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Examining the effectiveness of peer feedback in the .context of learning English in a Web2.0 environment (Peer feedback2.0)

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ABSTRACT
One of the most important topics addressed by pedagogical research is the study of feedback effects and their various kinds in education. According to several studies, feedback is one of the most potent elements in learning and teaching, and it plays a significant part in the learning process. At the same time, interaction in the learning process is a central function of online social networks that results in peer feedback. The purpose of this study is to look into the role of peer feedback in language learning in social networks, which was done by comparing the two study groups (experimental and control groups).
Users' perceptions of peer feedback were examined before and after the course. Both groups had positive feelings regarding peer feedback. However, the optimistic view of the experimental group had grown more than the control group. The result showed significant similarities and differences between the two research groups: Including Substantial differences were also revealed between the peer feedback produced in the two groups in terms of shape and number. In both groups, corrective feedback was given more frequently. However, the mean achieved in the Experimental groups is about twice the mean in the face-to-face group. Based on the results, different types of peer feedback (compliment, Explain compliment
criticism, corrective feedback) were produced in each group, although the peer feedback generated in the experimental group was both quantitatively and qualitatively higher than the control group.

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* Dr. Elham Akbari has a PhD in eLearning. Learning a foreign language, peer feedback, and social networks in education are some of her research interests.

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1. Introduction

Studying diverse types of instructive feedback and its potential influences on learning and teaching have attracted many scholars. Some researchers (Akbari, Simons, Pilot, & Naderi, 2017; Driscoll & Burner,2005; Brooks, Carroll, Gillies & Hattie,2019; Topping, 1998; Shute, 2008) maintained that feedback was essential in teaching and learning during language learning. Feedback was defined by Hattie and Timperley (2007) as "information an agent (e.g., teacher, peer, book, parent, self, experience) provides regarding the facets of one's performance or understanding" (p. 81). Hounsell (2003) regarded feedback as the core of students' learning process since it leads to cognitive engagement. Also, Kluger and DeNisi (1996) defined feedback as providing a positive or negative judgment on one's act regarding their goal, influencing students' learning. positive feedback indicates support, encouragement, or appreciation, while negative feedback implies disapproval, dissatisfaction, or sarcasm. As Topping (1998, p. 250) maintained, peer feedback was an agreement among individuals alongside their learning outcomes regarding the amount, level, value, worth, quality, or success of what is produced. Along the same lines, Liu and Carless (2006, p. 280) considered peer feedback as "a communication method in which the learners enter a dialogue based on their performance and principles" These dialogues engaged students in their learning, thus promoting student-centered learning based on meaningful interactions. Peer feedback, therefore, helped students become more aware of their learning and assume responsibility for their performance via positive or negative comments aimed not at criticizing one another but at improving their peers' knowledge. Ertmer et al. (2007) highlighted the significance of communication and interaction in online courses and claimed that discussions and discussions were critical components of interactive online learning environments. Tuzi (2004) also underlined the importance of peer feedback in online networks, stating that it was due to the ease of communication and the lack of emotive components. As a result, researchers contend that good learning can occur in the context of feedback, which in digital environments, learners' discussion and involvement led in continual collaboration, criticism, feedback, and ultimately enhanced self-confidence (Akbari& simons,2018).

Tang and Tithecott (1999, p.19) also stated that in education, peer feedback could lead to various social, cognitive, and linguistic activities like students' collaboration to complete the prescribed task. As a result, based on peers' awareness of each other's needs, online peer feedback can build goal-oriented and constructive connections in meaningful collaborative situations. Because of its social ramifications, peer feedback allows students to interact by commenting on each other's writing, creating a social space for dialogue and discussion. Integration of peer feedback and ICT into learning English has become an innovative way of combining teaching and learning resources in classrooms.

