A Case Study of Student Engagement in Peer Feedback on L2 Writing: Insights from Feedback Providers

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Abstract: While student engagement with peer feedback from the recipient's perspective has gained significant traction in recent L2 writing research, little attention has been given to the provider, who also plays a crucial role in this peer activity. This case study, therefore, explored how EFL students of varying proficiency levels engage with peer feedback affectively, behaviorally, and cognitively from the providers' perspective in the Vietnamese context. Using a qualitative research method that draws upon data sources including students' feedback, their reflective journals, and semi-structured interviews, the findings revealed the students' varying engagement in giving peer feedback. The students were excited about the activity; however, their efforts and time management in providing feedback, the types of feedback they offered, their cognitive operations, and their strategies were inconsistent due to individual and sociocultural factors. Pedagogical implications for fostering and sustaining student engagement while giving feedback on L2 writing are discussed.

Keywords: student engagement, peer feedback provider, L2 writing, EFL Vietnamese learners

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1. Introduction

Peer feedback is the reciprocal process by which students provide oral or written comments on one another's work (Cheng & Zhang, 2024; Kim, 2023; Zhang & Hyland, 2023). This pedagogical activity has been burgeoning in L2 writing classrooms (Fan & Xu, 2020; Min, 2006; Yan & Tang, 2023; Zhang et al., 2023) because of its potential advantages of improving students' academic writing skills, self-reflection, and writing self-efficacy (Cheng & Zhang, 2024; Do, 2024; Liu & Edwards, 2018; Yu, 2019; Wu et al., 2022; Zhang et al., 2023). Notably, one of the key factors contributing to these effects is student engagement (Do, 2023a, 2023b; Liu & Edwards, 2018; Ma, 2022; Mao & Lee, 2022; Zhang & Hyland, 2023). According to Liu and Edwards (2018), positive engagement with peer feedback can result in high productivity. Students are therefore expected to engage in this activity affectively, behaviorally, and cognitively (Fan & Xu, 2020; Yan & Tang, 2023). It has been reported, nevertheless, that students' feedback (as providers) may not always fulfill teachers' and partners' expectations (receivers) because of the low engagement of students in providing feedback (Fan & Xu, 2020).

Since giving feedback to peers is an effective learning opportunity (Zhang et al., 2023), language teachers are advised to thoroughly understand how students participate in this activity and what factors affect their engagement while providing feedback (Fan & Xu, 2020; Ma, 2022; Min, 2016; Yan & Tang, 2023) to help them better reap the benefits of this activity. Acknowledging this significant issue and the paucity of research approaching feedback givers (Yu, 2019; Zhang et al., 2023), this multiple case study explores in depth how EFL learners engage with giving peer feedback affectively, behaviorally, and cognitively, and why they perform that way to increase our understanding of their engagement. This exploration is supported by multiple data sources, including students' feedback, their reflective journals, and semi-structured interviews. Such a study is expected to deepen our theoretical understanding of student engagement with peer feedback, focusing on provider perspectives, and yield pedagogical insights for language teachers on how to make this peer activity more effective in L2 writing practice.

2. Literature Review

2.1 Conceptual Framework of Student Engagement with Peer Feedback

Students' engagement generally refers to their interactions with a given task (Zhang et al., 2023). In the context of peer feedback, engagement has been conceptualized in three dimensions: affect, behavior, and cognition (Ellis, 2010). Accordingly, affective engagement refers to students' attitudinal reaction toward peer activity (Cheng et al., 2023; Han & Hyland, 2015; Fan & Xu, 2020). Behavioral engagement pertains to students' involvement in peer feedback (Cheng et al., 2023). Cognitive engagement is the degree to which students pay

attention to feedback, including their awareness and cognitive operations or investments (Han & Hyland, 2015).

As feedback providers, in particular, affective engagement is manifested in learners' emotions and interests toward the feedback-giving activity (Yan & Tang, 2023; Zhang et al., 2023). Accordingly, positive (e.g., excited, happy, grateful), neutral (e.g., hesitant, nervous, worried), and negative (hateful) feelings toward providing feedback are viewed as valences of emotions (Zhang et al., 2023). Meanwhile, learners' interest in providing peer feedback reflects their willingness to engage in the activity. Behavioral engagement, according to Ellis (2010), refers to students' effort to provide feedback that enhances the accuracy of drafts. Behavioral engagement, therefore, can be examined through factors such as the amount of time students spend assessing essays, their plans for the activity, the length of their comments, and the types of feedback they give (praise vs. constructive; direct vs. indirect) (Zhang et al., 2023). Lastly, cognitive engagement denotes the depth of learners' understanding of writing and their levels of noticing (Han & Hyland, 2015). Engagement can be explored through the evaluation of providers (including explanations and suggestions for possible solutions), the focus of feedback (whether it addresses lower-order or higher-order writing issues), and strategies used by learners while providing feedback.

These engagements were confirmed to be complex by earlier studies conducted in the Chinese EFL context (Fan & Xu, 2020; Yan & Tang, 2023; Zhang et al., 2023), which will be presented and discussed in more depth in the following section of the literature review. Table 1 provides an overview of the framework for learner engagement with providing feedback proposed by Zhang et al. (2023), which underpins the current study.

Table 1. Framework for learner engagement with providing feedback (adapted from Zhang et al., 2023)

Engagement dimension	Sub-constructs within each dimension
Affect	The valence of emotions involved while providing feedback (positive, neutral, negative emotions)
Behavior	Willingness to provide peer feedback (interest in peer activity)
	Effort in providing peer feedback (comment length, types of feedback)
	Plans to provide peer feedback (schedules)
Cognition	Essay awareness (understanding)
	The breadth of cognitive functioning (identifying problems, diagnosing problems, and suggesting possible resolutions of problems)

2.2 Empirical Studies on Student Engagement with Providing Peer Feedback on L2 Writing

Although student engagement with received feedback has attracted much attention from L2 researchers (Cheng et al., 2023; Fan & Xu, 2020; Jin et al., 2022; Ma, 2022; Qian & Li, 2023; Yan & Tang, 2023; Yu et al., 2019), there is insufficient research that has attempted to examining student engagement with peer feedback from the perspective of providers in

various contexts. The majority of earlier research has been conducted in the Chinese context, focusing on affective, behavioral, and cognitive engagement (Fan & Xu, 2020; Yu & Hu, 2017; Yan & Tang, 2023; Zhang et al., 2023). Additionally, two other studies focused on the benefits of feedback providers and student engagement with teacher and peer feedback (Cheng et al., 2023; Yu, 2019). Generally, these studies have yielded inconsistent findings regarding student engagement across the three dimensions due to a myriad of reasons, which will be discussed in the following paragraphs.

Affectively**,** most students in Fan and Xu's (2020) and Yan and Tang's (2023) studies exhibited a positive orientation toward peer feedback (they were willing to provide feedback, felt excited, and wanted to learn from peers) as they acknowledged the benefits of this peer activity. Meanwhile, Zhang et al. (2023) found that the low-level Chinese participants in their study were initially not fully engaged with giving comments to peers. Specifically, Rosa and Mandy (lower proficiency levels) showed low levels of engagement compared to Jocelyn (higher proficiency) at the beginning. They (Rosa and Mandy) were nervous to give feedback, especially critical comments, because they felt unskilled, lacked confidence, and were afraid of losing face in an open conversation space. This result is consistent with the findings of Cheng et al. (2023). This feeling, however, has been positively changed to gratitude when the students in Zhang et al.'s (2023) study have more experience in giving feedback and getting sincere thanks from their peers.

Behaviorally, students at higher proficiency levels in most of the previous studies showed greater engagement than those at lower levels. Notably, students focused on form-focused feedback more than content-focused feedback (Cheng et al., 2023; Fan & Xu, 2020; Ma, 2022; Yu & Hu, 2017; Yan & Tang, 2023). This emphasis on form was attributed to individual factors (such as low proficiency, limited learning experience) as well as teachers' feedback focusing more on form than content. Meanwhile, some students were reluctant to provide feedback due to concerns about "face", which influenced the nature of their feedback. Ann (intermediate level) in Yan and Tang's (2023) study, for example, provided only praise feedback.

