Peer Feedback on EFL Students' Essay Writing through Google Classroom: A Multilingualism Study

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Abstract
The present study explores the role of peer feedback in developing the essay writing ability of English as a Foreign Language (EFL) learners in a multilingual setting who engage in peer feedback on Google Classroom. Writing is an essential skill for academic and professional communication, and peer feedback is recognized as effective in improving students' writing performance. Yet, learners in multilingual EFL classrooms experience difficulties related to linguistic and cultural diversity that may have an impact on their writing development. The methodology is a mixed one, that is, quantitative and qualitative methods are used as well. There were 12 students from the English Education program of Universitas Muhammadiyah Makassar involved in the study. The students engaged in essay writing, peer feedback tasks, and utilising Google Classroom across a semester. The quantitative part included the quality of students' essays before and after receiving peer feedback, and the qualitative part included students' attitudes towards peer feedback, Google Classroom, and how multilingualism affects writing skills. The findings revealed that peer feedback had a significant effect on their essay quality, especially in aspects as organization, coherence, and grammar. Students also reported favorable attitudes toward peer feedback and Google Classroom, although a few experienced hurdles concerning their English proficiency. The results suggest that peer feedback has its promise in multilingual EFL classrooms and how well digital programs, such as Google Classroom, may facilitate collaborative learning. The research is a part of the ever-increasing exploration of peer feedback, multilingualism, and technology in EFL.
Key words: peer feedback, essay writing, google classroom, multilingualism

Introduction

Writing is a core academic requirement that students are expected to master, not only native speakers but also foreign language learners, such as English as a Foreign Language (EFL). It is a fundamental part of scholarly and professional discourse. As a productive skill, writing skills are essential for exercising critical thinking, applying language, and cognitive functions. In today's education, writing is not only the medium for personal communication; it is also a measure of academic achievement in that it shows how well a student can master language structures, vocabulary, and how express ideas in a coherent manner. However, writing in English is typically problematic for EFL learners, as they must focus on several aspects simultaneously, such as grammar, vocabulary, cohesion, coherence, and register (i.e., the ability to write differently for different reasons and to different readers).

The ability to write well is often reflected in the skill of using language as a tool to express one's ideas or thoughts in a developed text (Setiawan & Mulyadi, 2021), and is also thought to have a significant influence on academic achievement, particularly in higher education (e.g., essays, reports, articles). These written activities play a vital role in learning and assessment. Moreover, writing is a means of enhancing other skills of reading and thinking. Writing requires understanding source texts in depth and critically assessing and reproducing information. This is the reason teaching writing for EFL learners has recently received enormous attention in the ELT, in particular, at tertiary levels.

However, despite the significance of writing, many EFL students have been reported to struggle throughout the process (Ed, 2010). These students may face problems due to time limitations (Praba et al., 2018), lack of well-organized practice of writing (Zemack & Rumisek, 2019; Aghajani & Adloo, 2018), and less exposure to authentic feedback, which hinders their learning process. Additionally, students from varying L2 language and cultural backgrounds may have difficulty comprehending and forming sentences in English (Altunkaya & Ayranci, 2020; Wang, 2012). Thus, it is crucial to consider pedagogical strategies that extend beyond instructor feedback and incorporate realistic and contextual learning that promotes the formation of student cohorts, reflective learning cycles and high-quality feedback.

One of such pedagogical approaches is peer feedback, which involves students in the process of correcting each other's work. This strategy helps them become aware of errors in their peers' writing and supports their reflection on their own errors. Peer feedback is turned into a dialogical tool, which generates learning and fosters awareness in the use of a slip language. In addition, feedback from peers is based on their cultural and linguistic diversity, the concept of multilingualism (Davison & Moss, 2020).

In the world of global education, the phenomenon of multilingualism, multiple languages among students, is becoming more popular in EFL classrooms. EFL learners are usually a motley group, linguistically, if not in any other way that is in desperate need of properly guiding through the learning process, particularly in writing, where cognitive apparatus, lexis, and rhetorical styles seem nonetheless to be conditioned by the relative proximity of the L1 (Norris, 2016; Wang, 2012; Heugh et al., 2019). The academic value of multilingualism in EFL classroom is gaining ground among the Foreign Language Teaching professionals. Multilingual pupils usually have a greater metalinguistic awareness so that they can reflect upon and compare structures of different languages (Guo et al., 2020; Heugh et al., 2019). This awareness can also contribute to their knowledge about the structure of English language as well as English grammar and syntax rules that guide them to identify and suitably correct mistakes in their writing (Lawati & Khan, 2023; Safi, 2016). Multilingualism also promotes awareness of intercultural competence – essential for the construction of arguments and communication styles within academic writing (Park & Milner, 2025; Waltzer et al., 2024).

In addition, multilingualism facilitates the acquisition and expression of ideas and viewpoints from different linguistic and cultural spaces when composing essays (Nañola et al., 2025; Öğülmüş & Açıkgöz, 2024; Vijayakumar, 2024). This makes their content rich, and their argument wide in scope. Multilingualism also fosters a more dynamic educational context, allowing students to learn not only from the teacher but also from each other—i.e., their peers who introduce a variety of linguistic and cultural perspectives. If well-resourced, this interaction can lead to enhanced motivation and engagement for students.