I. Various peer feedback types

Voerman, Meijer, Korthagen, and Simons (2012) distinct between four types of feedback. the present study adjusted the above authors' terms. Different types of peer feedback in the present study are presented in the following:

1. Non-specific positive peer feedback, which will be referred to in this paper as a compliment (e.g., "Good job," "yes")

2. Specific positive peer feedback, which will be referred to in this paper as Explain compliment (e.g., "well done")

3. Non-specific negative peer feedback, which will be referred to in this paper as criticism (e.g., "It is not correct")

4. Specific negative peer feedback, which will be referred to in this paper as corrective feedback (e.g., "No, you should say…")

Long and Robinson (1998) presented the following definition for positive and negative feedback in language teaching: in positive feedback, learners were provided with representations of what is acceptable in a foreign language, and in negative feedback, they were provided with what was unacceptable in a foreign language; both types of feedback were influential in improving students' learning, although, to this day, there is no consensus among linguists on this issue. At the same time, some linguists such as Krashen (1977) argued that positive feedback had a critical role in learning language but negative and corrective feedback was not valuable, they might be potentially harmful. versus, Researchers such as Bley-Vroman (1989) and Swain (1985) found that learning language did not take place just through positive feedback; negative feedback was also needed for students to understand their weak points.

According to Van Beuningen (2011), corrective feedback was the most typical type of feedback in learning the language. It had a significant influence on the learning degree of language learners. According to Ellis, Loewen, and Erlam (2006), corrective (negative) feedback is more influential in learning a second language than positive feedback because the latter is often ambiguous, implying that the learner is correct. In contrast, positive feedback is often ambiguous, implying that the learner is correct, while corrective (negative) feedback can include the following:

1) A signal that a mistake has occurred.

2) Using the correct target language type

3) A metalinguistic explanation of the error's nature or a mix of these options.

Negative or corrective feedback in language learning is addressed in the majority of the studies listed above. However, there are other sorts of feedback that can help with language learning.

II. Facebook environment and peer feedback

Facebook serves more than 600 million users (Akbari,2021) thus being the biggest and the most preferred social network. Through registration and interaction in this network, users can express and share their personal information, views, ideas, and emotions, as well as their questions and comments regarding their friends' posts on their own or their friends' walls (home page) in different formats such as writing, picture, link, or video Users, can also exchange ideas about different topics through their status, comment, and the options of like or dislike. Moreover, users can send instant messages; can chat, and use video calls to create more honest relationships. Features of different online social networks are integrated into Facebook, and these characteristics and facilities are being continuously enhanced and improved in line with the new advancements in ICT. Relying on its ever-improving features and facilities, this social network has connected millions of people worldwide so that they can attempt to maintain and reinforce this relationship based on their everyday needs. However, it seems that Facebook is the two sides of the same coin: one side is to communicate and have dialogue through different kinds of cooperative mechanisms at any time and place., another side of the coin is using this network for politics, business, culture, education, etc. Both of them are made possible by this network through the medium of the target language in synchronous or asynchronous ways; users can use online social networks to access native speakers easily, interact and communicate with them, and be involved in learning the foreign language. This interaction stimulates language learning in meaningful contexts and produces a significant amount of peer feedback. The peer feedback produced within online social networks can possess the following distinctive characteristics:

1. Multiform: Peer feedback can take place in different formats such as video calls, comments, pictures, links, and videos; it can take the form of a simple like or dislike.

2. Interactive: as to its advantages, the person receiving feedback can observe, evaluate and answer, and finally learn from a feedback dialogue.

3. Readily observable: Peer feedback can be stored and is readily observable and available to be reviewed by all users.

6. Multi-feedback: The possibility of asynchronous peer feedback besides the synchronous feedback and no limitation of time or space; it is possible to give an indefinite number of feedback.

7. Positivity: Compared to face-to-face environments, giving or receiving feedback in an online setting is more comfortable, positive, and productive.

8. Emotion encouragement and inhibition: Through the repetition and approval of the feedback individuals receive from their friends (written approvals, completion of friends' comments, likes, or dislikes), feedback's positive and negative emotions may intensify or abate.

9. Collective: Since peer feedback is dialectic, there is a possibility of agreement among the members in various cases; users may agree on something by approving or completing their peers' feedback or providing examples for given feedback.

10. Creative: In a situation where it is possible to give feedback to the previous feedbacks received, feedback can cultivate creative and critical thinking in individuals; this may provide an environment that better fosters or deepens personal viewpoints, and at the same time, promotes a more logical understanding and reasoning among users.

The above distinctive characteristics of peer feedback produced within online social networks show that, although extensive research

has not yet been conducted on the question of peer feedback for language learning in the context of online social networks, the significance and usefulness of this notion should encourage researchers and educators to engage in a more detailed analysis of the impacts of online peer feedback on learning languages. Moreover, if applied to language education curricula and classes, developing collaboration and cooperation may lead to broader use of these networks in different teaching and learning scenarios.