Cognitively, high-level students showed higher engagement than lower-level students. For example, Lang (high level) in Yan and Tang's (2023) study planned to give feedback three times and made a conscious effort to identify problems in her peers' writing. Meanwhile, Sia (upper-intermediate) did not employ any cognitive strategies when providing feedback. Ann (intermediate) would reflect on her composition while reading others' essays. Students in Zhang et al.'s (2023) study showed similar performances; lower-level students did not provide substantial feedback on issues related to unity (topic sentences, supporting sentences, details), problem-focused writing skills, or explanations. Meanwhile, Jocelyn, who is more proficient, identified issues and typically offered suggestions for how to address them. They all used dictionaries and internet resources to look up new words and check collocations and language usage. These cognitive engagements were influenced by factors such as linguistic ability, self-efficacy, personality, and teachers' direction. In addition, familiarity with and experience in the activity were two other key factors contributing to cognitive engagement

among students while providing feedback. Less proficient students (Mandy and Rosa) in Zhang et al. (2023), for instance, showed more improvements in their cumulative feedback when they had more experience and were more familiar with the activity.

Generally, EFL Chinese students in earlier studies demonstrated affective engagement with providing peer feedback when they acknowledged it as helpful and beneficial (Fan & Xu, 2020; Yan & Tang, 2023). Intriguingly, students became more engaged with peer feedback when they were familiar with the activity under the guidance of teachers (Zhang et al., 2023). Nonetheless, students have dynamic, malleable, and complex behavior and cognitive engagements, which may have an impact on the effectiveness of the activity (Yan & Tang, 2023; Zhang et al., 2023). These variations are the result of factors, including linguistic ability, self-efficacy, personality, modes of giving feedback, culture, experience, and teachers' guidance. In particular, low proficiency, low motivation, low self-efficacy, and a lack of experience and teacher guidance may limit student participation and engagement (Zhang et al., 2023). By contrast, higher language proficiency and self-efficacy, and well-prepared coaching and modeling by teachers can be associated with high engagement (Fan & Xu, 2020; Yan & Tang, 2023).

Since these findings were found in the EFL Chinese context, more research in other instructional contexts is needed to strengthen the existing literature in this research area to see how engagement operates in various settings and broaden the generalization of pedagogical implications (Mao & Lee, 2022). In addition, the earlier studies (Fan & Xu, 2020; Yan & Tang, 2023) suggested that language teachers provide training for students to help them engage with providing feedback affectively, behaviorally, and cognitively. However, there remains a need for clear, practical strategies that teachers, especially novice educators, can use to sustain and enhance student engagement in providing feedback. Identifying such strategies is crucial to fostering a supportive learning environment where students are motivated and equipped to participate meaningfully in the feedback process. Regarding the mode of feedback, online peer feedback has become prevalent and popular in the era of technology, which needs exploration instead of face-to-face feedback (Do, 2024; Ma, 2022).

To bridge the gaps, the current study aims to explore how EFL Vietnamese students of varied proficiency levels engage with providing online peer feedback and how contextual factors impact student engagement in their feedback and performances. Such a study is expected to extend our current knowledge about L2 student engagement with peer feedback from the perspective of givers in the specific sociocultural Vietnamese context. It is also expected to yield practitioners effective instructions on how to sustain engagement with this activity to better reap its benefits in teaching L2 writing to target students. The following overarching research question guided the study:

How do the EFL Vietnamese learners engage affectively, behaviorally, and cognitively in giving peer feedback?

3. Methods

3.1 Research Context and Participants

After sending out invitations to students, three female Vietnamese students (Anh, Sang, and Hoa, all pseudonyms), aged 22, 23, and 24, respectively, majoring in English language, indicated their willingness to participate in this research project. They are fourth-year college students at a university in Ho Chi Minh City, Vietnam. These students have little experience in providing peer feedback and want to improve their writing through this activity, so they are eager to participate in the project.

The students have studied English as a subject since high school. They are familiar with the teacher-centered teaching approach and exam-oriented learning. In writing courses, their essays were graded by Vietnamese language teachers with minimal comments and no requirements for revisions. While they worked in pairs for presentations and projects in speaking classes, Anh and Hoa had no experience and Sang had little experience working in pairs during writing classes, particularly in peer review.

Table 2 presents the students' proficiency levels, self-efficacy regarding peer feedback, and learning styles, followed by detailed descriptions. These factors are considered important and may influence how students engage with peer feedback (Ellis, 2010), which is why they were collected. As Yu and Lee (2016) stated, students' language and cultural background may affect their participation in peer feedback. Providing detailed background information about the students also enhances the study's transferable implications.

Regarding students' proficiency levels, IELTS is a popular language proficiency test in Vietnam that is consistently labeled with CEFR levels. Students' self-efficacy refers to their perceived ability to provide feedback (e.g., are you competent in giving and criticizing feedback, commenting on language use, content, or organization? How much of your confidence is in each writing skill?) (Zhang et al., 2023). When it comes to learning styles, the researcher first explained the definitions and categories of learning styles based on Richards and Rodgers (2014), including visual, auditory, kinesthetic, tactile, group, individual, and authority-oriented learners. Afterward, the students shared their answers.

As for students' self-efficacy in peer feedback, Anh (upper intermediate) is confident to provide feedback, even though she has never done this before. In particular, she is more competent at commenting on the language use, grammar, and organization of an academic essay than on the content or ideas of the essay. Sang (intermediate) also thinks that she can provide feedback to peers and is willing to share her opinions when reading an essay. However, she is not confident that her feedback is correct, especially when providing feedback related to content. By contrast, Hoa (lower intermediate) is not confident enough to provide feedback because she is afraid of her limited L2 knowledge and her writing ability.

Table 2: Students' English levels, self-efficacy about peer feedback (PF), and learning styles

Name	IELTS (Overall -writing score)	CEFR	Levels	Self-efficacy about PF	Learning preferred styles
Anh	5.5 - 6.0	B2	Upper Intermediate	60% - 80%	Group and individual
Sang	5.0 - 5.5	B2	Intermediate	60% - 80%	Group
Hoa	4.0 – 4.5	B1	Lower Intermediate	40% - 60%	Group, visual, and auditory learners

When it comes to preferred learning styles, Anh (upper intermediate) prefers both group and individual learners, which depends on the type of class. In speaking classes, for example, she likes to talk and communicate with peers to help her improve her speaking skills. Nevertheless, she likes learning to write individually; she has never written with her peers. Sang (intermediate), meanwhile, prefers only group interaction (group learners). She mentioned that 70% of her speaking classes involved group work. In writing classes, nonetheless, she had little experience working with peers. Based on the benefits of collaborative work in speaking classes, she is interested in peer review activities. Lastly, Hoa (lower intermediate) has multiple preferred learning styles; she likes working with friends and learning through teacher-prepared tools such as pictures and audio (group, visual, and auditory learners) in most classes. In writing classes, she prefers learning with teachers (authority-oriented) and peer groups. According to Hoa, the teacher's guidance and clear instructions are important to follow because they help her understand the format of good academic writing. With this support, she feels confident working with friends and providing feedback. Without the teacher's instructions, however, she finds it difficult to give feedback.

3.2 Data Collection Procedure

Before the commencement of data collection, the study was approved by the Institutional Review Board (IRB) for Research Ethics. Table 3 provides an overview of the study process, which spans a total of eight weeks of data collection (excluding the data analysis phase). This case study is supported by qualitative data, including students' feedback, their reflective journals, and semi-structured interviews. The data collection process is described in greater detail in the following paragraphs.

Table 3. The process of the study

Week(s)	Procedure	Data Collected
1	Project introduction	Consent statements
2	Individual interviews	Students' demographic information Self-efficacy about peer feedback Learning styles
3	Writing assignment	Students' writing drafts
4	Training for peer feedback and journal instruction	
5	Students' feedback and journal writing	Students' feedback and their reflective journals
6	Review of students' feedback and journals	
7,8	Interviews	Interview recordings

First, *the project introduction*, the three students were introduced to the online peer feedback project, followed by consent statements. The researcher explained the aim and timeline of the project by showing detailed weekly tasks (Table 3). Then the consent statement was obtained once everything was clear to the participants. Accordingly, participants' responses were summarized, paraphrased, or quoted when they were presented in this study. Their names were anonymized in the transcripts. L1 (Vietnamese) was used to communicate with the students to avoid misunderstandings. This first meeting lasted for approximately 90 minutes.

