

Students' Perceptions of Evaluative Judgement in Technology-Mediated Dialogic Peer Feedback

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ABSTRACT

The COVID-19 pandemic has prompted a worldwide shift in higher education, transitioning from traditional in-person teaching to online instruction. Consequently, there is a need to reevaluate classroom assessment methods for language educators. It involves a departure from summative assessment to formative assessment and sustainable assessment practices. As part of this paradigm shift, academia has placed significant emphasis on developing evaluative judgement and integrating peer feedback. This study focuses on a 12-week English expository writing course, where 66 English Linguistic undergraduates at a Malaysian public university actively participated in technology-mediated dialogic peer feedback under the guidance of two instructors to enhance their development of evaluative judgement in argumentative writing. The thematic analysis of transcript data from semi-structured interviews unveiled that the participants encountered challenges in utilising teacher feedback to enhance their peer feedback skills, overcoming socio-affective barriers to providing and receiving constructive feedback with an open mind and coordinating group members to collaborate effectively in an online environment. They generally held a positive stance towards technology-mediated dialogic peer feedback, acknowledging the advantages of honing evaluative judgement in argumentative writing as providers and receivers of feedback. This study aims to contribute to the discourse regarding students' openness to peer feedback (i.e., peer feedback orientation) and the challenges and benefits they encounter within the digital learning environments,

which have become increasingly common in higher education, with the goal of fostering evaluative judgement within and beyond the writing course.

Keywords: Argumentative writing, evaluative judgement, peer feedback orientation, technology-mediated dialogic peer feedback

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INTRODUCTION

Due to the outbreak of the COVID-19 pandemic, a substantial number of schools worldwide suspended in-person face-to-face classes and transitioned to online courses. Online teaching has reshaped the physical structure of traditional classroom teaching and the learning environment in response to an urgent change in delivery methods (Wood, 2021, 2022). It posed a significant challenge to language teaching and classroom assessment, requiring a swift shift from summative assessment, primarily focused on grades and certifications, to formative assessment and sustainable assessment (Xie et al., 2022). Providing students with direct, authentic experiences of evaluating others and being evaluated aids their understanding of how to form intricate judgements (Ajjawi et al., 2018; Tai et al., 2016).

As a promising solution to address the assessment challenges, the cultivation of evaluative judgement, a vital cognitive ability, empowers individuals “to make decisions about the quality of work of oneself and others” (Tai et al., 2018, p. 467). This ability is pivotal in the immediate course context and lifelong learning pursuits (Boud & Soler, 2016). Effective evaluative judgement involves ongoing interactions between individuals, their peers, and established performance standards. However, current assessment and feedback practices often overlook the development of evaluative judgement (Ajjawi et al., 2018; Tai et al., 2016). Some approaches position students as passive recipients of

feedback (Carless & Boud, 2018), thereby hindering their development of evaluative judgement and leaving them reliant on external evaluations without the ability to discern appropriate assessment criteria.

Peer feedback, a prevailing approach for enhancing evaluative judgement (Ajjawi et al., 2018; Dawson et al., 2019; Tai et al., 2018), is the process where learners provide and receive feedback on their peers’ writing, either in written or oral form, typically in pairs or small groups (Yu & Lee, 2016). Present peer feedback practices have faced criticism for being unidirectional and excessively centred on content, resulting in students being passive recipients. As noted by Vasu et al. (2016), in the educational context of Malaysia, where teachers are often expected to be accountable for the learning of their students, “peer feedback, although highly valued, turned out to be the least preferred in this context despite the current pedagogical trend that focuses more on student’s active participation in improving their peers’ writing than being dependent on teachers’ feedback” (p. 164). Furthermore, researchers have observed that feedback on writing performance might not fully address students’ needs and interests, resulting in wasted or ignored feedback (Carless & Boud, 2018). Learners might find it difficult to utilise feedback to improve their writing or have a vague sense of applying it effectively, likening the challenge to learning a new language.

Researchers have recently investigated dialogic and technology-mediated peer feedback to address the limitations of peer

feedback (Dawson et al., 2019). Dialogic peer feedback has been highlighted as an interactive dialogue between the provider and receiver regarding the quality of writing, with the potential to negotiate meaning and empower learners (Zhu & Carless, 2018). Moreover, the continual advancement of digital media has opened new avenues and platforms to encourage active student participation in peer feedback activities. However, amidst the extensive body of peer feedback research, only a handful of previous studies have focused on students' perspectives on technology-mediated dialogic peer feedback (e.g. Latifi et al., 2021; Wood, 2021, 2022, 2023; Wu et al., 2024).

