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The Effectiveness of Trained Peer Response on ESL Students' Writing Quality and Revision Types

By

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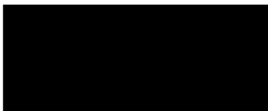Project Advisor: Dr. Rima Bahous   Signature: ██████████

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The Effectiveness of Trained Peer Response on ESL Students' Writing Quality and Revision Types

Safaa Abdul-Salam Shatila

Abstract

This action research investigates the effectiveness of trained peer response on ESL students' revision types and writing quality. Eighteen female eighth graders in a Lebanese school participated in the study. Tools used to collect data included two guideline sheets to aid the participants during the editing stage, the Taxonomy of Witte and Faigley to analyze the types of revisions made after peer- revisions, an iBT / TOEFL rubric to score students' first and second drafts in order to check if their writing has improved, and an interview at the end of the treatment to show students' perceptions and beliefs towards peer- editing. The study lasted for two weeks and consisted of six stages which are: training and modeling, one-on-one ten- minute student-teacher conference, writing the first draft, peer- editing, writing the second draft, and one-on-one interview with the students. Thus, the results of the study were triangulated and indicated that the students made more meaning changes (58%) than surface- level changes (41%), and that their writing quality of the second draft has improved. These findings reveal an improvement in students' writing quality in an ESL context in favor of training in peer- editing.

Key words: Peer- editing, Peer- response, Revision types, ESL writing.

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Chapter One

Introduction

Writing is a productive skill that "involves critical thinking skills, social skills, and linguistic competencies" (Suleiman 2000, p.8). Therefore, writing is considered to be one of the most complex tasks because it requires transforming thoughts into sentences through an ongoing control over the other facets of language skills, and presenting them in an appealing and structured way, taking into consideration the audience and the purpose it aims for (Kroll, 2001). This intricate nature of writing causes it to be hard for students and challenging for teachers (Farris, 1997).

Students have difficulty producing a good writing piece due to several factors. First of all, students lack the appropriate skills needed in writing, such as introducing a thesis statement, adding details to support the thesis, organizing their ideas, and proofreading (Willis, 1997; Stemper, 2002). Second, students don't know how to revise or edit their writing essays because of their poor revision skills. Teachers sometimes do the editing for their students, as a way to help them, so students feel that the writing piece is not their work anymore, but it's the "teacher's work" . This makes them lose the "ownership" of their writing and become disengaged in the writing process (Stemper 2002, p.6) (See also Wilcox, 1997; Willis, 1997; Tsui & Ng, 2000; Rollinson, 2005). Third, students may become demotivated when they see the innumerable comments of their teachers written on their papers, so they lose interest in writing (Ferris, 2003) and suffer from frustration and anxiety (Stanley, 1992; Lillios & Iding, 1996; Stemper, 2002). Furthermore, teachers'

comments are sometimes misleading to students because they are vague or general, causing students' revisions to be ineffective and imprecise (Ferris, 2003). Thus, teachers' poor evaluation and instructional skills lead to poor revisions on students' behalf (Willis, 1997; Stemper, 2002). Moreover, the time used in the writing process is long and takes away students' energy especially that sometimes teachers comment on every draft as an individual piece and forget to monitor students' ongoing development throughout the whole multi- draft writing process (Willis, 1997; Stemper, 2002). Finally, there is no connection, in most of the times, between grammar instruction and teaching writing skills since grammar is taught as a separate entity isolated from the context of writing. This hinders students' development of second language quality writing (Calkins, 1994; Hillocks, 1998; Willis, 1997; Stemper, 2002).

For many years, the belief has been that teachers are the only ones who have the authority to provide feedback for their students' academic writing (Hu, 2005; Hyland, 2000). However, the idea of "peer- editing" has emerged in the field of learning and teaching writing in First and Second Languages (L1/L2), bringing with it profitable outcomes to the English as a Second Language (ESL) writing class (Stanley, 1992; Berg, 1999; Byrd, 2003; Min, 2006; Villamil & de Guerrero, 2006).

Peer - editing (also known as peer response, peer review, peer feedback) is defined as a collaborative activity where students read and critique their peers' essays, providing suggestions for better writing and "developing, over time, stronger writing competence via mutual scaffolding" (Hu 2005, p. 322) (See also Tsui & Ng, 2000). If implemented well, peer response comprises not only "grammar or stylistic concerns", but also "content and

rhetorical issues", enhancing "intercultural communication" and supplying students with a "sense of group cohesion" (Hansen & Lui 2005, p.31).

Therefore, teachers, language classrooms, educational programs, and collaborative writing activities, such as peer- editing play an important role in making writing in the second language an enthusiastic, fruitful process rather than a dull, unrewarding one. As a result, it is crucial to "provide students with writing opportunities" to encourage them "to develop techniques and self- evaluation strategies that will enable them to write according to their personal needs" (Celce- Murcia & Olshtain 2000, p. 161). Peer- editing can be an effective activity because when students evaluate their peers' writing essays by negotiating ideas collaboratively, they develop the necessary strategies needed for revising their own writing, thus enhancing their overall writing quality.

Sasaki (2009) summarized the factors that influence the writing development in the second language. According to Sasaki, there are four factors that affect L2 writing quality. First, the high proficiency in the second language increases the tendency of developing better writing in the second language. Second, the good strategies or planning that students utilize affect positively their writing in the second language. Third, the meta-knowledge that students have increases their L2 writing. Finally, practicing sufficient writing in the second language increases their ability to produce better writing quality in L2.   Peer – editing helps students become aware of their writing, so it increases their metacognitive awareness about how a good essay should be written. Moreover, it allows students to practice sufficiently writing in the second language, providing them with opportunities to improve their L2 writing.

All these reasons make the peer- editing process an inevitable activity in developing the writing quality of students' L2 that is worth trying in the second language classrooms.