Yet, multilingualism also poses pedagogical problems (Berg et al., 2025). One of the major issues that has been addressed has been Interference, where the native language(L1) has a negative impact on the learning and use of the target language, which in this case is English. This interference may be present in the lexical, grammatical or rhetorical thinking habits (Omane et al. 2025). For example, learners from certain linguistic backgrounds might be familiar with paragraph organization or dynamics of argumentation that are dissimilar to those found in academic English essays.

One other issue is the difference in language ability in multilingual classrooms (Wirtz, 2025). Variations in writing/feedback skills make some students feel overpowered, insecure, or passive in various dialogue and collaboration tactics. Especially in peer feedback situations, this may reduce the efficiency of the communication and the quality of feedback received. In addition, teachers need to be

aware of differing views of criticism, politeness, and communication styles among cultural groups.

As a result, the writing instruction in multilingual EFL contexts needs to be inclusive and flexible (Harris et al., 2025). Teachers should also be scaffolding on how to provide constructive feedback and increasing their cultural awareness in applying differences in writing and providing feedback (Hennecke et al.,2025). That is where the innovative use of collaborative pedagogical frameworks and technology, namely Google Classroom, can be extremely useful. Google Classroom can offer a space to be reflective on students' multilingual practices that can be accounted for (Cenoz & Gorter, 2025).

In an online EFL teaching and learning environment, that is to say, using Google Classroom, multilingualism may bring some advantages and disadvantages in the learning processes. 犬On the one hand, the platform provides students the opportunity to reflect on and write responses (Namakula et al., 2025), students have time to contemplate the input in the target language (Cenoz & Gorter, 2025). Students' linguistic background, on the other hand, can lead to unequal quantity and quality of remarks offered (Pliatsikas et al., 2025), particularly if the students' confidence in their skills to speak or write English is low. The role of multilingualism is important in the development of inclusive instructional strategies and interventions, and with pooling methods for instance, peer feedback, inscribing tutoring.

Although the corrective peer feedback has been under a great deal of scrutiny in the field of EFL (Tran & Ma, 2024; Shulgina et al., 2024; Apridayani & Waluyo, 2025), many of the studies have looked at the linguistic aspects or face value of the effectiveness of feedback since they did not take the specific, heterogeneous, and tech-aided eld of learning into account (Irgin & Bilki, 2024). The majority of peer feedback studies are conducted in linguistically homogeneous classrooms or face-to-face settings, and little is known about feedback dynamics in digital, linguistically diverse environments.

Additionally, digital learning platforms such as Google Classroom has increased dramatically, particularly since the advent of the COVID-19 pandemic. A few research works on task management (Lupton-Smith et al., 2025; Greisel et al., 2025; Cheng & Zhang, 2024), educator-student communication (Xiaomeng & Ravindran, 2024), and material distribution (Ullah & Farzana, 2018) dealt with the efficacy of Google Classroom. Yet few studies zoom in on how Google Classroom can support peer feedback on writing skills in a collaborative and reflexive written form, in particular. Further, when connected with the varied languages that users have, the potential role of Google Classroom as a tool for interaction among students in a multilingual setting is unknown.

This study fills a gap in the literature on how three main elements, namely (1) corrective peer feedback as a pedagogical approach, (2) Google Classroom network as a digital learning environment, and (3) multilingualism as a social and linguistic situation, are integrated within the EFL classroom. These three variables have much in common and would seem to hold potential if studied together for improving writing instruction, and yet they have largely been studied as isolated constructs. This study seeks to address this lack in focusing on how these factors intersect and impact on the writing development of multilingual EFL learners.

Drawing upon the back ground above, this study has three research questions: 1) What do students in a multilingual EFL classroom have in com mon in terms of the types and characteristics of correct ive peer feedback? 2) What is the role of corrective peer feedback in terms of quality of student essay writing? 3) What do students think about feedback between peers using Google Classroom in a writing class?

Literature Review

Multilingualism and Its Impact on EFL Essay Writing

Being multilingual (the ability to use and understand more than one language) has been one of the main fields of scientific analysis in linguistics, psychology, education, and social research. Multilingualism in writing, as is the case in English as a foreign language (EFL), is a key in the advancement of writing skills, such as those in essay writing. The review of literature discusses cognitive, social, and academic effects of multilingualism and their relevance with regard to the formation of students' EFL school essay writing capabilities. It illustrates how multilingualism could be a double-edged sword for learners of English when it comes to writing.

Bialystok (2001) underscores the cognitive advantage of multilingualism, claiming that bilingual people are more flexible and are endowed with increased executive control. That's because using two languages daily leads to more frequent shutter switching and improves attention control, problem-solving, and adaptation to new words. In the EFL context, multilingual writers may have a greater command of language structures and the writing process because they can access a larger pool of linguistic knowledge. Such a skill is very important in essay writing, when students are required to develop their ideas, be concise, and master complex ideas. For multilingual students, an additional benefit may be that they can transfer an understanding of grammatical rules and specifics from their native language and apply them to the target language when writing, enhancing the complexity in the writing process.