Based on the issues mentioned above, the present research investigates peer feedback's influence in improving language skills and competencies in Facebook. An attempt will therefore be made to answer the following questions:

1. What are students' views about peer feedback before and after the training course?

2. What are the different types of peer feedback (like compliments, corrective feedback) in Facebook and face-to-face situations?

3. How does peer feedback improve over time in the experimental groups compared to the face-to-face group?

4. What is the relationship between the peer feedback type and the learning outcome?

2. Research Method

The present research is a quantitative study involving an experimental group (a social network) and a control group (a traditional face-to-face classroom).

Statistical Population and Sample Size

The statistical society consisted of 40 higher education students who ranged in age between 25 and 35. They were selected randomly and were then allocated to two groups of 20. The present research was a quantitative study involving an experimental group (a social network) and a control group (a traditional face-to-face classroom). The second group, the control group, were Iranians in Dutch cities, learning through face-to-face classrooms. The gender distribution included: 45% women and 55% men.

The Experimental Group

Skype and Facebook were used to teach the English language by a native English teacher. It lasted one month, one hour daily. Various interactive activities were used in addition to pictures, videos, links.

The Control Group

The English language was taught by a native English teacher one hour forty minutes daily for a month. Students did activities and assignments. The teacher supervised in-class activities, leaving most of the discussions to students.

Teaching Method and Class Management

According to this book, Face 2 Face was used, and the two instructors arranged their lesson plans. Each lesson involved four parts: A, B, C, D. Students were requested to study two parts before joining the class. Some exercises were selected, and students were asked questions about them. Moreover, they explained grammar and linguistic concepts. Students provided feedback to their peers. The next half of the class was devoted to answering questions. In the end, they talked about assignments. Students discussed the assignments in the control group in groups of 4 to 5 for twenty minutes. Then, they deliberated on feedbacks for ten minutes. Finally, students' questions about their assignments were answered for 10 minutes. Furthermore, the teacher continuously placed numerous instructive videos on the experimental group wall.

Research Instruments

The following research instruments were used in the research.

Pretest and Post-test

Pretest and post-test were utilized in the research. The reliable proficiency test of TOEFL was used to explore learning in students. The test reliability coefficients varied between 0.00 to 0.99, mostly between 0.70 and 0.95 (Educational Testing Service, 2005).

Peer feedback Questionnaire

Before and after the course, the experimental group answered a researcher-made questionnaire involving three subscales presented below:

1. The first subscale, "Peer feedback and learning English," included six items, for example: "*The peer feedback activity improved my language skills. As a learning tool, peer feedback is useful in learning English.*". An acceptable internal consistency (α = .88) was achieved for a test of the six items.
2. The second subscale, "peer feedback in general education," included five items. For instance: "*I think the idea of peer feedback is a waste of time. The peer feedback process brought with it the opportunity of social interaction."* A reliability test on the five-item indicated an appropriate internal consistency (α = .82).

Ethnography and coding scheme

The definition of the ethnography method varies depending on the field in which it is used. Ethnography in learning and teaching is the outlining of the entire activities and events during an educational course. It is, therefore, of critical importance to record and maintain all events. The present research used ethnography to record everything regarding peer feedback. However, this concept is not used similarly to the existing ethnographies since the researchers used Facebook facilities to do the ethnography; that is, Facebook saved and exposed all of the participants' activities. The recorded daily activities on Facebook pages were saved in pdf. To ensure that the activities on Facebook were not lost, researchers checked hourly the relevant Facebook pages and asked students not to remove their different feedbacks and activities. Four codes were used to classify students' peer feedback:

· compliment ("It is excellent")
. Explain compliment (everything is ok)
. criticism (do not say I agree)
· Correct It is feedback ("You should say: I am agreed or I agree or I do not agree")

Six researchers coded the peer feedbacks into four types. Then, the two research groups were compared in terms of performance to discover their reliability and control the researchers' perception of different feedback types.

After that, we categorized the peer feedbacks of each week separately. In general, since the course consisted of four weeks, the data were divided into four portions to investigate peer feedback production details. Notably, the face-to-face classroom activities were recorded entirely, and the transcripts, including the feedback, were handed to the researchers. Hence, the data gathered from this group were founded on feedback on the students' assignments and the straight observation of classroom and classroom videos on the part of the researchers.

