

Efficacy of WeChat Instant Messaging Platform for Peer Feedback on Undergraduate Students' English Academic Writing Performance: A Systematic Literature Review

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Abstract

Peer feedback has become a crucial element in the field of English as a second/foreign language (ESL/EFL) writing. There has been a notable scholarly interest in the integration of peer feedback in English writing instruction. Among Chinese undergraduate students, there is a growing tendency to use instant messaging systems, such as WeChat, for peer feedback. WeChat distinguishes itself from other platforms by its extensive usage in China, particularly owing to its user-friendly features. However, there is a lack of systematic research in the current literature to explore the effectiveness of using WeChat for peer feedback in English writing. In particular, there is a lack of research on five aspects of students' English writing performance when using WeChat as a platform for peer feedback, such as content and idea, coherence and cohesion, grammar and form, word choice and vocabulary, and organization and structure. This article aims to provide an overview of the investigation of the effectiveness of using WeChat as an instant messaging platform through a literature review. The authors adhered to predetermined criteria for what literature were included and excluded. Ultimately, the authors reviewed a collection of 30 research articles from the year 2011 to 2023 that are directly related to the topic at hand. This review encompasses an evaluation of the research designs, findings, discussions, and gaps in research identified in these articles. This review offers a comprehensive comprehension of the present status of research in this field. Moreover, it emphasizes the need for additional academic investigation, specifically targeting the task of filling the recognized gaps in knowledge. Furthermore, the conclusion highlights the necessity of further studies, which needs to explore the long-term effects of incorporating WeChat and peer feedback on enhancing students' writing performance. This encompasses various aspects, such as content and idea, coherence and cohesion, word choice and vocabulary, organization and structure, as well as grammar and form.

Keywords: English academic writing; Instant messaging platform; Peer feedback; Systematic literature review

1. Introduction

English academic writing is deemed indispensable for scholarly pursuits and the acquisition of knowledge, which not only facilitates students' expression of ideas but also fosters their cognitive refinement. The mastery of English academic writing surpasses mere linguistic proficiency and involves a complex interplay among idea and content, coherence and cohesion, word choice and vocabulary, organization and structure (Coskun, 2016). Therefore, the significance of English academic writing cannot be overstated, as it holds a vital role in shaping scholarly accomplishments. However, students frequently encounter difficulties and errors in enhancing their writing proficiencies, especially for Chinese undergraduate students (Juan, 2018).

In addition, teacher feedback alone may not fully engage students in EFL academic writing classes (Bhuana & El Fauziah, 2021). Therefore, an increasing number of researchers are placing considerable emphasis on the utilization of peer feedback as a means to enhance the English academic writing proficiency of students. Peer feedback facilitates students in obtaining more comprehensive feedback on their English academic writing performance, thereby contributing to their overall progress (Laub, 1999). Peer feedback in EFL writing is divided into two types, which includes online peer feedback and offline peer feedback. Online peer feedback refers to technology-facilitated between students, and offline peer feedback refers to use face to face peer feedback in classroom (Jongsma et al., 2023). Nowadays, an increasing number of researchers focus solely on conducting literature reviews that examine the impact of utilizing peer feedback on students' overall English proficiency. However, they neglect to systematically review the effects of using peer feedback on students' performance in other domains, such as content and intent, coherence and cohesion, word choice and vocabulary, as well as organization and structure. In fact, online peer feedback has been found to be a valuable alternative to teacher-based feedback in improving English academic writing skills (Ly, 2023).

The 2020 edition of China's Ministry of Education's University English Teaching Guide underscores the significance of contemporary information technology, including multimedia technology, in the instruction of foreign languages. The guide advocates for higher

education institutions to fully leverage information technology and proactively establish inclusive educational environments in the age of digitalization and artificial intelligence. The guide proposes that colleges and universities fully utilize information technology to actively cultivate a varied instructional atmosphere (Sun & Asmawi, 2023). WeChat, the preeminent messaging platform in China, offers numerous features that can be utilized for English composition. Students have the ability to access and distribute text, photographs, videos, and other forms of content at any time and from any location using the WeChat platform. This aligns with the typical traits of contemporary college students and successfully arouses their enthusiasm for learning English writing. Nevertheless, only a limited number of studies have endeavored to investigate the pedagogical significance of integrating peer feedback via the WeChat platform to enhance students' overall proficiency in English writing (Chen & Gao, 2022; Yu et al., 2019). Utilizing WeChat as a venue for peer feedback has significant pedagogical implications for English writing programs and merits thorough investigation. WeChat features such as emojis, memes, and one-to-one chat windows have been shown to enhance students' positive moods, potentially leading to improvements in their writing skills (Ting, 2023).

