Exploring Ethnic Moderation in Peer Feedback Dynamics: Impacts on EFL Writing Performance in Inner Mongolia

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Abstract

This study investigated how ethnic diversity moderates peer feedback dynamics and influences English as a Foreign Language (EFL) writing performance in Inner Mongolia's multicultural classrooms. While peer feedback is widely recognized for improving language learning, this research fills a gap by exploring its effectiveness across different ethnic groups, particularly focusing on Han and Mongolian students. Using a quantitative approach, 160 college students were randomly selected with equal representation from both ethnic groups and divided into face-to-face and online feedback modalities. The study hypothesized that ethnic grouping significantly moderates the impact of peer feedback on writing self-efficacy, self-regulation, competence, and classroom experience. Results revealed that both feedback modality and ethnic diversity significantly affected writing outcomes. Online peer feedback particularly enhanced writing competence and self-efficacy for both groups, while ethnic diversity influenced face-to-face feedback's impact on writing self-efficacy and classroom experience. These findings highlight the need for culturally responsive peer feedback strategies to enhance learning outcomes.

Keywords: peer feedback; ethnic diversity; EFL writing performance; cultural responsiveness

Classification: Research Paper

1. Introduction

English as a Foreign Language (EFL) education in multicultural and multilingual regions, such as Inner Mongolia, presents distinct challenges and opportunities for educators and researchers. This region's unique ethnic composition, primarily of Han and Mongolian ethnic groups, introduces complex dynamics that can significantly influence educational practices and outcomes, especially in language learning contexts. Peer feedback, widely recognized for its potential to enhance language learning and writing proficiency, is particularly impactful in these diverse settings (Li & Zou, 2019; Yu & Lee, 2020)

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1.1 Context and Significance

Inner Mongolia, an autonomous region of China, is characterized by its cultural diversity, with significant Han and Mongolian populations bringing diverse cultural values, traditions, and languages into the classroom. This diversity enriches the educational experience but also complicates the delivery and effectiveness of instructional strategies, including peer feedback. Understanding how peer feedback functions in this context is crucial for developing educational practices sensitive to cultural and ethnic nuances (Zhang & Yu, 2021).

1.2 Research Gaps

While the benefits of peer feedback on writing performance in EFL settings are well-documented, a substantial gap exists in the literature regarding the influence of ethnic diversity on the effectiveness of these feedback mechanisms. Most studies focus on homogeneous student populations and fail to consider the moderating effects of ethnicity and culture on learning outcomes (Garcia & Li, 2020; Nguyen & Pham, 2021). This oversight is particularly significant in regions like Inner Mongolia, where the interaction between diverse cultural backgrounds and educational strategies could provide insights into more effective EFL teaching and learning methods.

1.3 Aims and Research Questions

The primary aim of this research is to examine the impact of peer feedback on EFL writing performance among college students in Inner Mongolia, with a focus on the moderating role of ethnicity. This involves analyzing how different modalities of peer feedback (face-to-face and online) are influenced by ethnic grouping. By addressing these aims, the study seeks to contribute significantly to the field of EFL education, providing insights into how educational practices can be adapted to meet the needs of diverse student populations. The findings are expected to inform both theory and practice, enabling educators to design and implement more effective feedback strategies that respect and leverage cultural diversity to enhance educational outcomes (Wang & Nguyen, 2021; Zhao, 2020).

Research Questions:

RQ1: What is the relationship between peer feedback and writing performance among Inner Mongolian college students?

RQ2: How do face-to-face and online peer feedback compare in their impact on the writing performance of college EFL learners in Inner Mongolia?

RQ3: Does ethnic grouping moderate the relationship between peer feedback and writing performance among Inner Mongolian college students?