III. 3. Data analysis and results

What are the student's views towards peer feedback before and after the training course?

Table 1: Paired T-Test result for student's views towards peer feedback before and after the training course

variable	Descriptive Statistics			Paired T-Test result		
	Time	Mean	SD	T	df	Sig.
Subscale 1 (Peer feedback and learning English)	Pretest	2.77	.379	-8.807	39	0.000
	posttest	3.53	.458			
Subscale 2 (peer feedback in general) education	Pretest	2.86	.269	-13.873	39	0.000
	posttest	3.77	.345			

To evaluate the difference in the students' attitudes before and after the course, a paired samples t-test was used. The results in Table 1 showed that students' views improved significantly from pretest to post-test. In this section, students' views were evaluated before and after the educational course, and the changes in the views were compared between the two groups using repeated measures analysis.

Table 2: Repeated Measures Results to compare

"Student view" changes in Groups			
	Between-Subjects	Within-Subjects	
	Group (sig.)	Time(sig.)	Time * group(sig.)
Subscale 1(Peer feedback and learning English	1.000	.000	.707
Subscale 2(General peer feedback)	.151	.000	.054

Test of the within-subject factor Time (pretest vs. post-test) presented in Table 2 revealed that students' general perceptions of peer feedback, whether they participated in the Facebook or the face-to-face groups, improved from pretest to post-test. Finally, no significant Time × Group interaction was found, indicating that students' views towards peer feedback developed similarly in the two groups.

Table 3: Descriptive Statistics related to students' views on peer feedback

Variable	Descriptive Statistics		
	time	Mean	SD
Subscale 1(Peer feedback and learning English	pretest	2.77	.379
	post-test	3.53	.458
Subscale 2(General peer feedback)	pretest	2.86	.269
	post-test	3.77	.345

2. What type of peer feedback is produced in interactions via Facebook and face-to-face groups? (Corrective feedback, Complimentary / Complementary feedback)

Table 4: MANOVA results to compare "Feedback Types" in groups		
	Descriptive Statistics for groups	MANOVA results (Corrected Model part)

Feedback Type	Group	Mean	SD	Sum of Square	df	Mean Square	F	Sig.
Compliment	Facebook	6.05	6.287	336.400	1	336.400	16.849	**.000**
	face-to-face	.25	.639					
Explain compliment	Facebook	.45	.687	1.225	1	1.225	4.330	**.044**
	face-to-face	.10	.308					
Criticism	Facebook	.50	1.318	8.100	1	8.100	4.061	.051
	face-to-face	1.40	1.501					
Corrective feedback	Facebook	23.85	16.952	1102.500	1	1102.500	6.820	**.013**
	face-to-face	13.35	5.994					

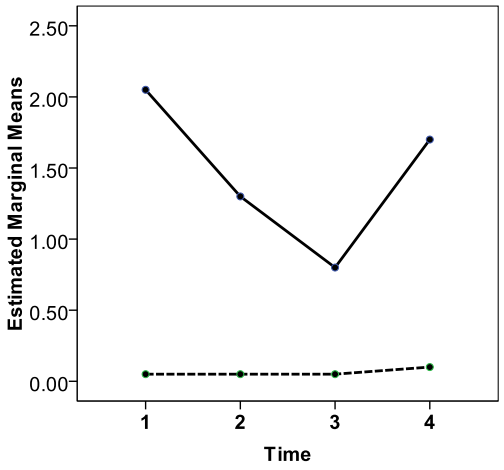
The feedbacks produced in the two groups were compared using MANOVA.

Regarding the three categories of feedback: compliment, explain compliment, and corrective feedback, there was a substantial difference between the two research groups (Table 4). In addition, the Facebook group produced more compliments and clarified compliments and corrective criticism than the face-to-face group. There was no discernible variation in the number of criticisms.