As well as the cognitive aspects, multilingualism affects the self, communication and identity. Fishman (1999) discusses how code-switching individuals often have multiple identities linked to the languages they use. The multilingual self of students in an EFL classroom may influence how students write in English. The possibility of students having to take essay exams in English may also be related to how students view their position in a multicultural or multilingual society. This engagement with their multilingual self may influence the voice, the register and the organization of their text. In addition, diverse cultural references and expressions are likely more accessible for multilingual students to include in their essays, promoting creativity and making their writing more appealing.

Multilingualism is beneficial from an educational point of view. According to Cummins (2000), multilingual students do better academically when they are encouraged to develop their mother tongue and a second language. For EFL students, this implies that multilingualism may enhance academic writing. No wonder students who are proficient in multiple languages are better at grasping and articulating complex academic concepts in English. Nevertheless, EFL students find it difficult to use their L1 appropriately in L2 English, especially in writing, such as in essays. For multilingual writers, they might be experiencing problems relating to language interference or code-switching that lead to strange sentence formations and grammatical oversights.

One of the dimensions of multilingualism that is also very significant is social integration and communication. De Cillia (2008) describes the potential of multilingualism as a means of action for individuals in multicultural societies. This can be an important issue in an EFL classroom, especially when learners come from different linguistic backgrounds. Multilingualism creates an inclusive atmosphere, and students can express a diversity of cultural views on an essay, which is more positive. But the sociocultural aspects of multilingualism may also pose challenges, as students struggle to reconcile the use of their first languages with attempts to conform to expectations for English writing. This stress can also make the essays of students less fluent and organized.

Besides, multilingualism is also important with respect to language policy and teaching methods. Skutnabb-Kangas (2000) points out that the language policies of educational institutions can act to support or hinder multilingual students. In the context of EFL, language policies should take into account students' linguistic backgrounds and assist them in overcoming the writing challenges that English imposes. Teachers may coordinate multilingual strategies in the classroom to enable students to apply skills from their first languages to English. For instance, multilingual students can be prompted to brainstorm in [their first language] before writing essays in English, allowing them to organize their thoughts without the cognitive demand of translating.

Meanwhile, difficulties of multilingualism in EFL essay writing involve the risk of language interference, which occurs when aspects of the learners' first language have a negative effect on their writing in English. Pavlenko (2011) points out that multilinguals are, however, subject to "language dominance", and one language can dominate over others in particular scenes. This may lead to a tendency of one language to affect use of the other language, such that the student's native language becomes a cause of grammatical errors or awkward phrasing in their English writing. For example, learners might face the difficulties of sentence construction, vocabulary and idiomatic expressions, which are pivotal for good essay writing in English.

In spite of these difficulties, multilingualism also brings social and academic benefits to EFL learners. Multilinguals are stereotyped as adaptable and comfortable in different language and cultural worlds (Piller, 2016). This adaptability is particularly advantageous for EFL students (whose task is to write essays in English on a foreign language and culture). Additionally, multilingual students might be more adept at integrating multiple views and voices in their writing, potentially leading to more complex and authentic essays.

Peer Feedback in the EFL Classroom

Peer feedback is a type of feedback exchange in which students provide input on each other's assessments, often in a structured manner. This work can be interpreted as a genre of collaborative learning, where students not just give feedback but also receive the same. Peer feedback, as Liu and Carless (2006) suggested, can help students participate actively in their learning, gaining more knowledge about language use by critically commenting on their peers' work. In the EFL class, such a process can help learners develop their writing, speaking, and communication skills.

Peer feedback is now seen as an essential part of language learning, especially in EFL. The procedure consists of students sharing comments on their classmates' use of language, including grammar, vocabulary, cohesion and coherence and overall performance. Peer feedback can be highly advantageous in the EFL classroom; through cooperation and reflection, it can promote the development of critical thinking and facilitate learners' language skills. This paper is to review literature related to the role of peer feedback in EFL classes and its advantages, challenges as well as its effect on the L2 learning outcomes, reflecting the recent studies.

Understanding peer feedback is predominantly based on theories of constructivist learning that stress the importance of active involvement in learning. Social constructivism also aligns with Vygotsky (1978), who emphasized the social use of cognitive tools and maintained that cognitive development is driven by social interaction, with learning optimal when learners participate in social activities. That is the kind of interaction supported by peer feedback, through which students cooperatively strive to improve their language competency. Furthermore, peer feedback is closely related to the idea of formative assessment as it gives students the opportunity to improve their work before they finalize it (Black & Wiliam, 1998).

Additionally, peer feedback is consistent with Vygotsky's (1978) notion of "scaffolding" which allows language learners to encourage each other's higher levels of language proficiency. Giving feedback enables learners to consolidate their linguistic knowledge (linguistic rules and structures) and gain an understanding of how they learn through meta-cognition (Topping, 2009).

Multiple investigations have pointed out the benefits of peer feedback for the feedback giver as well as the receiver. To mention, peer feedback stimulates critical thinking and reflection. According to Lee [2017], offering comments and providing feedback requires students to closely examine peer work, enabling them to recognize strengths and weaknesses in their own and others' language use. Such as, to think about language structures, word choices, and grammar that may be especially helpful to enhance the writing.

