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Moroccan EFL University Students' Attitudes Towards Peer Feedback in Writing: Complex Sentence as a Case Study

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ABSTRACT: This study explores Moroccan EFL university students' attitudes towards the impact of peer feedback on their writing skills. It focuses particularly on their ability to construct complex sentences. A questionnaire was administered to 40 EFL students after receiving peer feedback in their writing classroom. The qualitative data obtained from the questionnaire were converted into percentages depicted in graphs, revealing significant reductions in complex sentence errors and hence improving the students' positive attitudes towards peer feedback as a collaborative learning strategy in enhancing their writing proficiency in general and complex sentence construction in particular. These research findings underscore the effectiveness of peer assessment in addressing some challenges that Moroccan EFL university students encounter when writing. The results demonstrate that peer feedback has helped to reduce students' written complex sentence errors and develop their knowledge of English complex sentence structure rules. The findings of this study provide practical implications for researchers, syllabus designers, and language teachers to integrate peer feedback into language instruction to develop Moroccan EFL university students' writing proficiency.

KEYWORDS - Peer feedback, EFL writing, Complex sentence construction, writing proficiency, Moroccan EFL university students' attitudes.

I. INTRODUCTION

Peer feedback in writing has been studied extensively in various EFL contexts, with significant content showing its effectiveness in promoting learner participation and improving writing accuracy. Zhang (1995) is one of the prominent figures who examined students' attitudes toward peer review in writing skills; Zhang's findings revealed general disdain among EFL students who initially preferred to receive feedback from teachers. However, he argues that students started participating in the peer review process over time since they began to appreciate the collaborative learning environment that this fostered. Similar results were found by Rollinson (2005), who asserted that even if students feel anxious from the beginning, they gradually develop trust and buy-in from their peers, especially when trained to provide constructive feedback. This section discusses the attitudes and perceptions of Moroccan EFL students at Ibn Tofail University, particularly about the role of peer feedback and collaborative writing in improving their writing performance, specifically in the construction of complex sentences. A comprehensive questionnaire was distributed to a group of EFL university students in Morocco who participated in guided peer feedback sessions. This research, conducted with meticulous attention to detail, analysed how peer feedback affects students' syntactic complexity and the overall writing experience, focusing on constructing complex sentences, thereby ensuring the validity and reliability of the study's findings.

1.1. *Statement of the problem:*

The problem addressed in this study is the need to explore EFL (English as a Foreign Language) students' attitudes towards the impact of peer feedback on their writing proficiency with complex sentence construction as a case study at Moroccan universities. Despite the widely acknowledged benefits of collaborative writing and peer feedback in second-language writing instruction, very limited research has been conducted on the effectiveness of peer feedback in improving EFL students' writing skills, particularly in a collaborative writing context in Morocco. Thus, this research endeavours to fill this gap in the literature by investigating the impact of peer feedback on the writing performance of EFL students, exploring the factors and aspects that shape the effectiveness of peer feedback in collaborative writing, and providing implications for EFL writing instruction.

1.2. *Research Objective:*

This research seeks to achieve this objective:

Research objective: to explore the attitudes of Moroccan EFL university students towards the impact of peer feedback in enhancing their writing proficiency, in general, and complex sentence construction in particular.

1.3. *Research Question:*

This study addresses these research questions:

Research Question:

1. What are the attitudes of first-year EFL students at Ibn Tofail University regarding the role of peer feedback on their English complex sentence construction skills?

1.4. *Research Hypothesis:*

2. The research hypothesis originating from the above research question is

RH1: Moroccan EFL university students perceive peer feedback as significantly beneficial for improving their ability to construct English complex sentences.

II.   REVIEW OF LITERATURE

2.1. *Previous studies on the impact of peer feedback on students' writing skills.*

Studies (Hyland & Hyland, 2006) have demonstrated that peer feedback is a powerful teaching approach that can significantly improve students' writing proficiency. During the evaluation process, students are exposed to a variety of writing styles and, more importantly, errors related to the selected linguistic feature, which enhances their learning. Most importantly, feedback encourages students to work on their critical and analytical skills because they need to assess their peers' writing, identify its strong points and drawbacks, and then offer constructive suggestions for how it might be improved. This process helps the one giving feedback, as well as the one receiving feedback, as they both learn to write better. Moreover, peer feedback is interactive, promoting a cooperative learning environment in which students can engage in meaningful dialogues about their writing, and language use and structure can be more clearly understood.

Previous studies have also proved that peer feedback has been very helpful in enhancing the students' use of complex sentence construction. Since complex sentences combine dependent and independent clauses, their general makeup could be clearer for EFL learners. For example, Ferris (2003) argues that peer feedback allows students to develop the art of finding the errors in complex sentence structure, such as run-on sentences, comma splices, and faulty subordination, and correct them better. Through analysing peers' manipulation of complex sentences, learners become aware of clause integration, finer details, and the appropriate contexts for using subordinating conjunctions in reaching an optimum level of syntactic complexity for enhanced writing sophistication.

Li and Liu (2017) researched EFL learners in China and found that peer feedback significantly improved students' writing quality. Students report more confidence in revising their essays after interacting with their peers, particularly in processing more complex sentence structures. The study highlights that students value peer feedback for grammatical correction and its role in formatting, organising content, and coherence. This is consistent with Lundstrom and Baker (2009), who found that there was greater metacognition for students who provided feedback than for the students who received it. This highlights the reciprocal nature of peer feedback, involving benefits for both feedback providers and receivers as part of the review process.

2.3.5. *Studies on Peer Feedback in Moroccan EFL Context*

This section investigates how peer feedback affects the writing errors of Moroccan students of English as a foreign language. The pedagogical potential of peer feedback in language learning has not been explored sufficiently, not least in connection with the written errors of Moroccan EFL students, more specifically in the matter of complicated sentence structures. A study by Samouni (2023) involved students and teachers from Sultan Moulay Slimane University in Beni Mellal to investigate their perception and attitude towards peer evaluation in EFL writing. According to the mixed-methods examination of the educational data, it was found that student and teacher groups supported peer evaluation activities. Students appreciated their peer relationships and the advantages of feedback from peers since the process helped them improve their writing skills. The teaching staff understood that peer evaluation yields beneficial effects in creating a positive learning environment while also stimulating the analytical ability of students.

The study examines various barriers as well as doubts regarding the application of peer feedback assessment. The accuracy of peer feedback results generated concern from students because unfavourable evaluations might dampen their classroom enthusiasm. The researcher suggests supportive training for students regarding proper peer assessment approaches and explicit assessment criteria to resolve these issues.

Ghaicha and Ait Taleb (2016) performed research regarding peer reviewing in an English as a Foreign

Language (EFL) writing classroom at a Moroccan university. Students experienced improved writing skills and learning outcomes from the adoption of peer review practice, according to their research results. The research demonstrated that peer review functioned as an efficient educational instrument for EFL writing classes by enhancing student writing quality and developing important reasoning skills in addition to self-evaluation competencies. Student involvement in peer review analysis enabled them to detect errors in their teammates' work, thus increasing their ability to recognise frequent writing mistakes, which enhanced the accuracy of their written assignments.

The study highlighted that peer feedback facilitated the students in such a way that they could receive views on their writing from other people. Instead of receiving views from only one person, the teacher, and the students, they have received several views highlighting various sections of their work that needed improvement, including grammar, organisation, and development. Besides, the delivery and reception of feedback from peers gave rise to an active learning process because students were involved in actually evaluating the work of others. Such involvements not only bettered the understanding of good writing but also made students keener and more motivated in the writing process.