1.4 Conceptual Framework of Study

Rooted primarily in Sociocultural Theory, the integrated conceptual framework of this study encompasses several key components. The independent variable, peer feedback, includes both face-to-face and online modalities. The dependent variable, writing performance, is further divided into subcomponents: writing self-efficacy, writing self-regulated learning, writing classroom experience, and writing competence. Additionally, the study introduces ethnic grouping methods as a moderating variable. This framework forms the foundation of the study and is illustrated in Figure 1.1, which visually represents the interrelationships among the variables.
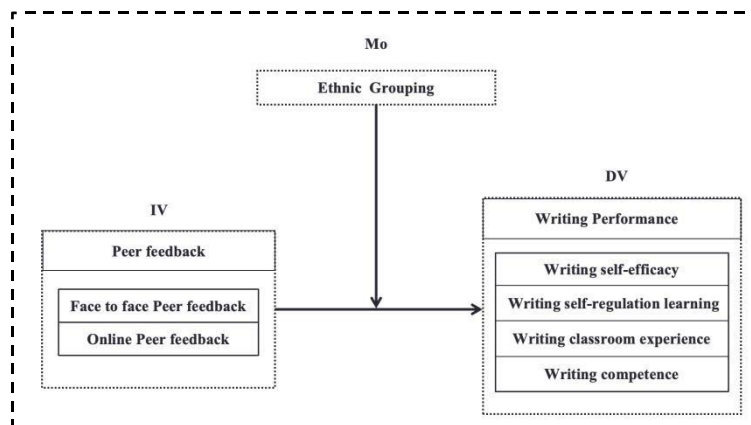

Figure 1.1 Conceptual Framework of Study

2. Literature Review

2.1 Peer Feedback in EFL Contexts

Peer feedback has proven to be a highly effective method for improving EFL learners' writing skills by fostering language development, critical thinking, and collaborative learning (Hyland & Hyland, 2006). However, the success of peer feedback can be influenced by the context in which it is delivered. Cultural and educational factors play a significant role in shaping students' interactions and engagement during feedback sessions. Topping (2010) emphasizes that peer feedback processes should be culturally sensitive, considering students' backgrounds to ensure that feedback is meaningful and effective. This sensitivity is particularly crucial in multicultural classrooms, where ethnic diversity can introduce unique challenges and opportunities for language learning.

While the benefits of peer feedback are well-documented, its effectiveness may be moderated by students' cultural and ethnic backgrounds. Diverse classrooms, such as those in Inner Mongolia, include Han and Mongolian students who bring different cultural values and communication styles. In this context, these dynamics become especially relevant. Understanding the interplay between peer feedback and ethnic diversity is crucial for optimizing educational outcomes in these settings.

2.2 Ethnic Diversity and Learning Dynamics

Research has shown that ethnic diversity significantly influences learning outcomes, as students' cultural backgrounds affect their communication styles, engagement levels, and receptivity to peer feedback (Reid, 2012). For example, students from more collectivist cultures, like Mongolian students, may prefer indirect feedback to maintain group harmony, whereas students from more individualist cultures, such as Han Chinese, may favor more direct and explicit feedback. This aligns with Hofstede's (1986) cultural dimensions theory, which suggests that communication patterns are deeply rooted in cultural norms.

The challenges of providing effective peer feedback in ethnically diverse classrooms are also highlighted by Curşeu and Pluut (2013), who argue that diversity can enhance learning by exposing students to different perspectives but can also lead to misunderstandings. In such contexts, culturally responsive feedback strategies become essential to minimize miscommunication and maximize the educational benefits of peer interaction.

2.3 Impact of Peer Feedback on EFL Writing

Studies in EFL contexts have found that peer feedback can improve students' writing accuracy, complexity, and fluency (Yu & Lee, 2016). These benefits are especially pronounced when feedback is ongoing and integrated into regular classroom activities, as Ferris (2013) emphasizes the importance of continuity in feedback practices.

2.4 Theoretical Underpinnings

This study is grounded in sociocultural theory, which posits that learning is a social process deeply influenced by cultural context (Vygotsky, 1978). According to this theory, the effectiveness of educational interventions, like peer feedback, is mediated by the cultural and social dynamics within the learning environment. Bandura's Social Learning Theory (1977) also supports peer feedback, suggesting that students learn in a social context by observing and imitating others. Integrating this theoretical perspective, the study explores how ethnic diversity influences the peer feedback process and its outcomes in EFL writing performance (Lantolf & Thorne, 2006).