In order to address the aforementioned issues, the objective of this literature review is to review past studies on the efficacy of utilizing WeChat as a platform for peer feedback to enhance the overall English writing proficiency of undergraduate students. Additionally, it aims to evaluate the effectiveness of using WeChat as a platform for peer feedback to improve the analytical English writing skills of undergraduate students. Furthermore, it seeks to explore the perceptions of undergraduate students regarding the use of WeChat as a platform for peer feedback in relation to their English writing performance. The objective is to offer valuable perspectives for future investigations, specifically in the field of EFL or ESL. This review aims to address three questions:

- (1) What are the themes on the effectiveness of using WeChat as a platform for peer feedback in improving undergraduate students' overall English writing performance?
- (2) What are the themes on the effectiveness of using WeChat as a platform for peer feedback in improving undergraduate students' analytic English writing performance (content and idea, coherence and cohesion, word choice and vocabulary, grammar and form, organization and structure)?
- (3) What are the themes on the undergraduate students' perceptions for using WeChat as a platform for peer feedback in improving students' English writing performance?

2. Literature Review

2.1 Peer Feedback in English Writing

Peer feedback is often regarded as a crucial and powerful instrument for improving the process of learning English writing (Bijami et al., 2013). This collaborative activity not only enables the sharing of constructive feedback, but also cultivates a setting where students actively participate in varied viewpoints, thereby enhancing their comprehension and proficiency in writing abilities (Su & Zou, 2022). Many studies indicate that peer feedback yields advantages in the acquisition of English writing skills. Lundstrom and Baker (2009) emphasized that peer feedback enhances students' English writing skills. They discovered that students who utilized peer feedback in their English writing shown notable improvement in comparison to those who did not. Novakovich (2016) demonstrated that peer feedback improved students' critical thinking and self-reflection in their English writing. This is because the peer feedback process enables students to detect deficiencies in their English writing and increases their awareness of their own writing skills. In addition, peer feedback has the potential to enhance student engagement and motivation in English writing since students are likely to be more driven to produce writing of superior quality when they are aware that their peers will be reading their work and providing feedback (Malecka & Boud, 2023).

Thus, peer feedback not only enhances students' English writing skills by providing diverse perspectives and constructive criticism but also fosters critical thinking by requiring students to evaluate and analyze their peers' work critically. Furthermore, this collaborative method increases engagement in the English writing learning process, as students become more invested in their own and others' progress, thereby creating a more dynamic and interactive learning environment.

2.2 WeChat in English Learning

WeChat has become increasingly popular as a social networking platform in China in recent years. Due to the swift progress in technology and the growing prevalence of WeChat in China, almost every student now owns a smartphone and actively uses WeChat (Hui et al., 2023). Studies indicate that WeChat's availability improves educational chances beyond conventional classroom environments (Wang & Jiang, 2023). WeChat is compatible with a wide range of multimedia formats, allowing learners to interact with English content using texts, audio, video, and interactive elements (Wang et al., 2016). Multiple studies demonstrate that WeChat greatly improves students' acquisition of the English language. An important benefit of WeChat is its support for community-based learning, which is a crucial aspect of acquiring a language. Studies have shown that WeChat groups may create collaborative learning settings in which students share materials, ask questions, and receive feedback from both their peers and instructors while learning English (Sun et al., 2018). This is consistent with Vygotsky's Social Constructivist theory, which highlights the significance of social interaction in the formation of cognition (Vygotsky, 1978). In addition, WeChat's functionalities enable personalized learning experiences. Individuals have the option to subscribe to public accounts that are expressly designed for the aim of learning the English language. These accounts provide personalized resources and exercises that meet the specific needs of each individual student.