The study also discovered that peer review had a positive effect on students' sense of community. An activity requires interactivity, which invites communication, and idea-sharing, thus strengthening social relationships and the learning community. The study also found that peer review helped students develop a sense of ownership and responsibility for their learning. They got used to assessing others and receiving feedback, which , in the end, made them more self-critical of their efforts and encouraged them to push themselves further with their writing.

While the outcomes were positive, the study did highlight some of the challenges of peer review. For example, unequal feedback was sometimes provided to students who were less proficient in English. This meant that the potential benefit of the activity was sometimes decreased. Some students were also reluctant to criticise their pupils' work for fear of offending. These challenges, they added, can be addressed through the proper training of students and instructions from teaching staff on offering constructive feedback. It respects and encourages each other through the peer review process, not just makes it better.

In fact, very limited studies were concerned with the effect of peer feedback on EFL students' performance concerning writing ability and the actual use of complex sentence structures in the Moroccan context. Nevertheless, the research in this respect always leads to the same conclusion: that peer feedback represents a valid pedagogical tool that may enhance students' writing ability through collaborative learning, self-assessment, and reflection. Some researchers have taken the context of a Moroccan EFL classroom to study the role of peer feedback. That means benefits can also be attained from peer feedback in an EFL setting; it improves grammatical accuracy, enhances textual coherence, and increases the use of varied sentences (Ghaicha & Ait Taleb, 2016).

Studies (Hyland & Hyland, 2006) have demonstrated that peer feedback is a powerful teaching approach that can significantly improve students' writing proficiency. During the evaluation process, students are exposed to a variety of writing styles and, more importantly, errors related to the selected linguistic feature, which enhances their learning. Most importantly, feedback encourages students to work on their critical and analytical skills because they need to assess their peers' writing, identify its strong points and drawbacks, and then offer constructive suggestions for how it might be improved. This process helps the one giving feedback, as well as the one receiving feedback, as they both learn to write better. Moreover, peer feedback is interactive, promoting a cooperative learning environment in which students can engage in meaningful dialogues about their writing, and language use and structure can be more clearly understood.

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Despite these promising findings, there needs to be more Moroccan literature regarding the specific role of peer feedback in constructing and using complex sentences in EFL writing. Said differently, although some previous studies touched on the general benefits of peer feedback in improving writing skills, very few focused studies have been conducted on how peer interactions systematically influence students' mastery of complex

sentence structures. This gap indicates that additional empirical studies are needed to investigate the nuanced impacts of peer feedback on a narrow aspect of language learning. The present study can help reach an understanding of the processes through which peer feedback promotes the learning of complex grammatical forms, with practical ramifications at the level of EFL instruction in the Moroccan context.

In Morocco, there is a greater focus on the study of peer feedback in English as a Foreign Language (EFL) classroom settings. Abderrahim (2019) explored the views of Moroccan university students towards feedback from peers in writing tasks. The results of the study reveal that Moroccan students were not inclined to the validity of the feedback-sharing process as they are not used to sharing ideas; however, after being engaged in guided feedback sessions, they admitted its usefulness. The students noted that their peers' feedback raised their level of awareness of the errors committed during writing and motivated them to put more emphasis on sentence-level constructions, in particular complex sentences. This work confirms the outcome of Hajji's (2015) work on investigating peer feedback's role in enhancing grammatical accuracy and smoothness of writing in students. Hajji's research indicated that the students involved in the peer feedback process demonstrated considerable progress in sentence construction, particularly in coordinating ideas with the use of subordinate clauses.

Another Moroccan study by El Ouahidi (2017) focused on the impact of peer feedback on writing abilities within Moroccan university students. Students discovered value in peer feedback because it encouraged group work, which enabled them to use more sophisticated sentence structures comfortably. Proficiency evaluations from peers offer students a perception of their writing qualities that they would not have unearthed independently, especially about sentence diversity and connection.

In conclusion, although peer feedback has proved to be an effective pedagogical tool in the teaching of English in general and EFL writing in particular, Moroccan EFL students still encounter serious difficulties in writing, especially when it comes to complex sentence construction. Thus, further studies are to be conducted to investigate how this teaching approach affects the use of complex sentences. There is a need for studies that contribute to a better understanding and provide practical insights that can be useful in designing targeted instruction aimed at enhancing the ability of EFL learners in Morocco to produce complex sentences.

2.2. Peer Feedback and Complex Sentence Construction

While numerous studies have shown the positive impact of peer feedback in writing, the vast majority of studies have reported on its quality (i.e., error corrections, text quality) rather than its instant effect on complex sentence construction. Liou and Peng (2009) researched peer feedback and its impact on students' writing syntactic complexity. They found that interaction with their peers prompted students to use more complex grammatical structures, especially inside subordinate clauses and when using different types of sentences. The conclusion drawn from this study is that peer feedback is effective in increasing the syntactic variability in Sentence writing, which is a key element in developing complex sentences. Likewise, Min (2006) investigated Taiwanese EFL students and whether receiving peer feedback resulted in improvements in their writing in terms of sentence complexity. You are taught to span deeper, becoming a double- and triple-certain chance seeker, your sentences expanding as you roll up data and evidence from peers, again rolling up teachers with more basic contributions alone. For peer feedback, students in this approach found that their classmates' comments guided them to focus more on working on the structure of their sentences instead of making superficial grammatical changes. Only at the time were there some specific aspects that helped them to create sentences that were grammatical and syntactically more sophisticated.

This rich data provides nuanced information about the potential of peer feedback to enhance the quality of writing and deepen knowledge of sentence construction. The second reason peer feedback helps improve writing is that it is a rare experience where students can learn from each other in a collaborative space and use their syntax awareness skills to practice different sentence constructions. By comparing their work with that of their peers and discussing grammatical choices, students gain insights into complex sentence patterns, further contributing to their writing development.

In conclusion, while existing research highlights the positive impact of peer feedback on sentence complexity, further investigation is needed to explore the long-term effects of peer feedback on the mastery of complex sentence structures. Future studies may explore the effect of different types of peer feedback on students' syntactic development over time (e.g., corrective vs. collaborative feedback). It is used to promote complex sentence construction amongst EFL learners in different educational contexts, and it deserves exploration in the context of cultural and contextual effects on peer feedback.

2.3. Studies on Peer Feedback in Moroccan EFL Context

This section investigates how peer feedback affects the writing errors of Moroccan students of English as a foreign language. The pedagogical potential of peer feedback in language learning has not been explored sufficiently, not least in connection with the written errors of Moroccan EFL students, more specifically in the matter of complicated sentence structures. A study by Samouni (2023) involved students and teachers from Sultan Moulay Slimane University in Beni Mellal to investigate their perception and attitude towards peer evaluation in EFL writing. According to the mixed-methods examination of the educational data, it was found that student and teacher groups supported peer evaluation activities. Students appreciated their peer relationships and the advantages of feedback from peers since the process helped them improve their writing skills. The teaching staff understood that peer evaluation yields beneficial effects in creating a positive learning environment while also stimulating the analytical ability of students.

