



## The Effect of Peer Feedback on Writing Ability of EFL/ESL Students: A Review

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### Abstract

Writing study has grown over the last ۴۰ years, precisely between the late ۱۹۸۰s and the early ۱۹۹۰s. Subsequently, writing converted to an interdisciplinary arena of research. In writing classes students can transfer their perceptions through peer feedback and hypothesis the potential collaborative association between themselves and their readers. A pedagogical cooperative learning procedure through giving comments on each other's written drafts and waiting for the feedback to their own writing in return play significant role in writing classes (Nelson & Murphy, ۱۹۹۳). The purpose of this investigation is to review the existing literature on peer-feedback studies, to reflect the perspectives of previous researchers, and to examine the results of a number of previous studies. The review of some studies showed that over past three decades' research on writing in foreign and second language has expanded the notion of peer-feedback in teaching writing. Additionally, certain recommendations are suggested to ameliorate the process of writing task implementation in educational context. Consequently, the current investigation is useful for language practitioners, university students and educational administrators.

**Key words :**Peer Feedback, Writing skill, EFL/ESL students