Writing Self Pretest	Unequal Variances	.262	.61	.39	98	.74	.052	.153	-.252	.342
	Equal Variances			.39	97.19	.74	.052	.153	-.252	.342
L2 Learning Experience Pretest	Unequal Variances	.013	.934	-.036	98	.97	-.006	.183	-.370	.356
	Equal Variances			-.036	97.71	.97	-.006	.183	-.371	.356

From Table 5 and Table 6, it can be considered that the Sig values of the three motivations in the pretests of each of the experimental and manage instructions are higher than the at the start set substantial degree of 0.05. This suggests that earlier than the implementation of the hybrid feedback, the stages of student's motivation to write in the experimental and manipulate instructions had been comparable, and there was once no considerable difference. Therefore, the usage of these two lessons as experimental and manipulated lessons can facilitate the exploration of the impact of peer feedback on students' motivation in English writing.

(2) Comparative analysis of the post-test of the control class of the experimental class

Table 7 Descriptive Statistics of the Scale Posttest for Experimental Group and Control Group

	Group	N	Mean	Standard Deviation	Standard Error of the Mean
Ideal L2 Writing Self Posttest	Experimental	45	3.5526	0.8196	0.1219
	Control	45	3.4408	0.7472	0.1186
Ought-to L2 Writing Self Posttest	Experimental	45	3.1685	0.7364	0.1069
	Control	45	3.1349	0.7652	0.1060
L2 Learning Experience Posttest	Experimental	45	3.1399	0.9335	0.1506
	Control	45	3.1296	0.8877	0.1356

Table 8 Independent Sample Test for Scale Posttest between Experimental Group and Control Group

		Levene's test for variance equation		t-test for mean equation						
		F	Sig.	t	df	Sig. (Two-tailed)	Mean Difference	Standard Error	95% Confidence Interval for the Difference	
									Lower Limit	Upper Limit
Ideal L2 Writing Self Posttest	Unequal Variances	7.325	.008	1.535	98	.126	.2172	.1417	-.063	.4978
	Equal Variances			1.535	91.24	.126	.2172	.1417	-.063	.4983
Ought-to L2 Writing Self Posttest	Unequal Variances	4.232	.041	3.945	98	.000	.528	.1356	.2679	.8021
	Equal Variances			3.945	95.19	.000	.528	.1356	.2679	.8025
L2 Learning Experience Posttest	Unequal Variances	.762	.450	.917	98	.359	.1467	.1585	-.1374	.4360
	Equal Variances			.917	97.83	.359	.1467	.1585	-.1674	.4363

From Table 7 and Table 8, it can be seen that the Sig. values for all three dimensions in the posttests of both the experimental and control classes were greater than the originally set level of significance of 0.05. This shows that the motivation levels of the experimental class increased compared to the control class after the experiment, with the increase in Ideal L2 writing self-being particularly significant.

The rating of Ideal L2 writing self expanded from 3.4408 on the pretest to 3.5526, which is an extra huge increase. This finds out about attributed this alternative to the truth that the middle school students in the center and excessive corporations had been required to current their essays in the feedback group, so the middle school students in the center crew perceived that the middle school students in the excessive and low organizations predicted their essays, and the middle school students in the excessive team perceived that the middle school students in the ultimate two businesses anticipated their essays. Therefore, the Ideal L2 writing self of middle school students in the experimental category was once improved. In the 2d aspect, the ought-to L2 writing self of middle school students in the experimental classification used to be additionally improved. This learn about suggests that this is inextricably linked to the linkage of sharing in the peer feedback process. In addition, this study concludes that the L2 learning experience of the students in the experimental class increased mainly because the students in the high and middle subgroups in the experimental class were more daring to meet challenges and surpass themselves after gaining a certain sense of achievement from peer feedback. Finally, it is believed that the main reason for the increase in students' L2 learning experience is that the students in the middle and high subgroups of the experimental class were required to give feedback to their peers in the next-level subgroups, and the teacher monitored and guided their feedback from time to time, so the English composition became a kind of strong stimulus for students in the middle and high subgroups. As a result, students' L2 learning experience was significantly enhanced.