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III.   METHODOLOGY

3.1. Research Design

Research data collection of this study relied on distributing a questionnaire to the study subjects after they had participated in peer feedback sessions facilitated by a rubric. The questionnaire consists of 24 items formed in multiple-choice options. The questionnaire was administered to get quantitative data converted into percentages, as shown in the graphs below, to investigate participants' attitudes towards the impact of peer feedback on their ability to construct complex sentences. They had the opportunity to express their attitudes about the effectiveness of peer feedback concerning their writing proficiency in general and complex sentence construction in particular. The questionnaire was formed with multiple-choice options seeking to gather insights about the benefits and challenges of receiving and giving peer feedback on complex sentence structure. The questionnaire was administered to get quantitative input about three main categories: the factors that may hinder students' writing proficiency, how students manage to improve their writing skills inside and outside the class, and the extent to which the integration of peer feedback as a pedagogical approach can help them improve their overall writing performance.

IV.   RESULTS

This section presents the results of Moroccan EFL students' attitudes at Ibn Tofail University regarding the role of peer feedback and collaborative writing in improving their written production, specifically the development of complex sentences. The data obtained from the questionnaire which was distributed to students who took part in guided peer feedback sessions. This research aimed to analyse how peer feedback affects students' syntactic complexity and the overall writing experience. The data is converted in graphs as illustrated bellow.

4.1. Motivation

Motivation is a key component of the language learning process, and peer feedback can have a motivationally supportive or destructive effect on students. The survey includes two questions that target the impact of peer feedback on students' motivation to write. One targets their motivation towards collaborative writing in general, and the other targets their motivation to construct and use complex sentences, particularly. The data suggests that peer review can help improve motivation among EFL students when they are involved in a cooperative learning environment. Research by Zhang (1995) and Rollinson (2005) indicated that students' engagement and trust in learning increase gradually over peer review.

The question, "The use of peer feedback makes me more motivated to write", specifically targets this component. Q9- Did peer feedback help to motivate you more? Of all students, 80% of responses show positive referral. Several students argue that the fact of assessing their colleagues' work has encouraged them to put additional effort into their writing assignments. There is evidence that the peer feedback environment kindled the motivation and granted students a sense of responsibility for enhancing their own and their peers' writing. The

following graph analysis reveals that over 60% of students agree or strongly agree with the statement, indicating a clear positive response toward the motivational aspects of peer feedback.

Figure 1: Students' attitudes of the role of peer feedback in increasing their motivation to write.
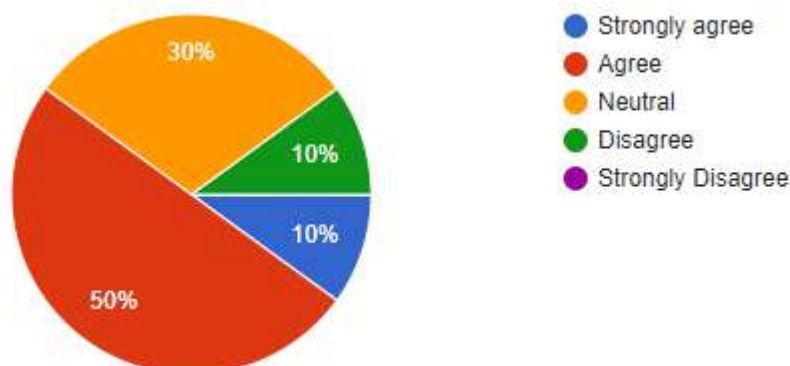

Figure 2 below shows the proportion of students reporting that they have enjoyed assessing their peers' written tasks. The enjoyment is another indication of the increased motivation level among students. The data reveals that a huge number of students were satisfied with evaluating each other's work, and 55% of respondents agreed with the statement. This finding is in line with Lundstrom and Baker's (2009) statement that students who actively participate in giving feedback to their peers experience more metacognitive awareness, which, in turn, makes them feel more connected to the learning process and, thus, increases their motivation.

Figure 2: Students' perceptions of the enjoyment in evaluating peers' written tasks.
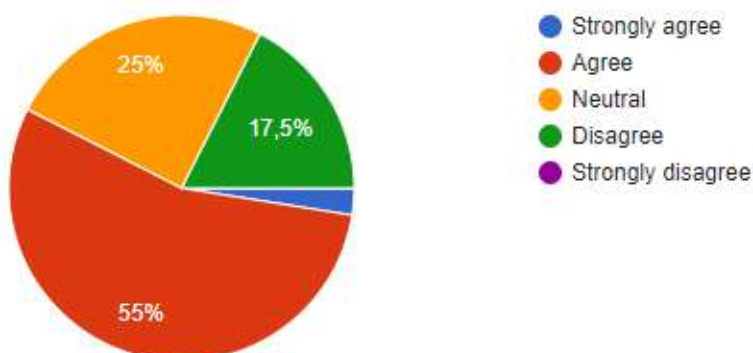
Similarly, when asked whether collaborative writing through peer feedback contributed to reducing their anxiety levels, the majority of students, as illustrated in Figure 3 below, reported a positive experience. Many indicated that writing in collaboration with others made them feel less anxious. The reduction of anxiety and the increase in motivation are two closely related psychological factors frequently discussed in educational literature. Lower anxiety levels can have significant implications for motivation, such as increased comfort in sharing ideas and experimenting with different writing styles. In this context, peer feedback is most beneficial to teaching and learning when it is structured in a non-threatening manner that encourages risk-taking in writing. This allows learners to be more creative and expressive without fear of criticism.

Figure 3: Students' attitudes toward the role of peer feedback in reducing anxiety.
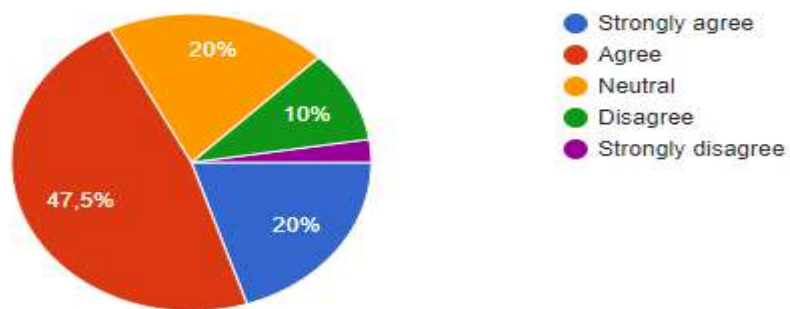
## 4.2. Comfort Level in Giving and Receiving Feedback

Students' comfort level in providing and receiving feedback is a significant determinant of the effectiveness of the peer feedback process. Students can fully enjoy the merger of writing and group effort if they can easily express ideas and manage constructive criticism from their peers. Research has shown that initially, the sharing of writing and ideas in the peer feedback sessions may be uncomfortable for the students; however, as noted by Rollinson (2005), with guidance and practice, students generally become more relaxed. This comfort is vital to creating a productive studying environment where students are open to feedback.

Figure 4: Students' comfort levels in providing feedback to classmates.
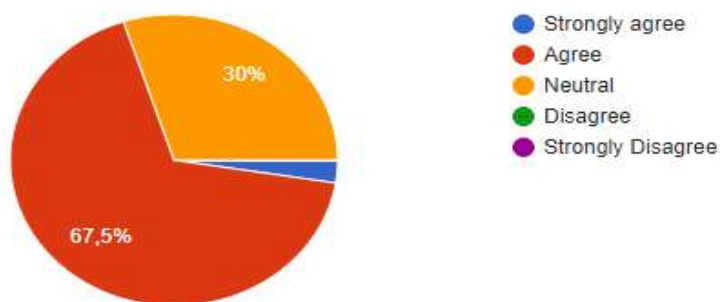
As clearly demonstrated in the graph above, most student responses showed confidence in their ability to give feedback, with more than 67% agreeing that collaborative writing made them comfortable assessing their peers' work. This means that students have developed a level of comfort with sharing their opinions about each other, which is beneficial for the class to be more cohesive and communicative. The figure portrays that a large group of students were able to criticise each other without feeling uncomfortable. Hence, the peer feedback process was implemented on an encouraging and non-judgmental basis.

