

New English Teachers' Perspectives on Anonymous Peer Feedback for Grammar Awareness

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ABSTRACT

This study examines novice English course teachers' views on the use of anonymous peer feedback as a means of enhancing grammar awareness. The participants consisted of 14 newly appointed English teachers at a language course institution in Sidoarjo who took part in a grammar-awareness workshop within a Teacher Induction Program. Adopting a qualitative descriptive approach, the study gathered data through classroom observation and a post-workshop questionnaire. The results reveal that anonymous peer feedback fostered more active engagement, lowered participants' anxiety, and supported reflective awareness of grammatical accuracy. In addition, the workshop enabled teachers to recognize recurring grammatical errors and encouraged self-regulated learning during professional development. These findings suggest that anonymous peer feedback can serve as an effective and supportive strategy for strengthening grammar awareness in English teacher induction and training contexts.

Keywords: *Anonymous Peer Feedback; Grammar Awareness; Teachers' Perspectives***Article History:**Received 12th December 2025Accepted 26th January 2026Published 28th January 2026

INTRODUCTION

Teachers' professional competence has long been a concern in English language teaching (ELT), particularly in contexts where English functions as a foreign language. In Indonesia, English teachers are expected not only to possess pedagogical skills but also to demonstrate sufficient linguistic competence to deliver instruction effectively. However, mastering English grammar and using it accurately in classroom interaction remains a challenge for many teachers. Beard (1999, as cited in Cajkler & Hislam, 2002) notes that regardless of years of teaching experience, many English teachers still lack adequate knowledge of grammatical structures and language awareness. Language awareness, defined as teachers' understanding of language forms, structures, and use, plays a crucial role in effective language instruction (Andrews, 1999). Teachers with strong language awareness are better equipped to analyze learners' difficulties, provide appropriate feedback, and adapt instructional strategies to learners' needs. Within language awareness, grammatical awareness is particularly important, as it enables teachers to recognize grammatical patterns, anticipate learners' errors, and explain grammatical concepts clearly (Andrews, 1994, 2005). Teachers who possess rich grammatical knowledge are therefore more capable of supporting learners' language development, especially in communicative classroom contexts.

Previous studies in the Indonesian EFL context have largely focused on learners' grammatical awareness rather than teachers'. For example, Mashudi et al. (2022) found that cultural awareness positively influenced Indonesian EFL learners' grammar knowledge, while Nugroho et al. (2018) emphasized the role of language awareness in fostering positive attitudes toward grammar learning among university students. These studies highlight the importance of grammatical awareness in language learning; however, they primarily address learners' perspectives and outcomes.

Research focusing on teachers' grammatical awareness remains limited. Shuib (2009) investigated Malaysian primary school teachers' grammatical awareness and emphasized the need for increased grammar exposure in teacher training programs. In the Indonesian context, Sorohiti et al. (2024) explored teachers' awareness of students' grammatical difficulties and their instructional strategies. Although this study underscores the role of teacher awareness in supporting grammar learning, it does not specifically examine teachers' own grammatical awareness during classroom practice or professional development activities.

Moreover, limited attention has been given to the role of peer feedback – particularly anonymous peer feedback – in enhancing teachers' grammatical awareness. Previous research suggests that anonymous peer feedback can reduce anxiety, encourage honest evaluation, and promote reflective learning (Lu & Bol, 2007; Dijks et al., 2018). While such feedback practices have been widely studied in student learning contexts, their application in teacher induction and professional development programs remains underexplored.

To address this gap, the present study explores new English course teachers' perspectives on the use of anonymous peer feedback in a grammar-awareness workshop conducted as part of a Teacher Induction Program in Sidoarjo. Specifically, this study aims to investigate how anonymous peer feedback influences teachers' engagement, reflection, and awareness of grammatical accuracy during professional development activities.

