Article

An Investigation of the Iraqi High School Students' Attitudes towards Peer-Peer and Teacher Feedback

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Abstract: Peer feedback is when students provide one another with feedback on their work or performance. Teacher feedback is a powerful pedagogical tool for promoting interaction in educational guidance between teachers and students. Thus, this quantitative research was carried to investigate Iraqi high school students' perspectives toward peer-peer feedback and teacher feedback. To collect the data, the peer-peer feedback questionnaire and teacher feedback questionnaires were used. The data analysis revealed that a majority of the students exhibited apprehension towards providing unsuitable remarks about their peers. Furthermore, it was disclosed that the majority of the participants exhibited favorable dispositions towards teacher comments. No significant correlation was observed between students' perceptions on peer-peer feedback and instructor feedback. The results of this study have the potential to be advantageous for both educators and learners.

Keywords: Peer Feedback, Teacher Feedback, Student Perceptions, Attitudes

1. Introduction

Feedback is a sort of information provided to the learner regarding their performance in relation to specific learning goals or outcomes. The primary objective should be to achieve enhancement in students' learning outcomes. In order to reorient or refocus the learner's efforts and activities toward a particular goal, feedback establishes a connection between their endeavors and activities and the intended result. The subject matter may concern the task's result or consequence, the task's methodology, the student's autonomy in learning, or self-control, or their particular characteristics (which typically yields the least effective results). The reference is from Lyster and Ranta's work published in 1997.

Feedback can be conveyed verbally or in written form, or it can be provided through assessments or digital platforms. The source of feedback might originate from either a teacher or an individual assuming a teaching position, as well as from peers (Sadler, 1989).

Feedback is regarded as a challenging matter in the field of education. While it is well recognized as a crucial component for enhancing students learning experience. A

significant and expanding corpus of research in higher education environments can be discovered regarding the usefulness and effectiveness of feedback in student learning. Feedback is an essential method for promoting students' growth as self-directed learners by enabling them to monitor, assess, and regulate their own learning (Ferguson, 2011). Eraut (2006) emphasized the significance of feedback in influencing future practice and the growth of students' learning. It was claimed that there is a need for a deeper understanding of how learning and students' professional identity are influenced by the type of feedback they receive. Eraut (2006) argued that there is a need for additional input regarding the feedback provided.

When giving feedback, it is crucial that the student feels positively about it afterwards (Piccinin, 2003). This is seen as a procedure to encourage pupils to make use of the feedback they have received. Feedback should never be demoralizing to the pupils under any circumstances. Undoubtedly, it is crucial to direct the student's focus on the less effective aspects of their coursework. However, teachers should exercise caution when delivering this type of negative feedback. Teachers have the ability to enhance the learning environment for students by delivering feedback in a positive manner (Ferguson, 2011).

Feedback can be categorized as either peer-to-peer feedback or teacher feedback. There is a lack of consensus regarding the specific nature of peer feedback and its significance in fostering student self-regulatory skills and learning outcomes (Chen, Wei, Wu, & Uden, 2009). Peer feedback can be defined in different ways depending on how it is viewed: (1) as either formative or summative; (2) as either a standalone, one-time occurrence or as an integrated part of the design of learning and teaching; (3) as either a mandatory or optional component of assessment; (4) as either focused on feedback between peers or feedback within a group; (5) as either focused on students giving feedback or on students responding to feedback; (6) as either students actively controlling the feedback process to manage sources of feedback or students passively receiving feedback. Nevertheless, there is a growing focus on the significance of peer involvement rather than peer evaluation in peer feedback as a component of sustainable assessment feedback practice. The concept of "peer engagement" highlights a pedagogical approach that enhances student participation, confidence, and autonomy (Cowan & Creme, 2005).

According to Rollinson (2005), there are several factors that influence the decision of teachers/lecturers to opt for peer feedback in the classroom setting. To begin with, peers have the ability to offer valuable comments. Furthermore, research has demonstrated that peers have the ability to improve their work in a successful manner by incorporating feedback from readers. Furthermore, it is worth noting that the nature of the student's reasoning often differs from that of the teacher. Caulk (1994), as quoted by Rollinson (2005), discovered that teacher comments tended to be more generic in nature, while student responses were more particular and detailed.