During the last two decades, the teaching of writing has witnessed a paradigm shift from emphasis on product to process. Long ago, writing focused on the form and the finished text; this writing view is referred to as "writing product" because it was concerned only with the final writing piece or product. Later in the early seventies, the writing process theory emerged as a response to the traditional view of writing. "Writing process" stressed on the meaning rather than on the form, and was concerned with the process in which writing was undertaken rather than with its final product. According to this theory, writing is viewed as a "dynamic, nonlinear, and recursive" activity (Liu & Hansen 2002, p. 3).

Since writing undergoes many recursive stages generally including prewriting, drafting, revision, and editing, it makes feedback during this process by teachers or peers a very valuable intervention to enhance the quality of the writing product. However, many students face problems in writing, especially when they are revising their drafts.

Therefore, this action research will check the effectiveness of explicitly training students in peer response and its impact on revision types and writing quality. Eighteen female eight graders studying English as a second language at School X will participate in the study. They will be trained for two weeks. The treatment will consist of six stages: the modeling and practice stage, one-on –one ten -minute teacher- reviewer conferences, writing the first draft, providing peer response, revising the first draft. Then, the last stage will be a one-on-one interview with the writers as a triangulation technique to ask them if

they benefited from the peer review training. I will analyze two things: the number of meaning and surface changes done after the peer review, and if the writing quality of the second draft improved. Also, the results of the interview with the students after the treatment will help triangulate the findings, so that the results can give a better insight to the practice of teaching peer response.

The Rationale:

Over the past twenty-five years, practitioners in native and nonnative English composition classrooms have adopted new trends in teaching strategies that are concerned with enhancing high-ordered cognitive skills throughout the writing process. Peer review could be a very effective mean for the students as writers and audience simultaneously since it can provide student writers with a wide range of benefits, including reduced writing anxiety, improved sense of audience, and increased fluency, in addition to many other cognitive, affective, social, and linguistic benefits.

The chosen participants make perfect candidates for this study. To explain further, it's important to note that the participants have acquired the basic writing skills and are generally aware of the technical and grammatical requirements of writing. However, they don't demonstrate higher-order cognitive skills when writing which is manifested in trouble generating ideas or elaborating on them, difficulty with developing and organizing ideas, lack of opinion or sense of audience.

Writing problems rarely occur in isolation, and since I am concerned with the effectiveness of peer review, I favored this context to conduct the study. Besides, the participants were very cooperative, flexible and open to learning new approaches. Unlike

some schools, the context chosen is very hospitable and learning friendly which incubates new strategies.

Research Context:

The school has been established in the late nineties; it has branches all over Lebanon. School X where I am conducting the study is located outside Beirut. It is in Aramoun, a quiet area surrounded by trees. It has two buildings, two big playgrounds, a theatre, a library, and a chemistry lab. One building is for the boys and another is for the girls. The school is a religious one, demanding that different genders should be separated throughout their academic years. The students in this school come from a middle socio-economic status. They speak English as a second language in the English classes and in the subject matters that are usually taught in English, such as Chemistry, Biology, Physics, and Mathematics.

The 18 female eighth graders, whom I am conducting the study with at School X, face many problems in producing an academic piece of writing, especially in revising their first drafts. The present study aims at investigating the effectiveness of peer response in grade eight Lebanese ESL students' writing quality and revision types.

Research Questions:

This research paper attempts to answer the following two questions:

1. How does peer feedback training affect students' revision types in a multiple-draft, process-approach writing classroom?

2. Does peer response training through multiple drafts of an essay improve the overall quality of written work in a classroom situation?

     In conclusion, as mentioned above, students face many problems when it comes to writing in the second language. Some of these problems are due to their poor revision skills or their insufficient knowledge of how to evaluate written texts. Although teachers try their best to help their students overcome these problems, they sometimes unintentionally or unknowingly hinder their students' development of the writing skills in the second language. This occurs when they fail to provide proper instructional and evaluation skills in the ESL writing class, and when they are incapable of motivating their students to develop an interest in writing. Peer- editing makes sense because it opens the door for students to express and negotiate their ideas collaboratively with their peers regarding how to properly evaluate writing texts in an inspiring classroom atmosphere. That is why, I want to investigate in my study the effect that peer-editing has on students' second language writing. Consequently, chapter two focuses on the studies that have been conducted on peer- editing regarding its benefits and its drawbacks.

Chapter Two

Literature Review

During the last two decades, the teaching of writing has witnessed a paradigm shift from emphasis on product to process. This new process approach to writing has influenced practitioners to focus on recursive stages the writer engages in to produce a piece of writing. These stages generally include prewriting, drafting, and revising. Huff and Kline (1987) stress the importance of integrating a functional model of the composing process in the writing curriculum and having students internalize this model by teaching them how to engage in the different stages of writing. These stages lend themselves to opportunities of intervention and training in order to improve the overall quality of writing. If research can determine the effectiveness of training peer response in the context of a multiple-draft writing classroom, it is worth that teachers use some strategies to help their students acquire the necessary skills used in peer editing, including negotiating ideas about the quality of writing, providing proper criticism, and identifying the multiple- draft stages of the writing process (Huff & Kline, 1987).

The Advantages of Peer Editing in the ESL Writing Class:

Peer editing has been acknowledged for its positive effects on second language learning. This is due to several reasons. First, it gives the learners the opportunity to interact and engage in learning the second language (Mendonça & Johnson, 1994; Di Camilla & Anton, 1997; Nelson & Carson, 1998; Liu & Sadler, 2003; Storch, 2007) which agrees with the psycholinguistic theory of interaction (Long, 1983; 1996). Moreover, peer

editing allows the learners to "pool "their knowledge and construct the language together with their peers by providing suggestions, elaborations, or explanations about editing language errors (Allwright, 1984; Webb, 1989; Van Lier, 1996; Storch, 2007). Furthermore, peer editing allows the peers to imitate or repeat the corrective feedback, thus allowing the learners to better acquire and construct the second language (Donato, 1994; Di Camilla & Anton, 1997; Duff, 2000; Lantolf, 2006; Storch, 2007). Villamil and de Guerrero (2006) summarize the benefits of peer response or peer editing and add that peers attain many positive gains through engaging in the revision tasks. According to them, peers : "(a) acquire strategic competence in revising a text, (b) discuss textual problems, (c) internalize the demands of two rhetorical modes, (d) develop self- regulatory behaviors, (e) acquire a sense of audience, and (f) become sensitive to the social dimension of writing" (p.39). Consequently, these interactive activities play an important role in helping peers develop social, cognitive, and writing skills.

