Perceptions of Chinese University English Majors on the Use of WeChat as a Platform for Peer Feedback in English Writing

Sun Shi[1,*], Abu Bakar Razali[1], Habibah Ab Jalil[1] & Lilliati Ismail[1]

[1]Universiti Putra Malaysia (UPM), Malaysia

*Correspondence: Universiti Putra Malaysia (UPM), Malaysia. E-mail: 1178599391@qq.com

Abstract

Peer feedback is widely acknowledged as a valuable addition to English language learning, with several research confirming its various benefits in improving English writing skills (Liu & Edwards, 2018). WeChat is the main communication tool in China, especially among young people. However, its potential for peer evaluation in English writing has not been thoroughly explored especially for English language learning, and more specifically for giving and receiving peer feedback for English writing. Current research mostly centers on Chinese college students, neglecting English majors who have comparable difficulties in mastering English writing abilities (Gan et al., 2004). Therefore, this study aims to investigate the perceptions of Chinese English majors on using WeChat for peer feedback. Data was gathered using a structured questionnaire that was designed based on the Technology Acceptance Model (TAM). The results show that most respondents have a good attitude towards using WeChat for peer feedback. Respondents have positive views on the platform's effectiveness in enabling peer feedback, along with factors like output quality, results demonstrability, and perceived ease of use. Participants also positively view aspects, such as external control, behavioral intention, voluntariness, and perceived enjoyment in using WeChat for peer feedback in English writing. Integrating WeChat as a peer feedback platform is considered beneficial for enhancing the teaching-learning process, which is important for educators and curriculum designers. The researchers posit that the use of WeChat as a platform can facilitate peer feedback for students' English writing learning as a second language teaching tool as it shows the potential to improve the effectiveness of English education whilst also promoting the use of technology outside the classroom for peer feedback and interactive English language learning.

Keywords: peer feedback, English writing, WeChat, perceived usefulness, perceived ease of use

1. Introduction

Globalization has enabled widespread international interaction, communication, and comprehension. English is a universal language spoken worldwide, transcending conventions, civilizations, traditions, regional characteristics, and idiosyncrasies (Rao, 2019). Within this era of globalization, it is crucial for EFL undergraduate students to comprehend and interact with people in English. English writing is a fundamental language ability. It is crucial for conveying ideas, thoughts, opinions, and attitudes. Writing enables individuals to communicate ideas, emotions, and influence others (Alfaki, 2015). However, from the review of literature it was found that many Chinese university students fail to attain the anticipated threshold of English proficiency, a predicament particularly pronounced among those majoring in English even though they are supposed to have achieved and mastered a certain level of proficiency in the English language due to the major that they are choosing to focus on (Mingli, 2012). This shortfall in English proficiency among English majors can be attributed to the impact of cultural disparities on the pedagogy of college-level English writing, consequently resulting in divergent interpretations of writing assignments among students (Sağlamel & Kayaoğlu, 2015). Traditional English writing training focuses mostly on learning grammar and vocabulary, sometimes neglecting the development of effective communication skills. This neglect hinders the comprehensive growth of students' English writing abilities by not enough focusing on their capacity to convey meaning, context, and intention through written communication (Rashid, 2022). Therefore, it is crucial to review teaching methods to develop a deeper grasp of English writing that includes content and idea, coherence and cohesion, grammar and form, word choice and vocabulary, structure and organization, which is believed can be achieved through giving and receiving peer feedback on their writing.

Peer feedback is crucial in the English writing process as it enhances learning at various levels. Extensive research has shown that it effectively improves students' writing skills (Bijami et al., 2013). Kuyyogsuy's (2019) study emphasized the advantages students gain from exchanging comments and information during peer feedback sessions in English writing. Peer feedback promotes divergent thinking and encourages students to accept multiple ideas, leading to active listening, thorough analysis, and fruitful engagement in the activity. Recent research also has shown that utilizing modern technologies like individualized audio-visual feedback and feedback interviews via messaging apps and social media platforms can greatly improve students' English writing abilities (Polok, 2023).

WeChat has become an essential instrument for communication, information sharing, and language acquisition in modern China, especially among the younger population, with more than 1 billion active users (Cziráková, 2022). WeChat's diverse features make it suitable for teaching English writing by providing a platform for collaborative learning where students and teachers can connect and work together on writing tasks, thus improving writing abilities and critical thinking. The platform's voice communication feature enhances students' conversational skills and reduces the stress of in-person conversations. WeChat also enables class discussions and group conversations, providing students with additional opportunity to engage and learn from each other outside of the usual classroom environment. Moreover, the platform enables students to offer constructive critiques and suggestions to enhance their writing skills. WeChat has the potential to act as a catalyst in boosting students' excitement for English writing, improving vocabulary learning, strengthening writing organization, and maintaining English writing standards.

In fact, there has been a number of research done on the use of social media platforms, such as WeChat, in the teaching and learning of English writing. However, most of the studies have been conducted on general EFL/ESL university students (Teng et al., 2022). However, there is limited research on Chinese English majors' use of WeChat as a peer feedback platform for learning English writing (Sun & Asmawi, 2023). Therefore, the purpose of this paper is to investigate Chinese university English majors' perceptions of using WeChat for peer feedback in their learning of English writing. Therefore, the research questions of this paper are as follows:

(1)   What are Chinese university English majors' perceptions of the perceived usefulness (PU) of using WeChat as a peer feedback platform in their learning of English writing?

