**The Likert-Scale Questionnaire**

Classroom Survey

English Education Master Students’ Perceptions on Peer Feedback in Academic Writing

Dear friends,

It is believed that in the support of continual peer feedback, graduate university EFL learners do not merely increase their academic writing skills but also learning autonomy as well as higher-order thinking skills simultaneously. This may happen due to the activation of logical reasoning and argumentation skills in providing constructive academic writing feedback to the peers. This questionnaire was adopted from Cote (2014). The recorded responses to this questionnaire will be utilized for the sake of research publication. Thus, all of the responses will be kept confidential. The researcher hoped that honest responses can be given in order to ascertain the robustness of the data used for this study. The Likert-Scale questionnaire consisted of 10 statements and the participants are allowed to select these four following categories (Strongly Disagree, Disagree, Agree, and Strongly Agree). The participants may need around 10-15 minutes to fill out this questionnaire. Thank you in advance for dedicating your valuable time to help me.

**Name:**

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| The statements below are concerned with your perceptions on peer feedback in academic writing. For each of the remaining statements, please circle a number that best states your opinions (1–4).  1= strongly disagree, 2= disagree, 3= agree, 4= strongly agree | | SD | D | A | SA |
| 1 | I love correcting my friends’ academic writing products. | 1 | 2 | 3 | 4 |
| 2 | I feel confident while addressing constructive academic writing feedback to my learning partners. | 1 | 2 | 3 | 4 |
| 3 | I believe peer feedback can improve my academic writing qualities and skills. | 1 | 2 | 3 | 4 |
| 4 | With peer feedback, I can easily revise my academic writing products. | 1 | 2 | 3 | 4 |
| 5 | In the presence of peer feedback, I am more able to foster my higher-order thinking skills progressively. | 1 | 2 | 3 | 4 |
| 6 | I feel certain with academic writing peer feedback addressed by my learning partners. | 1 | 2 | 3 | 4 |
| 7 | I always ask for clarifications when other learning partners give me academic writing peer feedback. | 1 | 2 | 3 | 4 |
| 8 | I prefer receiving peer feedback rather than teacher feedback in my academic writing enterprises. | 1 | 2 | 3 | 4 |
| 9 | To have more mutual academic writing peer feedback, teachers should become good roles models of this strategy first. | 1 | 2 | 3 | 4 |
| 10 | I easily feel demotivated when the peer feedback imparted by my friends is not suitably matched with my academic writing contexts. | 1 | 2 | 3 | 4 |