In the context of ESL/EFL writing, substantive work has been done on peer feedback. However, they have mostly been focused on text revisions and writing quality, with considerable attention paid to the linguistic or textual aspects of student writing (Liu & Yu, 2022; Xie et al., 2024; Yu & Lee, 2016) while neglecting higher-order cognitive abilities such as evaluative judgement. Furthermore, this oversight of students' openness towards peer feedback (i.e., peer feedback orientation) can have substantial consequences, as a genuinely formative feedback process can only be achieved if students proactively engage with it and can incorporate it into their learning (Kasch et al., 2022, 2023). Accordingly, scholars have consistently called for further studies to understand students' self-perceptions of peer feedback as well as their affective, behavioural, and cognitive engagement with peer feedback in ESL/

EFL writing (Cheng & Zhang, 2024; Xie et al., 2022).

Therefore, it is essential to conduct further exploration into students' receptiveness towards technology-mediated dialogic peer feedback. It is crucial not only for cultivating their evaluative judgement but also for educators to enhance the effectiveness of online writing courses. Such insights can provide improved support for students' learning and growth, representing an innovative approach to language assessment in the digital era.

Objectives of the Study

This study focused on how students perceived the process of providing and receiving feedback in a digital environment, particularly about evaluating argumentative essays in English. By exploring the challenges they faced and the benefits they experienced, the goal was to gain insights into their receptiveness to technology-mediated dialogic peer feedback, as well as the effectiveness and potential areas for improvement of this innovative assessment as a valuable tool for enhancing evaluative judgement ability in academic writing. Thus, the study aimed to address the following objectives:

- (a) To explore the challenges students face when engaging in technology-mediated dialogic peer feedback.
- (b) To investigate the benefits of technology-mediated dialogic peer feedback in nurturing the development of evaluative judgement.

LITERATURE REVIEW

Evaluative judgement involves the discernment and application of standards, the calibration of judgements, and the ability to avoid being misled (Ajjawi et al., 2018; Tai et al., 2016). The concept of evaluative judgement originated from Sadler's (1989) notion of 'evaluative knowledge' or 'evaluative expertise', which students must develop to become increasingly independent learners and rely less on their teachers' guidance.

As a prevailing practice to cultivate evaluative judgement, peer feedback nurtures critical thinking, reflection, and the ability to assess one's work and that of others (Ajjawi et al., 2018; Tai et al., 2016). Drawing on Vygotsky's (1978) social constructivism, the paradigm of peer feedback has evolved from being viewed as a favour provided by others to being regarded as a dynamic and interpretative communicative process. In this approach, participants engage in dialogue, sense-making, and co-construction of interpretations, enabling feedback recipients to negotiate meaning, challenge, and evaluate their feedback (Xie et al., 2022). For ESL/EFL students, peer feedback acts as a scaffold, guiding them towards the zone of proximal development (ZPD) in language skills. The social constructivism perspective has led to a growing number of recent studies examining the paradigm shift from the simple focus on written corrective feedback (WCF) to a wide range of different directions for addressing the impact of peer feedback on L2 writing, examining students' affective, behavioural,

and cognitive engagement (Cheng & Zhang, 2024; Liu & Yu, 2022). Through this learning model, where peers provide feedback to each other, learners grasp feedback criteria more effectively and gain a deeper understanding of writing and revision processes. The balanced status of peer feedback providers and receivers enhances students' sense of audience and cultivates a sense of ownership over their writing. Furthermore, peer feedback effectively reduces students' anxiety and emotional defensiveness, resulting in a more positive attitude towards writing.