Sociocultural Theory (Vygotsky, 1978) and Bandura's Social Learning Theory (1977) offer valuable frameworks for understanding the impact of peer feedback in ethnically diverse

classrooms. Sociocultural Theory emphasizes that learning is a socially mediated process, where students acquire knowledge through interaction with more knowledgeable peers. In multicultural environments like Inner Mongolia, this process is shaped by cultural norms and ethnic identities, which influence how students perceive and respond to feedback. For instance, Mongolian students may rely more on collaborative learning and peer support, while Han students may focus on individual performance, affecting how feedback is interpreted and utilized.

Similarly, Bandura's Social Learning Theory posits that students learn by observing and interacting with others, suggesting that peer feedback can be a powerful tool for modeling desired writing behaviors in diverse groups. However, the effectiveness of such modeling depends on the cultural compatibility of feedback styles with students' expectations and learning preferences. Addressing these challenges requires educators to be aware of the cultural dynamics at play and to adapt feedback strategies accordingly.

2.5 Cultural Considerations in Peer Feedback

Cultural considerations are crucial in designing and implementing peer feedback systems. Hofstede (1986) argues that cultural dimensions like individualism versus collectivism significantly affect communication patterns and learning behaviors in educational settings. In collectivist cultures, students may prefer indirect feedback to maintain group harmony, while in individualist cultures, direct and explicit feedback may be more effective (Jin & Cortazzi, 2012).

2.6 Gaps in Current Research

While the existing literature provides extensive insights into the benefits and challenges of peer feedback, a notable gap exists in research specifically addressing how these dynamics play out in ethnically diverse educational settings, particularly those involving significant cultural contrasts like those found in Inner Mongolia. This gap suggests a need for studies investigating the efficacy of peer feedback in multicultural and multi-ethnic settings and exploring how educational practices can be tailored to leverage ethnic diversity to enhance learning outcomes (Nakata, 2009).

By examining the moderating role of ethnicity in peer feedback dynamics, this study addresses a critical gap in the literature. Most existing research on peer feedback has focused on homogeneous student populations, overlooking the complexities introduced by cultural and ethnic diversity (Garcia & Li, 2020; Nguyen & Pham, 2021). Understanding how ethnicity influences feedback processes is essential for improving educational outcomes in multicultural contexts like Inner Mongolia. Insights from this study can inform the development of culturally responsive teaching practices, helping educators design feedback systems that cater to the diverse needs of their students. This has broader implications for other multicultural regions, where similar challenges may arise.

3. Methodology

3.1 Research Design

This study employs a quantitative, non-experimental design to investigate the moderating effects of ethnicity on the efficacy of peer feedback in enhancing EFL writing performance. This approach is appropriate for the study's aim to measure the influence of controlled variables (peer feedback modality) across ethnic groups in a naturalistic setting without manipulating the environment (Creswell, 2014). The use of structured questionnaires ensures consistent data collection across diverse participant groups, facilitating comparison and statistical analysis.

3.2 Participants

The study involved 160 college students enrolled in an EFL program at a university in Inner Mongolia. The students were randomly selected from a list of volunteers, ensuring equal distribution of ethnic backgrounds (Han and Mongolian) and representation in each feedback group (face-to-face and online). This sampling strategy supports generalizability within Inner Mongolia and ensures the findings are relevant to the local educational context (Bryman, 2016).

3.3 Data Collection and Instruments

Data were collected through pre- and post-intervention questionnaires to assess changes in writing performance across several dimensions, including competence, self-efficacy, self-regulation, and classroom experience. The instruments were adapted from validated scales in educational research, such as the Writing Self-Efficacy Scale (Pajares, 2003) and the Classroom Experience Questionnaire (Johnson, 2007). The questionnaires were translated into Mandarin and Mongolian and back-translated to ensure accuracy in language and meaning (Brislin, 1970).