Proponents of peer response have made many claims about its cognitive, affective, social, and linguistic benefits in the ESL classroom (Mendonça & Johnson, 1994; Stemper, 2002; Liu & Hansen, 2002; Ferris, 2003; Hyland & Hyland, 2006; Min, 2006; Villamil & de Guerrero, 2006; Al- Jamal, 2009; Diab, 2010; Ting & Qian, 2010). Moreover, peer response in writing is being supported by three theories, which are: "Collaborative Learning Theory" (1984), "Vygotsky's Zone of Proximal Development" (1978), and "Interaction and Second Language Acquisition" (Long & Porter, 1985). Research based on these theories has shown that peer response activities help students complete their writing tasks which they had difficulty doing alone. It also gives them opportunities to negotiate

meaning and develop long- term language skills, mainly second language (L2) writing skills (Liu & Hansen, 2002).

In her study, Diab (2010) compared the effects of peer - editing and self- editing in reducing students' rule- based language errors, which are subject- verb agreement and pronoun agreement errors, and students' non- rule based errors, which include wrong word choice and awkward sentence structure errors. In her quasi experimental study, Diab divided the participants into two groups: comparison and experimental groups. In the comparison group, students had to self-edit their essays based on the above four types of language errors, whereas in the experimental group students had to peer- edit for the same language errors. The participants were taking an ESL freshman course at a Lebanese university. The duration of the study took 15 weeks. The first five weeks included modeling and training sessions on four language types. In week six, students in both groups had to write their first draft of an argumentative essay. In the following period, students in the experimental group had to write feedback for their peers on their first drafts. In the third period, the writers wrote their second drafts based on their peers' reviews. As for the comparison group, the same procedure was followed except that the essays were self-edited. The results of the study were calculated using a univariate analysis of covariance (ANCOVA). The results show that the students in the experimental group significantly reduced more rule- based language errors compared to the students in the comparison group. This study highlights the effects of peer- editing in improving students' ESL essay-writing and in developing second language skills.

Another study developed by Ting & Qian (2010) discusses the effects of peer-feedback on writing in a Chinese ESL classroom. It aims to investigate whether the students incorporated peer- feedback into their writing, what type of revisions they used in their second drafts based on their peers' feedback, and whether this technique (peer-feedback) improved their essay writing. The subjects in this study were 11 Chinese students studying English in a university, in their second and third years. These students were aiming to get a degree in English literature. The subjects were randomly selected. At first, the students were asked to write their first drafts. Then, they were asked to give feedback based on the essays of their peers. After that, they wrote a second draft based on their peers' feedback. Later, their teacher gave them more feedback after reading their second drafts. Finally, the researchers randomly selected 3 groups from the 9 groups, that is choosing 11 participants for the study. The students had already been taught (although it was informally done) how to write feedback for their peers. Moreover, their teachers had given them examples to demonstrate how good feedback should be done. To analyze the data given in the study, two researchers individually looked for the feedback in students' first drafts and counted them all. Next, they measured the fluency, accuracy, grammatical, and vocabulary complexity of students' first and second drafts. The results indicated that students have incorporated a considerable number of feedback into their writing revisions, and that most of the revisions were merely surface – level changes. Moreover, students' second drafts have greatly improved in terms of accuracy, but slightly improved in terms of fluency. On the other hand, there weren't significant differences in relation to grammatical and vocabulary complexity. The study also highlighted the fact that peer review enhanced

students' writing since it allowed the writers to become critical readers of their own writing, thus enabling them to become better writers.

Furthermore, a" Theses" study developed by Stemper (2002) investigated the effects of peer- editing and student/ teacher conferences on students' revision skills. Three instruments were utilized in her study. First, a teacher survey was conducted to reflect upon students' writing skills. Second, a student survey was administered to check students' attitudes towards the writing stages. Third, a mechanics and a content rubric were used to evaluate students' writing samples. These instruments were administered before and after the intervention of peer- editing and student/ teacher conferences. The results indicated that peer- editing and teacher/ student conferences improved students' revision skills on content and mechanics areas and developed students' growth towards the editing stage of writing.

In summary, the above studies stressed the positive role that peer editing plays in enhancing students' L2 writing skills and in improving the overall ESL quality writing.

The Effect of Teacher versus Peer Response on Students' Revisions:

Paulus (1999) examined the effect of peer and teacher response on 11 international students' revisions. The students were in a pre- freshman composition class at a university. The researcher was also the teacher of the writing course which met four times a week for ten weeks, with each class session lasting fifty minutes.

During the seventh week of the ten-week-course, the students were asked to write a persuasive essay. Then, the students brought the first draft for peer feedback. After that, students exchanged their essays and were given time until the next class session to provide