Grammatical Awareness in English Language Teaching

Grammatical awareness constitutes a central component of teachers' overall language awareness and plays a vital role in effective English language teaching. Language awareness refers to teachers' understanding of language forms, structures, functions, and use, which enables them to mediate learning between the first and the target language (Hawkins, 1981; Andrews, 1994). Within this broader construct, grammatical awareness specifically concerns teachers' conscious knowledge of grammatical systems and their ability to apply this knowledge in pedagogical contexts.

According to Andrews (1994), grammatical awareness encompasses teachers' knowledge of grammatical terminology, understanding of grammatical concepts, sensitivity to meaning in communication, and ability to analyze language from learners' perspectives. It also includes teachers' capacity to anticipate learners' grammatical difficulties, respond to spontaneous grammar questions, and explain grammatical concepts clearly without excessive metalanguage. Teachers with strong grammatical awareness are therefore better positioned to provide accurate input, meaningful explanations, and appropriate corrective feedback in the classroom (Andrews, 2005).

Empirical studies have demonstrated the importance of grammatical awareness in language learning and teaching. Research in the Indonesian EFL context has largely focused on learners, showing that increased language awareness contributes to improved grammatical knowledge and more positive attitudes toward grammar learning (Mashudi et al., 2022; Nugroho et al., 2018). These findings suggest that awareness-raising activities can enhance grammatical understanding and engagement. However, such studies tend to overlook teachers' grammatical awareness, despite teachers' central role in shaping learners' exposure to and understanding of grammar.

Studies that specifically address teachers' grammatical awareness remain limited. Shuib (2009) found that primary school English teachers exhibited varying levels of grammatical awareness, highlighting the need for targeted grammar support in teacher education programs. In Indonesia, Sorohiti et al. (2024) examined teachers' awareness of students' grammatical difficulties and their instructional strategies, emphasizing the importance of teacher awareness in facilitating grammar learning. Nevertheless, these studies focus more on teachers' perceptions of students' challenges rather than on teachers' own grammatical awareness during instructional practice or professional development.

Anonymous Peer Feedback in Professional Learning Contexts

Feedback is a crucial element in learning, as it provides information that helps individuals reduce the gap between their current performance and desired goals (Dijks et al., 2018). While feedback is traditionally provided by teachers or experts, peer feedback has gained increasing



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attention due to its potential to promote reflection, autonomy, and collaborative learning. However, peer feedback is not without limitations, as interpersonal relationships and social dynamics may influence the honesty and quality of feedback provided.

Anonymous peer feedback has been proposed as a strategy to address these challenges. Lu and Bol (2007) define anonymous peer feedback as a feedback process in which the identities of reviewers and reviewees are concealed. Research suggests that anonymity can reduce anxiety, encourage more critical and honest feedback, and support reflective learning (Dijks et al., 2018). By engaging in peer review, individuals not only receive feedback but also develop evaluative skills by reflecting on others' performance, which may contribute to their own learning and self-improvement.

Although anonymous peer feedback has been widely studied in student learning contexts, its application in teacher professional development remains underexplored. Most existing studies focus on writing performance or academic tasks in higher education, leaving a gap in understanding how anonymous peer feedback functions as a tool for raising teachers' grammatical awareness. In teacher induction programs, where novice teachers are often anxious about evaluation and performance, anonymous peer feedback may offer a supportive environment that encourages reflection and self-regulation.

Drawing on these theoretical perspectives, the present study integrates grammatical awareness and anonymous peer feedback to explore how novice English teachers perceive the use of anonymous peer feedback in a grammar-awareness workshop. By examining teachers' perspectives, this study seeks to contribute to the literature on teacher professional development and provide practical insights into the design of grammar-focused induction programs.

METHOD

This study employed a qualitative descriptive research design to explore new English course teachers' perspectives on the use of anonymous peer feedback in a grammar-awareness workshop. A qualitative approach was considered appropriate as the study aimed to gain an in-depth understanding of teachers' experiences, attitudes, and reflections rather than to measure variables quantitatively.

Respondents

The participants were 14 newly recruited English teachers at an English course in Sidoarjo, East Java, Indonesia. All participants had joined the institution for less than one year, ranging from 1 to 6 months of teaching experience at the time of the study. The teachers were between 24 and 28 years old, and all participants were female. The participants were required to attend the workshop as it was part of the institution's Teacher Induction Program.