3.4 Data Analysis

Data analysis was conducted using SPSS Version 25 for descriptive and inferential statistics. This included Mann-Whitney U tests to compare differences between the two peer feedback modalities. Additionally, structural equation modeling (SEM) was used with SmartPLS to examine the relationships between peer feedback modality, writing performance, and ethnicity. SEM was selected for its capacity to handle complex models and multiple relationships simultaneously, providing insights into ethnicity's direct and moderating effects on the effectiveness of peer feedback (Hair et al., 2017).

3.5 Ethical Considerations

The university's Institutional Review Board secured ethical approval for the study. Informed consent was obtained from all participants, who were assured of their anonymity and the confidentiality of their responses. Participants were informed that they could withdraw from the study at any time without academic penalty (American Psychological Association, 2012).

3.6 Limitations

The methodology has limitations related to the generalizability of the findings beyond the specific educational and cultural context of Inner Mongolia. Additionally, relying on self-reported data may introduce bias, as students' perceptions of their writing performance may not accurately reflect their actual abilities.

4. Findings

The findings of this study reveal significant differences in the impact of peer feedback on writing performance, influenced by feedback modality and the ethnic composition of participant groups. Statistical analyses offer a nuanced understanding of these dynamics, revealing patterns with cultural and educational implications.

4.1 Effectiveness of Feedback Modalities

The analysis of path coefficients examines the strength and direction of relationships between peer feedback and various dimensions of writing performance, focusing on Writing Classroom Experience (WCE), Writing Competence (WC), Writing Self-Efficacy (WSE), and Writing Self-Regulated Learning (WSRL). The path coefficient (β) values in Table 1.1 quantify these relationships, with values closer to +1 indicating stronger positive associations.

Table 1.1 Path Coefficient of F2FPF

Path	Path coefficient (β)	P values
F2FPF > WCE	0.184	0.011
F2FPF > WC	0.526	0.000
F2FPF > WSE	0.257	0.002
F2FPF > WSRL	0.438	0.000
OLPF > WCE	0.592	0.000
OLPF > WC	0.447	0.000
OLPF > WSE	0.263	0.007
OLPF > WSRL	0.316	0.001

The analysis reveals significant positive relationships between face-to-face peer feedback (F2FPF) and all dimensions of writing performance, highlighting its importance in educational settings. The strongest impact is observed on writing competence (WC), with a path coefficient (β) of 0.526 and a p-value of <0.001, indicating that F2FPF significantly improves students'

ability to produce well-structured writing. Additionally, F2FPF significantly enhances self-regulated learning (WSRL), with a path coefficient (β) of 0.438 and a p-value of <0.001, and boosts writing self-efficacy (WSE), with a coefficient of 0.257 and a p-value of 0.002. The weakest, yet still positive, relationship is with writing classroom experience (WCE), which has a path coefficient (β) of 0.184 and a p-value of 0.011.

Online peer feedback (OLPF) also shows strong positive effects, particularly on WCE, with a Path coefficient (β) of 0.592 and a p-value of <0.001. OLPF significantly improves writing competence (WC), with a Path coefficient (β) of 0.447 and a p-value of <0.001, and positively affects writing self-efficacy (WSE) and self-regulated learning (WSRL), with Path coefficients of 0.263 (p-value of 0.007) and 0.316 (p-value of 0.001), respectively.

4.2 Moderating Effects of Ethnicity

This section examines how ethnic grouping (EG) moderates the relationship between peer feedback and various aspects of writing performance. Using path modeling analysis, as shown in Table 1.2, the study assesses the interaction between EG and peer feedback across several outcome variables, including Writing Classroom Experience (WCE), Writing Competence (WC), Writing Self-Efficacy (WSE), and Writing Self-Regulated Learning (WSRL).