Second, *individual interviews*, each student was individually invited to attend the first interview via Zoom to collect their demographic information, their peer feedback experience, their self-efficacy about this peer activity, and their learning styles. These interviews were conducted because the researcher was not yet familiar with the participants and needed to gain a better understanding of their backgrounds and perspectives. Thus, these individual interviews provided valuable insights, helping the researcher gain a deeper understanding of the participants, which is useful for training design and data analysis. According to Mao and Lee (2022), students' engagement with peer feedback is "not monolithic or immutable in nature but instead it is highly responsive to individual and contextual characteristics" (p. 791). In other words, personal or environmental characteristics among the students provide the researcher with a clearer picture, enabling the design of appropriate training and understanding the ways students engage in providing feedback for later analysis. The three individual meetings with Anh, Sang, and Hoa were recorded at the following times: 27:07, 23:40, and 31:52 minutes, respectively.

Third, *writing assignment*, the students were asked to write a short essay (350 to 500 words) on the IELTS topic: "*Many university students want to learn about different subjects in addition to their main subjects. Others feel it is more important to give all their time and attention to studying for their qualification. Discuss both views and give your opinion*". This

topic was chosen because it was familiar to the students who are at the college level. Students wrote their essays in Word files or Google Docs, then either sent them to or shared links with the researcher. Accordingly, Anh, Sang, and Hoa wrote 473, 371, and 406 words, respectively, for their essays.

Fourth, *training*, the peer feedback training was conducted for around 90 minutes through Zoom to help students learn how to provide constructive comments (Bui & Kong, 2019). The students were introduced to the purposes of the activity and the four training steps adopted from Min (2005), namely clarifying the writer's intention, identifying the problems, explaining the nature of the problems, and making suggestions. These steps were explained along with definitions and examples (Appendix A). To be specific, the students were instructed to consider two key writing aspects when providing feedback: global (content and organization) and local (grammar and language use), along with their evaluative feedback, adapting Weigle's (2002) rubric (Appendix B). Acknowledging the students' limited experience with providing feedback online, the researcher additionally modeled how to provide e-feedback on a writing example. According to Hyland (2000), excessive teacher control over peer responses may influence students' perceptions and engagement. Therefore, the researcher aimed to promote flexibility and learner empowerment by encouraging students to provide more comprehensive feedback based on their own insights. They were welcome to give more feedback based on their opinions. In addition to the feedback, each student was asked to write a reflective journal about their personal feelings – affect (confident, hesitant, nervous, worried, excited, or grateful), behavior (plan, time, strategy), and thoughts - cognition (awareness, analysis) during the process of providing feedback. It is important to note that the students were given the option to write their journals in either L1 or L2. The students' reflective journals were collected as a supplemental source of data to strengthen the triangulation of the study and understand their engagement with giving feedback holistically.

Fifth, *peer feedback*, each student was randomly assigned a paper written by a peer to provide feedback (Table 4). Acknowledging findings from previous studies, students might be concerned about losing face in front of their peers or feel uncomfortable giving feedback (Liu & Edwards, 2028; Topping, 2003; Yu & Hu, 2017), which could influence their engagement during the feedback process. To address this, each essay was assigned anonymously. After completing their feedback and reflective journals, they were asked to return them to the researcher the week after.

Table 4: Students' papers were assigned

Essay written by	Feedback given by
Anh - High intermediate	Hoa - Low intermediate
Sang - Intermediate	Anh - High intermediate
Hoa - Low intermediate	Sang - Intermediate

Sixth, *oversee students' performances*. The researcher reviewed the students' feedback and reflective journals, then developed additional questions for the semi-structured interviews in

the following weeks. The general questions regarding affective, behavioral, and cognitive engagement were designed based on the framework proposed by Zhang et al. (2023) and adapted from Yuan and Kim (2018) and Yan and Tang (2023) (Appendix C). Additional questions were created based on the students' performances and journals to gain a holistic understanding of their engagement. For example, the students were asked why they used both L1 and L2 to give feedback or why they finished the feedback on two or three different days. Depending on each student's performance, the researcher tailored follow-up questions while keeping the general questions consistent.

Seventh and eighth, *interviews*, the students were invited to participate in semi-structured interviews (questions are provided in Appendix C). After coordinating the date and time, each student joined the interview through Zoom, which was recorded for later transcription and translation. Table 5 presents interview information, including mode, time, transcription, and translation.

Table 5: Interview information

Participant	Mode	Time (min)	Words transcribed (Vietnamese)	Words translated (English)
Anh	Zoom	38:35	699	491
Sang	Zoom	56:55	1003	631
Hoa	Zoom	58:85	1507	945

In sum, this data collection procedure (spanning eight weeks) aims to explore student engagement with providing peer feedback in terms of affect, behavior, and cognition. The three main sources of data that support the understanding of student engagement in those three dimensions are students' feedback, their reflective journals, and semi-structured interviews. These will be described in more detail in the following section on data analysis.

3.3 Data Analysis

As mentioned, students' affective engagement was measured by their interest in providing feedback and their emotions toward this activity. Behavioral engagement was examined through students' attitudes, effort (how they provided feedback on the essay), word length (the number of words they wrote), and time management (how much time they spent on feedback). Cognitive engagement was explored by whether students understand the essay and the completeness of their coverage (identity problems, provide explanations, or make suggestions) (Table 1). To answer the research question about student engagement with giving feedback in those three dimensions, three main sources of data, including students' feedback, students' reflective journals, and semi-structured interviews, were analyzed. Table 6 shows how these data sources were used to analyze students' engagement with providing peer feedback, followed by detailed descriptions.

Several steps were taken to ensure consistency in the analysis of student feedback and to minimize potential researcher bias. The researcher developed a coding scheme based on

Zhang et al.'s (2023) framework of affective, behavioral, and cognitive engagement, which was refined iteratively as data from students' feedback, journals, and interviews. The analysis of student engagement was a systematic, multi-stage process grounded in a robust coding scheme and validated through participant and peer review.

Table 6. Data sources used to analyze student engagement

Data Sources	Student Engagement
Reflective journals, semi-structured interviews	Affect
Students' feedback, reflective journals, and semi-structured interviews	Behavior
Students' feedback, reflective journals, and semi-structured interviews	Cognition

For the analysis of student feedback, first, all comments were systematically classified into five key aspects: organization, content, grammar, evaluative feedback, and suggestions. To maintain consistency, clear definitions were established for each category. Accordingly, organization stands for logic, coherence, and structure. Content refers to ideas, examples, and facts (Weigle, 2002). Grammar (form-focused) is language use, tense, punctuation, and spelling (Fan & Xu, 2020). Evaluative feedback includes praise vs. criticism or compliments vs. admonitions (Yu et al., 2019). Suggestion is advice for revisions (Zhang et al., 2023). Similarly, cognitive engagement was rated using a predefined rubric with three distinct levels—high, medium, and low—based on the completeness and depth of the feedback provided (Zhang et al., 2023) (Table 7). Students' comments were counted and used for the analysis of students' behavioral and cognitive engagements (Table 6). To understand these engagements more deeply and affective engagement, students' reflective journals and interviews were analyzed (Table 6), which are presented next.

Table 7. Levels of cognitive engagement

Description	Level
Full coverage with consistently provided explanations and solutions	High
Full coverage but with little diagnosis of identified problems	Medium
Lack of full coverage of the focal aspects of writing concerns	Low

Second, students' reflective journals were read, and relevant information was selected to support the analysis. While Anh did not write her journal, Sang and Hoa did. They both wrote their journals in Vietnamese (Appendix D). Their opinions in their journals were collected and coded into emerging themes, such as students' effort, time plans, and the completeness of coverage (identifying problems, providing explanations, or making suggestions). Students' reflective journals were then translated from Vietnamese to English. It is important to note that reflections in the journals that closely resembled those in the interviews were not

translated to avoid repetition. As a result, the word transcriptions chosen to present in the study would have a great disparity with the word translations (Table 8).

Table 8: Students' reflective journals

Participant	Mode	Words written (Vietnamese)	Words selected and translated (English)
Anh	x	x	x
Sang	Google docs	655	73
Hoa	Handwritten	3 pages (354)	32

Third, the interview data were transcribed verbatim and then checked and confirmed by the students. The researcher printed out transcriptions, highlighted relevant quotations that were used for the analysis, and translated them from Vietnamese to English. The data were categorized into three engagement dimensions: affect, behavior, and cognition based on Zhang et al.'s (2023) framework (Table 1). Affectively, again, students' feelings while providing feedback were analyzed based on their reactions (e.g., excitement, enjoyment, nervousness, dislike). For emotions, positive (excitement or enjoyment), neutral (nervousness), and negative (dislike) emotions (Zhang et al., 2023) were coded. Behaviorally, types of feedback (e.g., direct vs. indirect, praise vs. criticism), word count (how many words they wrote), and time spent providing feedback based on their reports (how much time they spent on feedback) were collected and coded accordingly. Cognitively, the researcher concentrated on the students' feedback and their thoughts while giving feedback (e.g., identifying problems, providing explanations, or making suggestions).