written feedback in accordance with a feedback form that was explained and discussed in class. This form allowed the students to write positive comments about the essays, identify the position statement, analyze the supporting arguments, indicate the areas of the essay which they found confusing, and make suggestions for improvement. In the next session, the students brought the first drafts with the written feedback for discussion with their peers. Students were audio-taped as they discussed their reactions to the essays. Following the peer review discussion, students were asked to write a second draft of their essays and hand it in with the peer review form. The second drafts were collected three days after the peer review session. The teacher wrote feedback on the second-draft- papers, in addition to typing out longer comments and questions about the essay. Next, the students were asked to write a third draft based on the teacher's feedback. The third drafts were collected four days later. Furthermore, all the students tape-recorded two think-aloud protocols: the first as they revised their essays based on peer review discussion and the second as they revised based on teacher feedback. The purpose of the think-aloud protocols was to carefully examine the aspects of the feedback given and used, thus to help with the identification of the source of the revision made. All in all, there were three drafts of the same topic for data analysis. The first two drafts were analyzed to examine the types of changes the students made in their revisions of the drafts using Faigley and Witte's (1981) taxonomy of revisions. Moreover, to determine the overall quality of the essays, the first and the third drafts were scored by independent raters using the Essay Scoring Rubric which assigns a score from 1 (lowest) to 10 (highest) for each of six features of the writing: organization/unity, development, cohesion/coherence, structure, vocabulary, and mechanics. The difference between the score received on the first and the third draft of the student's essay was determined to be

the amount of improvement made on the essay. A t-test was performed to determine if there was significant improvement made from the first to the third draft. Also, to determine if there was a correlation between the amount of improvement and the number and/or types of changes made to the essays, a Pearson product-moment correlation coefficient was calculated.

The results of the study showed that there were 843 revisions made to both drafts of the essays by the eleven participating students in this research. 527(62.5% of the total revisions) were considered surface changes. The remaining 316 changes (37.5%) were meaning changes. The students made more surface changes than global ones. Of the total number of revisions made to the essays, 347 (41.2%) were made to the first drafts of the essays, and 496 (58.8 %) were made to the second drafts. More than one-third of the revisions made in the second draft (32.2%) and only 1% of the revisions made in the third draft were peer influenced. Of all the 843 changes, peer feedback influenced 13.9% of these revisions, whereas teacher feedback influenced 34.3%, and 51.8% were attributed to some other source (self/other).

Therefore, the students used both peer and teacher feedback to influence their revisions although they were influenced more by the teacher's comments. Moreover, the type of teacher comments also influenced the types of revisions students made.

As for the improvement of the overall quality of revisions, the first and the third drafts were scored using the Essay Scoring Rubric. Descriptive statistics were calculated, and the mean score of the essays increased by 0.75 from the first to the third draft.

Moreover, the t-test indicated a statistically significant improvement in the essay scores from the first to the third drafts. However, no significant Pearson product-moment correlation coefficient was found between the amount of improvement and the total number of revisions made to the essays. Also, no significant correlation was found between either the amount of improvement and the percentage of meaning changes made to the essays or between the amount of improvement and the percentage of surface changes made to the essays. However, there was a moderate positive correlation between the percentage of macrostructure changes and the amount of overall essay improvement.

In addition, this study explores the effects of peer and teacher feedback on students' quality of revisions in a multiple-draft process approach to writing. This research identifies further the source of revisions made by the students, that is whether the students were influenced by their teacher's or peers' feedback more.

Another study conducted by Zhang (1995) examined whether students preferred self, peer, or teacher feedback. The participants who were 81 students at two American colleges reflected that they prefer teacher, peer, and self-feedback in a decreasing order. This means that they preferred to receive feedback mostly from their teachers and lastly from their own.

Two other studies, one conducted by Mendonça & Johns (1994) and another by Schmid (1999), revealed that the participants preferred to receive feedback from both their teacher and their peers.

Many studies, according to Ferris (2003), conducted in this field agree on a point that students like to receive feedback on their written texts, whether it comes from teachers, self, or peers. However, students possess a greater tendency to receive feedback from their teachers rather than their peers, largely because they perceive their teachers as "the voice of authority on the rhetorical and grammatical conventions" and the only ones who will grade them at the end (Lui & Hansen 2002, p. 24).

The Importance of Training or Coaching in Enhancing Peer Editing

It is crucial that teachers train students in peer editing and model this process in front of them because this gives the reviewers the opportunity to benefit the most from it. Research studies have stated that without proper training in peer- editing, students may not reach the desirable and profitable outcomes; consequently this constructive activity will turn to be a destructive one (Stanley, 1992; Berg; 1999; Hansen & Liu, 2005; Hu, 2005; Rollinson, 2005).

Berg (1999) states that the studies that have examined the effects of peer response on writing and the role that peer response instruction plays in determining such effects are scarce. According to him, without proper training it is difficult to peers to improve their writing quality and have positive effects on revision types.

Berg (1999) asserts that if students are expected to participate effectively in peer response and perform appropriate revisions of their friends' text, it's crucial that they be trained in how to do that skillfully. Berg (1999) investigated how trained peer response shapes ESL college students' revisions and revision quality. She conducted a study to

investigate how trained peer response shapes ESL college students' revision and writing quality. The students were registered in four intensive English classes: two level 3 classes and two level 4 classes. These forty six college undergraduate students of two different proficiency levels participated in the study. The experimental group, which constituted of one level 3 and one level 4 classes, received a training program which consisted of eleven peer response training activities in a time ranging from 5 to 45 minutes each whereas the control group, which was made up of one level 3 and one level 4 classes, received no instruction in how to participate in peer response. The first drafts (pre-peer response) and the second drafts (post- peer response), which were revisions of the first drafts, were collected and examined for revisions. The researcher determined the number of meaning changes that were made by the students in the second draft based on Faigley and Witte's definition of meaning changes, "the adding of new content or the deletion of existing content". Then, student's first and second revised drafts (i.e., a total of 92 drafts) were analyzed and compared by two raters for meaning versus non-meaning changes. Quality of revisions was measured by the degree of difference between the two scores using TWE-based scoring criteria (Educational Testing Services, 1996). Furthermore, to determine if peer response training influenced student writing quality, a difference score (i.e., the second draft score minus the first draft score) was calculated. The quality of revisions was measured by the degree of difference between the two scores of the first and the revised drafts. This comparison revealed that the trained response group made significantly more meaning changes than the untrained group, and the quality of revisions made by the trained response group was significantly better than that of the untrained group, regardless of

students' L2 language proficiency. In conclusion, training students in peer response yielded positive effects on ESL students' revision types and writing quality.