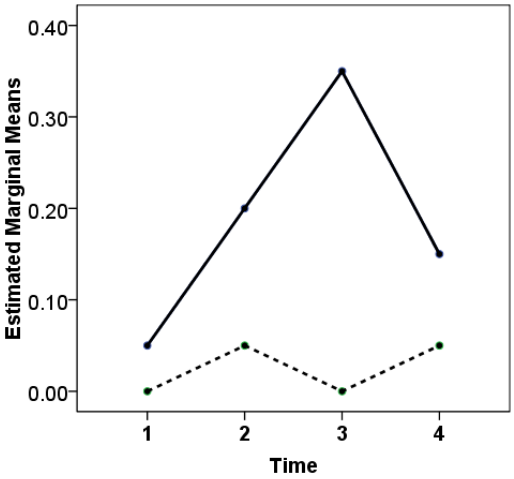
3. How does peer feedback develop over time, and how does this development differ (it does so) in the Experimental groups compared to the face-to-face group?

Table 5: Repeated Measures Results to compare "Feedback Types" across time in Groups

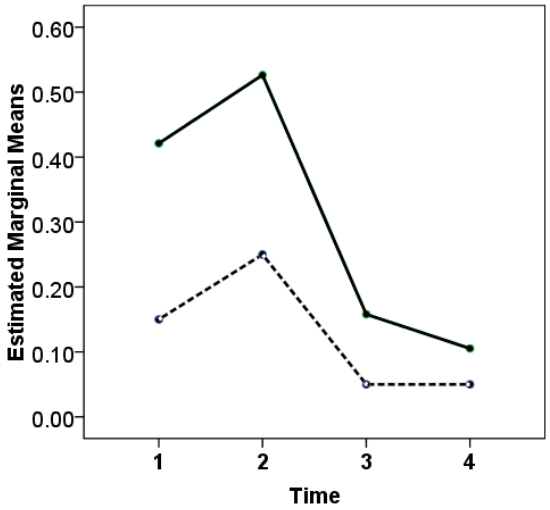
Variable	Between-Subjects	Within-Subjects (with Cubic effect for time)	
	Group (sig.)	Time(sig.)	Time * group(sig.)
Compliment	0.000	*0.007*	*0.010*
Explain compliment	*0.044*	0.675	0.129
Criticism	*0.101*	*0.037*	0.630
Corrective feedback	*0.013*	*0.037*	*0.033*



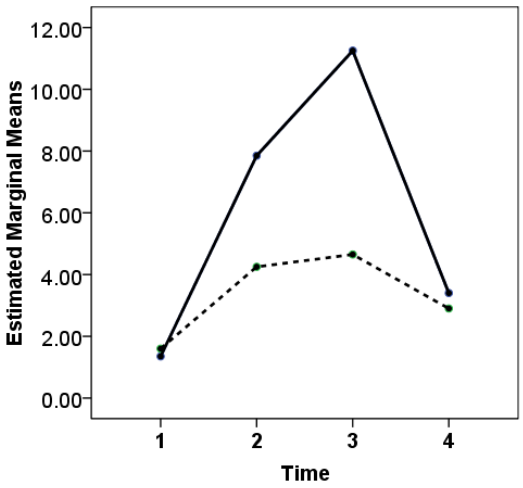
Compliment



Explain compliment



Criticism



Corrective feedback

Figure1: Mean-Plots of Solid line (—) shows Experimental groups and Dash Line (---) shows Face-to-Face Group

A repeated measures analysis was performed to compare changes in feedback in the two research groups, with Time (Week 1, 2, 3, and 4) as a within-subject element and Group (Facebook and face-to-face) as a between-subject element. The findings from this study are provided in Table 5. Time and group had a significant impact (Table 5 and Figure 1). The average number of compliments differed between the two groups and during the four weeks. Figure 1 also revealed that the Facebook group received a significantly higher number of compliments. Furthermore, the interaction effect of the time Group for compliments revealed that compliments in the two groups developed differently with time. From Week 1 to Week 3, the number of compliments in the Facebook group fell, then increased in Week 4.

The number of compliments in the face-to-face group remained relatively consistent across the four study weeks. Only the between-subject factor group had a significant effect on compliment explanation; that is, students in the Experimental groups described their compliments more than students in the face-to-face group. In terms of criticisms, there was no discernible difference between the two groups.
However, time was substantial since the number of comments aired altered during the study's four weeks.
Figure 1 also showed that criticisms increased from Week 1 to Week 2 but considerably dropped in Week3.
After examining the corrective feedback, a significant influence of time, a significant influence of the group, and a significant influence of time Group interaction were discovered.
Figure 1 shows that from Week 1 to Week 3, corrective feedback messages increased in both groups but then decreased in Week 4. It was also

discovered that the Experimental groups had a higher quantity of corrective feedback messages. Finally, the Experimental groups received much more corrective feedback messages than the face-to-face group.