In the present study, technology-mediated dialogic peer feedback is defined as a communication process in which learners engage in dialogues about performance and standards using mobile devices and computers (Liu & Carless, 2006). The disruption caused by the COVID-19 pandemic has expedited the adoption of technology-mediated assessment and learning environments, inspiring researchers to investigate the practical possibilities of peer feedback (e.g., Latifi et al., 2021; Wood, 2021, 2022, 2023; Wu et al., 2024). According to Wu et al. (2024), a review of relevant literature regarding peer feedback in mobile-assisted applications was conducted, and four distinct features were found: great accessibility and flexibility, synchronous and asynchronous modes, gamification mechanics, and anonymity of the process. In a series of qualitative case studies, Wood (2021, 2022, 2023) employed a technology-mediated approach using cloud applications like Google Docs to facilitate

screen-casting peer feedback in the context of online learning to promote proactive engagement and feedback uptake. Utilising an online peer feedback environment called EduTech, Latifi et al. (2021) found that students in the three experimental conditions (peer feedback, peer feedforward, and their combination) benefited more than students in the control group condition (without any support) in terms of peer learning processes, argumentative essay quality, and domain-specific learning. Explorations such as these are crucial to deepen our understanding of the obstacles and benefits students encounter in technology-mediated dialogic peer feedback, which aligns with our goal of fostering evaluative judgement. Nevertheless, there is a need for additional investigation into students' receptiveness to peer feedback to improve comprehension and efficacy of peer feedback in the digital realm.

While an extensive body of research spanning the last three decades has centred on scrutinising the influence of peer feedback on holistic writing enhancement, a relatively modest portion of this inquiry has been channelled into comprehending the differences encompassing students' cognitive, evaluative, and socio-affective processes (Cheng & Zhang, 2024; Liu & Yu, 2022). Furthermore, there has been a noticeable paucity of research addressing students' perceptions of peer feedback orientation (Kasch et al., 2022, 2023). It is crucial to emphasise that engaging in providing and receiving feedback entails a certain degree of openness from individuals to make the most of digital technologies.

This willingness to embrace and utilise peer feedback is essential for personal development and academic growth during the COVID-19 crisis and in the blended higher education setting after the pandemic (Wood, 2021, 2022, 2023).

MATERIALS AND METHODS

Research Sample

This qualitative study explores the impact of technology-mediated dialogic peer feedback on the development of evaluative judgement in English argumentative writing among ESL/EFL students. These participants were registered with the English Department at a public university in Malaysia and enrolled in an expository writing course, which was conducted online during the designated semester.

The study was conducted using purposeful sampling, identifying the purposefully selected participants that best helped the researchers understand the research objectives (Creswell & Creswell, 2017). The 66 participants in the study constituted a heterogeneous group of English Linguistics undergraduates, comprising 44 students from Malaysia and 22 international Chinese students. This cohort consisted of 58 females and 8 males, which generally represents the gender proportion of the English Linguistic major in Malaysia. Their English language proficiency was intermediate (Malaysian Examinations Council [MEC], 2019), as evidenced in their MUET Bands 3 and 4 for the Malaysian students or IELTS writing scores ranging between 5.0 and 6.0 for the international

Chinese students. These scores aligned with the B1 and B2 levels of the Common European Framework of Reference for Languages (CEFR). Table 1 provides the demographic information of five participants, whose excerpts were analysed in detail.

Over the research duration, the participants engaged in technology-mediated dialogic peer feedback. They were granted the choice to independently select their team members to amplify their engagement. They formed groups of three individuals working collectively to participate in the feedback process. It fostered a sense of responsibility and ownership among them and promoted collaborative learning as they jointly navigated the intricacies of providing and receiving feedback. This student-led team formation allowed diverse perspectives, contributing to a comprehensive and enriching exchange of insights and suggestions. By actively participating in selecting their peers, the students were more invested in the feedback process, which ultimately facilitated a more constructive and valuable learning experience. The study was conducted with the approval of the Ethics Committee for Research Involving Human Subjects.

Writing Training

Over 12 weeks, the participants were immersed in a process-genre approach (Huang & Zhang, 2022; Rahimi & Zhang, 2022) to argumentative writing. As Larsen-Freeman (2016) noted, this approach aims to cultivate students' understanding of linguistic features, rhetorical structures, and writing skills, covering prewriting, drafting, revising, editing, and publishing stages. The goal is to empower students to create texts that serve specific communicative purposes within a particular genre. The success of the process-genre approach hinges on the active engagement of the students, as their reactions and involvement with the approach are deemed more crucial than the approach itself (Larsen-Freeman, 2016).