Along similar lines, Min (2006) investigated whether a trained group of students in peer response would incorporate their peer review feedback into their revisions and whether the ratio of such incorporation would be higher than that before peer review training. Therefore, Min examined the effects of peer review training in one EFL writing class in an urban university in southern Taiwan. The participants were 18 English major sophomores in the instructor/researcher's writing course. There were 16 females and 2 males whose native language was Mandarin Chinese and their English proficiency was approximately between 523 and 550 on the TOEFL exam. During the writing course which lasted for one year, the participants had to write four essays about four different topics. The course employed a process approach to writing which the instructor/ researcher called 'writing cycle' (Tsui and Ng, 2000) where each cycle was sequenced as follows: brainstorming, writing the first draft, written peer feedback, writing the second draft, oral presentation and peer oral response, teacher-writer conference (both oral and written comments) on the second draft, writing the third draft, teacher's written feedback to the third draft, and writing the fourth draft (final draft).

 The writing cycle of the first essay was used as a pretest while the second and the third cycles of the second and third essays comprised the training, and the fourth writing cycle was the posttest. The peer review training consisted of two phases, the in-class modeling and one-on –one conference after class. The modeling phase started when the students were about to perform pair peer review on their first drafts of the second and third essays. The

instructor first gave them a guidance sheet which was given earlier in the first writing cycle. Then, she used the think-aloud method to demonstrate how to make comments by using a four-step procedure: Clarifying writers' intentions, identifying the source of problems, explaining the nature of problems, and making specific suggestions. For example, to clarify the writers' intention, the instructor asked questions like "Do you mean that…" or "What do you mean by…" After modeling, the students were asked to perform peer review on two different drafts in class and give the written commentary to their partners in the same session following the questions on the guidance sheet and the four-step procedure. Writers were allowed one week to revise their first drafts at home. They should also explain in their revision why they disregard their reviewers' suggestions. The following week, the instructor collected the writers' drafts, revisions, and reviewers' comments, and checked them. Then the instructor scheduled a thirty- minute conference with each reviewer to discuss with them how to refine their comments if they failed to follow the four-step procedure.

The results showed that prior to peer review training, 42% of the 130 generated reviewers' comments were incorporated, whereas after peer review training, 77% of the 193 reviewers' comments were incorporated in revised drafts. Descriptive statistics were calculated and the researcher found that the number of total comments produced and those incorporated into revision after peer review training were significantly higher than those before training. Moreover, there were 80 revisions prior to peer review training and 165 revisions post training. Of the 80 revisions made before training, 54 were in response to untrained peer feedback, whereas of the 165 revisions made after training, 149 were in

response to trained peer review feedback. Therefore, the percentages of the revisions in response to peer feedback were 68% (54/80) before training and 90% (149/165) after training. There was a significant difference in revisions as a result of peer feedback before and after peer review training, so trained peer feedback did have a significantly higher impact on students' revisions after peer review training.

Also, results show that trained peer review did enhance the quality of students' revisions; in addition, most of the revisions post peer review training were improved in terms of idea development, unity, and organization. Thus, the overall quality was enhanced.

As for the revision types, the most frequent revisions occurred at the level of the sentence (32%), followed by paragraph (20%) and word (20%). The main functions of the revisions were texture (coherence) followed by explicature (explanation).

Along the same lines, Stanley (1992) examined the types of intra-peer-group interactions and investigates whether a fairly lengthy coaching procedure in peer-evaluation results in effective students' conversations about writing. Another purpose of this study was to check the students' drafts to find out if the peer-group discussions made students rework their writings. More specifically, Stanley (1992) examined the effectiveness of coaching students in peer-evaluation on their group interactions. Also, the students' drafts were analyzed for evidence of revision in response to peer evaluators' comments. A writing class of fifteen ESL freshman students was given a lengthy preparation in peer evaluation for seven hours during the first four weeks of a 15-week writing course. The coaching focused on two important points: familiarizing students with genre of the student essay and

introducing students to the task of making effective responses. This procedure was done through role-playing and analyzing evaluation sessions, discovering rules for effective communication, and studying the genre of student writing. The researcher who was also the teacher of the writing course conducted the students' coaching.

As a backdrop to this coached group, another section was being prepared or peer evaluation but in a shorter procedure of one hour watching a demonstration peer-evaluation session and then discussing it. Both of the sections' peer group communications were audio-taped and examined, and their drafts were analyzed.

As for the peer interaction, coaching resulted in improved group interaction. Based on the analysis and frequencies and percentages of response types among coached and uncoached students, results showed that coached students produced more conversation about their drafts than the uncoached students. The total number of responses coded for the trained group was 623, whereas the uncoached group only produced 137 codes. Also, as trained, the coached students provided more specific responses to their peer's writings and collaborated with the writers on how to solve some writing problems more than the uncoached students did.

With respect to turn-taking, the ratio of writers' turns to evaluators' turns was calculated, as was the length of the turn. In the coached section, the writers took more turns than the evaluators, as an average. However, in the uncoached section, the evaluators took more turns. As for the length of the turn, average T-units showed that the evaluators in the

uncoached groups dominated the discussion, whereas both the evaluators and the writers took balanced turns.

The second focus of the study was the analysis of the drafts. The drafts of the coached groups revealed more revisions than the uncoached groups' drafts. The four response categories that produced revisions among the coached groups were pointing remarks (26), advising remarks (21), collaborating (11), and questioning (10).

 In summary, preparing students for group work substantially improved the quality of peer interactions and offered specific guidelines for revision than unprepared students. Specifically, coached groups provide high frequency of some response types, such as pointing, advising, and collaborating. Moreover, the writers in coached groups engaged actively in conversations to get clearer guidelines from their evaluators.

Taking all the above research studies into consideration, it could be said that there was a consensus in the findings of these research studies that trained peer review has a positive impact on enhancing reviewers' comments and communication strategies and also improves the writers' subsequent revisions. The findings reveal that both teacher and peer review influence the students' quality of writing; therefore, ESL researchers and teachers shouldn't worry about the time spent in peer-revision training because this training provides students with great social and intellectual opportunities.