To minimize researcher bias, as mentioned, translated interview excerpts and summaries of interpretations were sent back to the participants to verify the accuracy of their responses and contextual meaning. This step was crucial for ensuring that the findings accurately reflected the students' perspectives. In addition to these measures, a peer researcher (colleague) with experience in qualitative methods was consulted to review the coding scheme and a sample of the coded data. This external review helped to identify any inconsistencies or potential biases in the analysis, further enhancing the credibility and dependability of the study's findings.

4. Results

4.1 Affective Engagement: Students' Willingness and Interest in Giving Peer Feedback

The three focal students in this study were excited to participate in the peer feedback activity and were willing to provide feedback on peers' essays. Anh felt confident in her ability to express her opinions for feedback and acknowledged the benefits of this writing activity: *"I like this activity. I not only provide feedback for my friend but also correct my own mistakes"* (interview). Sang was willing to provide not only online written feedback but also oral

feedback if the writer wanted to discuss more after receiving her written comments. Although Hoa was excited to participate in this activity, she shared that she was anxious about her feedback, as she mentioned at the beginning of the project: "*When I read the essay, I encountered some new structures; I was not sure whether my feedback was correct or not. Hence, I felt worried"* (interview). Sang likewise conveyed the same feeling, notwithstanding her excitement about the activity.

> *"The introduction paragraph was too general, and I did not know if I should give my feedback here or not because of the fear of affecting her ideas. I was worried that giving feedback when I did not understand would make the essay worse than the first draft."* (Sang, interview)

4.2 Behavioral Engagement: Students' Efforts and Their Time Schedules for Peer Feedback

4.2.1 Students' Efforts

Anh provided feedback on the essay carefully and offered suggestions where possible on how to rewrite sentences whenever she noticed that they *"were not smooth and incorrect"* (interview). In particular, she separated paragraphs and marked numbers on each sentence, then provided comments as well as suggestions for revisions on each sentence right behind each paragraph (Appendix G, translations provided on the right). She continued this process with other paragraphs: *"When I have time, I open the file and give feedback on each paragraph, then, at another time, I continue with another paragraph"* (interview). All of Anh's feedback was written in Vietnamese, as she explained, *"I can easily express my opinions clearly, which also helps the writer understand my comments without struggling"* (interview).

Similar to Anh, Sang put tremendous effort into providing feedback on the essay: "*First, I read the essay from beginning to end to see if the ideas are clear or not. Then I go into each paragraph one by one*" (interview). She left question marks for what she did not understand instead of ignoring them. She stopped reading the essay when she felt tired or confused. Sang made a conscious effort to provide clear feedback that was readable for the writer.

> *"I tried to express my feedback clearly, but I still wondered whether the writer understood what I meant. Thus, I wrote my feedback and revised it again and again. I hope that the writer can understand my comments."* (Sang, interview)

Hoa made a deliberate effort to provide thoughtful and constructive feedback because she wanted to improve her writing skills and learned from her peer, even though she thought, *"maybe my feedback is not completely used, but this activity motivates me to learn new knowledge by searching and checking on the internet sites before leaving comments"* (interview). Hoa sometimes intended to skip over the difficult points, but she was afraid that the writer might not recognize that problem, so she left the questions to remind the writer

about what she thought would be problems (the researcher supported her to provide feedback in the training.

When it comes to the types of feedback, Anh preferred providing direct feedback on errors and solutions to specific problems because she believed that *"indirect feedback will cause the writer to not know clearly what the mistake is and how to correct it"* (interview). She rarely provided praise, as she did not think that it was necessary. She did not pay attention to this part of the training, which is why she was unaware of this concern (she clarified this in the interview when the researcher asked for the reason). Sang provided both direct and indirect feedback. Hoa provided a few indirect and general comments. Table 9 shows some examples of the students' feedback.

Table 9. Examples of the student's types of feedback

Students	Feedback type	Example
Anh	Direct feedback	"The essay is not logical." "Examples are not clear."
	Solution	The conclusion can be revised like this: "In conclusion, both opinions have many advantages and disadvantages that students need to consider. Personally, I lean toward the opinion of studying various subjects, as it helps them enrich their knowledge and potentially work more effectively in the future."
Sang	Direct feedback	"Not logical, quite general!" "In the first sentence of a paragraph, you should give clear ideas".
Hoa	General comment	"Overall, your article is very good, both in content and structure."
	Indirect feedback	"I think this idea may be redundant."

4.2.2 Time Schedules for Peer Feedback

Regarding time schedules, the three students arranged their schedules differently to provide peer feedback. Anh spent five hours giving feedback, writing a total of 405 words. As mentioned previously, Anh provided feedback on each paragraph each day. Sang spent four hours over two days, giving 388 words of feedback. She paused giving feedback when she felt tired. Hoa spent five hours giving feedback over three days, with 169 words of comments.

> *"I felt a bit tired from the confusing ideas in the essays, so I paused and waited to give feedback the next morning. If I continue to do this, I feel like I won't be able to give good feedback. Indeed, the next morning, I read the essay faster,*

> *and my mind was clearer, allowing me to provide better feedback."* (Sang, interview)

> *"I did it (she meant she provided feedback) on Tuesday night in 3 hours. It took me the longest to read and check the introduction and body of the essay because it was hard for me. The next morning, I did it again in an hour. On Saturday morning, I worked hard for another hour. In total, I worked for around 5 hours to review the essay."* (Hoa, interview)

4.3 Cognitive Engagement: Students' Cognitive Engagement, Grammar Focus, and Metacognitive Strategies

4.3.1 Students' cognitive engagement

Anh's cognitive engagement was considered high as she demonstrated full coverage with consistently provided explanations and solutions (examples in Appendix F): *"I not only provided feedback but also supplied corrections''* (interview). In other words, she did not struggle to understand the essay. In the same vein, Sang's cognitive engagement was ranked as high since she provided full explanations and suggestions in her feedback. By doing so, Sang recognized that she learned from her peers' mistakes while providing feedback. She reread her own essay and reflected on her mistakes.

> *"On the second day, I read comments provided previously and then continued providing feedback, similar to the third day. This meant that I had more feedback for paragraph 1 of the essay when I reread it on the second day. I corrected some feedback the first time because I noticed some were wrong when I read it the second time. I was worried about some comments the first time, so I checked again and recognized that some of my previous comments seemed to be incorrect."* (Anh, interview)

> *"When the writer provided examples to support ideas, I realized that I did not have examples to make the same argument as the writer did … Some of my friends' essay problems are also mine."* (Sang, interview)

However, Hoa's cognitive engagement was considered medium. Hoa understood around 60% of the content of the essay. She explained that *"her way of presenting ideas is the reason why I did not understand. She used complicated structures, making them more difficult for me to understand'* (interview). As a result, Hoa *"read every single paragraph and sentence to fully understand the essay"* (Hoa's journal). All of her comments were written in English (short comments) and Vietnamese (long sentences) (Appendix E). She wrote in Vietnamese because she found it hard to express her ideas clearly in long English sentences.

4.3.2 Grammar Focus and Cognitive Strategies

Regarding the content of the feedback, the three students focused more on grammar than on other aspects of writing, as summarized in Table 10 (detailed feedback provided in Appendix F).