(2)   What are Chinese university English majors' perceptions of the perceived ease of use (PEOU) of using WeChat as a peer feedback platform in their learning of English writing?

It is hoped that the results of this study may enhance the understanding of how modern technology can be used as a platform for peer feedback to improve college students' performance in English writing. Additionally, it could provide tertiary level students with more opportunities to learn English outside of the traditional classroom setting. Furthermore, this comprehension will offer educators valuable insight into their students' requirements and preferences, thus creating a more pertinent and efficient learning environment.

2. Literature Review

2.1 The Technology Acceptance Model

Davis (1989) puts forward the technology acceptance model, which aims to predict technology usage, based on the Theory of Reasoned Action by Fishbein and Ajzen (1977). Davis posits that individuals' acceptance and utilization of technology can be elucidated by their internal beliefs, attitudes, and intentions. According to Davis, the TAM framework suggests that it is feasible to forecast future technology adoption by applying the model at the time of technology introduction. Initially, the TAM model focuses on assessing the influence of four internal factors on the actual usage of technology. These internal factors encompass perceived ease of use, perceived usefulness, attitude toward use, and behavioral intention to use. Figure 1 delineates the TAM model structure. According to the TAM model, an individual's intention to adopt a system is influenced by two beliefs: perceived usefulness and perceived ease of use. Perceived usefulness is defined as "the degree to which an individual believes that using a particular system would enhance his or her productivity", and perceived ease of use is defined as "the degree an individual believes that using a particular system would be free of effort" (Davis, 1989. p, 335).
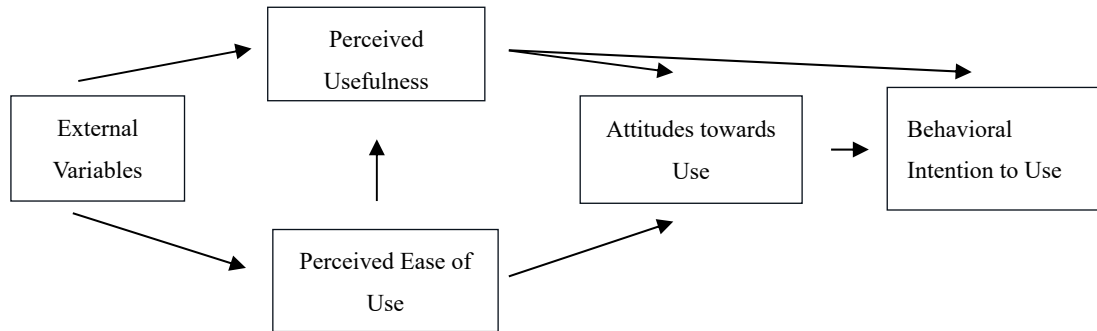
Figure 1. The TAM Model Structure

Venkatesh and Davis (2000) introduced the Technology Acceptance Model 2 in 2000. This model expands on TAM 1 by identifying key factors influencing perceived usefulness and ease of use so as to explain how individuals form beliefs about usefulness and ease of use through cognitive processes. Venkatesh and Bala (2008) combined the TAM 2 model by Venkatesh and Davis (2000) with the determinants of perceived ease of use model by Venkatesh (2000) to create TAM 3. This model provides a comprehensive theoretical framework that includes all factors affecting an individual's decision to accept and use technology. TAM 3 consists of 16 constructs, namely perceived usefulness, perceived ease of use, computer self-efficacy, perceived external control, computer playfulness, computer anxiety, perceived enjoyment, objective usability, subjective norm, voluntariness, image, job relevance, output quality, outcome demonstrability, behavioral intention, and use. This article employs TAM 3 to investigate Chinese English majors' perceptions of using WeChat as a platform for peer feedback in their English writing. The study mainly focuses on perceived ease of use and perceived usefulness.

2.2 Peer Feedback in Writing

Peer feedback refers to "use of learners as sources of information and interactants for each other is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing (Liu & Edwards, 2018. p, 1). In English writing, students provide feedback and critique on each other's drafts through written and oral interactions throughout the writing process. This method emphasizes peer collaboration and review, fostering a dynamic learning environment wherein students actively participate in the refinement of their peers' writing through constructive feedback and dialogue. In fact, peer feedback has been widely recommended in several studies as the most valuable technique in EFL/ESL writing class due to its numerous benefits (Bijami et al., 2013). Chen (2023) researched Chinese university students engaging in peer feedback for English writing and found that peer feedback significantly enhanced students' English writing scores, particularly in grammar, and also sparked their enthusiasm for offering English writing advice to peers. In Kamimura's (2006) study, the impact of peer feedback on English writing performance among students of varying proficiency levels was examined. The findings indicated that both high- and low-level students experienced benefits from peer feedback. However, high level students demonstrated greater improvement in their English writing performance compared to low level students, likely due to their heightened awareness of how to effectively utilize peer feedback in their writing. Another study by Luo and Liu (2017) compared the effectiveness of peer feedback and automatic feedback in enhancing EFL/ESL students' English writing scores. The researchers concluded that both methods were beneficial, with students who received peer feedback showing slightly greater improvement in their English writing scores compared to those who received automatic feedback (Luo & Liu, 2017). Overall, peer feedback is a beneficial method for enhancing the English writing abilities of EFL/ESL students. It acts as a driving force for ongoing enhancement of English writing skills, helping EFL/ESL students to confidently and proficiently overcome language obstacles. Most studies have primarily examined students' English writing skills, with limited research on many components of English writing, including content and idea, coherence and cohesion, word choice and vocabulary, organization and structure.

