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# **On the Effects of Teacher Feedback and Peer L2 Correction on the Development of L2 Writing Ability among Iranian EFL Students**

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**Abstract** The purpose of the present study was to investigate the effect of peer feedback on improvement of writing skill among EFL learners. This study focused on using peer feedback as a teaching tool in to improve in writing among intermediate EFL learners at Shokouh and MehrAndishan Institutes in Rezvanshahr, Iran. The participants of the study were 87 intermediate EFL learners who were ed the institutes. The boys' and girls' groups were studied separately; there were 20 students in male control group; 21 students in the male experimental group, and 23 students in each of the female experimental and control groups. The same process of managing classes was applied to all groups, but the students in the experimental groups received feedback their classmates. Finally, after the statistical analyses, the results revealed that peer feedback significantly improved writing among intermediate EFL learners. In addition, there was a statistically significant difference between the males and females in benefiting peer feedback. The results of the study suggested that teachers can use peer feedback as a teaching tool to improve students' writing and their participation in their classes, but since the male students were less likely to benefit the peer feedback process in comparison to the females, teachers must have more concentration on the male learners in order to improve their performance in the process of peer feedback.

**Keywords :** concentration performance

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