The technology-mediated dialogic peer feedback training adopted a variety of online platforms to facilitate in-class instruction and constant instructor-student and peer-peer communication, including Zoom, Google Meet, Facebook, and Kumospace, along with the university's online learning management system. Using Google Docs, multiple reviewers provided textual feedback, and authors requested

Table 1
Demographic information of five representative participants

Participant	Age	Gender	Nationality	English Language Proficiency
Eillen	19	Female	Malaysian	MUET Band 3
Tina	18	Female	Malaysian	MUET Band 3
Amber	18	Female	Malaysian	MUET Band 4
Vivian	20	Female	Chinese	IELTS Writing Score 5.5
Joan	20	Female	Malaysian	MUET Band 4

Source: Authors' work

clarifications, creating a dynamic dialogic peer feedback process and facilitating bidirectional peer feedback and peer feedforward (Wood, 2021, 2022).

Five steps were followed during the training to engage the participants (Figure 1). Firstly, participants embarked on a comprehensive exploration of the linguistic intricacies and rhetorical structures. This phase was primarily facilitated through instructor-led analyses of exemplars, providing participants with practical insights into the nuances of the argumentative genre. During this phase, participants systematically acquired procedural knowledge essential for effective writing. The instructors played a pivotal role by providing explicit guidance on a spectrum of strategies critical for successful writing. It included strategies for efficient planning, such as goal setting, idea generation, and structuring ideas. It also extended to the intricacies of text production, covering aspects like language use and content integration. Of particular significance was the focused attention on strategies relevant to argumentation evaluation.

During the second phase of the peer feedback training, participants brainstormed and generated ideas to support their arguments in response to the given writing prompts. With their ideas in place, they were required to write a 1,000-word essay with their group members, laying the groundwork for the subsequent stages. As part of the in-class discussion, the instructors provided their expertise in providing feedback to the exemplars, guiding the participants to

propose formative feedback and formulate evaluative judgements. Next, the participants exchanged drafts with different groups to provide and receive constructive feedback. There was no doubt that peer feedback was an important component of the process, followed by a peer feedforward opportunity to clarify any questions regarding the comments made by peers. Through this collaborative process, they gained valuable insights and perspectives, which they utilised to revise and refine their essays.

For the final project, the participants were free to select an argumentative topic that piqued their interest. They were encouraged to continuously improve their drafts through ongoing peer feedback, as well as feedback from their two instructors. Through this comprehensive approach, the participants were nurtured to become more proficient and confident writers, equipped to effectively communicate and express their ideas within this specific genre.

To safeguard the participants' privacy and address potential concerns regarding the impact of constructive feedback on their self-esteem during the peer feedback process, the writing course instructors took measures to ensure anonymity. In the 12-week online training, each participant was requested to use a pseudonym. This approach prevents their classmates and the peer feedback receivers from knowing the true source of the feedback they received. Using pseudonyms, the participants could freely express their thoughts and opinions without fear of judgement or negative repercussions. It fostered a supportive and

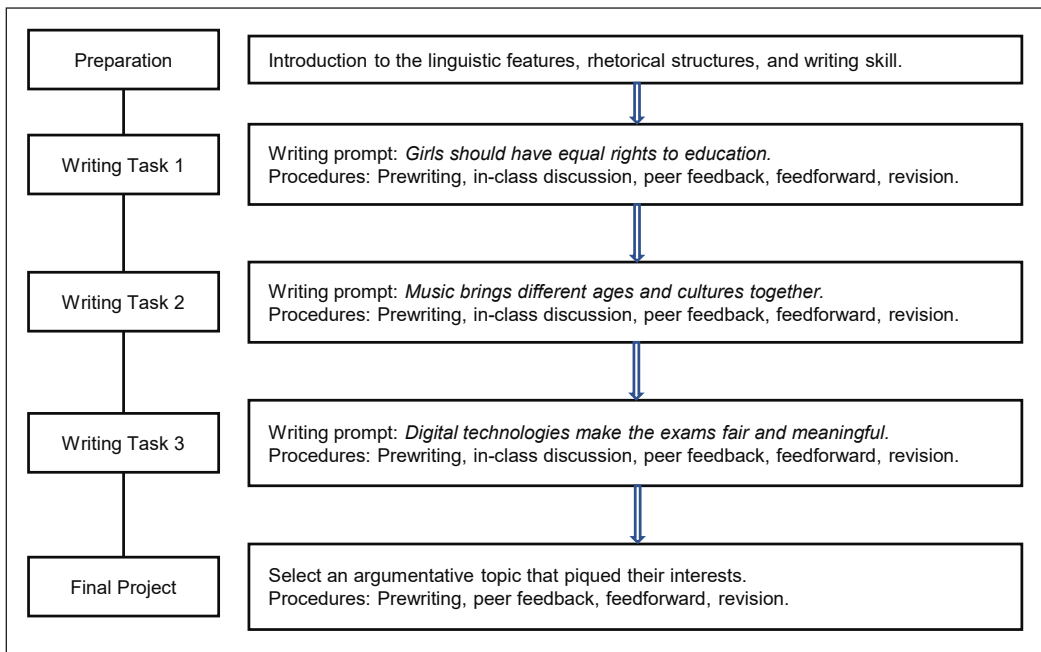


Figure 1. The flowchart for the training of the technology-mediated dialogic peer feedback
Source: Authors' work