Peer feedback through various online platforms has been commonly utilized in recent years to enhance the English writing skills of EFL/ESL students. Nguyen (2023) studied college students' use of peer feedback through Google Classroom and found that this significantly improved students' vocabulary and grammar skills in English writing. Phuong and Nguyen (2019) studied the impact of peer feedback through Facebook on students' English writing performance and their perceptions. They discovered that utilizing peer feedback through Facebook significantly

enhanced students' English writing skills and that students had a positive view of this method. Hoa and Lap (2021) conducted an experimental research study to examine how utilizing Google Docs for peer feedback affects university students' English writing performance. They also employed an interview method to explore students' attitudes towards using Google Docs for peer feedback on their English writing performance. The study demonstrated that Google Docs was an effective platform for students to exchange peer feedback, leading to enhanced English writing skills. This approach also boosted students' involvement in offering advice to their peers and heightened their anticipation of receiving feedback on their English writing. Another study examined the effectiveness of technology-supported peer feedback in college students' English writing. The research primarily investigated students' perceptions of the ease of using technology-supported peer feedback in their English writing. The results indicated that students enjoyed providing feedback to their peers using technology and preferred to repeatedly revise their writing based on their peers' suggestions (Hui et al., 2008). Therefore, the utilization of various peer feedback platforms enhances students' English writing skills and fosters positive perceptions among students regarding their English writing learning. Students find using different peer feedback platforms enjoyable and beneficial for improving their English writing performance. However, there is limited research on the utilization of WeChat as a peer feedback platform to enhance EFL/ESL students' English writing skills and on students' attitudes towards utilizing WeChat for this purpose (Wang & Jiang, 2023). Therefore, tis research concentrates on students' perspectives regarding the utilization of WeChat as a peer feedback platform in the context of learning English writing.

2.3 WeChat-Assisted English Learning

WeChat was initially introduced in January 2011 by the Chinese conglomerate Tencent Holdings Ltd. WeChat has amassed more than 1 billion monthly active users, establishing itself as one of the world's most popular social media networks, especially among college students (Montag et al., 2018). WeChat offers several forms of multimedia communication, including text messaging, voice messaging, broadcast messaging, photo and video sharing, location sharing, and contact information exchange. WeChat facilitates social networking by enabling the sharing of streaming video and location-based social plug-ins ("Shake", "Look Around", and "Drift Bottle") for chatting and connecting with WeChat users locally and globally. Users can capture photographs, enhance them with artistic filters and captions, and store them in a personal photo diary for sharing with others. People can publish photographs or written content in their "Moments" to engage with other people. User data is safeguarded by backing up contact lists as needed and retrieving them from the cloud (Liu, 2014). Moreover, its operating system is simple and readily upgradable. Students can use the WeChat view receiver to easily and cost-effectively get instructional information (Wang & Jiang, 2023). Most colleges and institutes in China provide campus-wide Wi-Fi connection at no extra cost. Many students' preference for WeChat provides a convenient platform for mobile education (Dai et al., 2018).

Research on WeChat-assisted English education in China has primarily concentrated on utilizing WeChat as a beneficial supplement to traditional classroom instruction. Carolan (2022) examined how Chinese students utilize WeChat for providing comments on English writing. Interviews revealed that Chinese students predominantly utilize sending text, picture, and video messages for English language acquisition, considering WeChat as a potential instrument for learning English as a foreign language and attributing symbolic significance to it. A new study offers a different perspective on analyzing English learning with the assistance of WeChat. Some students in Jin and Zhirui's research hesitated to speak in public because of their personality or other factors. The study's results indicated that utilizing the WeChat platform can motivate students to participate in English study and communication (Jin & Zhirui, 2017). A different study examines the utilization of the WeChat platform to enhance the speaking skills of English as a Foreign Language (EFL) students. The paper's studies demonstrate that the WeChat platform enhances students' confidence and enthusiasm in speaking English by enabling them to communicate verbally using "voice messages". The study findings demonstrate that the WeChat platform significantly enhances students' spoken English, particularly focusing on improving pronunciation (Wang, 2017). Overall, WeChat is mainly a real-time communication tool that emphasizes fundamental communication and interaction. This tool effectively enables communication amongst students, whether online or in person. The platform offers a virtual communication setting for students to communicate. However, these research have mostly concentrated on the utilization of WeChat for students' English speaking and reading. Therefore, this particular study focuses on utilizing WeChat as a platform for students to enhance their English writing skills.

3. Research Methodology

3.1 Research Setting and Participants

This article employs a quantitative approach by way of survey questionnaire. This study aims to explore the perspectives of Chinese university English majors regarding the use of WeChat for peer feedback in English writing learning. The study involved 60 students from Lanzhou Jiaotong University. Multiple criteria were used for sampling. These criteria are that all participants were English majors in the College of Foreign Languages and second-year university students with a solid foundation in English language and writing. Besides, to ensure they are at the same level of proficiency in English writing, they must achieve similar grades in English writing throughout the first semester final examination.