4. What is the relationship between the peer feedback type and the learning outcome?

The correlation coefficients related to the relationship between feedback types and learning are presented in Table 6. Corrective feedback and compliments positively predicted students' learning outcomes, as seen in this table: the greater the number of corrective feedback messages and praises, the better the learning outcomes.

The other two categories of feedback had no significant connections.
In terms of student feedback, regression analysis was employed to predict learning.

Learning was the dependent variable in this model, whereas the four sources of feedback were the independent variables.
The following are the characteristics of the final model:

Table 6: Correlation coefficients for the relationship between learning and "feedback types."

variable	coefficient	Sig.
Compliment	0.319	.045
Explain compliment	0.237	.141
Criticism	-0.261	.104
Corrective feedback	0.463	.003

Table 7: Adjusted R^2 changes	
R^2	Adjusted R^2
0.376	0.305

The value of adjusted R2 in the final model was calculated to be 0.305. That is, generally speaking, these four variables can predict 31% of the changes in learning.

Table8: Coefficients of the final model					
Model components	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	2.524	.144		17.585	.000
Compliment	.019	.022	.151	.857	.397
Explain compliment	.146	.180	.138	.812	.422
Criticism	-.129	.054	-.323	-2.387	*.023*
Corrective feedback	.020	.006	.456	3.231	*.003*

The results presented in Table 8 produced similar results to the results in Table 4. Both compliments and corrective feedbacks were significant predictors of students' learning outcomes. It is worth mentioning that the number of criticisms negatively influenced students' learning outcomes (Table 8).

4. Discussion:

This study revealed interesting findings about students' attitudes toward peer feedback before and after the course; there were both positive and negative attitudes; some students' attitudes stayed consistent, while others showed significant shifts. We also noticed essential similarities and differences in the two groups:
the results showed that the students had positive views about peer feedback in general education and learning languages before the course.

Different studies (Coit, 2004; Mendonca & Johnson, 1994; Saito & Fujita, 2004) also confirmed that, in general, students had a positive attitude towards peer feedback. Nevertheless, the present research showed a greater degree of increased positive attitude in the Experimental groups than the face-to-face

group. Morra and Romano (2008) argued that it was obvious to notice a development in the students' positive attitudes towards peer feedback when learners were educated appropriately and guided in the appropriate paths.

We think that the reason is related to students' better conditions when producing and providing peer feedback through Facebook, thanks to the settings and facilities inherent in this online social network. Yen, Li, and Liu (2009) explored the influence of peer feedback on EFL students' writing skills using a control (only teacher feedback) and an experimental (both peer feedback and teacher feedback) groups; their research findings indicated that students' positive attitude toward feedback generally improved. However, this improvement was more significant in the experimental group who received peer feedback than in the control group. Farrah (2012) also looked into the impact of pee r feedback on students' writing skills and found t hat students' positive attitudes improved following the course.

Kaivan Panah, Alavi, Sepehrinia (2012) found that Iranian students have a good attitude toward peer feedback, despite their findings demonstrating a link between the students' age and their preferences for different types of feedback.

Moreover, Wichadee & Nopakun (2012), who conducted similar research, supported the current study's findings, claiming that both groups had a good attitude toward skill feedback.

In the Facebook group, though, it was more substantial. As a result, while the previous studies differed in content from the current study, their conclusions were similar to the current study's findings regarding favorable attitudes in the two research groups and more substantial progress in the experimental group against the control group.

The current study looked at several sorts of peer feedback in both face-to-face and Facebook environments. This is a brand-new topic, and there was no research on the subject to speak. According to the findings of this study, the two groups had substantial differences in peer feedback categories in terms of shape and number. Although corrective feedback was given at a higher rate in both groups than other input types, the mean in the Experimental groups was roughly twice that of the face-to-face group.

In the learning scenario of the two groups, there was also a difference in the circumstances and facilities.

Facebook offers a variety of features that are not available in traditional classrooms; for example, there are numerous written, audio, and visual features that are appealing and allow the presentation of feedback in Various mediums. Furthermore, there are no time or location restrictions when utilizing Facebook.

There is more relaxation as well as additional opportunities for investigation and input.