Furthermore, WeChat's interactive features and social connectivity contribute to increased student engagement and motivation. Ji and He (2020) found that the use of WeChat in English learning led to higher levels of student participation and sustained interest in the language. The gamification elements, such as quizzes and badges, also play a crucial role in maintaining learner motivation. The platform allows for immediate feedback and continuous assessment, which are vital for language learning. Peers and teachers can provide instant corrections and suggestions through voice messages, texts, and multimedia annotations, facilitating a more dynamic and responsive learning process (Chen, 2021).

A plethora of prior studies have extensively examined the efficacy of utilizing WeChat as a platform for students' English language learning. Specifically, in terms of English listening, WeChat enables interactive listening exercises through voice messaging and live audio discussions. These interactions facilitate learners to engage in listening exercises within a dynamic setting, where they can promptly receive feedback from both their peers and teachers. Research suggests that this type of involvement promotes the development of attentive listening abilities and enhances learners' ability to comprehend spoken material more efficiently (Liu, 2024). In terms of English reading, WeChat facilitates collaborative reading practices by providing group chats and discussion boards where students may exchange and deliberate on reading materials. This social aspect of reading promotes deeper understanding and critical thinking, as learners engage in discussions and analyses of texts (Chen et al., 2023). In terms of English speaking, WeChat's instantaneous communication capabilities, such as voice and video conversations, provide learners with the chance to engage in spoken English practice with both native speakers and other learners. These interactions are essential for the development of fluent speaking and accurate pronunciation (Zou et al., 2023). In terms of English writing, WeChat's messaging features provide a practical medium for writing practice. Regular messaging practice helps improve writing fluency, grammar, and vocabulary usage (Zhang & Hasim, 2023). The majority of the findings indicate that utilizing WeChat as a platform has a favorable impact on enhancing students' overall English learning. However, it remains uncertain how effectively these results can be applied to English writing performance, particularly in terms of analytical aspects, such as content and ideas, coherence and cohesion, grammar and form, word choice and vocabulary, as well as organization and structure.

Further studies have examined the effectiveness of peer feedback in the context of English writing. For example, research has demonstrated that the utilization of peer feedback systems, like Google Classroom Peer Review, has a significant effect on students' vocabulary and grammar abilities, resulting in enhanced academic writing proficiency (Ly, 2023). Similarly, Sun (2023) conducted a comparison between peer feedback and instructor feedback as methods of evaluating students' writing in college English classrooms. The study revealed that peer feedback had a beneficial impact on students' English writing proficiency. Nevertheless, there is currently no comprehensive systematic review of the effectiveness of peer feedback on analytic English writing performance, including content and idea, coherence and cohesion, word choice and vocabulary, grammar and form as well as organization and structure.

Several previous studies have also examined the effectiveness of using WeChat as a platform for peer feedback in improving students' English writing performance. For example, studies have shown that using WeChat for peer feedback can lead to significant improvements in various aspects of writing, including grammar, coherence, and overall writing quality (Tong et al., 2022). In the same vein, (Sun & Asmawi, 2023) discovered that students had favorable attitudes towards using WeChat as a platform for peer feedback in English writing. This was attributed to the fact that students engaged in peer feedback on WeChat, a widely recognized and user-friendly platform. This experience enhanced students' motivation and self-confidence in their writing abilities.

While previous research has provided some evidence supporting the potential effectiveness of WeChat as a platform for peer feedback in improving English writing, there is a lack of comprehensive systematic reviews investigating its impact on overall English writing proficiency and specific aspects of analytic English writing. Therefore, further research is still needed to explore.

3. Method for Review

This review employed a systematic literature review methodology, adhering to the principles specified in the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) statement (Moher et al., 2009). The diagram illustrates the data selection process, which initially identified a grand total of 725 articles published in the past twelve years. Ultimately, a grand total of 30 articles were chosen, comprising 3 articles for qualitative research, 10 articles for quantitative research, and 17 articles for mixed research.