3.2 Research Instrument

The article used a survey questionnaire based on the Technology Acceptance Model 3 (TAM3) developed by Venkatesh and Bala in 2000. The researcher simplified the survey questionnaire by reducing the questionnaire from 51 items to 24 items, which were then categorized into five divisions. The first section consists of 8 items pertaining to students' background to collect demographic information. The second section focuses on perceived usefulness, whereas the third section examines factors influencing perceived usefulness, namely three aspects related to "output quality" and "results demonstrability". The perceived usefulness of survey participants is highly influenced by the output quality and results demonstrability. The fourth section analyzes perceived ease of use, while the final section investigates factors influencing perceived ease of use, including four determinants, five items for "external control", three items for "perceived enjoyment", one item for "voluntariness", and three items for "behavioral intention". Participants evaluated each item using a 7-point Likert scale.

The modifications to the questionnaire primarily involved basic word substitutions. "System" was substituted with "WeChat platform" and "work" was exchanged for "academic writing tasks". The revisions were made to ensure that the questionnaire aligned with the study's objectives and the specific context of utilizing WeChat to for peer feedback in English writing.

3.3 Research Procedures

The study was conducted during the first semester of the academic year 2023-2024 over a period of 12 weeks. The questionnaires were distributed after the training. The training process was as follows: at the beginning of the semester, the researcher articulated the research design to the class and presented the students with the written research objectives and then obtained their verbal informed consent. The researcher assured the students that their scores would not be affected by their participation in the study or provision of information. Three students from each group set up a WeChat account, and after familiarizing themselves with the WeChat online platform, students were asked to write a 120- to 150-word essay on a topic related to the textbook via WeChat. Throughout the peer feedback phase, students were instructed to read their peers' entire essay to understand the main topic. Students were instructed to follow the guidelines provided by DiGiovanni and Nagaswami (2001) for reviewing the article and answering questions to increase the use of WeChat for peer feedback. English majors utilized the TEM-4 (Test of Chinese English Majors) to score their peers' writing. The instructor validated each peer feedback exercise after students completed it. After the training, all the students were asked to answer the survey questionnaire in 60 minutes.

3.4 Data Collection

The researcher distributed a questionnaire to gather data from the participants. The questionnaire clearly stated that participation was voluntary. The researcher provided a comprehensive explanation of the questionnaire. Participants were given one hour to finish the questionnaire. The researcher also assisted the respondents in their questions in filling out the questionnaire.

3.5 Data Analysis

The quantitative data gathered from the questionnaire were analyzed using descriptive statistics in SPSS 20. The data were displayed as percentages and frequencies. The data from Parts II, III, IV, and V were initially evaluated and transformed into mean scores to gain insights on the utilization of WeChat in the English writing of Chinese university English majors. The responses in the questionnaire were analyzed and computed using SPSS descriptive analysis.

4. Findings and Discussion

4.1 Participants' Demographic Background

The demographic features of the respondents, including gender, age, and academic specialization, are important independent variables in this study. The next section offers a detailed analysis of the demographic characteristics of the participants.

Table 1. Frequency Distribution of Participants' Age, Gender and Academic Specialization

Variables		Frequency	Percent
	18-19	25	41.7%
Age	19-20	33	55.0%
	20-21	2	3.3%
Gender	Female	53	88.3%
	Male	7	11.7%
Academic	Business English	19	31.7%
Specialization	English Teaching	22	36.7%
	English Translation	19	31.7%

Table 1 shows the demographic breakdown of participants based on age, gender, and academic focus. The data shows that 25 participants, which is 41.7% of the entire sample, are between the ages of 18 and 19. The largest group consists of persons aged 19-20, with 33 participants, making up 55% of the sample. Only 2 students, or 3.3%, are aged 20-21. The dataset is primarily composed of female participants, with 53 individuals representing 88.3% of the overall sample, while only 7 male participants are included. Out of the sample, 19 students, or 31.7%, concentrate in Business English, which is similar to the number of students majoring in English Translation. Furthermore, 22 participants major in English Teaching, representing 31.7% of the sample. Additionally, 22 students, which accounts for 36.7% of the entire sample, are studying English teaching as their major.

4.2 Perceived Usefulness

This section analyzed participants' perceptions of the usefulness of using WeChat as a peer feedback platform on a 4-item scale. Their perceptions of usefulness were measured on a seven-point Likert: 1 "strongly disagree", 2 "moderately disagree", 3 "somewhat disagree, 4 "neutral", 5 "somewhat agree", 6 "moderately agree" and 7 "strongly agree".

Table 2. Frequency Distribution of Perceived Usefulness

Item	Frequencies						
	Strongly Agree	Moderately Agree	Somewhat Agree	Neutral	Somewhat Disagree	Moderately Disagree	Strongly Disagree
1. Using the WeChat platform improves the performance of my Academic Writing task	7	34	11	6	1	1	0
2. Using the WeChat platform in my Academic Writing task Increases my productivity.	9	15	26	8	0	2	0
3. Using the WeChat platform enhances my effectiveness in my Academic Writing task	11	28	18	3	0	0	0
4. I find the WeChat platform to be useful in my Academic Writing task.	27	23	10	0	0	0	0

Table 3. Descriptive Statistical Analysis of Perceived Usefulness

Item	Mean	Std. Deviation	N
Item 1	4.81	0.76	60
Item 2	4.57	0.91	60
Item 3	4.96	0.82	60
Item 4	5.38	0.69	60