In addition, peer feedback is a means to cultivate learners' autonomy in language acquisition. Students feel they are listened to and they become more accountable for their own learning that way. This is particularly useful in EFL contexts, where teachers may not always have enough time to provide individualized feedback to every student. With peer feedback, there are more opportunities for feedback, which may increase the rate of language development. As Li and Topping (2016) have stressed, when students receive feedback from peers, it creates a sense of responsibility and encourages them to take a greater role in their language learning.

Peer commentary also leads to improved communication skills of the students. In an EFL setting, where speaking and writing in English are central to students' academic and career achievements, peer feedback offers students the opportunity to reflect on how they use the target language to engage in real-world communication. This assists learners in improving their accuracy and fluency in language use by using the language to carry out communicative tasks.

Peer feedback also has benefits for enhancing students'writing. As stated by Liu and Carless (2006), peer feedback in writing can help students detect areas of weakness in their writing more successfully. This, in turn, improves the fluency of their writing and allows them to revise their work based on feedback from others. Peer feedback was found to be particularly beneficial in the case of enhancing EFL university students' argumentative essays, coherence, and organization (Yuan & Lee, 2016).

Peer Feedback in an EFL Classroom: Providing learner feedback to one another has multiple benefits for the giver and the receiver. It develops analysis skills, language competence, and learner independence. However, it also poses problems, such as questions of reliability and accuracy of feedback, as well as potential social awkwardness. Nevertheless, by establishing guidelines, integrating peer feedback into a broader assessment focus, and emphasizing a positive feedback culture, the teacher can ensure that peer feedback is both linguistically sound and practical. It is suggested that further studies are needed to examine the extent of peer feedback in EFL students' long-term language development and to address challenges to implementing peer feedback in the classroom.

Method

The research employs a mixed-methods approach, combining quantitative and qualitative methods, allowing for a more comprehensive picture of the effects of corrective peer feedback on multilingual students' essay writing in a Google Classroom environment. The first model is of a quantitative type, quantifying changes in essay quality before and after peer feedback. Meanwhile, the qualitative part examines students' feelings and the process of giving and receiving peer feedback in a multilingual, digital environment.

Design

This study uses a convergent parallel design, in which quantitative and qualitative data are collected concurrently, analyzed separately, and then compared for an

integrated interpretation of the research phenomenon. This is useful as it allows for a comprehensive investigation of the peer feedback process and its impact in a digital, multilingual context, and provides a rich understanding of student experience and understanding.

Participants and Setting

The subjects in this research were 12 students of the English Education program of Universitas Muhammadiyah Makassar who took the Essay Writing course in the first semester of the academic year 2024/2025. The students have a variety of first languages, including Indonesian, Buginese, Makassarese, Mandarese, and Ambonese, making the classroom a multilingual environment. Each student wrote essays, turned them in through Google Classroom, and graded others' essays throughout the semester.

The research took place within the context of the Essay Writing course, where all course activities (i.e., essay submission, peer feedback provision, and reflection) were initiated on the Google Classroom learning platform. Google Drive - Google Docs was relied upon for collaborative editing and comment functionality, which enabled students to leave detailed feedback on each other's essays. Utilizing Google Classroom provided a central place for students to reflect on their own work and their peers' work, and allowed all feedback to be tracked and revisited with ease of access.

Peer feedback process

Central to this study is the peer feedback mechanism, whereby students were trained and supported in offering constructive feedback. The process involved an initial training session that introduced students to the principles of peer feedback: namely, the need to offer clear, specific, and constructive feedback on different aspects of an essay (structure, grammar, vocabulary, argumentation, etc.). The training focused on the need to be respectful and professional in feedback provision, as well as on the importance of empathy in the treatment of peers' writing errors (Aben et al., 2023).

In the peer feedback process, Peer was encouraged to consider both the strengths and areas for development in the fellow Student's writing. This strategy allowed them not only to identify mistakes but also to learn from effective writing strategies, which they could use in their own work. The response process was designed to be collaborative, so students received feedback from their peers and had the opportunity to revise their essays in response to that feedback. Feedback was also accompanied by time for students to consider the feedback they received and to revise their essays, resulting in an unbroken pattern of writing, feedback, and revision.

To facilitate effective peer feedback, students were coached on how to provide feedback in a manner aimed at helping one improve. For example, students were instructed to steer clear of vague statements like "This is wrong" or "Fix it." Instead, they were prompted to give specific feedback, for example, "Think about rewording this sentence for clarity" or "Can you make the tone of this paragraph more formal. This method was devised to get actionable feedback and, consequently, for students to develop as writers.

Furthermore, peer feedback became part of the assessment process, so that the quality of feedback provided by students could also be assessed. This motivated students to engage with the feedback process and made it possible for them to offer useful advice to their peers. The teacher supervised the feedback loop in Google Classroom, provided guidance as needed, and ensured that the feedback was oriented according to the established rules. This monitoring led to high-quality feedback and helped ensure that students were actively part of the process of refining their own work and that of their peers.