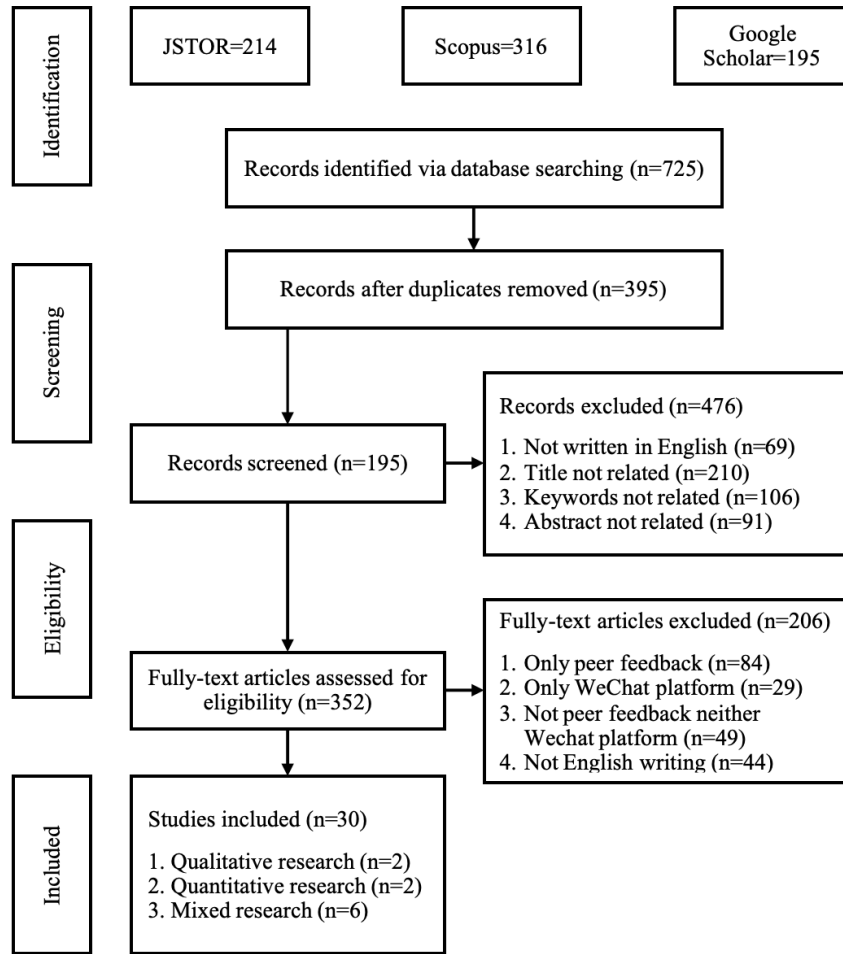


Figure 1. PRISMA Flowchart

3.1 Eligibility Criteria

The author utilized inclusion criteria to ensure the reliability and validity of the review. These criteria played a crucial role in ensuring that the selected studies were relevant to the research question, thereby enhancing the overall quality and coherence of the review (Rezai, et al., 2022).

The inclusion criteria are that the articles are: (1) Published in 2011-2023 November; (2) Focused on one of the following terms in title, keywords or abstract: “peer feedback”, “English writing”, “WeChat”, “EFL undergraduate students’ English writing performance; (3) Written in English; and (4) Indexed in Scopus, JSTOR, Google Scholar.

3.2 Search Strategy

The search strategy began in November 2023, and the initial step of article retrieval involved extracting data from the following databases: Scopus, Google Scholar, and JSTOR are widely acknowledged as significant and esteemed sources of journals in the area of education. The primary search phrases included “English writing”, OR “peer feedback” OR “EFL undergraduate English writing performance” OR “WeChat platform”. Subsequently, it was ascertained that the articles were published between November 2003 and the present year.

3.3 Article Selection

Initially, a grand total of 725 articles were chosen. During the initial phase, the researchers deleted any duplicate publications and acquired a total of 395 articles. Subsequently, the articles underwent an initial screening process that involved evaluating their contextual content. Out of the total of 476 papers obtained, 210 papers were found to be unrelated to the title, 106 papers were found to be unrelated to the keywords, 91 papers were found to be unrelated to the abstract, and 69 papers were found to be not written in English.