confidential environment, encouraging participants to openly engage in the peer feedback process and share their honest perspectives. Moreover, pseudonyms can be used to report subjective feelings and the authenticity of personal reflections.

Data Collection

A semi-structured interview was adopted for data collection because it was highly relevant to the research while maintaining flexibility and responsiveness to the participants' perspectives. After obtaining the participants' written consent, online one-on-one semi-structured interviews were conducted as a practical solution to overcome physical constraints. Each interview lasted approximately 30 minutes, allowing for in-depth discussions with the participants.

During the interview, the participants were encouraged to openly share their experiences and insights related to the technology-mediated dialogic peer feedback process. They were presented with specific questions, such as (1) "What challenges did you encounter in the online peer feedback process?" (2) "How did you overcome these challenges with your group members?" (3) "What are the benefits you received from providing feedback on other students' argumentative essays?" and (4) "What are the benefits you received from receiving feedback on your own argumentative essay?" These questions aimed to elicit detailed responses and reflections from the participants, shedding light on their perceptions and experiences throughout the feedback process.

Data Analysis

To facilitate the data analysis, transcripts of the interviews with the 66 participants were transferred into NVivo 12, a qualitative research software. It allowed for systematic organisation and categorisation of the interview data, making it easier to identify patterns, themes, and insights that emerged from the participants' responses. NVivo 12 enhanced the efficiency and rigour of the data analysis process, providing a comprehensive understanding of the impact of technology-mediated dialogic peer feedback on the development of evaluative judgement in English argumentative writing among ESL/EFL students.

This study adopted a thematic analysis approach for the semi-structured interview data analysis, which harmoniously blended inductive and deductive coding methods to comprehensively understand the identified themes (Fereday & Muir-Cochrane, 2006). The analysis involved exploring emergent themes by combining inductive and deductive coding techniques. This meticulous approach facilitated a deeper exploration and interpretation of the themes, enhancing the validity and reliability of the study's findings.

The primary method employed was inductive analysis throughout the coding process, allowing themes to emerge naturally from the original data without preconceived expectations or prior constraints. This approach facilitated a comprehensive data exploration, enabling themes to arise organically from the information collected. Additionally, deductive analysis was

conducted during the research process to incorporate these derived themes within the theoretical framework. This process involved aligning the emergent themes with relevant theoretical concepts or frameworks, enriching the analysis, and providing deeper insights into the research subject. The researchers opted for the established Peer Feedback Orientation Template (Kasch et al., 2022, 2023), which includes the predefined themes and subthemes outlined in Table 2. These four fundamental dimensions of peer feedback orientation were guiding principles for the subsequent analysis. Moreover, this study re-evaluated the interpretation and quantity of dimensions influencing participants' receptiveness, considering the perspectives of both receivers and providers of feedback. By incorporating multiple perspectives, the study benefited from a broader range of viewpoints, potentially uncovering additional dimensions or nuances within the data. This comprehensive analysis approach contributed to the robustness and depth of the study's findings, ensuring that the insights obtained were well-supported and offered valuable contributions to technology-mediated dialogic peer feedback in English argumentative writing.

RESULTS AND DISCUSSION

In the present study, 72 codes were generated from transcribing and coding the responses regarding the meaning of peer feedback orientation dimensions. Two researchers clustered the codes into meaningful subthemes within each feedback orientation