Tables 2 and 3 display the frequency distribution of participants' perception of WeChat's usefulness as a peer feedback platform in English writing learning, along with the descriptive statistical analysis of their perception. Most participants in the table indicated agreement to different extents. For item 1, 7 students, or 11.67% of the total, strongly agreed that using the WeChat platform can enhance their English academic writing abilities. Thirty-four students selected "Strongly Agree", representing 56.67% of the total, while 11 students chose "Somewhat Agree", accounting for 18.3%. Furthermore, six students selected "neutral", suggesting that they require further evaluation of WeChat as a medium for peer feedback in English writing to determine its usefulness. Nevertheless, two students selected "disagree", one chose "Somewhat Disagree", and one opted for "Moderately Disagree". Table 3 showed that the mean of item 1 is 4.81 with a standard deviation of 0.76, which is below 1. This indicates low variability or dispersion in the data, with majority of students selecting "Agree" for item 1. Most participants prefer using WeChat for peer feedback in English writing as it enhances the quality of their writing. 58 participants chose "Agree" for item 2. Out of the participants, 9 individuals (15.0%) selected "Strongly Agree", 15 individuals (25.0%) chose "Moderately Agree", the majority (43.3%) also chose "Somewhat Agree", while the rest 10 individuals selected "Neutral" and "Disagree", 8 chose "Neutral", and 2 chose "Moderately Disagree". The mean value of item 2 is 4.57 with a standard deviation of 0.91, which is less than 1. Most participants favored using WeChat for peer feedback due to its potential to enhance their academic writing. Regarding item 3, majority of participants selected "Agree" in acknowledging that using WeChat as a peer feedback platform could enhance their English academic writing. There were 57 individuals who selected "Agree" and 3 individuals who selected "Neutral". Eleven individuals selected "Strongly Agree", representing 18.3% of the total; 28 individuals chose "Moderately Agree", accounting for 46.7%; and 18 individuals opted for "Somewhat Agree", making up 30.0%. The average score for item 3 is 4.96 with a standard deviation of 0.82, suggesting that majority of participants favored using WeChat as a peer feedback platform for enhancing the efficacy of English academic writing. Item 4 has a mean of 5.38 and a standard deviation of 0.69. The mean is greater than the other three items, and the standard deviation is smaller, suggesting that participants chose this item in a more consistent manner. All participants unanimously agreed that using WeChat as a peer feedback tool was beneficial for their English academic writing, as no one selected "Neutral" or "Disagree". 27 individuals, accounting for 45.0%, strongly agreed; 23 people, representing 38.3%, somewhat agreed; and 10 individuals, making up 16.7%, slightly agreed. Most participants concurred that WeChat is a good tool for peer feedback on English academic writing, which helps strengthen writing abilities and improve English academic writing performance. Besides, all the participants had a favorable view on utilizing the WeChat platform for English writing.

4.3 Determinants of Perceived Usefulness

This study identified two determinants of perceived usefulness: "output quality" and "results demonstrability". The "output quality" component comprised items 5, 6, and 7, but the "results demonstrability"' component consisted of only item 8. This component continued to utilize a seven-point Likert scale with the following ratings: 1 "strongly disagree", 2 "moderately disagree", 3 "somewhat disagree, 4 "neutral", 5 "somewhat agree", 6 "moderately agree" and 7 "strongly agree".

Table 4. Frequency Distribution of Determinants of Perceived Usefulness

Determinants	Item	Frequencies						
		Strongly Agree	Moderately Agree	Somewhat Agree	Neutral	Somewhat Disagree	Moderately Disagree	Strongly Disagree
Output Quality	5. The quality of the written work I get from the WeChat platform is high.	5	10	11	18	8	4	4
	6. I have no problem with the quality of the using WeChat platform for peer feedback's written work.	3	7	8	19	13	7	3
	7. I rate the written work from the WeChat platform to be excellent.	6	12	9	7	11	12	3
Results Demonstrability	8. The results of using the WeChat platform are apparent to me.	12	8	10	0	11	9	10

Table 5. Descriptive Statistical Analysis of Determinants of Perceived Usefulness

Item	Mean	Std. Deviation	N
Item 5	3.66	1.23	60
Item 6	3.36	1.19	60
Item 7	3.53	1.20	60
Item 8	3.47	1.43	60

Tables 4 and 5 showed the frequency distribution of the determinants of perceived usefulness and the descriptive statistics of the determinants of perceived usefulness. Two components were included, namely "output quality" and "results demonstrability". For the "output quality" component, the mean of item 5 is 3.66 and the standard deviation is 1.23, indicating a high degree of dispersion of the data (Martinez & Bartholomew, 2017). As can be seen in Table 4, 26 participants agreed that the quality of the written work in the WeChat peer feedback was high, accounting for 43.3%, while 18 participants chose "Neutral", accounting for 30%, and 16 participants chose "Disagree", accounting for 26.7%. For item 6, the number of participants who chose "disagree" was higher than those who chose "agree". Out of 18 participants, 30.0% agreed that they had no issues with the quality of using the WeChat platform for peer feedback on written work. Specifically, 5% strongly agreed, 11.67% moderately agreed, and 13.33% somewhat agreed. Nineteen participants selected "neutral" for this item, while 23 participants (38.3%) chose different levels of disagreement. Specifically, 13 participants (21.67%) somewhat disagreed with the item, 7 participants (11.67%) moderately disagreed, and 3 participants (5%) strongly disagreed. Regarding item 7, an equal number of participants selected "agree" and "disagree". 10% of participants (6 individuals) strongly agreed that their written assignments on the WeChat Peer Feedback Platform were excellent, while 20% (12 individuals) moderately agreed. Similarly, 15% (9 individuals) strongly agreed, 20% (12 individuals) said moderately agreed, and 15% (9 individuals) said "somewhat agreed" about the item. Furthermore, only seven participants expressed neutrality towards this item. Out of the total of 26 participants, 11 (18.3%) disagreed with the item to a lesser extent, 12 (20%) disagreed with the item to a greater extent, and three strongly disagreed with the item. Regarding the other determinant of perceived usefulness, particularly the "results demonstrability", which includes item 8, it is important to highlight that no participants were neutral. The same number of participants agreed and disagreed with this item, which was 30. More precisely, 12 participants strongly agreed that the results of using the WeChat platform were evident to them, 8 participants moderately agreed, and 10 participants somewhat agreed. There were 11 individuals who disagreed, 9 participants who disagreed, and 10 participants who strongly disagreed with this question. Moreover, with a mean of 3.47 and a standard deviation of 1.43 both above 1, it is evident that the students' responses were diverse, with a focus on "agree" and "disagree". Therefore, based on the analysis above, it is evident that some participants still hold