Table 1.2 Path Modelling of EG

Path	Path coefficient (β)	P values
EG x F2FPF > WCE	0.469	0.000
EG x F2FPF > WC	0.110	0.291
EG x F2FPF > WSE	0.500	0.000
EG x F2FPF > WSRL	-0.101	0.394
EG x OLPF > WCE	-0.116	0.323
EG x OLPF > WC	0.258	0.045
EG x OLPF > WSE	0.303	0.009
EG x OLPF > WSRL	0.353	0.004

The analysis indicates that ethnic grouping (EG) significantly influences the effectiveness of face-to-face peer feedback (F2FPF) on Writing Classroom Experience (WCE) and Writing Self-Efficacy (WSE). For WCE, the path coefficient (β) is 0.469 with a p-value of <0.001, indicating a strong positive effect of EG. This suggests that ethnic grouping impacts the effectiveness of face-to-face feedback in improving classroom experience. Similarly, for WSE, the path coefficient (β) is 0.500 with a p-value of <0.001, indicating that ethnic diversity enhances the effectiveness of face-to-face feedback on students' writing confidence.

In contrast, EG does not significantly influence the relationship between F2FPF and Writing Competence (WC) or Writing Self-Regulated Learning (WSRL). The path coefficient for WC

is 0.110 with a p-value of 0.291, and for WSRL, it is -0.101 with a p-value of 0.394. These results indicate that ethnic grouping does not significantly influence the impact of face-to-face feedback on these dimensions of writing performance.

Regarding online peer feedback (OLPF), the path from EG x OLPF to WCE shows a non-significant negative relationship, with a coefficient (β) of -0.116 and a p-value of 0.323, indicating the minimal impact of ethnic grouping on this feedback method. However, the path from EG x OLPF to WC has a significant positive effect, with a coefficient (β) of 0.258 and a p-value of 0.045, indicating that ethnic grouping enhances the effectiveness of online feedback on writing competence.

Further analysis reveals that EG significantly influences the impact of OLPF on WSE and WSRL. The path coefficient for WSE is 0.303 with a p-value of 0.009, and for WSRL, it is 0.353 with a p-value of 0.004. These findings suggest that ethnic grouping plays a crucial role in enhancing the effectiveness of online feedback on writing self-efficacy and self-regulated learning.

4.3 Comparative Analysis Across Groups

The Mann-Whitney U test was utilized to assess differences in writing performance dimensions between face-to-face and online peer feedback among college students in Inner Mongolia. This nonparametric test is particularly suited for analyzing ordinal data, such as that obtained from the Likert scales used in this study. Given the ordinal nature of the data and potential non-normal distributions, the Mann-Whitney U test serves as a suitable alternative to the t-test for comparing median values between two independent groups. The analysis, conducted using SPSS version 29, focused on ranked responses rather than raw scores to determine significant differences between the two feedback modalities across various dimensions of writing performance (Field, 2013). A p-value below the predetermined alpha level (typically 0.01) signifies statistically significant rank differences between the groups, suggesting notable disparities in writing performance outcomes between the feedback methods (Sheskin, 2020).

The results, as shown in Table 1.3, corroborate these findings, with the Asymp. Sig. (2-tailed) p-values indicating differences between the feedback modalities. Significant effects were identified in Writing Competence (WC) (U = 45843.500, p < .001), Writing Classroom Experience (WCE) (U = 48633.500, p < .001), and Writing Self-Regulated Learning (WSRL) (U = 52231.000, p < .001). The most pronounced effect was identified in Writing Self-Efficacy (WSE) (U = 24726.500, p < .001).

Table 1.3 Mann-Whitney U Test Statistics

	WC	WCE	WSE	WSRL
Mann-Whitney U	45843.500	48633.500	24726.500	52231.000
Wilcoxon W	107268.500	110058.500	86151.500	113656.000
Asymp. Sig. (2-tailed)	<.001	<.001	<.001	<.001

Note: WSE=Writing Self-Efficacy, WSRL=Writing Self-Regulated Learning, WCE=Writing Classroom Experience, WC=Writing Competence.