Table 1: Number of Months Joining The Course

Joining the course	Frequency	Percent
1-2 months joining	6	42.86
3-4 months joining	4	28.57
5-6 months joining	4	28.57
Total	14	100.00

Tables 1 and 2 present the distribution of participants based on length of service and age range. The participants represented novice teachers who were in the early stages of their professional teaching careers and were still developing their linguistic and pedagogical competence.

Table 2: Age Range of The Participants

Age	Frequency	Percent
20-25	11	78.57
25-30	3	21.43
Total	14	100.00

Instruments



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Two instruments were used to collect data in this study: direct observation and a post-workshop questionnaire.

Direct observation was conducted during the workshop to examine participants' attitudes, engagement, and participation in the activities. Field notes focused on teachers' involvement in video recording, peer feedback activities, group discussions, and teaching simulations.

The questionnaire was administered after the workshop to capture participants' perspectives on the anonymous peer feedback process and the overall workshop experience. The questionnaire consisted of both closed-ended items, which measured participants' agreement with statements about the workshop, and open-ended questions, which allowed participants to express their opinions, reflections, and perceived benefits of the activities

Procedures

The study was conducted during a grammar-awareness workshop held in February 2024 at the English course in Sidoarjo. The workshop was designed as an introductory professional development activity within the Teacher Induction Program and aimed to raise teachers' awareness of grammatical accuracy in spoken classroom English.

The workshop began with a brief self-introduction session in which participants orally introduced themselves as if they were meeting a new class for the first time. Following this activity, participants were asked to identify key sentences commonly used when introducing themselves to teenage learners. Each participant then recorded a short video of their self-introduction and uploaded it to a shared Google Drive folder.

In the main activity, participants reviewed the recorded videos and identified grammatical errors related to sentence structure, verb tense, and word choice. The identified errors were written on Post-it notes **anonymously**, without indicating the name of the video creator. These notes were then collected and discussed collectively. The workshop facilitator guided the discussion by explaining the grammatical issues identified, the possible causes of the errors, and the correct forms.

To reinforce learning, participants were asked to analyze a lesson plan and perform a short teaching simulation at the end of the workshop. After the workshop, participants joined a WhatsApp group where additional grammar-awareness exercises were shared as a continuation of the induction program.

Data Analysis

Data from the observation and open-ended questionnaire responses were analyzed using thematic analysis. The data were first read repeatedly to gain familiarity. Initial codes were then generated to identify recurring ideas related to teachers' engagement, perceptions of anonymity, grammar awareness, and reflective learning. These codes were grouped into broader themes that represented teachers' attitudes, participation, and perspectives on anonymous peer feedback. The findings were then interpreted by linking emerging themes to relevant theoretical concepts, including grammatical awareness and self-regulated learning.

FINDINGS AND DISCUSSION

This section presents the findings derived from classroom observation and questionnaire data. The findings are organized into two subsections: teachers' attitudes and participation and teachers' perspectives on anonymous peer feedback.

Teachers' attitudes and participation

Observation data indicated that all 14 newly recruited English teachers actively participated in the grammar-awareness workshop. As attendance was compulsory as part of the Teacher Induction Program, all participants completed each stage of the workshop, including video recording, peer review, anonymous feedback, and teaching simulation activities.

During the initial activity, participants recorded short self-introduction videos, with durations ranging from 27 seconds to 1 minute and 42 seconds (Provided on Table 3). Although some participants needed to re-record their videos due to technical issues such as

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unclear audio, all were able to submit their recordings within the allotted time. The relatively short duration of the videos allowed participants to re-watch both their own recordings and those of their peers, facilitating careful attention to grammatical accuracy.