The Disadvantages or Drawbacks of Using Peer-Editing in ESL Writing Classes

Some studies have discussed the limitations of peer feedback in ESL writing classes. Chong (2010) found out that many ESL student teachers in Hong Kong are hesitant

in using peer feedback activities in their classes due to many reasons, some of which are external (related to the environment) and others are internal (related to their attitudes and perceptions of peer- editing). Teachers' comments are summarized as follows: "It [peer – editing] is time consuming and most students believe in teachers, not classmates. The class size is too large. It is too time consuming. Most students do not trust their peers' comments. The students are lacking in enough linguistic knowledge. The education authority, the school and the English panel do not advocate this practice" (Chong 2010, p. 2). In his small survey consisting of 15 questionnaires, Chong checked the student teachers' perceptions of peer- editing after taking an ESL writing course where most of the activities included peer editing. The results of the survey showed that out of 15 questionnaires, only 8 were received. These questionnaires revealed that only one student teacher used peer editing before the course, and that after taking the course, only 3 student teachers would use peer editing in their writing classes, another 3 might use it in their classes, and 2 would not use this practice due to external restrictions. Although it is hypothesized that after practicing peer- editing, the student teachers will change their attitudes towards it; however, it was found that most of them still had reservations in applying peer editing in their writing classes , mainly due to external reasons (including class size, time restrictions, authority control imposed by school systems) and internal factors (like inability to see the benefits of peer- editing and insufficient experience or training in using this technique).

In a study conducted in Australia by Mishra and Oliver (1998), very few students preferred using group or pair work editing activities based on grammar tasks. They favored individual work over group or pair work because they wanted to practice grammatical

editing by their own. Other ESL students were worried about learning the "wrong grammar" from their peers (Kinsella, 1996). These same concerns were found among Thai ESL students who worked in groups practicing grammar focused editing activities (McDonough, 2004).

In addition, another study conducted in Australia by Storch (2007) revealed that there were no significant differences in comparing the accuracy scores of a text editing between the participants who worked in pairs and those who worked individually on a focused grammar task.

 The reasons behind these results can be summarized as follows:

First, as mentioned above, some teachers find peer –editing a time consuming activity, whether it is done orally or written, especially that it needs considerable training and modeling before being implemented by peers (Rollinson, 2005; Chong, 2010).

Second, students may have doubts about the effectiveness of peer editing. This is because some of them do not trust their peers' feedback and feel that only ESL proficient students are qualified to accomplish this task. They believe that weak students are not capable of depicting the errors in their essays, and thus prefer teachers' feedback to their peers' (Zhang, 1995; Nelson & Carson, 1996; Hu, 2005; Rollinson, 2005).

Third, sometimes students are not able to provide specific or meaningful feedback to their peers, mainly because they don't have the sufficient knowledge or skills that enable them to edit well; this results in producing ambiguous comments or undergoing surface error

corrections rather than content- based corrections. (Stanley, 1992; Tsui & Ng, 2000; Liu & Sadler, 2003; Hu, 2005).

Fourth, the cultural background of students affects the peer- editing process. Students coming from cultures that favor teachers' authority may find difficulty in accepting feedback from their peers, whereas students coming from Asian countries, such as Chinese may avoid providing critical comments to their peers, aiming to keep harmony among peer interactions (Connor & Asenavage, 1994; Nelson & Carson, 1996; Paulus, 1999; Hu, 2005; Rollinson, 2005).

As shown above, there are drawbacks in the literature regarding peer- editing and its effectiveness in improving students' second language writing skills. However, these problems can be avoided if teachers train their students how to peer-edit properly and model the peer editing process in front of them before putting it into practice. Moreover, if teachers discuss the importance of peer editing with their students before it is being implemented; then they will raise the awareness of students towards the myriad profitable outcomes of this collaborative, interactive activity (Stanley, 1992; Nelson & Carson, 1996; Berg, 1999; Paulus, 1999; Hu, 2005; Rollinson, 2005).

In conclusion, the literature has supported the implementation of peer- editing in the ESL writing class, provided that careful preparation and training is undertaken by teachers before peer response is put into action by students. Chapter three will discuss the methodology that is used in my study regarding the effects of peer- editing on ESL students' written texts. In addition, it will emphasize the instruments utilized to collect the

data in order to reach a conclusion about the role that peer- editing plays in the ESL writing

classrooms.

Chapter Three

Methodology

Introduction:

This study investigates whether training ESL students in peer- editing affects their revision types and writing quality. It also provides insights to teachers on how to apply peer- editing in their ESL writing classes. To best conduct this study, I favored the action research to collect data for my project. This is because an action research is a plan that aims to collect and interpret data about a problem in a certain field of study and is usually conducted by language teachers in their classrooms (Bailey, 2001). And since I have a plan, which is to apply the peer- editing procedure in my writing class and see its effects in practice, I chose this type of study.

Drew, Hardman, & Hosp (2008) define action research as a study that aims to "determine results related to a specific action or decision", and that it is usually undertaken by language teachers "to determine the effectiveness of a specific teaching intervention in a particular setting" (p.26). Based on the results, the teachers or the educational professionals who are conducting the action research methodology will change the previous undesired situations in order to improve the teaching in the context under study (Fraenkel &Wallen, 2006).

According to Bailey (2001), an action research consists of a "clear, repeated cycle of procedures" (p.490). The cycle includes the following stages: First, it starts with a plan aimed to address a problem in a certain field of study. Next, the plan is carried out or put into action. Then, the observation stage of the action occurs by using different data

collection tools, such as audio- taping, video-taping…Later, the results are interpreted. Finally, based on the results the cycle begins again (Bailey, 2001).

Since I am concerned with peer- editing in the writing context, I chose this methodology to test my plan and carry it out with Intermediate ESL students to determine its effects on improving their revision skills in particular and their writing skills in general.