a positive view regarding the output quality. This indicates that the quality of written assignments completed through WeChat is high and that WeChat is helpful in improving the quality of written assignments. Regarding the results demonstrability, the responses from students were evenly distributed. However, half of the students had a positive attitude towards writing using the WeChat platform, finding it clearer and easier to understand. In summary, using WeChat as a platform for peer feedback remains beneficial for students' English writing.

4.4 Perceived Ease of Use

This section analyzes participants' perceptions of the ease of use of WeChat as a peer feedback platform on a 4-item scale. Their perceptions of ease of use were analyzed on a seven-point Likert scale: 1 for "strongly disagree", 2 for "moderately disagree", 3 for "somewhat disagree", 4 for "neutral", 5 for "somewhat agree", 6 for "moderately agree", and 7 for "strongly agree".

Table 6. Frequency Distribution of Perceived Ease of Use

Item	Frequencies						
	Strongly Agree	Moderately Agree	Somewhat Agree	Neutral	Somewhat Disagree	Moderately Disagree	Strongly Disagree
9. My interaction with the WeChat platform is clear and understandable.	11	29	17	3	0	0	0
10. Interacting with the WeChat platform does not require a lot of my mental effort.	17	15	20	8	0	0	0
11. I find the WeChat platform to be easy to use.	23	28	8	0	0	0	0
12. I find it easy to get the WeChat platform to do what I want it to do.	13	15	19	20	1	1	1

Table 7. Descriptive Statistical Analysis of Perceived Ease of Use

Item	Mean	Std. Deviation	N
Item 9	4.97	0.57	60
Item 10	4.59	0.52	60
Item 11	5.27	0.43	60
Item 12	5.17	0.91	60

The tables displayed the frequency distribution and descriptive statistics of participants' perceptions regarding the ease of using WeChat as a peer feedback platform for English writing. Regarding item 9, it was notable that none of the participants selected "disagree". Out of the total 60 participants, 57 individuals, constituting 95%, agreed that their experiences with the WeChat platform were transparent and comprehensible. Specifically, 11 participants, or 18.3%, strongly agreed, 29 participants, or 48.3%, somewhat agreed, and 17 participants, or 28.3%, somewhat agreed. Furthermore, only 3 participants expressed neutrality against the item. The item's mean was 4.97 with a standard deviation of 0.57, which was smaller than 1, suggesting that participants' responses were predominantly leaning towards "agree". Regarding item 10, most participants showed different levels of agreement with the exception of 8 participants who were neutral. 17 people strongly felt that using WeChat for peer feedback was effortless, 15 moderately agreed, and 20 participants, representing 33% of the total, also somewhat agreed. For item 11, each participant expressed varying levels of agreement regarding the ease of use of the WeChat platform for English writing. The mean score of 5.27 and a standard deviation of 0.43 support these findings. Specifically, 23 participants strongly agreed, 28 participants moderately agreed, and 8 participants somewhat agreed. For item 12, we can see that the mean was 5.17 and the standard deviation was 0.91, which was close to 1. This means that every option was chosen by students. Specifically, 13 participants strongly agreed that they find it convenient to use WeChat for anything, 15 participants "moderately agreed", 19 participants "somewhat agreed", and 20 participants were neutral on the item. There were 3 who completely disagreed with the item, 1 who strongly disagreed, 1 who somewhat disagreed, and 1 who somewhat disagreed. This shows that WeChat as a peer feedback platform can be

easily utilized by the participants in their English writing.

4.5 Determinants of Perceived Ease of Use

Four factors influencing the perceived ease of use of WeChat as a peer feedback platform for English writing were identified in this study: "external control", "perceived enjoyment", "voluntariness", and "behavioral intention". The "External Control" component comprises five items: item 13, item 14, item 15, item 16, and item 17. Items 18, 19, and 20 are part of the "Perceived Enjoyment" section. Only item 21 is included in the "Voluntariness" section. The "Behavioral Intentions" section includes three items: 22, 23, and 24.