> *"To me, grammar is the most basic thing we can see, and vocabulary is the biggest challenge for us based on our previous teachers' feedback, but structure or content requires the reviewer to have solid knowledge to be able to recognize it. The provider should still have a deep understanding of the fields to confidently give feedback on whether the feedback on the content or organization is right or wrong."* (Hoa, interview)

As for cognitive strategies, the students used external resources as supportive tools for their feedback. To be specific, Anh identified writing mistakes and errors in the essay; she then carefully checked them on the internet sites before leaving comments and suggestions. Sang and Hoa tried to read the sentences multiple times and double-checked the internet sites and dictionary for anything they were uncertain about (e.g., new words, phrases):

> *"The first phrase used in the essay - 'in this day and age' - I have never seen this phrase before; let's check to see what it means. Well, it means at the moment, or now. However, should we use it here?"* (Sang, journal)

> *"When I saw some linking words, if I was not sure, I would go online to see what situations the structures are used in. From there, I was able to see how that structure is used. I checked one issue across different sources to ensure certainty."* (Hoa, interview)

Table 10: The students' cognitive engagement with providing peer feedback

Student	Evaluation (in general)	Suggestions	Structure/ organization	Content	Grammar
Anh	2	8	2	1	8
Sang	5	9	2	5	26
Hoa	1	0	2	1	9

5. Discussion

This study explored the engagement of the three Vietnamese EFL students in giving peer feedback. While all participants expressed a strong willingness to engage in the task, demonstrating affective alignment with the goal of learner autonomy, their actual behavioral and cognitive engagements varied markedly depending on proficiency level, self-efficacy, and strategic choices. This section discusses the findings by focusing on key patterns in the students' engagement and factors (individual and sociocultural) that influenced the ways they performed (commonalities and differences) and pedagogical implications (the roles of

training). This understanding can inform language teachers in designing and implementing peer feedback activities more effectively.

5.1 Responsibility to Participate vs. Fear of Providing Incorrect Feedback

All three students in this study engaged with the activity in different ways due to individual factors (e.g., self-efficacy, learning responsibility, English proficiency, or L2 knowledge). Affectively, for example, the students experienced hesitancy (Sang, intermediate), worry (Anh, upper intermediate), and nervousness (Hoa, low intermediate) when unsure about the correctness of their comments. According to their reports, they were afraid of being wrong (incorrect comments) that might harm the writers' revision process.

This emotional tension was linked to a strong sense of responsibility, suggesting that affective engagement includes both positive and protective dimensions. The students wanted to contribute meaningfully but feared causing confusion or harm to their peers' writing. A similar pattern was observed by Zhang et al. (2023), in which one Chinese EFL student initially experienced anxiety about giving peer feedback. Over time, however, her confidence increased as she realized that her peers valued detailed evaluations. This highlights an important aspect of affective engagement from the feedback provider's perspective: While students may be motivated and interested in the activity, their emotional readiness can be undermined by concerns about the potential impact of their comments. To address this, writing instructors could offer reassurance early in the process, emphasizing that students will become more comfortable with practice and that recipients retain autonomy to accept or reject the feedback they receive, or may have further discussions with providers. In other words, affective engagement is shaped not only by task interest but also by perceived accountability. Teachers could pre-emptively address student anxieties by clarifying that peer feedback is a process of mutual learning and that feedback recipients have agency in applying it.

5.2 English Proficiency

Hoa faced greater challenges in providing feedback due to her lower English proficiency and limited self-efficacy, which resulted in fewer comments compared to Anh and Sang. Her experience parallels that of Ann, the lowest-proficiency participant in Yan and Tang's (2023) study, who also lacked confidence in giving peer feedback despite receiving training. This factor influenced her plan to provide feedback. As a result, Hoa devoted significantly more time than Anh and Sang to reading and understanding the essay.

Additionally, when uncertain about specific points, Hoa posed questions to the writer rather than offering direct corrections, aiming to highlight potential issues without overstepping her confidence level. This strategy not only allowed her to remain engaged but also transformed the task into a learning opportunity, reflecting a constructive rather than procedural approach to participation. In this study, peer feedback training, which emphasized making suggestions, served as a guiding framework for Hoa. Although she struggled with confidence, the structured training helped her approach the task more intentionally. In other

words, this reflects how training encouraged students to participate in ways suited to their individual strengths and comfort levels. In contrast, Anh and Sang offered more direct and constructive suggestions (Appendix F), showing greater confidence in applying the training strategies.

Differences in English proficiency also influenced how students provided feedback. Anh was confident in providing suggestions while reviewing the essay. Similar to Jocelyn's high proficiency in Zhang et al. (2023), she provided improvement solutions. On the other hand, Sang and Hoa were sometimes confused by the ways the writers expressed their ideas. For example, the ideas were not clearly communicated, which made Sang confused. In this case, Sang stopped reading and re-read it another time to better understand the essay. This strategy aligns with what Lang did in Fan and Tang's (2023) study; she planned to provide feedback three times to clearly understand the essay. Meanwhile, Hoa was confused by some phrases or complex structures used by the higher-level writer (Anh). This limited language knowledge concern from lower proficiency students was also shared by ESL students in Liu and Wu's (2019) study.

Based on this phenomenon, language teachers could consider offering differentiated support for students at varying proficiency levels, such as extended time, targeted training, or structured peer feedback discussions, to facilitate more effective engagement in peer review activities. The peer feedback training played a foundational role in enabling students to cope with these difficulties by providing them with strategies and reassurance, especially for those with lower confidence. However, as this study shows, training alone may not be sufficient without differentiated support and follow-up guidance tailored to individual student needs. This approach ensures that students can apply what they learn in training in ways that align with their language ability, cognitive processing, and emotional readiness.

5.3 Students' Preferred Feedback Styles and Metacognitive Regulation

Students demonstrated varying behavioral and cognitive strategies that reflected their feedback styles. Anh planned her feedback in stages and reviewed her own comments, demonstrating metacognitive regulation. Sang paused and resumed feedback sessions based on mental clarity, which improved her effectiveness.

To be specific, Anh adopted a structured approach by commenting on one paragraph each day, which allowed her to provide more detailed and thoughtful feedback. This time management strategy also enabled her to revisit and refine her earlier comments during subsequent reviews, ultimately enhancing both the quality and quantity of her feedback, totaling 405 words - the highest among the three students. A similar pattern was observed in Pham's (2022) study, where students reported reviewing and revising their feedback across multiple sessions when using Google Docs, demonstrating how extended engagement can lead to more reflective and substantive contributions.

Sang made strategic use of the extended feedback period by pausing her work whenever she felt mentally fatigued or confused by the essay. Rather than rushing to complete the task with a minimum number of comments, she prioritized the coherence and quality of her

feedback. By stepping away and returning with a fresh perspective, she was able to engage more effectively with the text. This approach allowed her to provide a total of 388 words of feedback, reflecting her commitment to thoughtful and meaningful participation.

In summary, each student demonstrated a unique approach to providing feedback, shaped by their learning styles and cognitive self-regulation. These strategies may be introduced during training as optional techniques, allowing students to adopt those that align with their preferences and needs.

5.4 Prior Teacher Feedback and External Resource Use Influence

All the students showed more engagement with lower-order concerns (grammar and vocabulary) than higher-order ones (organization and content), a trend observed across multiple EFL studies (e.g., Cheng et al., 2023; Ma, 2022; Yan & Tang, 2023). This was not due to a lack of interest in higher-order concerns but rather previous classroom cultures that prioritized surface-level accuracy by language teachers may have conditioned this focus, reinforcing a pattern seen in other Asian EFL contexts (Fan & Xu, 2020; Liu & Wu, 2019).

Regarding metacognitive strategies, the students used external resources (e.g., internet sites and dictionaries) to address their feedback, especially on language issues. For example, Hoa searched for various sources as supportive tools to inform her comments. She put in a tremendous effort to spend time searching and checking the language websites before giving comments. Likewise, Chinese students in Cheng et al.'s (2023), Yan and Tang's (2023), and Zhang et al.'s (2023) studies used dictionaries and online searches to look up new words, spellings, and collocations. Those learning sources and tools are considered significant when students work individually, providing language teachers with insights on how to incorporate these tools into tutorials.

In conclusion, teachers could consider offering differentiated support based on proficiency levels and consider integrating scaffolds that encourage more balanced feedback, including content and structure. The training provided in this study functioned as a critical scaffold that shaped students' engagement. However, the findings also revealed that training alone was not sufficient to fully shift students' attention from surface-level to higher-order concerns. Instead, students' engagement was also shaped by prior classroom experiences, personal confidence, and linguistic competence. Thus, the training must be understood as part of a broader set of sociocultural and individual factors influencing engagement. Its role was necessary but not wholly transformative, highlighting the need for continued, differentiated support that extends beyond initial instruction. Detailed training suggestions are mentioned in the next section.

6. Implications

Following the suggestion of the earlier studies (Fan & Xu, 2020; Yan & Tang, 2023) that training should be provided for students, this study adds and discusses further suggestions on how the training impacts student engagement in affective, behavioral, and cognitive dimensions based

on the performances of the participants, while also contextualizing the broader implications of these findings.