Table 1.4 Ranks Between F2FPF and OLPF

	PF Mode	N	Mean Rank	Sum of Ranks
WC	F2FPF	350	306.48	86151.5
	OLPF	350	394.52	159198.5
	Total	700		
WCE	F2FPF	350	386.55	113656
	OLPF	350	314.45	131694
	Total	700		
WSE	F2FPF	350	246.15	135291.5
	OLPF	350	454.85	110058.5
	Total	700		
WSRL	F2FPF	350	324.73	107268.5
	OLPF	350	376.27	138081.5
	Total	700		

Table 1.4 indicates that participants who received online peer feedback (OLPF) had a significantly higher mean rank in Writing Competence (M = 394.52) compared to those who received face-to-face peer feedback (F2FPF) (M = 306.48). Similarly, in Writing Self-Efficacy (WSE), the online group recorded a higher mean rank (M = 454.85) than the face-to-face group (M = 246.15). Conversely, the face-to-face group exhibited a higher mean rank for Writing Classroom Experience (WCE) (M = 386.55) compared to the online group (M = 314.45). For Writing Self-Regulated Learning (WSRL), the online group similarly recorded a higher mean rank (M = 376.27) than the face-to-face group (M = 324.73).

5. Discussion

5.1   Interpretation of Findings

The study revealed significant differences in the effectiveness of various peer feedback modes across different dimensions of writing performance. Moreover, ethnic grouping moderated the relationship between these feedback modes and writing outcomes, aligning with sociocultural theory's emphasis on the social context of learning (Vygotsky, 1978). Specifically, online peer feedback was more effective than face-to-face feedback in enhancing writing self-efficacy (WSE), writing self-regulated learning (WSRL), and writing competence (WC). In contrast, face-to-face feedback was more beneficial for improving the writing classroom experience

(WCE). Regarding moderating effects, ethnic grouping influenced all relationships except those between online peer feedback and writing classroom experience, face-to-face feedback and writing self-regulated learning, and face-to-face feedback and writing competence.

5.2 Comparison with Existing Literature

The results align with studies by Chen and Smith (2019) who found that the effectiveness of peer feedback is highly contingent on students' cultural backgrounds and feedback delivery methods. However, our findings extend this research by demonstrating explicitly how these preferences impact writing performance in a structured educational intervention. Furthermore, the research supports Jackson's (2020) assertion that understanding cultural differences is essential for optimizing instructional strategies in multicultural classrooms.

5.3 Theoretical Implications

The moderating effects of ethnicity on the relationship between peer feedback modality and writing performance provide empirical support for Bandura's Social Learning Theory (1977), positing that observational learning in a social context significantly impacts cognitive development. Our findings enrich this perspective by highlighting that the nature of social interactions (online vs. face-to-face) and the cultural composition of groups can influence learning outcomes. This underscores the necessity for educators to consider these factors when designing and implementing peer feedback systems.

5.4 Practical Implications for Educational Practice

Given the diversity of responses to different feedback modalities, educators in similar multicultural settings should customize feedback methods to align with the cultural preferences and learning styles of their students. For instance, this may involve offering students a choice between face-to-face and online feedback or blending these approaches to cater to diverse preferences within the classroom (Garcia & Wei, 2020). Additionally, training sessions that help students understand and navigate cultural differences in communication styles can enhance the effectiveness of peer feedback (Brown & Lee, 2021).

5.5 Limitations and Directions for Future Research

While the findings offer significant insights, they are limited by the study's context-specific nature, which may not generalize to other multicultural or educational settings. Future research should explore similar interventions in different cultural contexts or age groups to determine the universality of the findings. Additionally, qualitative research should provide deeper insights into the subjective experiences of students receiving different types of feedback, enriching our understanding of the mechanisms at play (Creswell, 2014).

6. Implications

6.1 Practical Applications for Educators

The findings from this study have several practical implications for educators, particularly those working in ethnically diverse settings. Given the varied responses to different peer feedback modalities among ethnic groups, educators should consider implementing adaptive feedback systems that can be customized according to student preferences and cultural backgrounds. For instance, incorporating both online and face-to-face feedback options within the same course could allow students to choose the mode that best suits their learning style and cultural comfort (Smith & Wang, 2020). Moreover, educator training programs should include components of cultural competence, helping teachers understand and effectively manage the dynamics of multicultural classrooms (Garcia, 2019).

6.2 Policy Recommendations

Policymakers should take note of the study's findings to guide the development of educational frameworks that support culturally responsive teaching practices. Policies that encourage schools and universities to integrate technology in a manner that respects cultural differences could help maximize the effectiveness of educational interventions like peer feedback. Additionally, funding initiatives that provide resources for teacher training in cultural competence and for the technological infrastructure necessary to support diverse feedback modalities can be crucial (Lopez, 2019).