**Figure 5: Students' attitudes toward the benefits of receiving feedback from their peers.**
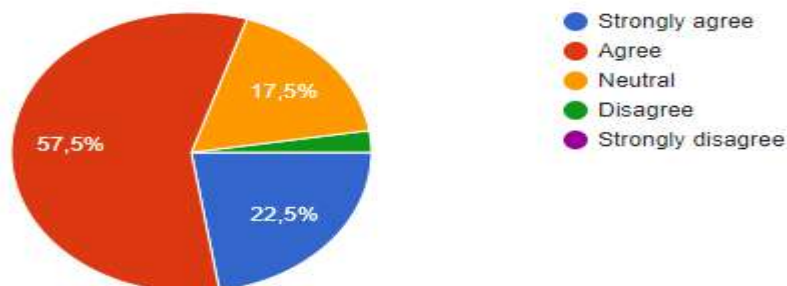
On the other hand, the pie chart above indicates that the majority of students in the experimental group appreciated receiving feedback on their writing from their peers. The results show that 57.5% of the students agreed, and more than 22% strongly agreed that the sessions providing feedback were useful. This finding confirms the benefits of the collaborative nature of peer feedback, which enables the students not only to engage with but also, perhaps more significantly, to learn from their peers. Overall, students noted that they were receptive to the viewpoints of their classmates and saw this feedback as a valuable means of honing their writing abilities.

4.3. Students Confidence in Error Identification

The peer feedback process is fuelled by confidence in finding and fixing errors in peers' writing. Students who learn this skill will develop a greater awareness of grammar and syntax, strengthening their writing skills. Lundstrom and Baker (2009) note that using feedback fosters metacognitive involvement. As a result, students will reflect more on their learning. Students can build self-esteem and feel more at ease with writing mechanics by identifying and explaining errors.

Figure 6: Students' confidence in identifying and assessing their peers' written errors.
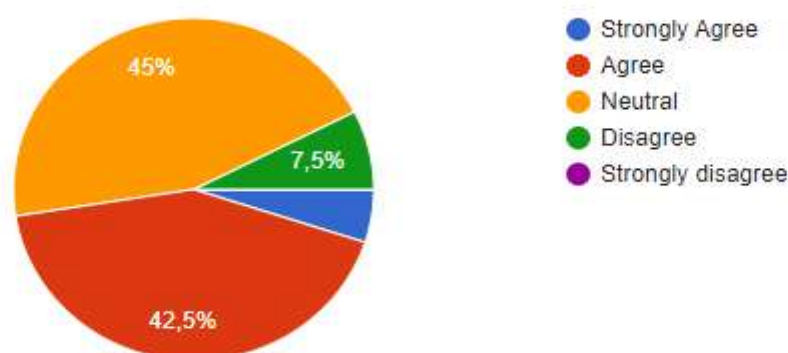
The data reveals that the majority of participants reported confidence in their ability to identify and explain errors in their peers' writing, with 47% agree or strongly agree and only 7.5% disagree with the statement that they felt confident identifying, presenting, and assessing their peers' written errors (others' responses 45% were neutral). This indicates that the peer feedback sessions fostered a sense of competence, empowering students to approach error detection with greater assurance.

The figure below shows the confidence level of students in processing peer feedback. The trust in participants' responses was exceptionally evident, as students could still participate in the discussion without fear of criticism. This is important in fostering an environment where constructive criticism can thrive. The results show moderate confidence, which mirrors similar results in Lee and Liu's (2017) study, in which students reported feeling more confident doing research after interacting with their peers.

Figure 7: Students' confidence in giving and receiving peer feedback.
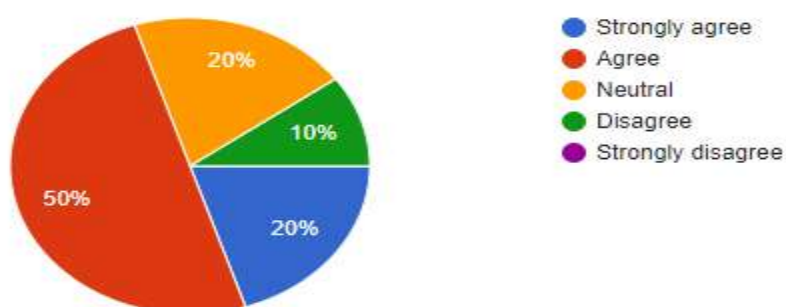
This finding is consistent with Lundstrom and Baker (2009), who found that peer feedback improved students' metacognitive awareness and critical thinking skills. Similarly, Rollinson (2005) argued that peer assessment enables students to develop a sense of responsibility and promotes their capacity to analyse their peers' work critically. In the Moroccan context, El Ouahidi (2017) found that students valued the opportunity to evaluate their peers' writing. This increases grammatical accuracy and improves EFL learners' ability to identify and correct complex errors. This study's results indicate that students develop confidence in identifying errors and experience growth as independent learners able to contribute meaningfully to the collaborative process.

4.4. *The impact of Peer Feedback on EFLstudents' Writing Skills*

The impact of peer feedback on writing skills goes beyond surface-level error correction. It expands the scope to develop syntactic diversity, fluency, and coherence. Peer feedback encourages students to engage deeply in their writing, promotes self-regulation, and fosters their ability to reflect on and improve their work. As mentioned by Lee and Liu (2017), students correct not only grammatical errors but also improve the organisation, structure, and quality of learners' writing outcomes. This study examines how Moroccan EFL students perceived the value of peer feedback in enhancing their writing skills. It focuses on how much collaborative processes have translated into tangible improvements in writing performance.

The graph below demonstrates students' perceptions of the benefits of the peer feedback strategy in improving their writing skills. A large percentage of students agreed or strongly agreed that peer feedback increased their writing proficiency, meaning that they acknowledged its pedagogical value. Responses showed a collaborative exchange of feedback that improved vocabulary, sentence structure and coherence in writing. The graph indicates that 77.5% of students answered in the affirmative concerning the importance of peer feedback in writing; this illustrates that peer feedback leads to continuous writing.

Figure 8: Students' attitudes toward peer feedback as a strategy for writing improvement.
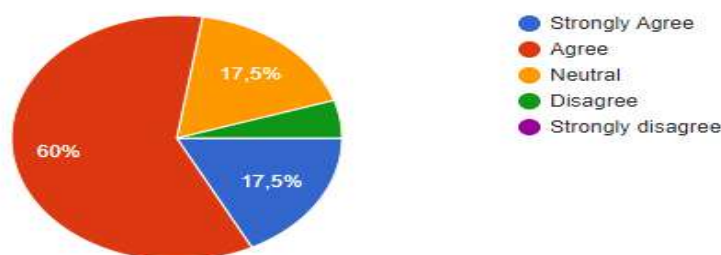

Similarly, Figure 8 below demonstrates students' perceptions regarding the benefits of collaborative writing. According to the data, writing with peers was one of the activities that most students viewed as a productive strategy for improving their writing. A large number of the respondents, 62.5%, stated that peer review provided valuable opportunities for learning, practice and constructive feedback. These findings are consistent with Storch (2005), who argued that more accurate and syntactically complex texts can be produced through collaborative writing than is possible in writing performed individually.