To improve students' affective engagement, the training could aim to alleviate potential negative emotions and foster positive affective engagement with the peer feedback process. By introducing students to the benefits of peer feedback and highlighting its role in improving L2 writing skills, for example, the training helps them view the activity as a valuable learning experience rather than just an obligatory task. This was particularly important for students like Hoa (low proficiency), who initially felt apprehensive about providing feedback. Training interventions that clearly articulate the goals and benefits of peer feedback can also reduce negative emotions, such as fear of giving incorrect feedback, by reassuring students that mistakes are a natural part of the learning process. This was also emphasized by Fan & Xu (2020) and Yan & Tang (2023) that positive affective engagement could be cultivated by making students aware of the broader purpose of peer feedback in their L2 development.

As for behavioral engagement, which is strongly influenced by how well students are prepared to allocate time for the feedback process, balanced feedback, and teacher guidance. This allows students to engage more deeply with the task without feeling rushed or overwhelmed, know how to provide healthy feedback to their peers, and participate in the task actively. First, the training should emphasize the importance of effective time management, giving students clear strategies for pacing their feedback and revisiting essays if necessary. This strategic approach was particularly effective for the participants, who all demonstrated good time management practices, spending multiple days reviewing essays, revising their feedback, and refining their comments for clarity and accuracy. Especially, Hoa, with lower proficiency, needed more time to process feedback and sometimes paused to ensure the quality of her comments. Second, training also facilitates a balanced feedback style. The students were encouraged to provide both constructive feedback and positive reinforcement appropriately, balancing content-focused and form-focused feedback for academic essays, ensuring a comprehensive approach to feedback (Liu & Wu, 2019). Regarding teacher scaffolding, third, it is suggested that teachers play the role of facilitators in feedback modeling and create a supportive learning environment. Teachers are advised to monitor and follow up on the process of the activity to assist students with their struggles and increase their confidence and engagement (Zhang et al., 2023). This is especially significant for low-level and low-self-efficacy peer feedback. Providing training at the beginning is necessary; however, teachers are advised to consider following up on the students' practice to assist and support them promptly. For instance, providing extra training or instructions after observing or evaluating students' performances in the first week of providing feedback is necessary to encourage students' active participation at a later time and remind them of some important points that they miss in the first round of feedback. This could increase students' competence, reduce their worries, and enhance their engagement with feedback across a longer timeline (Zhang et al., 2023; Yan & Tang, 2023).

When it comes to cognitive engagement, particularly in terms of how students approach the feedback task, the training reinforces the idea of providing specific suggestions for

improvement rather than just identifying errors. The training could also introduce students to a range of external resources, such as online corpora, dictionaries, and writing tools, to help them address language issues. This is significant because technology has transformed the way of learning L2 writing, and learners use it as a source of learning (Do, 2025; Barrot, 2023). This was especially important for lower-proficiency students like Hoa, who relied on these resources to navigate complex grammar or vocabulary challenges. The explicit incorporation of these tools in the training enabled students like Hoa to feel more capable of providing detailed feedback, even when her initial proficiency in writing was limited. Moreover, the trainers could encourage students to revisit their feedback to ensure its accuracy, as seen in Anh's and Sang's careful review processes. These metacognitive strategies are reflected in their efforts to correct previous comments and improve feedback quality.

All in all, the training's role in shaping students' engagement with the peer feedback process is crucial to understanding the broader outcomes of the study. The individualized support ensured that all students were equipped with the tools they needed, which directly influenced their ability to engage meaningfully with the task. For example, Anh's increased confidence in providing detailed feedback on language form and content, Sang's improved ability to manage feedback time effectively, and Hoa's ability to overcome self-doubt are all outcomes that stem from the training's scaffolded support. The training addressed students' diverse needs by incorporating strategies for managing emotions, providing balanced feedback, and utilizing external resources to support cognitive engagement. These targeted interventions directly contributed to the students' varying levels of engagement, which is a significant finding in the study. By equipping all students with tools tailored to their specific needs, the training ensured that every student, regardless of their proficiency level, could engage in the peer feedback process in a meaningful and productive way. This highlights the importance of a tailored, scaffolded approach in fostering student engagement and improving learning outcomes across diverse groups, a principle that can be applied to similar EFL learning contexts.

7. Limitations and Future Research

Although this study shed some light on understanding student engagement with providing peer feedback affectively, behaviorally, and cognitively in the specific Vietnamese context, this study has limitations, which may be considered by future L2 researchers. First, due to the limitations of convenience sampling and the relatively small sample size, the findings of this study should be interpreted with caution. The small participant pool limits the ability to generalize the results to larger, more diverse populations. Thus, future research could aim to recruit a larger and more varied sample to improve the transferability of the findings. Specifically, examining pairings with different levels of proficiency, age groups, and genders would provide a broader perspective and allow for a more comprehensive understanding of the phenomena under study. Second, the researcher is also the instructor in this study, which may have an impact on the objectivity of the study to some extent. It is, therefore, suggested that future researchers collaborate with teachers to explore student engagement from a more

objective perspective. Third, the study's one-shot design may limit the ability to observe how student participation changes dynamically over time. To track changes in student involvement and strategy development when providing peer feedback, future research could gather data from multiple feedback-revision cycles. Lastly, future research could extend this work by examining how students implement peer feedback in their subsequent revisions. This would provide valuable insights into the behavioral and cognitive dimensions of engagement beyond the act of giving feedback and help evaluate the practical impact of peer review on L2 writing development. Such research would deepen our understanding of how peer feedback functions not only as an interactive task but also as a catalyst for learner transformation.

8. Conclusion

This case study has illuminated the multifaceted nature of student engagement with giving peer feedback on L2 writing, emphasizing affective, behavioral, and cognitive dimensions. The findings reveal that although all three Vietnamese EFL learners were affectively willing and interested in participating in the feedback process, their behavioral and cognitive engagement varied depending on individual factors such as language proficiency, self-efficacy, and feedback strategies. Specifically, higher-proficiency students demonstrated more structured approaches, greater confidence, and deeper cognitive operations, while the lower-proficiency student showed persistence and used supportive tools to compensate for linguistic challenges. Notably, the training played a pivotal role in shaping students' emotional readiness, feedback styles, and strategic behaviors, suggesting that scaffolded support is essential in maximizing student engagement.

Theoretically, this study contributes to a growing body of literature by shifting the focus toward feedback providers and offering a nuanced understanding of their engagement in EFL settings. Pedagogically, the study highlights the importance of training, teacher monitoring, and technology applications to support students with diverse needs. These insights are particularly valuable for practitioners aiming to foster deeper, more meaningful participation in peer review tasks in writing classrooms. Overall, the study underscores that fostering student engagement in peer feedback requires more than motivation; it requires intentional support, design, and sensitivity to learners' individual and sociocultural contexts.

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Appendices

Appendix A: The four training steps proposed by Min (2006)

Steps	Definition	Examples
1, Clarifying the writer's intention	Reviewers try to get further explanations of what the writers have said or what is not clear to them in essays (e.g., an unknown term or an idea).	''What do you mean by college-graduate society freshmen?'
2, Identifying the problems	Reviewers identify papers on the writing skills (Appendix B).	''I think on this point, the description of the two cultures is not parallel.''
3, Explaining the nature of the problem	Reviewers explain why they think a given term, idea, or organization is unclear or problematic, which should or should not be used in the essay.	''You should put some phrases before you make this quotation because the last paragraph is unrelated to the fourth paragraph.''
4, Making suggestions	Reviewers suggest ways to change the words, content, and organization of essays.	''If you're trying to say many people have more than one cell phone, maybe you can say it in this way. > The majority of people have a cell phone with them, some even with more than one.''

Appendix B: Writing rubric proposed by Weigle (2002)

Content	Organization	Language Use
Is complete, accurate, and thorough. Includes all important ideas and demonstrates an understanding of important relationships. Is fully developed and includes specific facts or examples. Contains no irrelevant information.	Is logically organized around major ideas, concepts, or principles. Restate the question accurately. Develops ideas from general to specific. Achieves coherence through the appropriate and varied use of academic language structures and other cohesive devices.	Is clearly written without errors. Includes academic vocabulary that is rarely inaccurate or repetitive. Includes generally accurate word forms and verb tense. Uses a variety of sentence types accurately.