Following the assessment of the inclusion criteria, the papers underwent a second round of screening based on their title, keywords, and abstract. Many supplementary papers were excluded. The primary causes for exclusion were as follows: 84 articles exclusively concentrated on peer feedback, 29 papers exclusively concentrated on WeChat, 49 papers did not concentrate on either peer feedback or WeChat, and 44 papers did not concentrate on writing in English. In total, 30 studies were selected for inclusion, with 3 employed

qualitative research, 10 employed quantitative research, and 17 employed mixed research.

4. Findings and Discussion

4.1 RQ1: What Are the Themes on the Effectiveness of Using WeChat as a Platform for Peer Feedback in Improving Undergraduate Students' overall English Writing Performance?

The effectiveness of using WeChat as a platform for peer feedback in improving undergraduate students' overall English writing performance can be categorized into three thematic areas in the 30 studies: (1) enhanced engagement and interaction, (2) feedback quality and timeliness, and (3) motivation and accountability.

Enhanced engagement and interaction: Seven of thirty studies focused on utilizing WeChat as a platform for peer feedback to enhance the overall English writing proficiency of undergraduate students can enhance students' engagement and interaction in EFL writing. To be more explicit, Pham et al. (2020) conducted a study on a group of 40 Vietnamese university students, who were administered a pre-test and post-test before and after a fifteen-week treatment, the researchers analyzed the mean values, standard deviations, and Pearson's correlation of variables. Based on the analysis, it was concluded that WeChat facilitates continuous student engagement and active participation, leading to more effective learning experiences. In the same vein, Zhang and McEneaney (2020) utilized a mixed method involving 198 English major sophomores to determine that peer review is a beneficial approach for novice students to enhance their writing skills and achieve better results. They also found that WeChat cultivates a sense of community, enabling a collaborative learning environment where students exchange ideas and offer feedback.

Feedback quality and timeliness: Eleven of thirty studies focused on the quality and time of feedback in using WeChat as a platform for peer feedback to improve students' English writing overall skills. For instance, a study conducted in 2019 aimed to assess the efficacy of face-to-face peer feedback and mobile-mediated (WeChat) peer feedback in enhancing students' English writing proficiency (Farahani et al., 2019). A total of 72 students enrolled in the 18-session English writing course at a Canadian institution. The students were divided into two groups: one group received face-to-face peer input, while the other group received mobile-mediated (WeChat) peer feedback. ANOVA was employed to draw a conclusion from the data, which is as follows: the instant messaging feature of WeChat allows for prompt feedback, crucial for timely revisions and improvement.

Another study employed a mixed-methods approach to examine whether peer feedback through small WeChat groups or large WeChat groups had a greater impact on students' English writing performance (Li et al., 2020). A total of 79 students partook in this study and determined that peer review conducted via social messaging yielded superior outcomes compared to a larger WeChat group. Engaging in interpersonal communication on a small scale can allow individuals to give more considerate and comprehensive comments, hence enhancing the overall English writing quality.

Motivation and accountability: Nine of thirty studies focused on increasing motivation and enhancing accountability for the effectiveness of using WeChat as a platform for peer feedback in their English writing. More specifically, they reached comparable findings to Sun and Wang (2022) by employing a quasi-experimental methodology, wherein two experimental groups were allocated. One group received explicit correction of inaccurate peer feedback from the teacher, whereas the other group received inaccurate peer feedback represented by the teacher. The control group did not receive any teacher intervention about peer feedback. The study comprised a sample of 110 graduate students who did not specialize in English as their major. The pupils were simultaneously enrolled in three distinct writing classes. The study revealed that the interactive and social aspects of WeChat can boost student motivation to actively participate in peer feedback activities. Similarly, another study examined a college English as a Foreign Language (EFL) writing course that involved two groups of Chinese first-year English majors at a university in Southeast China. The students were randomly assigned to either an experimental group of 25 students engaged in a writing program on WeChat Moments, or a control group of 25 students in a standard English writing class. Both groups participated in the pre- and post-writing assessments and filled out questionnaires. The findings indicated that the visibility of interactions within WeChat groups encourages students to provide high-quality and timely feedback.