The three instruments used in this action research are the guidance sheets for reviewing multiple paragraph essays (see appendices A& B), Faigley and Witte's Taxonomy for interpreting revision types (see Appendix C), the TOEFL rubric sheet (see Appendix D) for grading students' second drafts, in addition to the semi- structured interview (see Appendix E) done at the end of the study to evaluate students' attitudes after implementing the peer- editing technique in their ESL writing class.

Semi - structured interviews were conducted in this study at the end of the treatment to find out students' perceptions and beliefs about peer- editing and its efficacy. Fraenkel & Wallen (2006) emphasize the importance of conducting this type of interview at the end of the study because it is the best way to gather information that aids the researchers in testing the hypotheses that they have in mind. The semi - structured interview includes a list of pre-set questions that the interviewees have to answer in order (see Appendix E). Such type of interview is vital due to the fact that it enables the researcher to compare all interviewees' responses, thus enhancing the data organization and leading to better analysis (Fraenkel & Wallen, 2006).

As for the questions in the semi- structured interview, they are open- ended enabling the interviewer to encourage the interviewees to elaborate more on their responses to better comprehend their personal beliefs or perceptions regarding the topic under study. This gives the interviewer more flexibility while conducting the interview and provides a sense of relief and safety to the interviewees who won't feel that they are put under a rigid, strictly formal interview. The interview is tape-recorded and analyzed to determine students' attitudes and perceptions towards applying peer- editing in their ESL class.

The results of the semi- structured interview, the number of the revision changes that students have undergone after peer- editing , in addition to the students' grades on the second draft will help triangulate the findings.

According to Drew, Hardman, & Hosp (2008), triangulation is essential in research studies because it helps the researcher collect data from different sources, utilize a variety of data collection methods, or use different researchers' perspectives in a design (Also in Neuman, 2006; McMillan, 2004). They define triangulation as a process utilizing "a variety of sources, collection methods, or perspectives to check the consistency or accuracy of research conclusion." (p. 206). In addition, Oliver- Hoyo & Allen (2006) state that the data collected through triangulation establishes "a more accurate and valid" results in qualitative studies (p. 42).

<u>Participants, Setting and Context of the Study</u>:

The study will be conducted in a grade eight writing classroom at School X. All the participants are females and their ages range between twelve and thirteen years old. They are all Lebanese and studying English as their second language. The students all come from

middle socio-economic classes. All the students were in the same school the previous year. The school is located in a very quiet area in Aramoun. Even though the school has many branches, there are no local coordinators in each branch especially English in the English Department.

The Research Design

Procedures:

During the treatment stage, the peer review training lasted for two weeks including 6 writing sessions. It consisted of six stages. The first stage was the modeling and practice stage. I used a draft for the purpose of this research to model the revising stage.   First, I gave the students a sample peer response sheet (Appendix A) and four-step guidance sheet (Appendix B). Then, I used the think-aloud method to demonstrate how to make comments by using the four-step procedure in the guidance sheet: Clarifying writers' intentions, identifying the source of problems, explaining the nature of problems, and making specific suggestions. For example, to clarify the writers' intention, I asked questions like "Do you mean that…" or "What do you mean by…" After modeling, the students were asked to perform peer review on another draft designed for this project in class and gave the written commentary to me. The second stage was one-on –one 10-minute conference assigned by me and the reviewers after classes to discuss their responses. Here, I made it clear that the responses should not only focus on surface changes but more on meaning changes according to Faigley and Witte's form, 1981(Appendix C).

The third stage took place after I met with all the students .This stage was writing the first draft. Both the students and I brainstormed ideas about the required topic, which was about organic and non-organic produce. Then, in the fourth stage, the students started writing their first drafts. In another writing session, I swapped the first drafts, and each student took one first draft to give his/her feedback on. During the following stage, the writers got their first drafts and wrote their second drafts based on their peers' responses. The last and sixth stage was a one-on-one interview with the writers as a triangulation technique to ask them if they benefited from the peer review training, if they found their peers' feedback effective, and if they incorporated all their peers' responses.

Ethical Issues:

Before I conducted the study, I had a meeting with the Principal of the school to get approval for attending the intermediate classes and for implementing the action research. I also explained to him the study that I intend to carry out with the female eighth graders in his school. The Principal welcomed the idea and commented that it might help his students overcome the writing problems that they face. After that, the Principal phoned the intermediate supervisors telling them to introduce me to the class. I assured the Principal, Teacher, and the students that the real name of the school as well as the names of the participants will not be mentioned in the study; thus I changed the names of the school and participants to maintain their identity confidential.

To sum up, this chapter illustrates the procedure that is followed in this action research, and it states the instruments used to carry out the study. Chapter four will embrace

the results of the study and will include data analysis by referring to the studies conducted

in the literature review.

Chapter Four

Reporting the Results

Data Collection and Analysis:

This study aims at investigating the effects of peer- editing on students' ESL revision skills and writing quality. First drafts (i.e., pre-peer response drafts) and second drafts (i.e., post-peer response drafts) for the same writing topic "organic and non- organic produce "were collected and examined by me and another English teacher. The pre-peer response draft was a first draft written in class on the given topic. The post-peer response draft was written based on the peer/reviewer's feedback of the first draft, also written in class. Two things were analyzed: the number of meaning changes done after the peer review, and if the writing quality improved.

According to Faigley and Witte's Taxonomy (1981; Appendix C), there exist two types of revisions, surface and meaning changes. Surface changes are the changes that do not bring new information or change the meaning of the text. Surface changes include formal changes and meaning preserving changes; formal changes are "copyediting changes or proof- reading changes in areas such as spelling, tense, and punctuation", whereas meaning preserving changes provide paraphrasing or restatement of the ideas without altering the meaning of the text (Paulus 1999, p. 275) (See also Ting & Qian, 2010). On the other hand, meaning changes include two kinds: Microstructure and Macro structure changes; they alter the meaning of the text by bringing about new ideas to it. The microstructure changes

include "simple adjustments or elaborations" that do not change the gist or the overall meaning of the text, whereas microstructure changes are those that alter the gist of the text (Ting & Qian 2010, p. 90) (See also Paulus, 1999). To determine how many surface and meaning changes the students made in their second draft, I did a blind comparison of every student's first and second draft. Each difference that constituted a change in the form (surface) or the content (meaning) of the text was counted (based on Faigley & Witte, 1981; Appendix C).