Data Collection Instruments

The data for this study were collected by employing a variety of instruments. Quantitative data were collected from an essay assessment rubric scoring the quality of students' essays before and after peer feedback was administered. The rubric targeted the following as the most important: essay structure, grammar, vocabulary, cohesion, coherence and logic. These features were chosen because they are two-product writing measures and aspects on which peer feedback can make a difference. The extent to which peer feedback had an effect on students' writing quality was assessed by comparing their pre- versus post-feedback scores.

Quantitative data were supplemented with qualitative information (student surveys and semi-structured interviews). The effectiveness of Google Classroom, the usefulness of peer feedback, and the challenges within a multilingual environment. The survey rated students' perceptions using a Likert scale. This made it possible for the study to measure students' perceptions of both the peer feedback process and the technology platform that mediated the feedback.

Semi-structured interviews with six strategically chosen students (based on their engagement in peer feedback and their final essay score) were used to gain a more in-depth understanding of students' attitudes towards peer feedback and perceptions of its effectiveness. The interviews also addressed how learners' linguistic history affected their participation in the feedback process and their capacity to provide and receive feedback. Questions addressed students' experiences of both giving and receiving feedback, their use of Google Classroom, and how their multilingual repertoires affected their writing and feedback practices.

By exploring quantitative improvements in essays and students' qualitative experiences, the research aims to develop a more balanced picture of how peer feedback is experienced in the multilingual English as a Foreign Language (EFL) classroom. The findings may reveal how exploitable peer feedback is utilized to improve writing, develop collaborative skills, and enhance metacognitive awareness when well structured and integrated into the learning process. Additionally, this research adds to the increasing knowledge base regarding the use of digital platforms, such as Google Classroom, to enhance collaborative learning and peer feedback in multilingual settings.

Results

This section describes the results from the interviews and discusses how they address the three major questions in the study. We present three categories of results: 1) types and characteristics of peer feedback, 2) comparison of students' essays before and after peer feedback and 3) Student's perceptions of peer feedback and Google classroom.

1. Peer Feedback in Multilingual EFL Classrooms

Results of research findings: 1) Types and characteristics of the feedback. Analysis of the 72 feedback comments that peer students logged in Google Classroom and Google Docs yields several key results. Most comments centered around the following:

• Grammar and Language (35%): A large percentage of the feedback provided was focused on addressing grammatical mistakes and errors in the form of tenses, subject-verb agreement and punctuation.

• Paragraph Structure and Organization (30%): The Structure of the essays was also a common point of feedback, with students commenting on paragraph structure, coherence, and logical progression.

• Vocabulary and Expression (20%): Vocabulary was frequently mentioned as a key area for improvement; students reported that they should refine their word choices and expressions.

Argument and Main Ideas (15%): In providing a smaller proportion of feedback on argument and main ideas, teachers focused on logical and valid argumentation, ensuring that points are made clear and supported.

The depiction is given in Figure 1 to clarify the result. The figure shows the feedback given by students to their mates' essay writing, mostly in four elements, which are different percentages as a result of their essay writing during the semester.

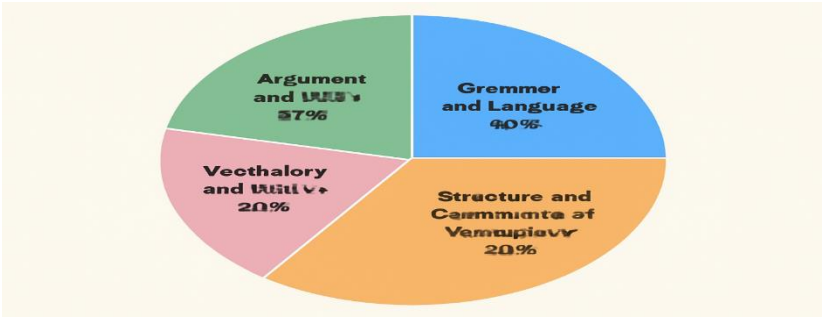


Figure 1: Distribution of Peer Feedback Types

2. Quality of Students' Essays

A comparison of pre-test and post-test essay scores was made to examine the effect of peer feedback on essay quality. The findings show a remarkable enhancement of the students' essays when corrected by other students. The average score before the test was 16.3 out of 25 and 20.1 out of 25 post-test.

The most obvious enhancement was in the organization or coherence of the essays, indicating that peer feedback helped the students arrange their thoughts more logically or systematically. This was likely helped by the feedback students received (more detailed and focused feedback, and then time for revision of essays to make them more transparent and logical)

A paired sample t-test indicated that scores from the pre- and post-tests were significantly different ($t(11) = 4.87$, $p < 0.01$). The results imply that collaborative peer feedback on Google Classroom has a positive and significant effect on the writing performance of students.

Table 1: Comparison of Pre-test and Post-test Scores

Aspect	Pre-test Score (Out of 25)	Post-test Score (Out of 25)	Improvement (%)
Average Essay Score	16.3	20.1	23.3%
Organization & Cohesion	15.0	19.0	26.7%
Grammar	17.0	20.5	20.6%
Vocabulary	16.2	19.8	22.2%

3. Student Attitudes on Peer Feedback and Google Classroom

The survey findings indicate that the majority of students had a favorable attitude towards the flexibility of peer feedback and the use of Google Classroom. The mean score for all survey items ranged from 3.9 to 4.6 on a 5-point Likert scale, indicating that participants as a whole had a positive impression of peer feedback and the system itself.