(3) Comparative analysis of the pretest and post-test of the experimental class

Table 9 Descriptive statistics for pretest and post-test scores in the experimental group

	Mean	N	Standard Deviation	Standard Error of the Mean
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Ideal L2 Writing Self Post-test	3.188	45	0.793	0.123
Ideal L2 Writing Self Pretest	3.171	45	0.805	0.115
Ought-to L2 Writing Self Post-test	3.167	45	0.736	0.102
Ought-to L2 Writing Self Pretest	3.138	45	0.768	0.111
L2 Learning Experience Post-test	3.289	45	0.746	0.116
L2 Learning Experience Pretest	3.166	45	0.745	0.108

Table 10 Paired Sample Test for Pretest and Post-test in the Experimental Group

(Post-test – Pretest)	Paired Differences				t	df	Sig. (Two-tailed)	
	Mean	Standard Deviation	Standard Error of the Mean	95% Confidence Interval for the Difference				
				Lower Limit	Upper Limit			
Ideal L2 Writing Self	0.097	0.578	.072	-.0449	.2511	1.159	49	.191
Ought-to L2 Writing Self	0.524	0.859	.121	.3998	.7954	4.166	49	.000
L2 Learning Experience	0.463	0.761	0.102	.2744	.6812	4.154	49	.000

As can be seen from Table 9 and Table 10, peer feedback helps to enhance students' interior and exterior motivation for English writing, in which the enhancement of inside motivation for English writing is mainly significant.

5 Discussions

In this study, an experiment on writing instruction with peer feedback was conducted in two parallel classes in the second grade of a critical middle school. Data were collected and objectively analyzed with the help of various experimental tools such as questionnaires. The results of the study showed that middle school students' English writing scores were improved in peer-feedback writing instruction, which are similar to those of previous studies. In addition, students' English writing motivation was also improved. These findings correspond to the L2MSS and cooperative learning theories on which this study is based.

For example, based on the cooperative learning theory, by learning from the experiences of the high-achieving students in the feedback group and thinking carefully about the targeted feedback, the low-scoring students gain knowledge that can improve themselves, thus further improving their English writing level and performance. In addition, when giving feedback and guidance to low-scoring students, high-scoring students can enhance their own sense of achievement in English writing, increase their self-confidence in writing, and improve their English writing performance to a certain extent[38].

In addition, it can be seen that the results exhibited by the three dimensions based on the L2MSS theory are different. Ideal L2 self has the most significant enhancement in English writing motivation, probably because ideal L2 self is an ideal state that learners would like to have, and when they see the better writing performance of their peers, they would naturally want to improve themselves, which in turn causes the enhancement of writing motivation. While the increase in motivation for English writing is smaller in the case of ought-to L2 self and L2 learning experience, it may be due to the fact that students do not have a strong will on whether they must have a certain ability or not, and they are more willing to live for

themselves compared to the desire to improve their self[39]. Moreover, students who are still in middle school do not have a particularly rich learning experience, so the increase in motivation for writing is limited.

6 Conclusions

Our results have shown that peer feedback makes use of a range of higher-level thinking skills, such as critical thinking. Peer feedback promotes these skills improvement. In the peer feedback process, students are either providers or receivers of feedback. As feedback givers, they provide some constructive feedback to their peers. As recipients of feedback, students reflect on it and make improvements accordingly. This process promotes student learning.

Peer feedback transfers the phase of the possession of the evaluation method to the student. This makes the learner greater in charge of their learning, which, in turn, increases motivation and engagement in the classroom. When middle school students have the probability to be capable of taking part in the peer feedback process, they will be influenced to recognize the standards for feedback so that they can be higher in a position to supply feedback to their peers, which will additionally make middle school students extra engaged in their learning. Hypothesis H1 holds true.

Peer feedback has a positive impact on students' English writing performance, and hypothesis H2 is valid. Students in different subgroups can inspire their confidence in English writing by learning from other students' experiences and thinking carefully about them through peer feedback. Through the feedback and experience sharing of other students can further improve their English writing level and achievement. Moreover, students who give feedback and guidance can also enhance their sense of achievement in English writing. This can increase their self-confidence in writing, and improve their English writing performance to a certain extent.

Conflicts of Interest Statement

The authors certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

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