Table 3: Duration of The Video Recorded by The Teachers

Video Number	Time (Duration)
1	39 seconds
2	49 seconds
3	36 seconds
4	27 seconds
5	33 seconds
6	42 seconds
7	1 minute 3 seconds
8	36 seconds
9	50 seconds
10	40 seconds
11	52 seconds
12	49 seconds
13	36 seconds
14	1 minute 42 seconds

In the peer review stage, participants reviewed multiple videos and identified grammatical errors related to verb forms, sentence structure, and word choice. Importantly, participants were not required to report whose videos they reviewed or how many errors they identified. Instead, the focus was placed on recognizing grammatical inaccuracies rather than evaluating individuals. The grammatical errors identified were written on Post-it notes without names, ensuring anonymity (Figure 1). The participation done by the teachers leads to the concept of self-regulation proposed by Zimmerman (2000) as he defined self-regulation as self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals. Heydarnejad et al. (2017) also mentioned that self-regulation indicated one's approach to control and accomplish one's tasks and feelings.

Observation notes revealed that anonymity reduced participants' hesitation in providing feedback. Several participants also engaged in self-assessment by reviewing their own videos and noting grammatical uncertainties. In some cases, participants wrote sentences they were unsure about on the Post-it notes, indicating reflective engagement with their own language use. Additionally, some participants independently consulted online resources to confirm grammatical forms, which contributed to further discussion during the feedback session.

Overall, participants demonstrated high levels of engagement, attentiveness, and willingness to reflect on grammatical accuracy throughout the workshop activities.



Figure 1: Grammar Mistakes written on Post It Notes

Teachers' Perspectives on Anonymous Peer Feedback

Questionnaire data revealed positive perceptions of the workshop and the anonymous peer feedback process. Most participants agreed that the workshop met their expectations, the

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content was well organized, and the materials were relevant and useful for their teaching practice. Participants also reported that interaction and participation were encouraged during the workshop (Figure 2).

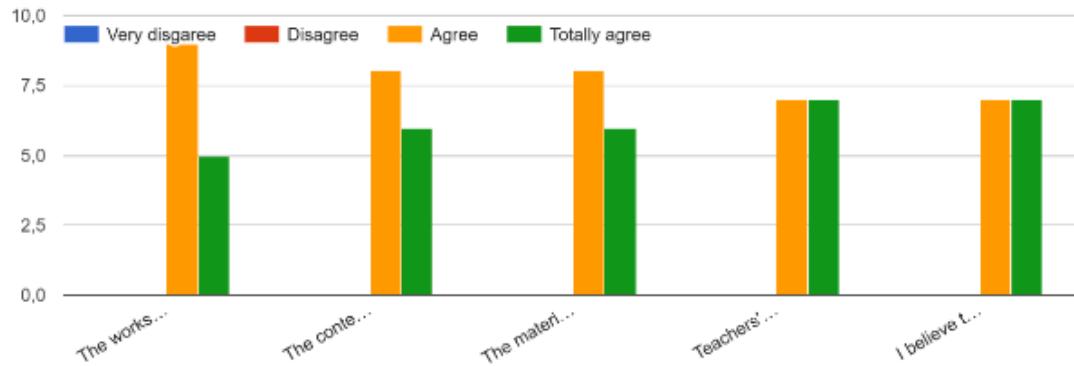


Figure 2: The Participants' Perceptions of The Workshop and The Anonymous Peer Feedback Process

Responses to open-ended questionnaire items showed that participants perceived increased awareness of their own grammatical usage. Many participants reported becoming more careful when speaking English in front of students and more attentive to grammatical accuracy in both spoken and written communication. Common themes included checking grammatical errors, revising sentences before speaking, and being more conscious of frequent mistakes made during classroom instruction.

Regarding workshop activities, most participants expressed positive attitudes and described the activities as enjoyable and engaging. While one participant reported discomfort with the video-recording activity, the majority indicated that the activities were effective and motivating. Participants also highlighted the interactive nature of the workshop and the immediate discussion of grammatical errors as particularly beneficial. These findings suggest that anonymous peer feedback was perceived as a supportive and effective approach for raising grammar awareness among novice English teachers.