6.3 Implications for Curriculum Design

Curriculum designers should consider the implications of this study when developing EFL programs. Curricula that are flexible in terms of feedback mechanisms and that explicitly incorporate elements of cultural awareness could be more effective. This might involve integrating case studies or examples from various cultures to illustrate the application of peer feedback in different contexts, thereby enhancing the relevance and engagement of the curriculum for students from diverse backgrounds (Gay, 2010).

6.4 Directions for Future Research

The study opens several avenues for future research. Subsequent studies could explore the long-term effects of culturally adaptive feedback mechanisms on student writing performance and broader academic outcomes. Investigating the impact of these feedback modalities in other regions with different cultural compositions would help determine the generalizability of the findings. Additionally, qualitative research involving interviews or focus groups could provide deeper insights into the personal perceptions and experiences of students receiving peer feedback, which could help refine feedback strategies further (Creswell & Poth, 2018).

6.5 Enhancing Educational Equity

Finally, the study highlights the importance of considering cultural and ethnic diversity as a significant factor in educational practice. By tailoring educational strategies to meet the needs

of diverse student populations, educators and policymakers can work towards more equitable educational outcomes, ensuring that all students can succeed regardless of their cultural background (García & Chun, 2020).

7. Conclusion

This study provides critical insights into how peer feedback influences EFL writing performance in a multicultural context, focusing on the diverse educational environment of Inner Mongolia. The findings underscore the importance of developing culturally responsive educational strategies that consider ethnic diversity and feedback modality. By analyzing the distinct impacts of face-to-face and online peer feedback across Han and Mongolian students, this study highlights the essential role that cultural adaptability plays in enhancing educational outcomes. These insights are particularly relevant for global and multicultural classrooms, where the increasing diversity of learners requires more inclusive and flexible pedagogical approaches.

7.1 Theoretical Contributions

This study contributes to educational theory by integrating sociocultural perspectives with empirical research, offering a more comprehensive understanding of how cultural and ethnic diversity interacts with educational technology and learning outcomes. The findings support the idea that cultural context is a critical mediator in peer feedback effectiveness, adding depth to existing literature on culturally responsive pedagogy. By showing how peer feedback works differently across diverse ethnic groups, this research expands the current knowledge base and encourages further exploration of culturally adaptive teaching practices in linguistically and ethnically diverse environments (Lantolf & Thorne, 2006).

7.2 Practical Implications for Global and Multicultural Educational Practices

The practical implications of this study are far-reaching, particularly in global and multicultural educational settings. As classrooms around the world become increasingly diverse, educators must adapt their teaching strategies to meet the needs of students from different cultural and ethnic backgrounds. This study demonstrates that feedback methods should be flexible, allowing for both face-to-face and online modalities to cater to the varied learning preferences of students. Furthermore, educators must be trained in cultural competence to recognize and address the unique needs of diverse learners, ensuring that all students can benefit equally from peer feedback (Ladson-Billings, 2020; Gay, 2018).

On a broader scale, these findings suggest that policymakers and curriculum developers should prioritize culturally responsive teaching methods. Educational institutions must create curricula that integrate both technology and cultural diversity, fostering more inclusive learning environments. By actively leveraging ethnic and cultural diversity, educators can enhance student engagement, improve learning outcomes, and promote educational equity. This

approach is crucial in today's globalized world, where cross-cultural understanding is increasingly essential to successful learning and collaboration (Banks, 2019).

7.3 Future Directions for Educational Practice

This study also offers a road map for future research and practice. For educators and policymakers, the next step is to implement culturally responsive feedback systems that accommodate the specific needs of multicultural classrooms. As the findings suggest, offering students a choice between feedback modalities and creating learning environments that reflect the diverse cultural backgrounds of students can lead to more effective learning outcomes. Future studies could further investigate how these practices can be adapted to different cultural contexts beyond Inner Mongolia, helping to create a more equitable and inclusive global education system.

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