Table 2
Peer feedback orientation template

Themes	Utility	Accountability	Social Awareness	Self-efficacy
Definitions	The personal added value a student perceives for his/her learning process by engaging in peer feedback.	A student’s sense of responsibility for his/her learning process and that of a fellow peer.	A student’s social connection with the group and/or peer and seeing peer feedback as a social process.	A student’s confidence in his/her knowledge and skills to provide valuable feedback.
Subthemes	<ul style="list-style-type: none"> • Teacher role • Learning with feedback • Feedback is tailor-made • Creating meaning • Feedback moment 	<ul style="list-style-type: none"> • Influence of the process on your accountability • Things you hold the other accountable for • Things you hold yourself accountable for 	<ul style="list-style-type: none"> • On a group level • Behaviour that contributes positively to social awareness • Behaviour impairing social awareness 	<ul style="list-style-type: none"> • Your role as a giver • Your role as a receiver • Self-efficacy for the giver and receiver • Context prerequisites for self-efficacy

Source: Kasch et al., 2023, p. 273

dimension. In contrast to Kasch et al. (2022, 2023), participants in this study interpreted peer feedback orientation differently regarding the domain of accountability. Because of the online peer-learning context, participants highlighted the difficulty of allocating time for group tasks and how they overcame these challenges by utilising digital tools. In Table 3, the sub-themes are categorised into four dimensions of technology-mediated dialogic peer

feedback, and these sub-themes are further discussed in the following sections about the challenges and benefits associated with peer feedback in a digital environment.

Challenges of Technology-mediated Dialogic Peer Feedback

Engaging in technology-mediated dialogic peer feedback presented several challenges for students. First, within the self-efficacy theme, for many participants,

Table 3
Subthemes of peer feedback orientation to technology-mediated dialogic peer feedback

Themes	Utility	Accountability	Social Awareness	Self-efficacy
Subthemes	<ul style="list-style-type: none"> • Gaining different perspectives • Reflecting on one’s writing • Enhancing skills in argumentative writing 	<ul style="list-style-type: none"> • Managing the progress of learning tasks within the groups • Coordination in the online learning environment 	<ul style="list-style-type: none"> • Socio-affective constraints • Facilitating an interactive dialogic peer feedback experience 	<ul style="list-style-type: none"> • Lacking prior experience in giving constructive feedback • Seeking guidance on how to use teacher feedback to improve their ability • Inadequate quality of peer feedback

Source: Authors’ work

especially those without prior experience in giving constructive feedback to peers, self-motivation was essential to develop effective strategies to engage in the peer feedback process and provide useful feedback comments. The core problem is the inadequate quality of the feedback content provided by learners. Some scholars are concerned that peer feedback is incorrect, irrelevant, ambiguous, and too focused on local issues (Yu & Lee, 2016; Zhang & Cheng, 2020). To overcome these drawbacks, students should actively engage in learning from the feedback provided by their teachers, as teacher feedback plays a crucial role in guiding their approach to peer feedback (Yang et al., 2023). The following excerpt from Eillen illustrates it.

To be honest, I didn't know how to comment on other people's articles at that time, and I didn't know whether we should write positive or negative aspects. These worries left me at a loss as to where to start, but the lecturer then taught us how to comment and gave feedback on other people's articles, such as whether the introduction part is too long whether the logic is strong, et cetera.

Eillen's journey is a compelling testament to the profound transformative influence of adept teacher guidance on nurturing participants' feedback proficiencies. By receiving well-structured instruction and support, students like Eillen overcame their initial reservations

and developed the confidence to provide substantial and constructive feedback to their peers. Eillen's excerpt offers reassuring evidence to support Xie et al.'s (2024) contention that students can improve their skills as peer reviewers through adequate training and individual guidance over an extended duration. This finding counters the criticism of students' inability to offer substantive and constructive feedback. This hands-on experience highlights a fundamental truth: Educators, through their proactive involvement, hold the key to fostering and empowering students to actively engage in technology-mediated dialogic peer feedback processes (Yang et al., 2023). Integrating a pedagogical approach is about the technology and the holistic facilitation of students' feedback abilities. This guidance will enhance their feedback skills and elevate the overall quality of their peer learning interactions. It resonates strongly with the insights shared by Xie et al. (2024), who elucidate that effective teacher coaching and feedback form an iterative process marked by initial guidance on expectations, ongoing clarification of these expectations, and feedback on performance. This cyclic engagement nurtures the participants' abilities and emphasises the pivotal role instructors play in creating an environment where feedback serves as a dynamic tool for development and learning.