Numerous studies (Liu & Hansen, 2005; Nelson & Carson, 1998; Tsui & Ng, 2000) have examined the viewpoints of students regarding the provision of classroom feedback. Students' lack of appreciation for peer feedback as a valuable and advantageous process that has the potential to enhance their foreign language proficiency and, by extension, the overall quality of their language learning, increases the likelihood that they will not actively participate in the procedure. The impact of peer feedback on students' motivation to offer and receive peer feedback, as measured by their perceptions of the peer feedback

procedure, is a critical component (Carson & Nelson, 1996; Nelson & Carson, 1998). In a subsequent investigation, Nelson and Carson (1998) examined the perspectives and interaction patterns of Chinese and Hispanic ESL students during a peer feedback activity. Nelson and Carson identified multiple patterns once more. The aforementioned themes encompass students' inclination towards negative remarks, their predilection for teacher-generated comments, their perception of peer comments as ineffective, and their varying assessments of the utility of peer feedback in relation to cultural variations. The students' inclination towards the instructor's remarks originated from their conviction that the instructor, and not their fellow students, possessed superior expertise. Furthermore, students occasionally regarded their peers' remarks as ineffectual or useless, particularly due to their perception that excessive time was devoted to discussing trivial matters (Nelson & Carson, 1998). Feedback should be conveyed in comprehensible language, possess an authentic objective, and hold significance in relation to the unique requirements of each student. Furthermore, by means of feedback, professors can furnish pupils with recommendations for improvement, techniques for learning, and rectifications for mistakes.

Constructive feedback is crucial as it presents numerous favorable prospects. Feedback serves as a fundamental basis for fostering healthy interactions between students and teachers (Cauley & McMillan, 2009). Through the provision of pertinent feedback, students get to comprehend that the teacher harbors a sincere interest in their well-being and academic progress. This component additionally improves a student's self-efficacy and offers a channel for motivation.

Another advantage of feedback is that it provides an opportunity to clarify expectations. Student performance and achievement improve as they comprehend the requirements for the designated work or assignment. This technique also helps mitigate difficulties that individuals may have when uncertain about the standards for achieving high-quality performance. Feedback is valuable in helping students recognize their strengths and limitations in different areas of learning. The teacher's provision of effective feedback helps students determine their performance level in relation to the targeted objective (Yeh, 2010). Previous research has explored the significance of feedback in the educational setting, specifically from peers and teachers (Chen, Wei, Wu, & Uden, 2009; Liu & Hansen, 2005). However, it is worth noting that no studies have been conducted to investigate students' viewpoints on peer-peer feedback and teacher feedback, as far as the researcher is aware. This study aims to examine the viewpoints of Iraqi high school students on comments from their peers and teachers.

This study highlights the significance of delivering feedback in the context of English as a Foreign Language (EFL) classrooms and examines the preference of Iraqi learners for feedback given by their peers or teachers. Based on the researcher's understanding, there is currently no study that examines the viewpoints of high school students on peer-peer feedback and instructor feedback. This study will examine the viewpoints of Iraqi high school students about peer-to-peer feedback and instructor feedback. The results of this study may have significant ramifications for educational environments.

2. Literature Review

2.1. Theoretical background of the study

2.1.1. A social constructivist perspective

The fundamental justification for integrating peer feedback into educational instruction is rooted in the sociocultural theory and Vygotskian theoretical framework of social constructivism. Hansen and Liu (2005) posit that social interaction is the source of cognitive development, wherein an individual acquires new skills by being guided by a more experienced person. This guidance facilitates the individual's progression within their zone of proximal development (ZPD). By engaging in collaborative peer feedback sessions, students are afforded the opportunity to deliberate and validate their understanding of discursive elements (global aspect) and language mechanics (local aspect). The formation of knowledge is believed to rely on social interaction and the negotiation of meaning (Doolittle & Hicks, 2003; Lantolf & Thorne, 2006; Vygotsky, 1978). This strategy entails interpersonal exchanges where a person with greater expertise organizes the learning process in a manner that enables a beginner to overcome any skill-related obstacles that may hinder their achievement of a certain objective (Prawat, 1996). Put simply, the process of learning and constructing knowledge is facilitated by engaging with people (Doolittle, 1997). An additional aspect to highlight is the significance of conducting social mediation in genuine settings and activities, where individuals can engage with others and consequently develop self-regulation, self-mediation, and self-awareness by receiving feedback from the environment (such as others and artifacts) and reflecting on their own understanding and experiences (Doolittle & Hicks, 2003).