The key results of the student survey are:

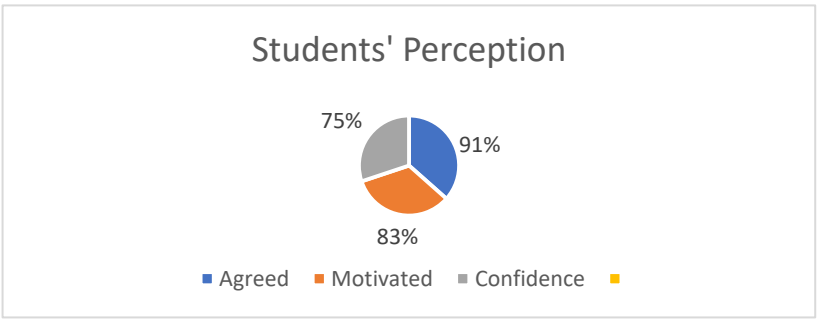


Figure 2: Student Perception of Peer Feedback

In open-ended responses, a number of students said that Google Classroom had been a simpler way for them to hand in their work and to organise the revision process. However, some students reported difficulties in the reading of classmate comments, which were either very vague or too specific. These remarks point out the importance of more accurate and nuanced feedback.

The findings from this study indicate that peer feedback, if implemented well in the form of a learning device, can enhance students' writing. Peer feedback facilitated awareness and correction of errors in grammar, essay organization, and vocabulary. Moreover, students had a favorable attitude towards the peer feedback process and to the use of Google Classroom, concluding that the use of these applications may contribute to a better collaborative experience in a multilingual EFL classroom. Future studies could investigate how to further develop and optimize peer feedback and the extent to which students can receive specific, detailed feedback.

Discussion

Peer response is one of the key factors of pedagogy for the development of essay writing, especially for EFL learners working in a multicultural setting. This encourages a "learning together and learning from each other" atmosphere, developing a variety of skills that are precursors to classroom learning, including critical thinking, self-awareness, and peer interaction. The manner in which feedback is communicated and the types of feedback that students receive from peers might be a crucial factor in enhancing students' improvements in writing and their attitudes toward writing.

1. Types and characteristics of peer feedback in multilingualism EFL classroom

a. Types of Peer Feedback

There are various types of peer feedback, which we here differentiate primarily into formative and summative feedback. This feedback is available in essay form and is typically formative. Follow the summary and a set of instructions to complete a 74-paragraph essay (four pages). On the other hand, Summative feedback tends to assess the end product and can be more of an assessment rather than developmental (Mon & Zein, 2017; Aimah & Suhartoyo, 2024). Studies show that the nature of feedback, idea-based, organization-based, language-based, or mechanics, could have a great effect on EFL learners' revision process and essay quality (He & Gao, 2023; Latifi et al., 2019).

Furthermore, peer feedback delivery can be characterized by its mechanism: traditional (offline) and digital (e.g., online platforms such as Google Classroom). The former permits an unstructured option (students can voice comments concurrently or asynchronously), while the latter supports a more structured sharing approach, in

which learners can comment offline and incorporate multimedia elements into their critiques (Aimah & Suhartoyo, 2024; Torky, 2021). Internet technology has also been found to promote a more equitable provision of feedback, with such platforms enabling students to take more time and feel less anxiety when sharing their voices compared to a traditional classroom setting (Xu & Peng, 2022; Day et al., 2021).
From students giving feedback to peers, the level of detail in toddlers' work is somewhat varied. Effective peer feedback requires not only motivation (Hadwin et al., 2012), but also an understanding of the assessment criteria and training in providing feedback (Xu & Peng, 2022; He & Gao, 2023). High-achieving learners may also offer more timely and broader feedback to students with low self-efficacy in writing and in giving feedback (Xu & Peng, 2022; Aimah & Suhartoyo, 2024).

b. Attributes of Useful Peer Feedback

Some aspects of receiving and providing feedback on writing include clarity, specificity, and constructive feedback (Ingdriawati, 2023; Dijks et al., 2018). Feedback is more effective when it is specific rather than general, because it helps peers focus their revision efforts on specific aspects of writing. Clarity enables the recipient to comprehend the feedback without misunderstanding, which is essential in a multilingual context, where language gaps can hinder comprehension (Cendani & Purnamaningwulan, 2023; Lin et al., 2021). Furthermore, feedback that emphasizes strengths and identifies areas requiring improvement can, in a conducive setting, foster a positive learning culture that triggers greater commitment among students during the revision process (He & Gao, 2023; Double et al., 2019).
In addition, emotional preparation is crucial for creating an atmosphere that is supportive of peer assessment. Studies have shown that students often respond emotionally when their peer reviews are controversial, especially in very collaborative environments. As a result, preparing students to manage both positive and negative feedback may increase their resilience and openness to growth (Tornwall et al., 2021; Kurniawati, 2022). This can be achieved by training students to offer constructive criticism, manage emotions, and foster a culture of support in peer review (Ingdriawati, 2023; Tornwall et al., 2021).
Peer feedback in the EFL context (especially when facilitated on platforms such as Google Classroom) has a clear effect on improving students' essay writing. The nature of feedback (formative or summative) and its attributes substantially determine students' writing experience. By differentiating types of feedback and identifying key dimensions of effective feedback, instructors can assist multilingual EFL writers in mastering critical writing skills.