Second, within the social awareness theme, socio-affective traditions could act as barriers that hinder the participants from fully accepting constructive feedback from

others in an open-minded manner. Peer feedback is embedded in a specific socio-cultural context where culture plays a key role. According to Hu and Lam (2010), students' writing revisions may be affected by a combination of cultural and social differences within peer learning interactions and meaning negotiation. These issues relate specifically to collectivism, interpersonal harmony, and face-saving. Esfandiari and Myford (2013) attribute this phenomenon to the influence of Asian culture, which prioritises others over self. Consequently, students in this cultural context often hesitate to criticise their peers. Recognising and addressing these cultural barriers is pivotal, as it facilitates the development of an open mind towards peer feedback, fostering an environment conducive to productive dialogic peer feedback sessions. Tina articulately conveyed her culture-related apprehensions concerning peer feedback.

We were having some problems with the elaboration and the peer review helped us make it better. The feedback providers were nice and straightforward, which I personally like better than beating around the bush.

Tina's experience illustrates the importance of creating a safe and respectful environment for sharing feedback in peer learning interactions. By acknowledging and respecting socio-affective factors, the participants could create a collaborative and supportive space for exchanging constructive

opinions (Cheng & Zhang, 2024; Zhang & Cheng, 2020). This inclusive approach fostered a positive learning environment where the participants openly received and gave feedback, enhancing the overall quality of their argumentative writing. Hu and Lam (2010) stressed the importance of avoiding sweeping generalisations concerning local cultural educational norms and the associated learning practices. Such broad assumptions can stifle the exploration of diverse learning prospects and obscure the constructive attitudes exhibited by ESL/EFL learners towards peer feedback.

Finally, within the accountability theme, one notable challenge stemmed from the objective condition, which relied on network technology to substitute face-to-face communication. It led to coordination issues in managing the progress of learning tasks within the groups and adhering to a common schedule. The participants had to navigate these challenges to ensure effective collaboration and productive feedback sessions. Below are the experiences of two participants, Amber and Vivian, who encountered and overcame some of these challenges while participating in the technology-mediated dialogic peer feedback.

Personally, I am the type of person who likes to do my work at a fast pace, so that it will be done in time and we would have extra time to look back and improve our work. My team members noticed my habit and tried to keep up with my pace, and I am very thankful for that.

After working with them, it made me realise that team communication is so important in completing this assignment. (Amber)

It's very hard to find time to have a discussion at the same time. The strategies that I used to overcome them are my group fixed a time to do this essay writing. We will have a discussion at 8:30 pm every day and spend at least 1 hour 30 minutes doing this. Before the meeting, any of us will be reminded early on WhatsApp. Once we all join to edit Google Docs, we clarify all the problems right away in the chat box of Google Docs. It makes our writing process go smoothly. (Vivian)

Both excerpts demonstrate how they adapted to the challenges of the online learning process. Amber's reflection emphasises the importance of teamwork and effective communication. At the same time, Vivian's experience shows the value of structured planning and utilising digital applications and tools to foster a seamless writing experience. These students' experiences provide valuable insights into the potential solutions for addressing coordination issues and maximising the benefits of technology in the peer feedback process (Wu et al., 2024). As a result of these digital tools, participants overcame the physical inconvenience caused by the COVID-19 lockdown, allowing for greater convenience and flexibility in fitting peer

learning into their daily schedules. It makes technology-mediated dialogic peer feedback a more rewarding and collaborative learning experience.

In a nutshell, when students participate in technology-mediated dialogic peer feedback, they need to navigate various challenges, such as leveraging teacher feedback to enhance their feedback skills, embracing a culturally inclusive mindset to benefit from diverse perspectives, and coping with coordination issues and time management. By addressing these difficulties, students can fully realise the potential of dialogic peer feedback to enhance their learning and writing skills.

Benefits of Technology-mediated Dialogic Peer Feedback

Prior research indicates that feedback providers and receivers exhibit distinct mechanisms when engaging in peer feedback (Latifi et al., 2021; Xie et al., 2024). The learning mechanisms involved in providing peer feedback include initiating problem detection, encouraging problem diagnosis, and modifying strategies. The learning mechanisms associated with receiving peer feedback include obtaining information about current performance, desired performance, and strategies for bridging this gap. It is imperative to scrutinise the advantages of technology-mediated dialogic peer feedback for both roles.

As feedback providers, within the utility theme, they actively evaluated others' essays, provided constructive comments, and reflected on their writing. This collaborative

approach enhanced their understanding of effective writing techniques while fostering a sense of ownership and responsibility for their learning process. Vivian's experience exemplifies the benefits of providing feedback.