Peer collaboration has been recognized by researchers as an effective method to Facilitate the acquisition of a foreign language by pupils by means of interaction (Donato, 2004; Lantolf & Thorne, 2006). Peer feedback sessions represent one method by which foreign language learners can integrate peer collaboration. Peer feedback sessions are collaborative activities in which participants offer and critique one another's learning, according to Hu (2005). The purpose of these sessions is to achieve immediate improvement and develop stronger learning competence over time through mutual scaffolding.

2.1.2. Feedback in the EFL context of the classroom

The significance of instructor response to learner faults has been regarded as a valid subject of various investigations into classroom instruction and learning. In the last twenty years, a productive and often contentious area of study has developed on the subject of feedback and its influence on the acquisition of a second language (SLA). The subject has been approached in various ways by scholars with different disciplinary orientations (Lyster & Ranta, 1997).

The focus lies on the significance of the interactional structure of the classroom in assisting learners in resolving obstacles in their difficulties. Gass's (2003) discussion on the role of interaction in the formation of a second language provides strong support for the argument. She has embraced the idea that discussion serves not just as a platform for practice, but also as the mechanism through which learning occurs. The selection of feedback quantity by an instructor significantly influences

the manner in which it is delivered. According to Brookhart (2008), educators face a challenging task when deciding how much feedback to provide. As a solution, she suggests implementing the Goldilocks principle, which entails finding the optimal balance between excess and deficiency. (as referenced in Brookhart, 2008). Based on this approach, educators should possess the ability to evaluate the strengths and weaknesses of a student's work, and then concentrate on two or three essential elements in line with predetermined learning goals. In a similar vein, Nicol and Macfarlane-Dick (2006) have asserted that offering restricted feedback is the most efficacious approach to ensure its utilization by learners. Given that certain learners may have a preference for having all of their errors fixed through feedback (Amrhein & Nassaji, 2010), educators should engage in collaborative reflection on their learners' views, the characteristics of their work or performances, and the predetermined learning goals.

2.1.3. *Students' Perspectives on the Role of Peer Feedback in Supporting Learning*

Diverse perspectives exist concerning the exact characteristics of peer feedback and its importance in promoting self-regulation abilities and academic achievements among students (Chen, Wei, Wu, & Uden, 2009). The definition of peer feedback can vary depending on the perspective from which it is adopted. (i) whether in a formative or summative capacity; (ii) whether functioning independently or as an integrated element of the instructional design; (iii) whether obligatory or discretionary; (iv) whether emphasizing group or peer-to-peer feedback; (v) whether emphasizing student responses to feedback; (vi) whether students control the feedback process to manage feedback sources or whether they passively receive feedback; However, an increasing emphasis is being placed on the importance of peer participation rather than peer assessment in peer feedback as an element of sustainable assessment feedback practice. The notion of "peer engagement" underscores an improved pedagogical approach that cultivates student involvement, self-assurance, and independence (Cowan & Creme, 2005).

Peer evaluation is frequently linked to the act of quantifying and precisely grading the work of one's peers. Van der Pol, Van den Berg, Admiraal, and Simons (2008) have emphasized the formative value of peer assessment, notwithstanding this. It is defined as a process in which pupils assess the work of their fellow classmates critically and offer feedback according to pre-established criteria. In this paper, I additionally employ a formative interpretation of peer feedback and emphasize the criticality of students' behavior during the reception and application of such feedback. Encouragement of students to engage in critical analysis of the feedback they offer and receive from their classmates, as well as to share this analysis with their professors, would serve to improve their capacity to self-regulate their learning.

An investigation into the pedagogical value of peer feedback and its impact on students' self-regulation presents a formidable task, given the wide range of perspectives regarding peer feedback methodologies. The quality of peer interventions and the influence of peer relationships on the learning process continue to be subjects of uncertainty (Riese, Samara, & Lillejord, 2012). According to Topping (2010), the effectiveness of the peer feedback process and the preparedness of the

students are significantly influenced by the process's particular attributes and the level of preparation that is furnished to the students. The comprehension of what is effective and what is not is impeded in peer feedback designs due to the lack of explicit explication regarding the learning context and the methods utilized. As a result, the process of reproducing research and comparing various methodologies is rendered difficult (Gielen et al., 2011).