The findings of this study demonstrate that anonymous peer feedback can play a meaningful role in enhancing new English teachers' grammar awareness within a professional development context. The high level of participation observed throughout the workshop suggests that the activities successfully engaged novice teachers and encouraged active involvement in reflective learning processes.

The use of anonymous peer feedback appeared to reduce anxiety and promote honest evaluation, which aligns with previous studies emphasizing the benefits of anonymity in peer review contexts (Lu & Bol, 2007; Dijks et al., 2018). By removing concerns about personal judgment and peer relationships, participants were more willing to identify grammatical errors and reflect on language use. This finding supports the notion that anonymity fosters a safer learning environment, particularly for novice teachers who may feel insecure about their linguistic competence.

Furthermore, participants' engagement in self-assessment and independent verification of grammatical forms reflects the development of grammatical awareness as conceptualized by Andrews (1994). Teachers not only identified errors in their peers' language use but also reflected on their own grammatical production, demonstrating sensitivity to grammatical accuracy and meaning in communication. This process indicates that anonymous peer feedback can facilitate deeper awareness of grammatical structures beyond surface-level error correction.

The findings also suggest a connection between anonymous peer feedback and self-regulated learning. As participants monitored their own performance, sought external resources, and adjusted their understanding of grammatical rules, they engaged in self-regulatory behaviors consistent with Zimmerman's (2000) model of self-regulation. In the context of a Teacher Induction Program, such behaviors are particularly valuable, as novice

teachers are expected to develop autonomy and reflective teaching practices early in their careers.

Finally, participants' positive perceptions of the workshop indicate that anonymous peer feedback can be an effective pedagogical strategy in teacher professional development. Unlike traditional top-down feedback from supervisors, peer-based and anonymous feedback allows teachers to learn collaboratively while minimizing evaluation-related anxiety. This finding extends previous research on peer feedback by demonstrating its applicability not only in student learning but also in teacher induction and training contexts.

CONCLUSIONS

This study explored new English course teachers' perspectives on the use of anonymous peer feedback in a grammar-awareness workshop conducted as part of a Teacher Induction Program. The findings indicate that anonymous peer feedback contributed positively to teachers' engagement, reflection, and awareness of grammatical accuracy in spoken classroom English. By allowing teachers to identify grammatical errors without revealing identities, the feedback process reduced anxiety and encouraged honest evaluation and active participation. The study also shows that anonymous peer feedback supported the development of teachers' grammatical awareness, as participants became more attentive to their own language use and more conscious of common grammatical mistakes. In addition, the reflective activities embedded in the workshop fostered self-regulated learning behaviors, such as self-monitoring, self-correction, and independent verification of grammatical forms. These findings align with previous research emphasizing the role of language awareness and reflective practice in effective English language teaching. Overall, this study contributes to the literature by extending the application of anonymous peer feedback beyond student learning contexts to teacher professional development. It demonstrates that anonymous peer feedback can serve as a practical and supportive strategy for raising grammar awareness among novice English teachers, particularly within induction programs in EFL contexts. Despite its contributions, this study has several limitations that should be considered. First, the study involved a relatively small number of participants from a single English course, which may limit the generalizability of the findings. Second, the data were collected over a short period and relied primarily on observation and self-reported questionnaire responses, without measuring long-term changes in teachers' grammatical performance. Future research may address these limitations by involving a larger and more diverse group of teachers across different institutions and educational contexts. Longitudinal studies are also recommended to examine the sustained impact of anonymous peer feedback on teachers' grammatical awareness and classroom language use. Additionally, future studies could incorporate pre- and post-assessment measures or classroom observations to investigate how increased grammar awareness influences actual teaching practices and student learning outcomes. From a practical perspective, teacher education institutions and language course providers are encouraged to integrate anonymous peer feedback into teacher induction and professional development programs. Such activities may provide novice teachers with a low-anxiety environment that promotes reflection, collaboration, and continuous improvement of grammatical competence. Careful facilitation and structured feedback activities are recommended to maximize the effectiveness of anonymous peer feedback in professional learning settings.

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