Appendix C: Main interview questions

Engagement		Questions
Affective	Interests/ willingness	Do you like giving feedback on others' compositions? Why?
	Emotions	How did you feel about giving feedback? (excited, nervous, worried, confident, and so on).
Behavioral	Effort	How much feedback did you give? What kind of feedback did you give? Did you quit any? Why? Were you thinking about how to make the feedback more legible or anything else?
	Timeliness	How much time did you spend assessing an essay? How did you plan that? Why?
Cognitive	Cognitive operations/strategies	Did you provide explanations, suggestions, or solutions for problems? How? What strategies did you use to help you while providing feedback?
	Awareness	Did you have any problems understanding the essay?

Appendix D: Screenshots of Sang's and Hoa's journals, respectively

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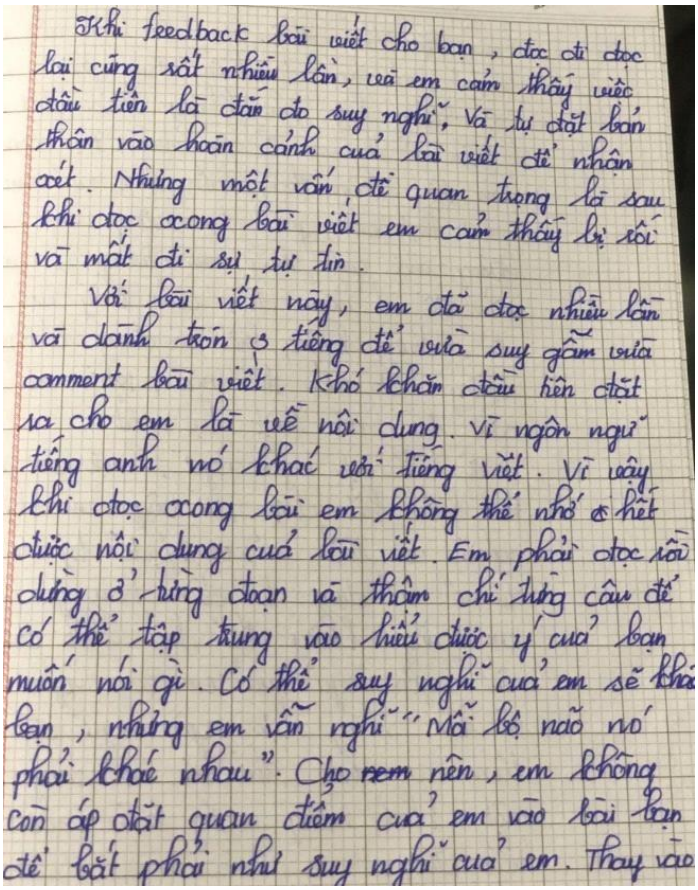
Đọc hết bài văn mà không hiểu lắm, nó luẩn quẩn và chưa rõ ràng với các ideas muốn triển khai.

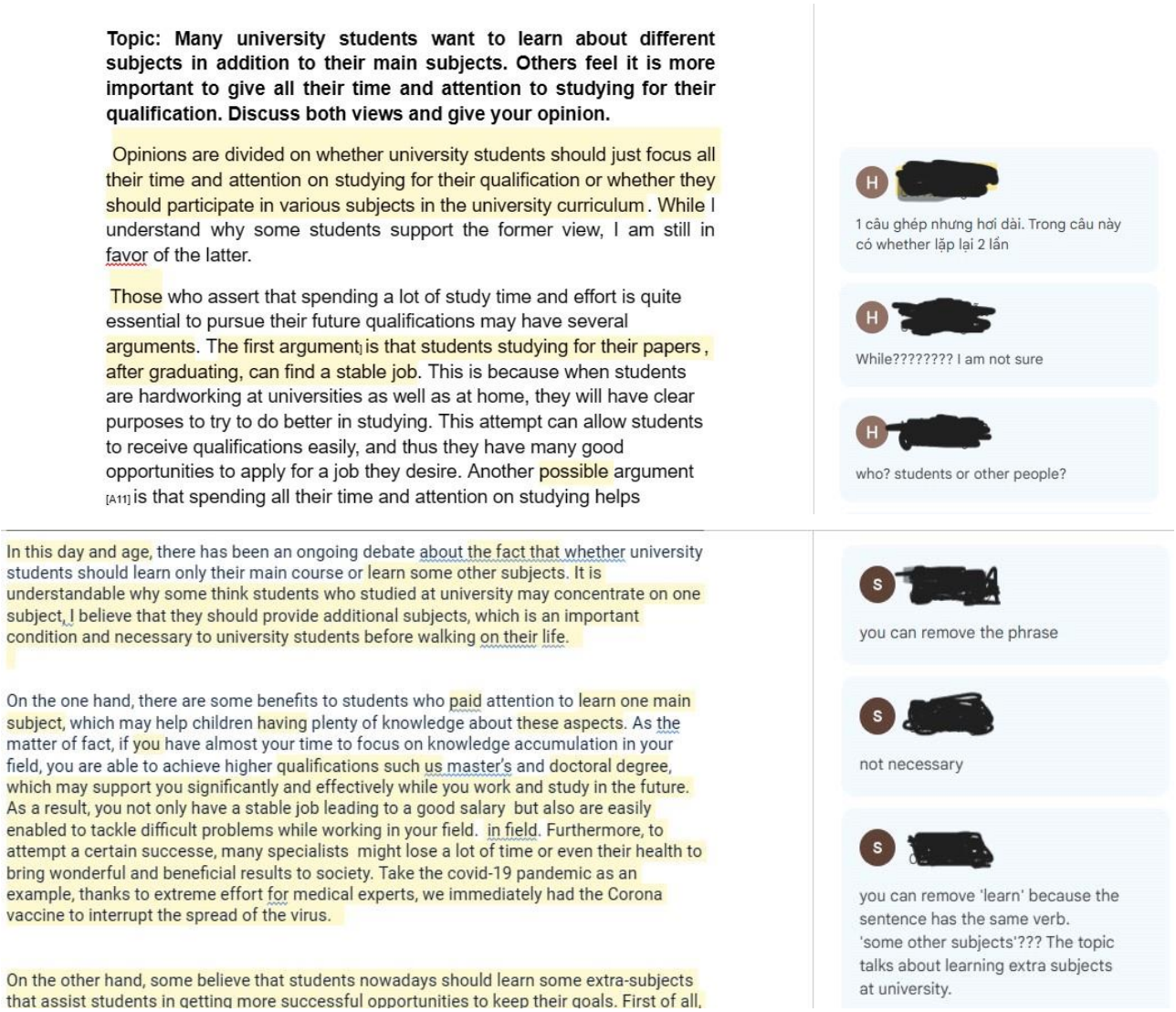
Đoạn mở đầu đưa ra quan điểm khá rõ ràng, mình thấy ổn. Cụm từ đầu tiên "In this day and age" mình chưa từng gặp cụm này, check coi nghĩa sao. À, có nghĩa như at the moment/ now; nhưng có nên dùng nó ở đây không nhỉ? Câu cuối mở bài viết dài nhưng thấy sao sao á: cấu trúc có vấn đề, từ vựng thì rườm rà quá. Hai câu ghép với nhau chưa có linking word kìa. Cụm 'before walking in their life' nghe giống văn nói quá. Cấu trúc whether … or hay nhưng hình như bạn dùng có lỗi gì đó, check lại cấu trúc này cho chắc nè. Tóm lại đoạn mở đầu chưa tốt lắm nhưng cũng khá ổn vì truyền tải được nội dung bài viết của bạn ấy. Mình thấy là bạn có hướng đi của bài viết và muốn đọc tiếp để coi bạn ấy giải quyết vấn đề đưa ra ở mở bài như thế nào.



Khi feedback bài viết cho bạn, đọc đi đọc lại cũng sát nhiều lần, vì em cảm thấy việc đầu tiên là đặt ra suy nghĩ, và tự đặt bản thân vào hoàn cảnh của bài viết để nhận xét. Nhưng một vấn đề quan trọng là sau khi đọc xong bài viết em cảm thấy bị rối và mất đi sự tự tin.