Advocates of peer feedback have emphasized the importance of this approach in encouraging greater student participation in the feedback procedure, which is advantageous for the instructor and the learners (Sadler, 2013). Peer feedback is widely recognized as an essential approach to engage students in the process of improving their learning and capacity for self-evaluation (Orsmond, 2006). However, there has been considerable debate regarding the effectiveness of peer feedback in enhancing the self-regulation skills and academic performance of students (Bloxham & West, 2004; Strijbos & Sluijsmans, 2010). While peer feedback can be a beneficial experience for most students, it is not universally true for all students (Carillo-de-la-Pena, Casereas, Martinez, Ortet, & Perez, 2009). Insufficient evidence exists to support the notion that peer feedback has a good effect on student performance, despite students expressing positivity towards the procedure (O'Donovan, Price, & Rust, 2004). Feedback can be provided either immediately or with a wait, depending on the schedule. According to Brookhart (2008), educators should take into account the circumstances of their pupils when deciding when to provide feedback. Typically, the optimal time to offer feedback is while learners are actively involved in their creations or performances. Hence, it is deemed an erroneous practice for a teacher to evaluate an assignment a fortnight after their students have finished it. In a similar vein, Kulik and Kulik (1988) determined that learners in real-life situations achieve superior achievements when provided with quick feedback, as opposed to delayed feedback. Thurlings, Vermeulen, Bastiaens, and Stijnen (2013) have also highlighted the benefit of providing rapid feedback rather than delayed input.

Contrary to the aforementioned viewpoints advocating for prompt feedback without considering the situation, Clariana (1999) argued that the timing of feedback should be based on the complexity of the job. She suggests employing immediate feedback for challenging tasks and delayed feedback for simpler activities.

2.2. Empirical background of the study

Tsui and Ng (2000) investigated the manner in which pupils interpreted peer feedback. The research sample comprised 27 Chinese students presently enrolled in grades 12 and 13 at a Hong Kong secondary educational institution. English was the designated medium of instruction at this educational institution. The results of the study indicated that pupils demonstrated a predilection for teacher feedback in comparison to peer feedback, and that teacher feedback lead to a more substantial quantity of revisions than peer feedback. Tsui and Ng (2000) identified a number of results that peered feedback produced. To begin with, it enhanced students' comprehension of their target audience, leading them to recognize their fellow students as the authentic readers of their written work. Furthermore, it increased students' consciousness by involving them in the

process of providing and receiving feedback. This facilitated the growth of their capacity to detect errors in the work of others and improved their metacognitive abilities, which enabled them to recognize their own blunders. Furthermore, it facilitated the interchange of ideas and fostered collaborative learning among students. Finally, it empowered students to discern the validity of their peers' comments and thus developed a sense of personal investment in their writing; they were not coerced into incorporating the criticism into their final drafts. This nurtured a sense of ownership among the students.

According to the results obtained from these studies (Carson & Nelson, 1996; Tsui & Ng, 2000), incorporating peer feedback into learner-centered writing instruction is a viable strategy for improving writing abilities in a foreign language. In addition to improving students' writing proficiency in relation to more general aspects such as audience awareness and a sense of ownership over the text, peer feedback promotes the growth of metacognitive abilities, such as self-awareness regarding writing errors, group interaction, and the capacity to negotiate meaning.

According to the study conducted by Nelson and Carson (1998), students may view an exclusive emphasis on faults related to local aspects as unbeneficial, leading to their demotivation in both providing and receiving feedback from their peers. It is crucial for students acting as peer editors to understand the need of considering both the overall and specific elements of their partner's writing in order to offer valuable criticism. The samples in the preceding three research were selected from Asian and Hispanic student groups who were acquiring English as a second language, both in China and the United States. Considering that cultural disparities have the potential to impact students' perceptions of this approach to teaching foreign language writing (Nelson & Carson, 1998), it is important to enhance our understanding in this area.

Lyster (1987) examined the extent to which learners incorporated or reacted to input. The participants in the study were students enrolled in the immersion program. Their difficulties stemmed from the fact that these learners were unable to achieve native-level proficiency in their productive language abilities. Their findings unveiled six distinct categories of corrective feedback, encompassing explicit correction, recast, metalinguistic tip, repetition, elicitation, and clarification requests. The results unveiled two distinct forms of uptake. The initial category pertains to utterances that require further correction. The other refers to the assimilation of utterances that were initially generated as corrections of errors and subsequently rectified by the teacher. Data manifested as a collection of audio recordings conducted during class. The results indicated that around 62% of teachers' replies to students' errors consisted of corrective feedback. Recasting and explicit correction were the predominant forms of feedback utilized in the classroom. Curiously, the researchers determined that these two feedback forms, which were utilized most often, did not assist students in producing repairs during the uptake process. One primary rationale was that these two forms of corrective feedback offered pupils a direct method, enabling them to simply replicate the correction given by the teachers. Although effective feedback is often recognized as a crucial approach in education, limited study has been conducted on students' perspectives about peer-peer feedback, instructor feedback, and the impact of feedback on students' learning and teaching. Research examining the efficacy of feedback in the teaching and learning process has explored its significance in motivating students and its crucial function in the English as a Foreign