Figure 8: Students' perceptions of collaborative writing in enhancing their overall writing skills.
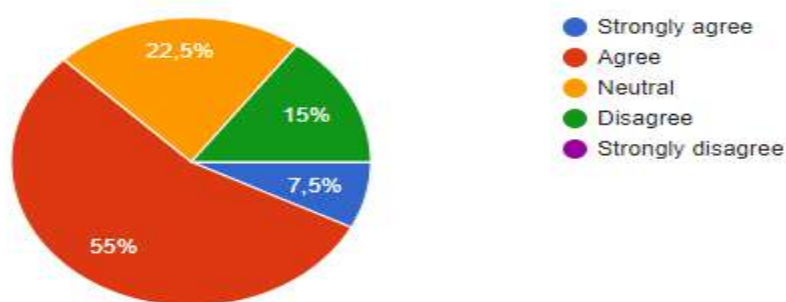
The following figure reflects the students' attitudes toward the practical value of peer feedback and collaborative writing in reinforcing classroom learning. The responses suggest that students apply grammatical rules, writing strategies, and syntactic structures in authentic writing tasks. A high percentage of participants, 45 %, agreed, and 22.5% strongly agreed that the collaborative experience bridged the gap between theory and practice, allowing them to consolidate their knowledge and improve their writing.

Figure 9: Collaborative writing as a tool for applying classroom knowledge.
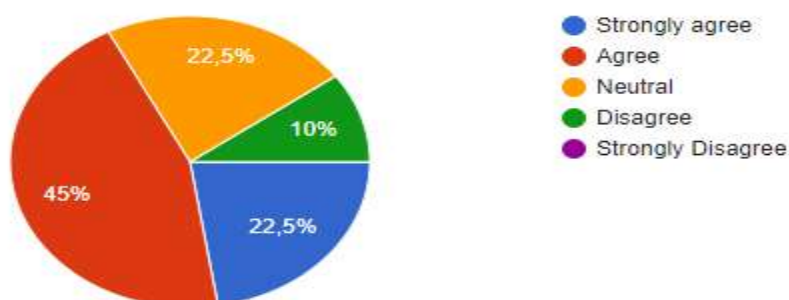

The conclusions drawn concerning the utility of peer feedback in enhancing the writing ability of EFL students are consistent with the findings of previous research examined within the framework of this research paper, which stresses the usefulness of peer feedback and collaborative writing. For example, Li and Liu (2017) point out that students appreciate peer feedback not just for helping to correct grammar but also for improving text coherence and organisation. Besides, Storch (2005) highlights the efficiency of collaborative writing in yielding outputs that are more syntactically complex and accurate. In the Moroccan setting, Benali (2018) observed that students considered collaborative writing a crucial aspect of building their writing skills, especially sentence construction skills. The current research confirms these findings and demonstrates that Moroccan EFL students developed their technical writing through peer feedback and became more confident in using classroom knowledge in their writing tasks.

4.5. *The impact of peer feedback on students' complex sentence construction*

This section is devoted to the exploration of Moroccan EFL students' attitudes towards the impact of peer feedback integration on their ability to construct complex sentences. Data were collected from questions designed to assess students' perceptions of their use of complex sentence structures after participating in a peer feedback activity. The aim was to see whether structured peer interactions helped students feel more capable of writing and applying complex syntactic forms.

The data unequivocally demonstrates a significant increase in students' confidence in constructing and using complex sentences after participating in collaborative writing sessions and receiving peer feedback. As can be seen from the figure below, over 65% of the participants noticed marked improvements in their confidence in the structure and use of complex sentence structures after being peer-reviewed. By contrast, very few (7.5%) disagree. This strong agreement indicates that students may be confident in the feedback process, which will allow them to develop further the ability to write appropriately complex sentences.

**Figure 10: Impact of peer feedback on confidence in using complex sentence structures.**
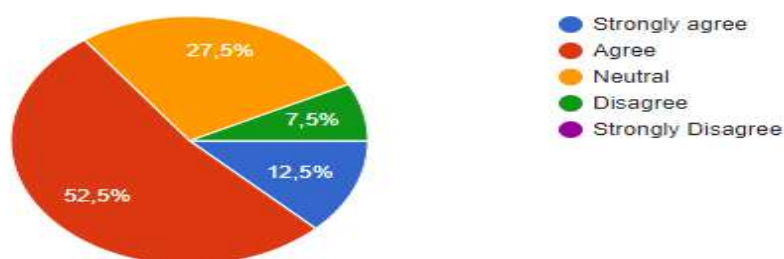
Similarly, the data reveal a positive influence of peer feedback on students' ability to construct complex sentences. The graph below indicates that nearly 70% of students agree or strongly agree that the peer feedback session positively contributed to their ability to construct complex sentences. While the proportion of neutral responses is higher (about 20%), meaning that some of them felt that their confidence developed gradually or was limited, less than 10 % only disagreed, so negative perceptions are low. This positive impact of peer feedback also suggests that it is a promising tool in the EFL field.

Figure 11: Students' perceptions of peer feedback's role in constructing complex sentences.
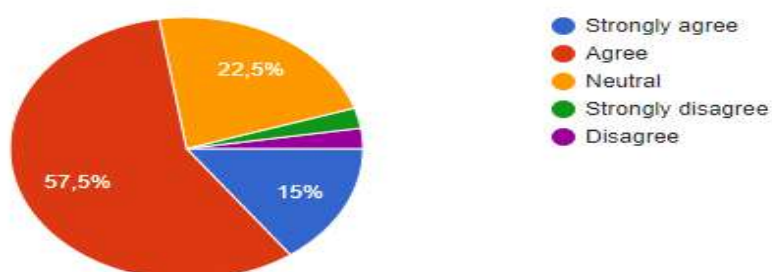

The graph below illustrates the tangible impact of peer feedback on the students in highlighting particular features of their complex sentence use that could be improved. A large number of students (72.5%) replied that peer feedback was a key element in this aspect. Only 10% of them disagreed, while 17.5% were neutral. These results highlight the importance of success with peer feedback in identifying specific areas of weakness in students' writing outcomes, thus increasing confidence in addressing areas of complexity in sentence structure.

**Figure 12: Role of peer feedback in identifying areas for improvement in complex sentence use.**
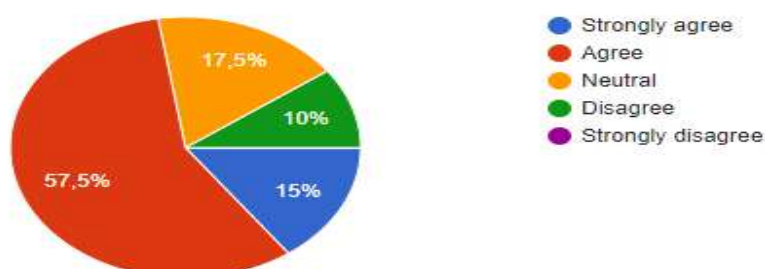
The following graph highlights a marked increase in students' awareness and understanding of complex sentence types and their usage through peer feedback. About 68% of the students agree or strongly agree that peer feedback sessions increased their knowledge of using different types of complex sentences. A little under 25 per cent were neutral, and less than 7 per cent disagreed. Increased awareness is an educational benefit of peer feedback; it teaches students the intricacies of difficult sentence building.