Table 8. Frequency Distribution of Determinants of Perceived Ease of Use

Determinants	Item	Frequencies						
		Strongly Agree	Moderately Agree	Somewhat Agree	Neutral	Somewhat Disagree	Moderately Disagree	Strongly Disagree
External Control	13. I have control over using the WeChat platform.	14	15	13	8	9	1	0
	14. I have the resources necessary to use the WeChat platform.	3	8	21	27	1	0	0
	15. Given the resources, it takes to use the WeChat platform, it would be easy for me to use the WeChat platform.	5	14	8	30	0	2	1
	16. Given the opportunities, it takes to use the WeChat platform, it would be easy for me to use the WeChat platform.	21	17	20	2	0	0	0
	17. Given the knowledge, it takes to use the WeChat platform, it would be easy for me to use the WeChat platform.	32	20	8	0	0	0	0
Perceived Enjoyment	18. I find using the WeChat platform to be enjoyable.	27	20	8	3	1	1	0
	19. The actual process of using the WeChat platform is pleasant.	20	18	20	1	1	0	0
	20. I have fun using the WeChat platform.	41	19	0	0	0	0	0
Voluntariness	21. My use of the WeChat platform is voluntary.	38	20	2	0	0	0	0
Behavioral Intentions	22. Assuming I had access to the WeChat platform in the future, I intend to use it.	45	11	4	0	0	0	0
	23. Given that I currently have accessed to the WeChat platform, I predict that I would use it.	32	18	9	1	0	0	0
	24. I plan to use WeChat platform in the next 6 months.	29	10	11	6	3	1	0

Table 9. Descriptive Statistical Analysis of Determinants of Perceived Ease of Use

Item	Mean	Std. Deviation	N
Item 13	3.29	0.69	60
Item 14	4.07	0.75	60
Item 15	4.05	0.71	60
Item 16	5.01	0.86	60
Item 17	5.49	0.92	60
Item 18	5.23	0.89	60
Item 19	5.07	0.88	60
Item 20	5.73	0.96	60
Item 21	5.66	0.94	60
Item 22	5.74	0.98	60
Item 23	5.44	0.89	60
Item 24	5.02	0.87	60

The tables above showed the frequency distribution and descriptive statistical analysis of the determinants of participants' perceived ease of use of WeChat as a peer feedback platform. In the external control section, which included items 13 through 17, the mean of item 13 was 3.29 with a standard deviation of 0.69, and majority of the participants agreed with the use of the WeChat platform in English writing to varying degrees. Specifically, 14 participants (23.3%) strongly agreed with the item, 15 participants (25%) somewhat agreed with the item, and 13 participants (21.7%) somewhat agreed with the item. However, 8 participants were neutral on this item and 9 participants somewhat disagreed. Only one participant chose "somewhat disagree" for question 14, while all other participants chose "agree" and "neutral". 32 individuals said they had the necessary resources to utilize the WeChat platform, with 3 strongly agreeing, 8 moderately agreeing, and 21 somewhat agreeing, while 27 participants remained neutral. For item 15, with a mean of 4.05 and a standard deviation of 0.71, which is less than 1, majority of participants were neutral, with 30 or 50%. The rest of the participants were more inclined to agree with the statement "It is easy to use WeChat by providing resources", i.e., 27 agreed, only 3 chose to disagree, 2 chose to "moderately agree", and 1 chose to "strongly disagree". For item 16, it is worth noting that no one disagreed with the statement "Given the opportunities, it takes to use the WeChat platform, it would be easy for me to use the WeChat platform", with only 2 participants being neutral and the remaining 58 participants expressing varying degrees of "agreement" with the item. For the last item of "external control" part, it is worth mentioning that all the participants agreed with the statement "Given the knowledge, it takes to use the WeChat platform, it would be easy for me to use the WeChat platform". Simply put, majority of students in the "external control" part had a favorable opinion about managing the peer feedback platform WeChat during their English writing tasks due to their familiarity and proficiency in using the platform.

Within the "perceived enjoyment" segment, including items 18 to 20, 91.7% of the 60 participants acknowledged experiencing enjoyment while utilizing WeChat for their English writing. Three participants were neutral, while two people disagreed, with one choosing "somewhat disagree" and the other "moderately disagree". Item 19 involved 60 participants, and 96.7% of them found utilizing the WeChat platform to be a positive experience. One participant was neutral, while another somewhat disagreed with the statement. Item 20 had a mean value of 5.73 and a standard deviation of 0.96, which is approximately 1. This implies that the participants were more attentive. All participants in Table 8 either strongly or moderately agreed with this item. In other words, participants demonstrated a preference for using WeChat as a peer feedback platform in English writing. For item 21 in the "Voluntariness" section, all participants agreed that their use of the WeChat platform for peer feedback in their English writing was voluntary.

Three items from item 22 to item 24 were included in the determinant of perceived ease of use known as "Behavioral intention". For item 22, in Table 9, the mean is 5.74 and the standard deviation is 0.98, close to 1, indicating concentrated responses. In Table 8, results align with the above findings. All participants agree to use WeChat for peer feedback in English writing. 45 strongly agreed, representing 75% of the total, 11 moderately agreed, and 4 somewhat agreed. For item 23, no one expressed disagreement, one participant was neutral, and the remaining 59 participants (98.3%) agreed that they would prefer to use WeChat as a peer feedback platform for their English writing studies in the future. For the final item 24, a total of 50 participants (83.3%) agreed that they would agree to use WeChat as a peer feedback platform for English writing learning in the next 6 months, 6 participants were neutral,

and 4 participants said they would not use WeChat as a peer feedback platform for English writing in the next 6 months. Therefore, majority of the participants expressed their willingness to use WeChat as a peer feedback platform for English writing learning in the future.