2. Comparison of the Essay Quality Before and After the Peer Feedback

Peer feedback, in recent years, has been considered an effective method for enhancing the writing performance of EFL employees. The results of this study showed that the quality of essays improved between pre- and post-peer-assessment in terms of organization, coherence, and grammar (see Table 3). The average score on the essay portion also rose from 16.3 to 20.1, a significant increase in writing quality. These results are consistent with previous studies demonstrating the beneficial role of peer feedback on writing development in the EFL context.
There is evidence from research that peer feedback has a powerful impact on EFL students' essay writing. For example, Alsehibany (2021) stresses the significance of feedback, both from peers and from teachers, in stimulating students to revise and polish their drafts. By providing feedback, students are motivated to reflect on their writing and amend it in line with the guidelines; as a result, the quality of their essays improves. This view is also shared by Gonzalez-Torres and Sarango (2023), who found a positive correlation between peer feedback interactions and improvements in writing proficiency among EFL learners. Their results reinforce the feeling that

structured peer feedback can create a comfortable learning atmosphere that would stimulate writing development.

In addition, Khalil (2018) points out that receiving feedback from peers and teachers is critical to students' improvement in technical writing. Feedback offers students important commentary on their writing, where they need to improve, and how they are doing well. This process of gathering input and reworking the material is the closest thing to a "secret formula" for becoming a proficient writer.

The reason why peer feedback makes essays better may also have been because peer feedback were done with a systematic approach. Structured peer feedback checklists have been particularly successful for helping students to make clear, constructive comments. Zeevy-Solovey (2024) stresses that when students are given criteria for feedback, formative peer feedback is viewed more favorably and is more effective at eliciting useful feedback. This method directs students' attention toward particular features of writing like development, organization, mechanics, and argument, which tends to make feedback more focused and informed.

Khalil (2018) also concurs that structured peer feedback yields more positive writing achievement results, as long as students are thoroughly instructed in how to give feedback. They found that Turkish EFL students had positive perceptions of peer feedback, which raised their motivation and performance in writing. The results of this study support those drawn by Khalil, indicating that task-induced peer feedback contributes to enhancing students' writing proficiency and motivation.

In addition, the nature of feedback from peers is critical to the effectiveness of revision. According to Noroozi and Hatami (2018), the success of peer feedback relies on the extent to which learners can produce accurate and profound revisions as a result of feedback. In the current study, students who received more specific and detailed feedback were more likely to revise their essays extensively, especially with respect to grammar and structure. This is consistent with the findings of Noroozi and Hatami, that peer feedback is most effective when it is explicit, clear, and helpful.

The inspiration of peer feedback transcends the learning of a particular writing task. Vélez-Palacios and Ramírez-Ávila (2023) show that scaffolding, such as the use of Google Docs to support asynchronous collaboration, improves not only the quality of written feedback but also students' engagement. Google Classroom enables students to take more time to ponder the feedback they are given and respond more thoughtfully. This flexibility is especially valuable for multilingual students, who may have extra difficulty expressing themselves in English and may need additional time to process feedback.

In a multilingual classroom, where students have different linguistic and cultural backgrounds, peer feedback can also help students make use of their differences to provide feedback. Multilingual students were found to employ their first languages for the explanation of details in providing feedback, and this can enhance the effectiveness and clarity of feedback (Sung & Liao, 2018; Wei, 2000). Indeed, among such comments like "Semuanya sudah bagusmi, but cobaki ubah beberapa kosakatanya yang tidak cocok (everything is fine, but you need to change some unsuitable vocabulary)", "Sudah bagus, sayangnya, your paragraphs are too short", Much of your sentences, banyak yang tidak jelas (Some of your sentences are unclear), "Your sentences in paragraph three bertele-tele sekali (Your sentences in paragraph three are wordy), "Good essay, namun perlu perhatikan koherensi kalimatnya especially in paragraph two" (Good essay, but try to consider the sentences coherence in paragraph two), "Sudah bagusmi idenya, but some vocabulary berulang-ulangki digunakan (The ideas are good but you use some repeating words), we can see the use of students' first languages for providing more comprehensible and culturally relevant feedback. This demonstrates the value of multilingualism in feedback, with learners drawing on their language repertoires to express ideas more coherently.

The results of this study support the importance of peer feedback in improving writing ability and provide evidence of the positive effects of structured feedback and digital tools, such as Google Classroom, in multilingual EFL classes. The findings here are that peer control can significantly enhance students' writing quality, especially when it is guided by clear instructions and a supportive, structured environment.

3. Perception of Students to Peer Feedback and Google Classroom

Several studies have examined both the efficacy and challenges of peer learning through digital platforms such as Google Classroom, as well as English as a Foreign Language (EFL) students' perceptions of peer feedback in their multilingual classrooms. The study's conclusions support the growing understanding of peer feedback as indispensable for language learning. Peer feedback also encourages students to participate in their writing process, critically analyze their own work with the help of others, in a shared learning community.