In addition to that, various online resources are available that enable students to provide further corrective feedback and feel more relieved and confident. Although delivering corrective feedback is based on ability and knowledge, providing peer criticism in an online setting improves their knowledge by utilizing available online resources and allows for more productive corrective feedback than in a face-to-face classroom with limited resources and time (Akbari,2016).

The findings reveal that students' writing skills i mproved due

to peer feedback on Facebook, and they had goo d attitudes toward utilizing Facebook to provide peer feedback on their writing skills (Thúy,2020).

According to the data, the Facebook course environment was so good that students eagerly asked for feedback from their peers several days after the course, and in rare situations, a student may even give comments on their work. As a result of these resources and facilities, the feedback rate, particularly corrective feedback, rose.

In addition, the Facebook group received more compliments than the face-to-face group.

This observation can also be associated with the points mentioned above since enough time, and access to necessary resources increased students' possibility of discerning errors while decreasing the probability of making mistakes by providing appropriate feedback. Moreover, students can comment on their classmates' assignments and performance more confidently because of the availability of different facilities. Therefore, there was more complement feedback in this group than in the face-to-face group. The lack of students' knowledge, the impossibility of accessing resources needed to fill linguistic gaps, and sometimes a relatively high affective filter made it difficult for students to provide

peer feedback confidently. In general, other peer feedback types achieved a more effective mean in the Facebook group, except for criticism, which was higher in the face-to-face group. It seemed to be due to the conditions in the face-to-face classrooms in which they merely gave criticism because of the limited time and the absence of the internet, required resources, and pertinent themes.

As a result, it is easy to see why this feedback form was more common in face-to-face classrooms.

Another research topic in this study looked at how peer feedback varied over time in the two groups.

The researchers wanted to see if the process of peer feedback fabrication stayed the same throughout the course or if it changed over time.

The findings revealed that the two groups differed significantly in the course's various peer feedback types.

Namely, the complement feedback was more frequent in the Experimental groups in the course's early days.

It was found out that students were not well adjusted or assertive to provide feedback or criticisms within the beginning days.

Moreover, students were in a virtual space, so they needed to develop a friendly interaction through positive compliments. In the middle weeks of the course, students were more acquainted with one another, and corrective feedback increased significantly in the two groups; they also learned different ways of giving and receiving feedback, increasing their produced feedback. During the last week, nevertheless, the situation was somewhat different. That is, corrective feedback dropped in the Experimental groups while the number of compliments increased. However, in the last week of the face-to-face class, no remarkable differences were observed concerning feedback production compared to the previous weeks. The main reason appeared to be students' learning: the higher the degree of learning, the lower the number of mistakes, leading to lower amounts of corrective feedback and higher amounts of complement feedback.

The fourth study topic looked at various types of peer feedback on students' learning and outcomes.

Corrective feedback had the most significant impact on learning outcomes, according to the findings.

Furthermore, a significant and positive relationship between corrective feedback and learning degree was discovered just in the Facebook group.

That is, the higher the degree of learning outcome, the more corrective feedback given.

The notion that different feedback influences learning has always been a complex subject for linguists to answer: for example, according to Ferris (1999), many researchers, teachers, and students accepted the positive influences of corrective feedback on students' learning outcomes. Lyster & Saito (2010) corrective feedback resulted in faster second language development. However, Truscott (1996) claimed that corrective feedback had no influence on learning degree, and it even had a potential negative influence on it.

Nevertheless, it appeared that one of the exciting topics for linguists was how corrective feedback influenced learning (Ferris, 2006). some studies (Ellis, 2010; Santos, López-Serrano, & Manchón, 2010; Sheen, 2010) examined the effectiveness of corrective feedback in second language learning. All these studies supported the present research findings: the positive influence of corrective feedback on learning.

The degree of corrective feedback can predict second language acquisition, according to research conducted by Ellis and Sheen (2006), Loewen (2004). That is, there was more learning as the amount of corrective feedback grew. In addition, Van Beuningen (2011) looked at the impact of corrective feedback on second language writing and found that it was a reliable predictor of learning.

As a result, it indicated that corrective feedback was critical in improving foreign language learning in general. However, this study's sample size was limited to peer feedback from Iranian Ph.D. students who lived in the Schengen zone. Therefore, further research can be conducted on grander scales with students of diverse nationalities living worldwide. Moreover, this study only addressed English language students. So, future studies can explore other languages.

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