Language (EFL) environment (Neumann & Hood, 2009; Nicol, 2008; Orsmond, 2006). To the best of the knowledge of the researchers, there is not any study that considers high school students' perspectives on peer-peer feedback and teacher feedback. So this study will consider Iraqi high school students' perspectives on peer-peer feedback and teacher feedback. The findings of the present study can have implications for educational settings.

In order to meet the objectives of the present study, the following research questions will be developed:

1. What are Iraqi high school students' perspectives toward peer-peer feedback?
2. What are Iraqi high school students' perspectives toward teacher feedback?
3. 3.Is there any relationship between students' perspectives toward peer-peer feedback and teacher feedback?

3. Materials and Methods

3.1. Design

This research will use quantitative approach to provide the answers of research questions. The main variables of this study will be students' perspectives, peer-peer feedback, and teacher feedback. It will be carried out among 100 high school students selected randomly in Najaf city, Iraq.

3.2. Participants

This study will be carried out with 100 male and female high school students in Najaf city, Iraq. These participants will be selected randomly by the researchers from Saasa bin Sohan and Shatt al-Arab high schools. The male students will be from Saasa bin Sohan high school while female students will be from Shatt al-Arab high school. The participants' age will range between 15-19 years. The participants will be native speakers of Arabic language.

3.3. Instrumentations

In order to meet the objectives of the present study, the following instruments will be used:

3.3.1. The peer-peer feedback questionnaire

The peer-peer feedback questionnaire in the present study was used to answer the first research question. It was developed by Srichanyachon (2012). It contained 15 items. The questionnaire utilized in the present study employed a Likert scale with five response options, ranging from "Strongly agree" (5) to "Strongly disagree" (1). A pilot research with a sample size of 15 participants was conducted to validate the questionnaire. The questionnaire's reliability was assessed using Cronbach's alpha. The results indicate a strong level of consistency (α = .90), confirming the instrument's reliability.

Table 1. The internal consistency of the scores was computed applying Cronbach's alpha formulac (Reliability Statistics of Peer-feedback of Scale**)**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.910	.901	15

The results show high index of consistency (α = .90); hence the reliability of the instrument is ensured.

3.3.2. *Teacher feedback questionnaire*

The questionnaire developed by Srichanyachon (2012) was utilized to assess students' perceptions of instructor feedback. The questionnaire consisted of 10 items. The questionnaire utilized in the present study employed a Likert scale with five alternative response options, ranging from "Strongly agree" (5) to "Strongly disagree" (1). A pilot research with a sample size of 15 participants was conducted to validate the questionnaire. Cronbach Alpha was employed to assess the questionnaire's reliability. The results demonstrated a significant level of consistency, with a coefficient alpha value of .89, which is highly satisfactory.

Table 2. The internal consistency of the scores was calculated applying Cronbach's alpha formula (Reliability Statistics of Teacher-feedback of Scale)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.883	.899	10

The results show high index of consistency (α = .89); which is quite satisfactory.

3.4. *Procedure*

This study will be carried out with 100 male and female high school students in Najaf city in, Iraq. The male students will be from Saasa bin Sohan school while female students will be from Shatt al-Arab high school.

To begin with the researchers will go to the above mentioned high schools in Najaf, in Iraq to take their phone numbers and explain the purpose of the study to the participants in their native language. Later on they will create a group in WhatsApp and will add them to the group and will explain them the purpose of the study for them in details one more time.

Researchers will generate questions using Google Doc forms and distribute the corresponding URL to participants, who will then complete the questionnaire. The participants will be required to complete the questionnaire within a period of 48 hours. The instrument will employ a Likert-type scaling system consisting of five gradations: (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. The gradations correspond to several levels of sentiments, namely: (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, (5) Strongly Agree. Prior to administering the questionnaire, a pilot study will be undertaken for each questionnaire with the participants in the same setting to enhance the questionnaire's reliability. Finally, after gathering all data he will enter the data into the SPSS to get the answers of research questions.