Figure 13: Students' awareness of complex sentence types and usage through peer feedback.
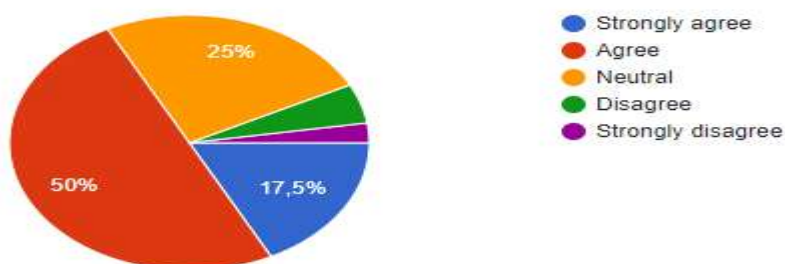
On the other hand, figure 14 vividly illustrates the positive impact of peer feedback on motivating students to explore complex sentence structures. A significant proportion of students responded positively, indicating that peer feedback plays a crucial role in promoting syntactic use and encouraging students to move beyond basic sentence construction. These responses align with the findings of Storch (2005) and Wigglesworth & Storch (2012), and the praise from Benali (2018) for the interactive feedback process further underscores its value in building confidence among EFL learners.

Figure 27: Students' attitudes toward peer feedback as a motivator for experimenting with complex sentences.
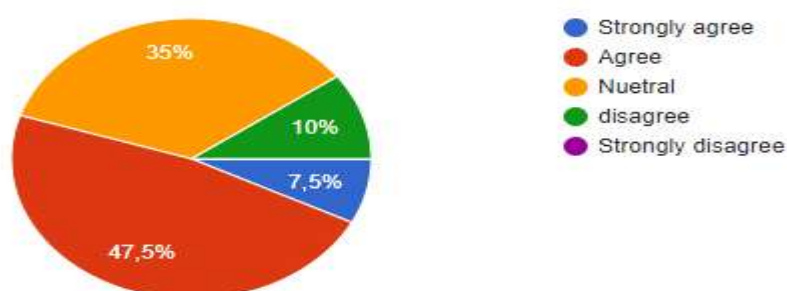
The graph below reveals students' perceptions of integrating peer feedback in reducing errors in complex sentence construction. Students broadly agree that peer feedback supports grammatical correctness and promotes a more nuanced understanding of correct sentence construction. The findings align with the study by Min (2006), which established that peer feedback substantially lowers grammatical errors by allowing students to identify and rectify mistakes through peer collaboration. Comparable findings in the Moroccan setting, including those of Hajji (2015), emphasize that peer feedback promotes awareness of syntactic finer points, thus improving precision in sentence structuring.

Figure 15: Students' perceptions of peer feedback in reducing errors in complex sentence construction.
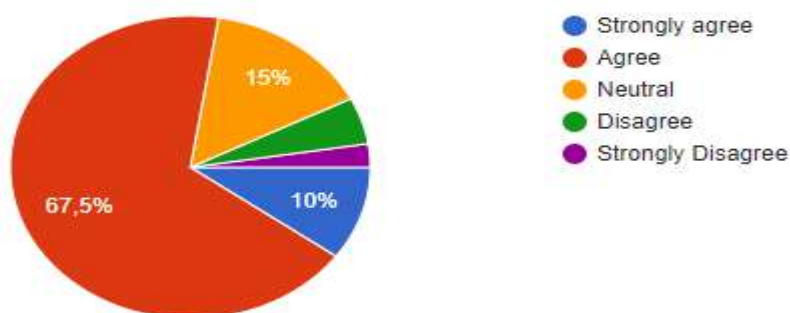
The data in these graphs underscores the value of peer feedback in enhancing Moroccan EFL learners' ability to structure complex sentences correctly and confidently. Feedback from the students in the experimental group, who were involved in collaborative writing activities with peer feedback, showed that they perceived peer feedback as beneficial, not only in lessening challenges in constructing complex sentences but also in facilitating the use of diverse syntactic structures. This is an essential step towards achieving language competence. These two benefits are aligned with broader EFL research, which emphasizes using peer feedback to improve grammatical and sentence accuracy.

Studies in the literature support this finding, with Rollinson (2005) and Lundstrom and Baker (2009) noting that peer feedback promotes metacognitive engagement and encourages students to give and receive constructive criticism. In the case of Morocco, Benali (2018) and El Ouahidi (2017) report similar results indicating that students value the collaborative nature of peer feedback because it helps them improve their writing through peer support; Moroccan EFL students, like students worldwide, seem to benefit from this interactive learning environment. Therefore, students gain confidence in using complex sentence structures effectively.

In closing, these findings reaffirm that peer feedback is an important teaching tool for improving writing ability in Moroccan EFL classrooms by helping students experiment with more advanced sentence patterns and improve their grammatical accuracy. Peer feedback helps bridge the gap between language learning and practical application, which helps support the broader goals of EFL education. The results of the current study fit well with the literature already mentioned concerning previous studies. It posits that collaborative and interactive feedback mechanisms are necessary for promoting syntactic ability and accuracy in Moroccan EFL students' writing outcomes.

4.6. Engagement and Active Participation in Collaborative Writing

The use of collaborative writing as an instructional method has vastly increased student engagement. The results of this study reflect this trend as the Moroccan EFL students demonstrated a highly positive perception toward collaborative writing. Many students were eager to do so because working together on writing was more fun than doing it individually. This high level of satisfaction with interactive and collaborative writing is a testament to the students' eagerness to participate. The data reveals that students appreciate the dynamic nature of collaboration, consistent with previous research by Storch (2005), which notes that collaborative writing encourages students to actively engage with the content, promoting deeper cognitive processing and increased motivation.

The chart below shows the students positive attitudes towards collaborative writing as more engaging than individual writing, where we can see a clear trend toward collaborative activities. Many agreed (and some strongly agreed) that collaborative writing is a more stimulating experience. This agreement among students emphasises the best practice of collaborative writing to foster motivation to write and a classroom environment that prioritises interaction among students to enhance engagement in writing.

Figure 16: Students' perceptions of engagement in collaborative writing compared to individual writing.
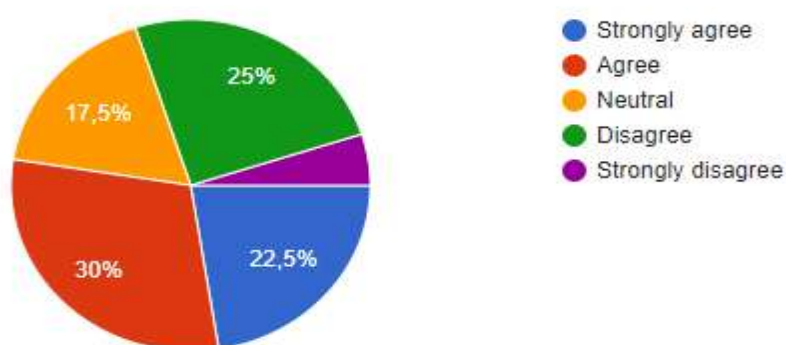

The following figure illustrates a strong agreement among students regarding - sharing ideas; this speaks to the collaborative nature of the office environment itself. Seventy-five percent of the students answered positively that the collaborative writing process is an essential forum for these students to express and share ideas freely. These findings highlight the value students place on collaboration as a writing exercise and a communication process and reassure us about students' comfort and confidence in contributing to group work.