5. Discussion

The findings from the study indicate a prevalent favorable disposition among majority of participants towards utilizing WeChat as a platform for peer feedback in English writing learning. This positive attitude encompasses various facets, including perceived usefulness and perceived ease of use, alongside their determinants. Specifically, participants expressed positive perceptions regarding the utility of WeChat in facilitating peer feedback exchanges and the ease with which they could navigate and utilize the platform for this purpose. Moreover, there exists a consensus among participants regarding WeChat's potential as a compelling tool for ESL/EFL learning. These outcomes align closely with the findings of Azli et al. (2018), who similarly highlighted the significance of perceived usefulness and ease of use in shaping vocational college students' attitudes towards mobile-assisted language learning. This convergence underscores the broader applicability and relevance of such perceptions across different educational contexts.

On the one hand, participants have positive judgments about the usefulness of WeChat for peer feedback in English writing learning, as shown by the findings of this study. Majority of participants agreed with all items about perceived usefulness, with each item receiving the maximum percentage of agreement. Furthermore, elements affecting how participants view utility, such as "output quality" and "results demonstrability", were identified as significant influencers. This finding is in line with existing research that has highlighted the crucial importance of output quality in influencing perceived value, as well as the substantial effect of findings demonstrability on perceived usefulness (Hart & Porter, 2004). The findings also support the point that educators are typically motivated to use internet resources for research due to the importance of presenting results effectively. Both the quality of output and the ability to demonstrate outcomes significantly impact how valuable a technology or system is regarded to be (Roland, 2021). This study's results support the common belief among participants that writing done on the WeChat platform was helpful. Additionally, the amended work, improved by peer input on WeChat, was seen as clear and advantageous. Lawrence's (2015) research findings align closely with the current study, providing validation for our observations. He found that almost half of the students had a positive attitude towards using smartphone apps for peer feedback in language acquisition. The preference for using mobile apps for peer input highlights the favorable attitudes towards incorporating technological tools into language learning teaching methods. Therefore, educators might take advantage of the positive attitudes displayed by these students to utilize platforms, such as WeChat for enhancing peer feedback in English language programs at educational institutions. Educators can enhance students' language acquisition and proficiency by utilizing students' openness to technological advancements in language learning. This can be achieved by integrating WeChat as a platform for peer feedback, creating a conducive and enriching learning environment.

On the other hand, the questionnaire results indicated that participants viewed WeChat positively as a peer feedback platform for English writing. Most students found WeChat easy to use for providing feedback. Four factors influencing perceived ease of use, including external control, perceived enjoyment, voluntariness, and behavioral intention, were examined to evaluate the usability of mobile technology for students (Bambang, 2022). The participants demonstrated willingness to use WeChat for peer feedback and expressed their intention to continue using it in their future English writing studies due to the enjoyment and perceived control they experienced while using the platform. The results align with a study by Van Loc et al. (2021), where most students had a favorable opinion regarding the user-friendliness of mobile technology for English writing.

Based on these findings, participants found utilizing WeChat as a platform for peer feedback in English writing very useful and easy to use. These findings clearly indicate the general positivity of the participants and their favorable attitude towards WeChat as a tool to facilitate peer feedback exchange. This is in line with the findings of Tam and Auyeung (2023), in whose study the participants similarly showed positive perceptions towards the use of mobile apps for feedback mechanisms in the field of English language learning. Such consistency of findings across different research contexts highlights the robustness and consistency of the observed phenomena, thus increasing the credibility and generalizability of the findings of this study. Thus, these findings affirm the validity and usefulness of WeChat as a platform for facilitating peer feedback in English writing.

6. Conclusion

The results of the study highlight learners' positive perceptions in the efficacy of using WeChat as a platform for peer feedback in their English writing learning. Integration of WeChat in the English writing classroom offers students a dynamic platform to interact with other perspectives on their English writing. Learners can improve their comprehension of English writing conventions and boost their writing proficiency by critically evaluating and reflecting on peer criticism in collaborative exchanges. The interactive peer feedback on WeChat encourages constructive debate and collaborative learning, fostering a sense of community among learners. Educators can profit from these findings by improving teaching practices, empowering ESL/EFL learners, and enhancing their language skills by using WeChat strategically for peer feedback.

Moreover, the increased involvement and eagerness of participants to engage in peer feedback activities on WeChat lead to more profound interactions and more effective educational experiences. Educators should capitalize on students' acknowledgment of WeChat as a beneficial tool for improving their English writing skills by creating writing assignments that encourage regular practice and skill development. Learners who view WeChat as a useful platform for getting feedback on their writing are more likely to have increased confidence in their writing skills, leading to a proactive attitude towards learning and skill enhancement.

Moreover, the utilization of WeChat as a peer feedback platform in English writing learning fosters a collaborative learning environment wherein students can exchange ideas, offer constructive criticism, and learn from one another. This collaborative approach not only enhances writing abilities, but also cultivates critical thinking and communication skills among learners. The flexibility and accessibility afforded by WeChat as a platform for receiving peer input further incentivize learners' active participation in peer feedback activities beyond the confines of the traditional classroom, thereby facilitating continuous learning and skill refinement.

Therefore, participants' positive perception of WeChat as a platform for peer feedback underscores significant opportunities for integrating technology into language learning approaches. Educators can capitalize on students' enthusiasm by integrating digital technologies into their instructional methodologies, thereby enriching the learning experience and enhancing learner engagement.

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