4. Results and Discussion

4.1. Addressing the First Research Question

To answer the first research question exploring learners' perspective toward peer feedback, learners' responses to the questionnaire were subjected to descriptive statistics. The results are presented in Table 3.

Table 3. Leaners' Perspective toward Peer-peer Feedback

Questionnaries	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean
1. I like have my writing reviewed by my partner	17	14	18	26	25	3.28
2. benefit from my partner's feedback	19	6	11	37	27	3.47
3. Peer review increased my learning motivation	14	11	27	18	30	3.39
4. My partner's feedback was appropriate	19	7	13	27	34	3.50
5. I need to do peer review	13	18	21	16	32	3.36
6. Peer feedback seems more informal than teacher feedback.	17	17	12	29	25	3.28
7. Peer feedback provides an opportunity to explore novel concepts and evaluate one's own work in comparison to their peers' papers.	6	26	22	23	23	3.31
8. Peer feedback is more informal than teacher feedback.	17	15	22	12	34	3.31
9. Peer feedback help me to estimate my own knowledge level when I exchange ideas with other classmates.	7	24	11	29	29	3.49
10. By comparing the quality of my papers and others, I want to write better.	8	24	24	21	23	3.27
11. Peer feedback can reduce teachers' workload.	6	17	28	13	36	3.56
12. Peer feedback can be easily done anywhere and anytime	14	6	31	18	31	3.46
13. Classmates are pleased to help me improve my English.	--	28	45	25	2	3.01

14. I lack the confidence to alter sentences due to my inadequate grammatical expertise.	7	25	31	21	16	3.14
15. I am concerned about providing improper feedback on my partners' English proficiency.	--	13	32	32	23	3.65
Valid N (listwise)						

The descriptive statistics results indicate that learners' mean scores for their perspective on peer-peer feedback ranged from 3.01 to 3.65, suggesting a neutral stance. In Table 3., it is shown that item 16, "They are afraid of giving inappropriate comments on their partners' papers," had the highest mean of 3.65, with 55 percent of learners agreeing or strongly agreeing with this statement. Similarly, 49 percent of learners agreed or strongly agreed with item 11, "Peer feedback can reduce teachers' workload." Item 12, "Peer feedback can be easily done anywhere and anytime," had a mean of 3.46, with 49 percent of learners agreeing or strongly agreeing. Item four, addressing the appropriateness of peer-feedback, had a mean of 3.50, with 61 percent of learners agreeing or strongly agreeing. Furthermore, 58 percent of learners agreed or strongly agreed that they can estimate their own knowledge level when they exchange ideas with other classmates (item 9). Conversely, item 14, "They feel that classmates are pleased to help them improve their English," had the lowest mean of 3.01, with only 27 percent of learners agreeing or strongly agreeing. Additionally, item 14 had a mean of 3.14, with 37 percent of learners agreeing or strongly agreeing that they lack confidence to edit sentences due to their limited grammatical knowledge.

4.2. *Addressing the Second Research Question*

To answer the second research question exploring learners' perspective toward teacher feedback, again learners; responses to questionnaire were subjected to descriptive statistics.

Table 4. Learners' Perspective toward Teacher feedback

Questionnaries	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean
1. I like to have my writing reviewed by my teacher	1	7	7	39	46	4.22
2. I benefit from my teacher feedback	--	7	1	52	40	4.25
3. Teacher feedback increased my learning motivation	--	6	19	40	35	4.04
4. My teacher feedback was appropriate	--	17	--	47	36	4.02
5. I need teacher feedback	--	5	--	40	55	4.45

6.	I can trust teachers' comments.	--	6	20	40	34	4.02
7.	Teachers can give me clear explanations about grammatical items.	--	--	18	58	24	4.06
8.	The process of teacher feedback takes less time than the peer review process	--	--	17	54	29	4.12
9.	Occasionally, I have a slight sense of worry when receiving feedback from the teacher.	2	5	23	41	29	3.90
10.	I do not dare to ask the teacher because I don't want to make myself look stupid.	2	--	31	34	33	3.96
	Valid N (listwise)						

Table 4. presents the descriptive statistics results for learners' attitudes toward teacher feedback. The findings indicate that learners generally hold positive attitudes toward teacher feedback, with mean scores ranging from 3.90 to 4.45. Specifically, for item 5, "I need teacher feedback," the mean score was 4.45, and 95 percent of learners agreed or strongly agreed with this statement. Similarly, for item 2, "I benefit from my teacher feedback," and item 1, "I like to have my writing reviewed by my teacher," the mean scores were 4.25 and 4.22, and the majority of respondents agreed or strongly agreed with these items. Conversely, item 9, "Sometimes I feel a bit stressed when they receive comments from the teacher," and item 10, "I do not dare to ask the teacher because I don't want to make myself look stupid," had mean scores of 3.90 and 3.96, respectively, with 70 and 67 percent of respondents agreeing or strongly agreeing with these items.