Sun et al. (2023) point out that peer assessment may well become an essential part of English writing pedagogy when well-organized. Their results indicate that organized peer feedback ensures students receive helpful feedback, a crucial issue in multicultural contexts where students' diverse cultural backgrounds may significantly impact the feedback process. This finding is consistent with the current study, which found that peer feedback in a multilingual classroom setting enabled students to notice not only strengths but also weaknesses in their writing, thereby enhancing essay quality. Information in the Google Classroom feedback was more specific, consistent, and applicable, which again supports the argument that well-structured peer feedback can improve writing in a multilingual context (Sun, Xiao, Wang, Jiang & Xie, 2023).

In the same vein, Babaii & Adeh (2019) add that peer pair assessment not only enhances writing skills but also encourages communal learning. By participating in peer feedback, students become involved in learning from one another and develop a sense of community and cooperation. The use of peer feedback was central to student learning in this study. Students were able to build a stronger sense of connection with their peers through discussion and feedback, and expressed a desire to take the next step in their writing. It is consistent with the idea that engaging in the feedback process is associated with positive learning performance (Babaii & Adeh, 2019).

Integration of digital tools like Google Classroom is enhancing this peer feedback process. Khapre et al. (2021) explain that this type of feedback gathered via tools such as Google Classroom is also seen as more immediate and held with greater regularity, allowing students numerous attempts to fine-tune their writing. Google Classroom introduced an element of formality and structure into the feedback process, enabling students to present asynchronous feedback to each other and engage in a more considered critique than in a face-to-face classroom. This is consistent with the findings of Vélez-Palacios y Ramírez-Ávila (2023), who argue that online resources allow teachers to generate greater engagement among students, leading to better outcomes in the writing process. The system's online format gave students the freedom to revisit feedback, consider it, and revise their essays when they were ready.

Additionally, the research on the effect of students' writing feedback provision online. Based on the findings of Ly (2023), the value of online peer feedback in addressing students' difficulties with academic writing is reinforced. According to Ly, online peer feedback contributes to more considered, well-constructed answers by the students, which was also identified in the present study. The web-based platform Google Classroom facilitated student-to-student feedback, promoting richer responses compared to traditional face-to-face feedback.

The multilingual setting of the study also has implications for the students' evaluation of peer feedback. Dawei (2018) investigates the background knowledge of such Saudi EFL students, revealed in both localized and global aspects. What did the

students report? Perception of pedagogical needs when they employed electronic tools (e-mail, Google Docs, digital recorder, and mobile phone) on peer feedback, with and without the localized and global support in writing. The findings of the study align with those of Daweli (2016), which demonstrate that multilingual students are more comfortable with peer feedback in their L2 when it is mediated via online platforms. Google Classroom provided students with space to use their first language to explain and give feedback on areas they better understood, minimizing possible language gaps when providing feedback in English and making it more purposeful (Sung & Liao, 2018; Wei, 2000).

In addition, Park (2018) highlights that students' attitude towards peer feedback influenced their writing competence. When students know why they are giving peer feedback and have received sufficient training to give "useful" critiques, the peer feedback process is more effective. The present study confirms this: students perceived peer feedback and Google Classroom as positive. They also valued the feedback they had received on the first cycle and felt more able to provide feedback to their peers. These favorable attitudes indicate a trend of realizing the role of peer feedback in improving writing skills and promoting students' engagement (Faridah et al., 2020).

Besides positively influencing students' perceptions of peer feedback, Google Classroom also motivated students to reflect more fully on their own feedback. Sahib et al. (2022) reported that peer interaction among students who used Google Classroom led to increased motivation and engagement in learning. This research further supports the idea that digital environments, like Google Classroom, are instrumental in facilitating consequential peer interactions, particularly in multilingual classrooms where students have varying language proficiencies.

Conclusion

This research investigated the use of peer feedback to enhance the essay-writing skills of EFL (English as a Foreign Language) students in a multilingual context, using Google Classroom as the platform for feedback exchange. The results highlight the benefits of peer feedback on quality writing, student motivation, and engagement in writing.

It was found that peer feedback had a significant effect on the essay writing quality of L2 students, specifically in terms of organization, coherence, and grammar. The responses from peers allowed students to recognize errors and to revise their writing and critical thinking skills. Google Classroom was used to create an organized and structured system for the supply and collection of feedback, enhancing the efficiency of peer feedback.

Moreover, that ingestion report emphasized the impact of multilingualism on the feedback mechanism. Students who used languages other than English (including Indonesian, Makasari, and Ambon) also used their first languages to unpack points in their feedback. This code-switching not only facilitated more transparent expression but also helped bridge potential language barriers, demonstrating a dual impact of multilingualism: both as a barrier and as a facilitator in peer feedback. The study adds to a body of research on peer feedback, multilingualism, and digital platforms used in an EFL context.

The students also expressed a favorable attitude to peer feedback and Google Classroom. Most students believed that peer feedback enabled them to learn from their mistakes and encouraged them to rework their essays. Despite this, some participants felt they were not confident in giving feedback due to their low English proficiency, and the data suggest a need for more systematic assistance and guidance in conducting peer walks and providing feedback in multilingual EFL contexts.

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