Overall, the three themes highlight WeChat's effectiveness as a platform for peer feedback, emphasizing its ability to greatly improve student engagement, provide fast and high-quality feedback, and strengthen motivation and accountability. Firstly, WeChat promotes increased engagement among students by utilizing its dynamic and user-friendly design, which enables ongoing participation in peer feedback activities. The platform's capacity to sustain student engagement and participation is vital in establishing a dynamic and cooperative learning atmosphere. Furthermore, WeChat's fast and high-quality feedback plays a crucial role in the process of improving writing skills. The instant messaging functionality facilitates rapid feedback, empowering students to expeditiously update their work. Moreover, the platform's asynchronous communication feature enables peers to offer more thoughtful and comprehensive comments, so improving the overall quality and depth of the critique. Finally, WeChat greatly enhances student motivation and accountability. The communal and interactive features of WeChat foster a feeling of community and peer assistance, so incentivizing students to actively participate in the feedback process. In addition, the clear visibility of interactions and feedback exchanges promotes a sense of responsibility among students, motivating them to offer meaningful and constructive criticism.

4.2 RQ2: What Are the Themes on the Effectiveness of Using WeChat as a Platform for Peer Feedback in Improving Undergraduate Students' Analytic English Writing Performance (Content and Idea, Coherence and Cohesion, Word Choice and Vocabulary, Grammar and Form, Organization and Structure)?

The effectiveness of WeChat in enhancing analytic aspects of English writing can be broken down into the following themes: content and idea, coherence and cohesion, word choice and vocabulary, grammar and form, organization and structure.

Content and idea: Six of thirty studies found that peer feedback on WeChat helps students generate and refine their idea. For example, Sun and Aamawi (2023) conducted a study where they divided 40 local university students into two parallel groups with similar language proficiency levels. The students in both groups took a pre-test and a post-test for English writing. The results revealed a significant difference of the content and idea part in the post-test scores between the two groups. This suggested that peer feedback on WeChat helps students generate and refine ideas, improving the depth and clarity of their content. The collaborative nature of WeChat discussions fosters creativity and diverse perspectives, enriching content quality.

Coherence and Cohesion: Two of thirty studies have demonstrated that utilizing WeChat as a platform for peer feedback significantly enhances the coherence and cohesion of students' English writing. For instance, Tai et al. (2015) found that peer feedback facilitated through WeChat allows students to identify and address weak transitions between paragraphs or sections. This peer intervention leads to a more logical flow of ideas, thereby improving the overall structural integrity and readability of their writing. By enabling peers to provide targeted feedback on specific areas requiring better linkage and smoother transitions, WeChat helps students develop a more cohesive and logically organized piece of writing. This iterative process of receiving and incorporating feedback is crucial in refining their ability to construct well-connected arguments and narratives.

Word choice and vocabulary: Eight of thirty studies found that peer feedback on WeChat helps students use vocabulary appropriately. For example, an interview was conducted, revealing that majority of students believed that utilizing WeChat as a platform for peer evaluation significantly enhanced their English writing proficiency, especially for expanding their vocabulary. WeChat enables the exchange of recommendations for using more exact or advanced terminology, so expanding the richness of students' lexicon. Feedback enables students to comprehend the suitability of their word selection in various circumstances, so enhancing their overall expression in English writing.

Grammar and form: Eight of thirty studies illustrated peers can quickly spot grammatical errors, which leading to improve accuracy in using WeChat as a platform for peer feedback in English writing. For instance, separate research conducted a 12-week semester-long study involving 13 Chinese as a Second Language (CSL) and non-native English speakers was conducted to determine the effectiveness of peer feedback using WeChat compared to instructor feedback in improving their English writing skills. The findings revealed that peer feedback on sentence structure and form ensures that students write clear and grammatically correct sentences.

Organization and structure: Three of thirty studies have shown that peer feedback can assist students in effectively arranging their ideas in a logical manner. This study proposes that peers have the ability to offer suggestions for refining the outline and overall organisation, so improving the logical flow of ideas (Xu & Peng, 2017) ensures that students' work has a coherent and impactful structure, which assists students in comprehending and executing organizational tactics that improve the overall framework of their essay.