I have also learned some new things based on peer feedback. Different people have different perspectives of thinking. I get an opportunity to learn new thoughts by seeing others' essays. For example, by reviewing Group 5's essay, I feel that by adding a few examples from any studies or research, the essay can become reliable and factual.

They developed critical thinking skills and refined their writing abilities by providing feedback. The process encouraged a growth mindset, fostering a willingness to adapt and improve based on constructive input. In the process of reviewing, feedback providers enhanced their sense of readership, improved their understanding of global issues in writing, and facilitated reflection on personal writing (Cheng & Zhang, 2024). Good peer-written texts can serve as models for feedback providers, while bad texts can help them address similar issues in their writing.

Conversely, as feedback receivers within the utility theme, they gained valuable insights into their writing abilities and areas for improvement. Through peer feedback and peer feedforward, they came to appreciate diverse perspectives and integrate valuable feedback into their

revisions, fostering continuous growth as writers. Joan's perspective illustrates the significance of peer feedback.

Peer feedback activity is extremely beneficial to me since it allows us to converse and evaluate the progression of our writings from the viewpoints of others. Before the peer review session, we thought our essay was all good not realising that we had a bunch of mistakes that needed to be fixed. We also thought that our stance was clear and strong enough. Therefore, I find that it is very important to let others review our essay and receive commentary from them.

Embracing diverse viewpoints fostered a culture of constructive criticism, enabling the participants to develop a growth mindset and embrace opportunities for improvement. By embracing constructive feedback and incorporating valuable insights into their revisions, the participants cultivated a culture of continuous growth and advancement as writers (Latifi et al., 2021). Joan's experience demonstrates that engaging in technology-mediated dialogic peer feedback empowers students to critically assess their work and identify specific areas that may have gone unnoticed. The exchange of ideas and perspectives with peers broadened their understanding of effective writing practices and encouraged a receptive attitude towards constructive criticism. By valuing and incorporating feedback from their peers, the participants became active agents in

their learning journey, fostering continuous improvement and refinement of their writing skills. Additionally, this feedback process nurtured a supportive learning environment where they shared their work and sought feedback without fear of judgement (Wood, 2021, 2022).

In summary, whether acting as feedback providers or receivers, this training process instils in the participants the confidence to perceive themselves as competent evaluators capable of making well-informed judgements about their work and that of their peers. This development is invaluable for personal growth and nurtures essential lifelong learning skills.

CONCLUSION

Due to the small scope and purposeful sampling of this study, there are limitations to the generalisability of some thematic analysis results. Moreover, the research adopted perceptual data that was susceptible to bias, novelty, or researcher effects. Future research may explore the long-term impact of peer feedback practices on a broader range of participants in diverse social and cultural interactions to better understand and promote the sustainability and transferability of peer feedback behaviour in digital and hybrid environments. Furthermore, the practice's effect on the participants' learning outcomes was not investigated due to the present study's narrow focus. An extension of these findings could be achieved by utilising a mixed-methods design to determine the effect of technology-mediated dialogic peer feedback on students' writing performance

improvement. Lastly, emerging technologies such as artificial intelligence and Metaverse transform the learning paradigm. Future research should investigate their potential to improve peer feedback provision and uptake.

Despite the limitations mentioned above, following the new paradigm principles of social constructivism (Xie et al., 2022, 2024), this study has addressed some issues associated with dialogic feedback practices in the field and elucidated a non-exhaustive taxonomy of reasons students may wish to engage in peer feedback. The findings of this study reveal that students responded positively to technology-mediated dialogic peer feedback, even amidst the profound changes brought about by the COVID-19 pandemic, which led to significant shifts in classroom dynamics and language assessment paradigms. As educational institutions navigate the challenges and opportunities presented by online teaching and learning, the findings can serve as a valuable resource to support evidence-based instructional practices and promote student success in the ever-evolving educational landscape. Theoretically, the scarcity of empirical research on peer feedback in cultivating evaluative judgement highlights the significance of this study's results. These findings provide valuable insights for researchers and educators, deepening their understanding of the paradigm shift from summative assessment to formative assessment and sustainable assessment practices. Practically, educators can better understand what may be involved in

feedback uptake through a collaborative effort to address challenges and leverage the benefits of technology-mediated dialogic peer feedback (Wood, 2021, 2022). They can integrate these freely accessible online applications into physical classroom environments, creating a hybrid learning approach. This approach has the potential to optimise the writing experience and equip students with invaluable skills to be good writers.

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