Với bài viết này, em đã đọc nhiều lần với dành thời gian để vừa suy gẫm vừa comment bài viết. Khó khăn đầu tiên đặt ra cho em là về nội dung. Vì ngôn ngữ tiếng anh nó khác với tiếng việt. Vì vậy khi đọc xong bài em không thể nhớ hết được nội dung của bài viết. Em phải đọc lại đừng ở từng đoạn và thậm chí từng câu để có thể tập trung vào hiểu được ý của bạn muốn nói gì. Có thể suy nghĩ của em sẽ khác bạn, nhưng em vẫn nghĩ "Mỗi bộ não nó phải khác nhau". Cho nên nên, em không còn áp đặt quan điểm của em vào bài bạn để bắt phải như suy nghĩ của em. Thay vào

Appendix E: Screenshots of Hoa's feedback and Sang's feedback, respectively



Topic: Many university students want to learn about different subjects in addition to their main subjects. Others feel it is more important to give all their time and attention to studying for their qualification. Discuss both views and give your opinion.

Opinions are divided on whether university students should just focus all their time and attention on studying for their qualification or whether they should participate in various subjects in the university curriculum. While I understand why some students support the former view, I am still in favor of the latter.

Those who assert that spending a lot of study time and effort is quite essential to pursue their future qualifications may have several arguments. The first argument is that students studying for their papers, after graduating, can find a stable job. This is because when students are hardworking at universities as well as at home, they will have clear purposes to try to do better in studying. This attempt can allow students to receive qualifications easily, and thus they have many good opportunities to apply for a job they desire. Another possible argument [A11] is that spending all their time and attention on studying helps

H [redacted]
1 câu ghép nhưng hơi dài. Trong câu này có whether lặp lại 2 lần

H [redacted]
While???????? I am not sure

H [redacted]
who? students or other people?

In this day and age, there has been an ongoing debate about the fact that whether university students should learn only their main course or learn some other subjects. It is understandable why some think students who studied at university may concentrate on one subject, I believe that they should provide additional subjects, which is an important condition and necessary to university students before walking on their life.

On the one hand, there are some benefits to students who paid attention to learn one main subject, which may help children having plenty of knowledge about these aspects. As the matter of fact, if you have almost your time to focus on knowledge accumulation in your field, you are able to achieve higher qualifications such us master's and doctoral degree, which may support you significantly and effectively while you work and study in the future. As a result, you not only have a stable job leading to a good salary but also are easily enabled to tackle difficult problems while working in your field. in field. Furthermore, to attempt a certain successe, many specialists might lose a lot of time or even their health to bring wonderful and beneficial results to society. Take the covid-19 pandemic as an example, thanks to extreme effort for medical experts, we immediately had the Corona vaccine to interrupt the spread of the virus.

On the other hand, some believe that students nowadays should learn some extra-subjects that assist students in getting more successful opportunities to keep their goals. First of all,

S [redacted]
you can remove the phrase

S [redacted]
not necessary

S [redacted]
you can remove 'learn' because the sentence has the same verb.
'some other subjects'??? The topic talks about learning extra subjects at university.

Appendix F: Specific examples of students' feedback

Anh's feedback on the essay (the comments in this table were translated from Vietnamese to English, but the revised sentences suggested by Anh are original).

Feedback	Number	Selected examples
Evaluation (in general)	2	*"The essay is not logical."* *"Examples are not clear."*
Suggestions	8	*The conclusion can be revised like this: "In conclusion, both opinions have many advantages and disadvantages that students need to consider. Personally, I lean toward the opinion of studying various subjects, as it helps them enrich their knowledge and potentially work more effectively in the future."*
Structure/ organization	2	Compound sentences: *"I think you may combine these two sentences into one sentence by using the connection word – while."*
Content	1	*"Examples are not clear."*
Grammar	8	Wordy ("*I think - from my point of view"*) Tense ("*thought - think"*) Verb form ("*will have get more skills"*) Modal verbs ("*could, may, might"*)

Sang's feedback on the essay

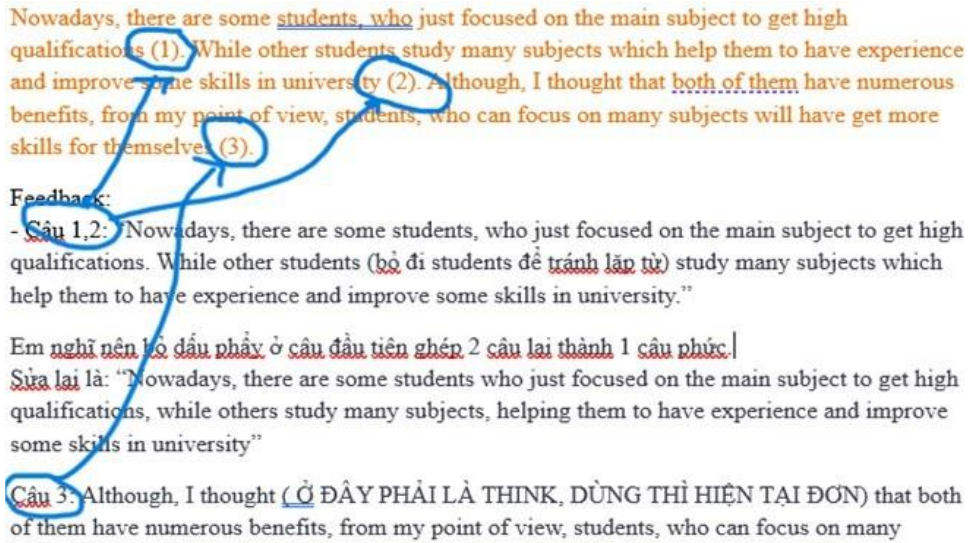
Feedback	Number	Selected Examples
Evaluation	5	*"Too general!"* *"Not logical, quite general!"* *"Good points in the paragraph: There are two clear ideas and two appropriate examples".*
Suggestions	9	*"This sentence is rather long, and you can divide it into two sentences."* Revised suggestion: *"As a matter of fact, if these students spend almost their time focusing on knowledge accumulation in their field, they will be able to achieve higher qualifications such as master's and Phd. degrees. This may support them significantly and effectively in working and studying in the future".*
Structure/ organization	2	*"It + is + adj + for sb + to Verb + st".*

Content	5	*"I see the example is not related to the topic sentence".* *"In the first sentence of a paragraph, you should give clear ideas"*.
Grammar	26	Wordy (*delete learn or use by another word*) Verb tense (*pay or paid?*) Language usage (*why do you change "students" to "you"?*) Punctuation (*qualification, such as*) Articles Condition sentences Relative clause Countable and uncountable nouns Linking words

Hoa's feedback on the essay

Feedback	Number	Selected Examples
Evaluation	1	"*Overall, your article is very good, both in content and structure.*" (This comment was written in Vietnamese and translated to English)
Suggestions	0	
Structure/ organization	2	*"The sentences are too long."* "*I feel this sentence is not connected with the two sentences after."*
Content	1	*"I think this idea is redundant."*
Grammar	9	Repeated words Language usage ("*While? I am not sure"*) Relative clause (Who, whose) Verb form

Appendix G: Anh's feedback on the essay



Nowadays, there are some students, who just focused on the main subject to get high qualifications (1). While other students study many subjects which help them to have experience and improve some skills in university (2). Although, I thought that both of them have numerous benefits, from my point of view, students, who can focus on many subjects will have get more skills for themselves (3).

Feedback:

- Câu 1,2: "Nowadays, there are some students, who just focused on the main subject to get high qualifications. While other students (bỏ đi students để tránh lặp từ) study many subjects which help them to have experience and improve some skills in university."

Em nghĩ nên bỏ dấu phẩy ở câu đầu tiên ghép 2 câu lại thành 1 câu phức.
Sửa lại là: "Nowadays, there are some students who just focused on the main subject to get high qualifications, while others study many subjects, helping them to have experience and improve some skills in university"

Câu 3: Although, I thought (Ở ĐÂY PHẢI LÀ THINK, DÙNG THÌ HIỆN TẠI ĐƠN) that both of them have numerous benefits, from my point of view, students, who can focus on many subjects will have get (sai ngữ pháp) more skills for themselves.

- Vừa dùng "I think" và "from my point of view" 2 cụm từ này từ tương đương nhau, có thể bỏ đi I think

Anh provided feedback on the essay (translation on the right)

Sentences 1,2: …. (remove 'students' to avoid repetition) …

I think, remove the comma and combine the 2 sentences into 1 complex sentence.
Revision is: "Nowadays …"

Sentence 3: Although … (SHOULD BE THINK, USE PRESENT SIMPLE) …. (grammatical error) …

-"I think" and "from my point of view" seem similar, I think you should remove "I think".