Figure 17: Collaborative writing as a platform for idea generation and sharing.
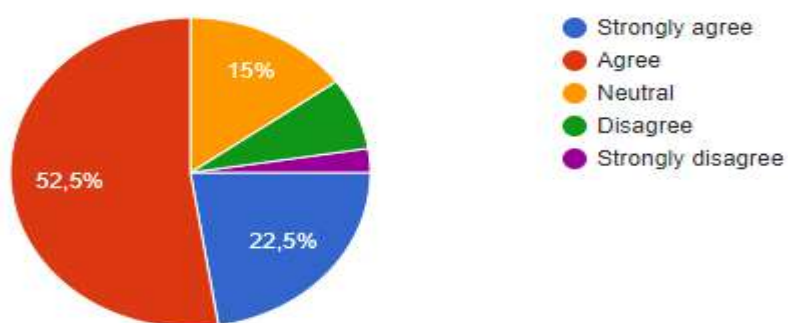
Regarding students' perceived level of activity in collaborative writing, graph 18 below shows that students receiving peer feedback were much more active. Most participants state that collaborative writing is more engaging and interesting. This dynamic engagement can be attributed to the interactive demands that come with peer-based activity as opposed to individual writing. This dynamic engagement can be attributed to the interactive demands of peer-based activity as opposed to individual writing, which is often carried out in solitude and in a passive manner. In this way, collaborative writing encourages a space for continuous interaction where students are placed in a circular process of feedback and contribution, escalating their interest in the task.

Figure 18: Students' perceptions of increased activity in collaborative writing.
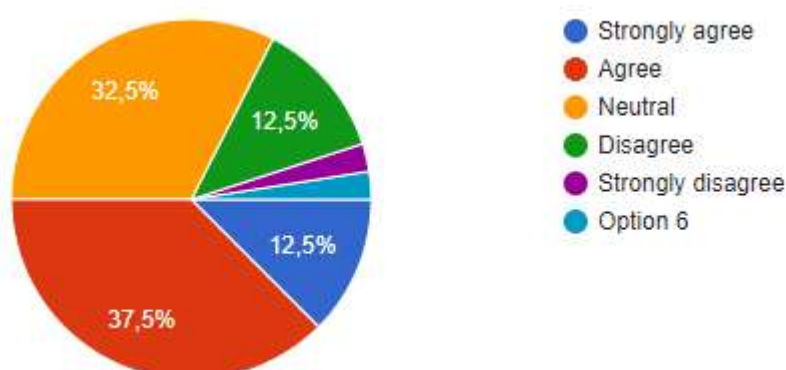
These findings are highly consistent with existing literature to confirm the motivational and engagement benefits of collaborative writing. Research by Storch (2005) reveals that collaborative tasks elicit a higher level of linguistic accuracy and increased syntactic complexity, resulting from greater student engagement in the writing process. This study supports that notion in that students find collaborative writing more enjoyable and involving, thus leading to greater syntactic experimentation and sustained interest in the task.

In the Moroccan EFL context, Benali (2018) also found that students appreciated the interactive aspect of peer feedback, which increased their motivation and writing quality. The current findings are consistent with these results, as students report higher activity and satisfaction levels after receiving peer feedback. This indicates that collaborative writing effectively bridges the gap between participation and language learning.

4.7. Challenges and Benefits of Collaborative Writing through Peer Feedback

This subsection examines students' attitudes towards peer feedback as a collaborative strategy for language development through thematic analysis of survey questions. The findings will be analysed within three main themes: challenges in-group writing, learning together through collaboration, and improving grammar, vocabulary, writing proficiency, and complex sentence structure through colleague feedback. This subsection will describe how language learning occurs through collaboration, particularly in the Moroccan EFL context. This aligns with established research on these topics within such a context, corroborating previous conclusions that those

methodologies can connect participation and language acquisition.

The graph below shows the students' self-reported responses regarding their learning preferences and challenges, namely concerning writing in groups instead of individually. Respondents have faced the fate of working backwards, which appears feasible when they also tell us the portion of work done has been done unsatisfactorily or poorly, maybe a reflection of varying skills or merely segmenting on giving work to others and feeling less comfortable depending on their peers. This echoes the work of Zhang (1995), who found that, in the beginning, students preferred teacher-led instruction. Such methods rely on peer feedback, which they may not have the training to implement or are not accustomed to, making peer-based methods feel alien or overwhelming without a structured feedback mechanism.

Figure 19: Students' challenges in group writing compared to individual writing.
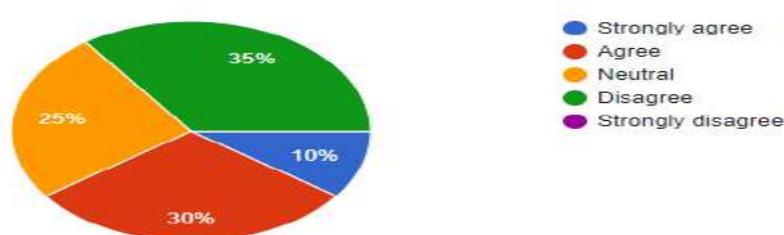

The following graph, on the other hand, shows students' perception of collaborative writing as a joint learning process (mutually beneficial). This extremely positive response shows that students understand and like that collaborative writing is an effective way to learn for themselves and is designed to help their peers learn. This kind of collaborative writing develops a creative process where metacognitive development can emerge, as Rollinson (2005) and Storch (2005) pointed out. Similarly, in the Moroccan EFL context, Benali (2018) also noted that collaborative writing fosters interdependence, where students learn from peers and enhance their language ability due to each other's strengths and perspectives.

Figure 20: Students' attitudes towards learning and peer support through cooperative writing.
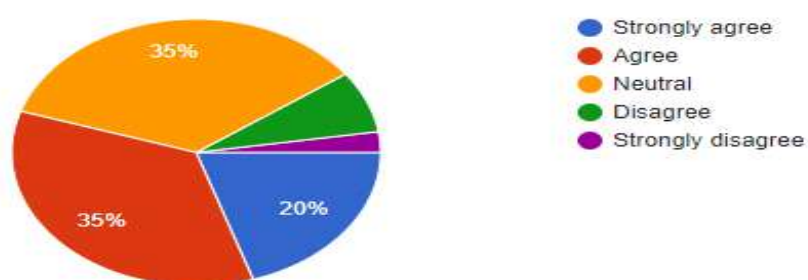
The chart below shows students' perceptions of peer feedback as a mechanism for practising grammatical vocabulary skills. A high percentage of participants (75%) believe that peer feedback provided them with exposure to grammar and vocabulary proficiency, as they have to practice others' process of assessing each other's writing. These findings demonstrate how the peers' feedback was valued by the students, leading to improvements in written output and overall language proficiency, strengthening language skills. It enhances their language skills as their peer progresses to the development of better writing and success in language performance. These findings align with Min (2006), Lundstrom, and Baker (2009) that blending peer feedback in learning enhances the syntactic variation within EFL learners. Studies in Morocco, such as El Ouahidi (2017), show that peer feedback helps students approach grammar and vocabulary with high awareness, encouraging them to identify and assess language errors they may have overlooked.