Therefore, the incorporation of WeChat as a platform for peer feedback in academic writing instruction provides significant advantages, leading to remarkable improvements in content and idea, coherence and cohesion, word choice and vocabulary, grammar and form, structure and organization in students' English writing.

4.3 RQ3: What Are the Themes on the Undergraduate Students' Perceptions for Using WeChat as a Platform for Peer Feedback in Improving Students' English Writing Performance?

The investigation into undergraduate students' perceptions regarding the utilization of WeChat as a platform for peer feedback in enhancing English writing performance reveals two themes: (1) developing critical thinking and (2) enhanced peer interaction.

Developing critical thinking: In Yan's (2019) study, a qualitative method was employed to investigate the effectiveness of using WeChat as a platform for peer feedback in improving the overall English writing performance of undergraduate students in the field of Human Geography and Planning. The study included a total of 88 participants, with 44 students in each class. All of the students used WeChat as a platform for peer feedback in their English writing class. Prior to the study, a pre-questionnaire was administered to assess the students' current situation in English writing, revealing a lack of interest and interaction in this area. Following one semester of utilizing WeChat for peer feedback in their English writing, the participants were administered a post-questionnaire. The findings unveiled participating in peer feedback on WeChat promotes the development of students' critical evaluation skills, as they assess their own writing and that of their peers. This method enhances their analytical skills as they discern the merits and shortcomings in the reviewed writing samples. Providing feedback necessitates a profound comprehension of writing rules and language usage, consequently strengthening these elements in one's own writing practice.

Enhanced peer interaction: According to the findings of the other study, students' attitudes of using WeChat as a venue for peer feedback in their English writing were explored from a new point of view. There were twelve doctorate students who took part in the English writing course that lasted for a total of twelve weeks. The course came to the following conclusion: The use of WeChat fosters a sense of community and encourages greater interaction among peers. Students report that the informal and conversational nature of the platform reduces anxiety and promotes a more open exchange of ideas, which can lead to more constructive and candid feedback. This increased interaction helps in building a supportive peer network, essential for language learning (Xue et al. 2023).

Overall, the vast majority of students had positive perceptions regarding the use of WeChat as a platform for peers to provide feedback on

their English writing.

5. Conclusion and Suggestions

This systematic review uncovers some significant themes concerning the efficacy of utilizing WeChat as a platform for peer feedback in enhancing the English writing ability of undergraduate students, both in terms of overall improvement and analytical skills. The increased contact among peers on WeChat enhances students' overall English writing ability by creating a collaborative atmosphere that facilitates ongoing learning and growth in writing skills. The implementation of prompt feedback through WeChat expedites the process of revising students' writing, guaranteeing timely improvements. WeChat's platform promotes various input, enhancing students' writing by incorporating a range of perspectives and expanding the material and ideas in their analytic English writing performance. Providing consistent and prompt feedback on the coherence and cohesiveness of students' work assists them in effectively organizing their arguments and establishing logical connections between their ideas. WeChat's multimodal nature facilitates detailed feedback on vocabulary usage, enabling students to broaden and enhance their lexical selections. WeChat peer reviews involve providing comments and ideas to enhance grammatical accuracy, hence improving writing quality. Consistent peer criticism encourages students to focus on the general organization and structure of their writings, fostering a more logical and cohesive progression of ideas. Moreover, students view WeChat as a stimulating instrument that renders the feedback procedure more captivating and less rigid, thereby enriching their educational encounter. The platform promotes the development of students' critical evaluation abilities by encouraging them to analyze their own writing as well as that of their classmates, so supporting the cultivation of more profound analytical skills.

Future studies should explore the potential of WeChat's multimodal features, such as voice messages and multimedia, to enhance the clarity and depth of feedback. These features can cater to different learning styles and preferences, potentially making the feedback process even more effective. Additionally, further research could examine the long-term impact of using WeChat for peer feedback on students' writing proficiency and overall academic performance.

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Data sharing statement

No additional data are available.

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