4.3. Addressing the Third Research Question

To answer the third research question exploring any relationship between students' perspectives toward peer-peer feedback and teacher feedback, Pearson correlation was run.

Table 5. Descriptive Statistics

	Mean	Std. Deviation	N
Peer-peer feedback	53.6200	13.45759	100
Teacher feedback	44.8200	3.46812	100

Table 6. Pearson Correlation

		Teacher feedback
	Pearson Correlation	-.006
Peer-peer feedback	Sig. (2-tailed)	.953
	N	100

The results of Pearson Correlation reveals that there not any relationship between students' perspectives toward peer-peer feedback and teacher feedback (r= -.00, p> .05).
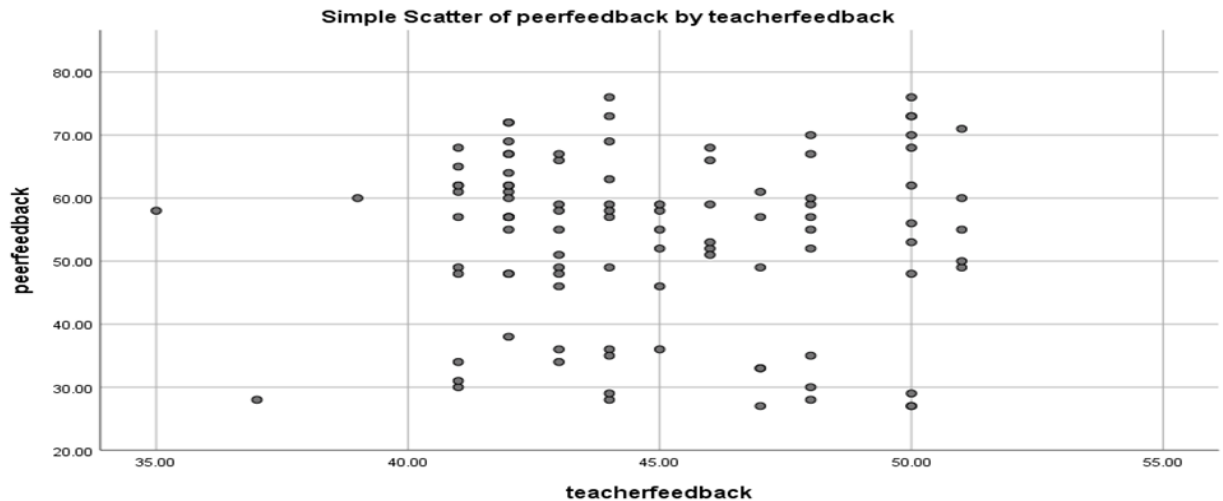

Figure 1. Relationship between students' perspectives toward peer-peer feedback and teacher feedback

5. Conclusion

This study was conducted using a quantitative approach and involved a sample of 100 high school students, both male and female, from Najaf city in Iraq. The researchers chose the participants from Saasa bin Sohan and Shatt al-Arab high schools using a random selection method. The study's findings indicated that the participants had apprehension about providing incorrect comments regarding their partners, but the majority of them displayed favorable sentiments towards teacher feedback. No significant correlation was established between students' perceptions on peer-peer feedback and instructor feedback. Examining the educational worth of peer feedback and its contribution to assisting students in self-regulation is challenging due to the diverse understandings of peer feedback methods. Uncertainties persist regarding the caliber of peer interventions and the impact of peer relationships on the process of learning. Topping (2010) observed that the effectiveness of the peer feedback process and its impact on students much relies on the specific characteristics of the process itself and the level of preparation students receive for engaging in such methods. The absence of clear explanations on the learning context and the intricacies of peer feedback designs complicates the assessment of effectiveness, hindering the replication of studies and the comparison of different techniques.

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