Figure 21: Students' perceptions of enhancing grammar and vocabulary proficiency through peer feedback.
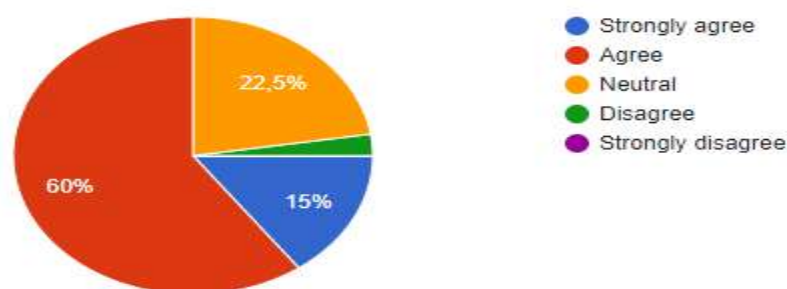
This subsection sheds light on the complex equilibrium of strengths and drawbacks of group writing and peer feedback in the Moroccan EFL context. The findings show that, for some Moroccan students, group writing is more challenging than individual writing, especially at the beginning. However, they value the benefits of collaboration and the opportunities it provides for language development. This ambivalence aligns with research on peer learning. This initial reservation translates into an increased appreciation of the learning gains inherent in collaborative learning. For instance, research by Benali (2018) showed that Moroccan students learned to value peer feedback, primarily if it is well structured and serves a specific function. This study exceeds language competence development at a superficial level; it also motivates learners to develop metacognitive skills and grammatical mechanisms.

In conclusion, the results of this study demonstrate that writing in collaboration enhances linguistic complexity and syntactic variety. This is especially relevant when the students are prompted to explore upper-level language structures, such as complex sentence construction, through peer feedback interactions. With peer feedback, Moroccan EFL learners are more accurate in grammar; they also practice providing positive feedback, a skill whose benefits extend indirectly to both the provider and receiver of feedback. The findings reflect Moroccan EFL university students' positive attitudes towards the effectiveness of the structured peer feedback as a pedagogical and collaborative language learning strategy in enhancing EFL students' overall writing proficiency. Collaborative writing paired with structured peer feedback can have a powerful impact on improving students' writing ability and constructing complex sentences (Vascellari et al.). Such methods allow linking language engagement and learning through promoting an environment-friendly activity.

V.   DISCUSSION

This section discusses the data obtained from the students to explore their attitudes, perceptions, and experience with the integration of peer feedback regarding their writing proficiency, particularly their ability to construct complex sentences. The results of this investigation indicate that Moroccan EFL students at Ibn Tofail University have overwhelmingly positive attitudes towards peer feedback, which closely corroborates with previous studies about peer feedback and collaborative writing in the EFL context. The participants' general attitudes highlight that peer feedback has raised their awareness of errors and propelled metacognitive behaviours, most notably in constructing complex sentences. This result is consistent with Rollinson (2005), who suggests that peer feedback helps create a collaborative learning environment where students develop trust and engagement gradually and leads to enhanced levels of writing ability. Likewise, Lundstrom and Baker (2009) indicated that feedback affects metacognitive awareness and similar tendencies were reflected in this study, as students indicated that their self-reflection and improvement in the use of subordination and conjunction were increased.

The study delves into the motivational benefits of peer feedback, which validates findings from existing literature. A significant majority of students (68%) reported a surge in their motivation to write, with 55% expressing enjoyment in reviewing their peers' work, reducing their anxiety levels. These results align with Zhang (1995) and Rollinson (2005), who assert that peer feedback establishes a motivating and engaging learning environment that enhances student engagement over time. Similarly, in the Moroccan context, Benali (2018) observed that peer interactions foster motivation and coherence in students' writing, a pattern reflected in this study where students felt responsible for their peers' progress, particularly in complex sentence construction.

Students' responses regarding their comfort levels in providing and receiving feedback are consistent with previous studies. A significant proportion (67%) were comfortable giving feedback, and an even higher percentage (79.5%) were comfortable receiving feedback, indicating that peer feedback was encouraging and non-judgmental for most of the participants. This supports Rollinson's (2005) assertion that initial hesitations toward peer feedback diminish with practice, leading to greater comfort and openness. Li and Liu (2017) further noted that EFL students

appreciate peer feedback for improving complex sentence construction, a finding echoed here as students reported enhanced writing skills through peer insights. In the Moroccan context, Abderrahim (2019) showed that students were sceptical about peer feedback but quickly realised its merits by supporting interactions with their peers, a trajectory reflected in the findings of this study.

In part, the evolution of confidence in error identification speaks to the metacognitive benefits also emphasised by Lundstrom and Baker (2009), whose findings suggest that giving feedback improves students' critical thinking and grammatical awareness. The 47% of students who felt confident identifying and assessing errors, coupled with moderate confidence in processing feedback, aligns with Li and Liu (2017), who reported increased confidence among EFL students after peer interactions. In the Moroccan setting, El Ouahidi (2017) found that students valued peer evaluation for improving grammatical accuracy, a finding supported here as students demonstrated growth in their ability to address complex errors independently.

Concerning the impact of peer feedback on students' writing skills, the findings reveal that 77.5% of students perceived significant improvements in their writing proficiency. Notably, 62.5% attributed their enhanced writing to the collaborative processes facilitated by peer feedback. These results align with Storch (2005), who found that collaborative writing leads to more accurate and syntactically complex texts. Similarly, Li and Liu (2017) noted improved organisation, coherence, and sentence structure through peer feedback. Benali (2018) also reported that Moroccan EFL students valued collaborative writing for building sentence construction skills, a finding reinforced here as students applied classroom knowledge to authentic writing tasks, bridging theory and practice.

The specific impact on complex sentence construction, which is the focus of this study, is remarkably consistent with prior research. Over 65% of students reported a significant increase in their confidence in using complex sentences, with 70% noting improved construction abilities and 72.5% identifying areas for improvement through peer feedback. These findings align with Storch (2005) and Wigglesworth and Storch (2012), who demonstrated that collaborative writing encourages syntactic complexity and experimentation with diverse structures. Min (2006) similarly found that peer feedback reduces grammatical errors in complex sentence construction, a trend observed here as students reported fewer errors and greater awareness of sentence types. In the Moroccan context, Hajji (2015) and Benali (2018) confirmed previous studies claiming that peer feedback increases syntactic accuracy and confidence, which concurs with what this study achieved with students' ability to build complex sentences accurately.

Finally, this research results on engagement, participation, and the challenges and benefits of collaborative writing underpin the literature even more. These high engagement levels (75% valued idea sharing), as well as perceived benefits in grammar and vocabulary proficiency (75% positive responses), are confirmed by Storch (2005), who found that collaborative writing increases engagement and linguistic accuracy. Rollinson (2005) and Benali (2018) also noted that collaborative writing fosters a creative environment for metacognitive growth, a finding reflected here as students appreciated the interactive nature of peer feedback despite initial challenges, such as adapting to group dynamics, which Zhang (1995) identified as common in peer-based methods.

In conclusion, this study's findings on Moroccan EFL students' attitudes and perceptions of peer feedback are highly consistent with the literature. They affirm the role of peer feedback in enhancing motivation, reducing anxiety, fostering engagement, and improving complex sentence construction, as supported by global studies (e.g., Storch, 2005; Rollinson, 2005; Li & Liu, 2017; Lundstrom & Baker, 2009) and Moroccan research (e.g., Benali, 2018; Hajji, 2015; El Ouahidi, 2017; Abderrahim, 2019). These results underscore the pedagogical value of peer feedback in EFL writing, particularly for syntactic development, and provide a strong empirical basis for its integration into the Moroccan EFL writing classrooms.

VI.   CONCLUSION

This study presents compelling evidence of the role of peer feedback in reducing errors in complex sentence construction among Moroccan EFL students at the university level. As peer feedback has gained that attention, this research centres on leaning further into its possible application for academic writing students. The results support the research hypothesis since the students consider peer feedback as an effective learning strategy in enhancing their writing performance, particularly when it comes to complex sentence construction. Overall, the students indicated positive attitudes towards peer feedback, as it increases their motivation and enables them to identify and correct the written errors they commit, specifically at the level of complex sentences.

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