The following table (Table 1.1) shows the number and types of revisions made by every student in their second draft after implementing the peer editing procedure based on their friends' suggestions. This table gives us an idea about the type and the number of changes that students have undergone from drafts one to drafts two. Every student's draft one and draft two were compared to calculate the number of changes according to Faigley and Witte's Taxonomy of revision types (see appendix C).Pseudonyms are used for ethical reasons.

Table 1.1:

Number and Types of Revisions Done to Second Draft Based on Peer Feedback					
	Surface Changes		Meaning Changes		Total
	Formal Changes	Meaning-Preserving Changes	Micro-changes	Macro-changes	
Morouj	7	5	2	1	15
Hibak	12	0	1	8	21

Zeinab	4	4	5	0	13
Samira	4	3	5	6	18
Aya	2	2	3	5	12
Aisha	6	1	2	5	14
Alaa	5	4	2	0	11
Saria	1	2	5	7	15
Sireen	2	0	3	9	14
Hibaw	3	3	1	2	9
Halaj	0	0	6	0	6
Farah	6	0	1	0	7
Hajar	5	3	9	4	21
Rana	6	5	4	1	16
Fawz	6	1	7	1	15
Hibah	6	2	3	4	15
Rayann	0	1	2	13	16
Myriam	2	1	6	5	14
Total	77(28.3%)	37 (13.6%)	67(24.6%)	91(33.4%)	272

As table 1.1 shows the eighteen students made a total of 272 revisions to their essays. Of these revisions, 114(41%) were considered surface changes, whereas 158 (58%) were meaning changes. Of the surface changes, 77(28.3%) accounted for the formal changes, while 37 (13.6%) were categorized as meaning-preserving changes. The remaining 158 (58

%) were meaning changes categorized as either microstructure changes, accounting for 67(24.6%) changes, or macrostructure changes which comprised 91(33.4%) of the changes made to the second drafts. The above results reveal that the students made more meaning changes (58%) after the treatment in comparison to the surface changes (41%). Furthermore, they made more macrostructure changes (33.4 %) compared to the microstructure changes (24%). This is in line with other research findings (Stanley; 1992; Nelson & Murphy, 1993; Mendonça & Johnson, 1994; Berg, 1999; Schmid, 1999; Min, 2007) and shows the significance of peer response training.

The following are examples of meaning changes done by the students. The meaning changes are written in bold.

Example1:

Draft1

Organic produce is environment friendly because it protects wildlife and doesn't lead to water pollution.

Draft 2

Organic produce is environment friendly because **of many reasons. First, it protects wildlife and doesn't lead to water pollution. Moreover, it doesn't contain chemicals that harm the environment.**

In this example the student made three meaning changes. First, he/she added a new idea which was about the reasons for why organic produce is environment friendly. Then, he/she demonstrated his/her idea by giving two reasons.

Example2:

<div align="center">Draft 1</div>

One of the reasons to choose organic produce is that it is healthier, since organic produce doesn't contain chemicals and it is nutritious.

<div align="center">Draft 2</div>

One of the reasons to choose organic produce is that it is healthier than non-organic produce, **since farmers do not use chemicals to make it ripe. Also**, it is nutritious **because it gives us nutrition.**

In the second example, the student also made three meaning changes. First, he/she substituted a sentence with another which clarified the idea more. He/she also added a transition to connect his/her ideas and added a clause to explain his/her idea further.

To answer the second research question of whether the treatment affected the students' writing quality, a difference score between the first and the second drafts was calculated for each student. Two different raters of the same educational background and experience rated the students' first and second drafts based on iBT/ TOEFL Test, Independent Writing Rubrics (Educational Testing Service, 2004). Inter-rater reliability was achieved and the percent of agreement between the writers was found to be 84% for the first drafts and 86%

for the second drafts. The following table (Table1.2) shows the average scores of the two

drafts for each student and the difference score between the first and the second drafts.

Table 1.2:

Students	Average Score of the First Draft	Average Score of the Second Draft	Difference Score between the First and the Second Drafts
Morouj	2	3	1
Hibak	2	2.5	0.5
Zeinab	3	4	1
Samira	2	3	1
Aya	1	2	1
Aisha	1.5	3	1.5
Alaa	2	2.5	0.5
Saria	2	3.5	1.5
Sireen	2.5	4	1.5
Hibaw	3	3.5	0.5
Halaj	2	2.5	0.5
Farah	1	1.5	0.5
Hajar	3	4	1
Rana	2	3.5	1.5
Fawz	1.5	3	1.5

|			
Hibah	2.5	3.5	1
Rayann	2	3.5	1.5
Mariam	3.5	4	0.5
Average			1

As shown in the above table, the training in peer response improved the students'

writing quality. The difference in scores between the first and the second drafts also

demonstrates that the writing quality improved from the first to the second draft, with an

average improvement of 1. This 1 point difference in the degree of improvement is

considered to be the result of the training in peer response.

Finally, a one-on-one interview with the students was carried out as a triangulation

technique. The interview was recorded and analyzed. The following questions were asked

during the interview (Some questions are based on Hu's study, 2005)

1. Did you find your peer's response useful?

2. Did you use the comments made by your peer in revising your first draft?

3. Was peer response training beneficial to you? How?

4. Do you think peer response is a positive or a negative activity? Why?

5. Do you think that responding to your peer's essay helps you as a writer? Why or

    why not?

6. Would you like your teacher to use peer response in all your writings?

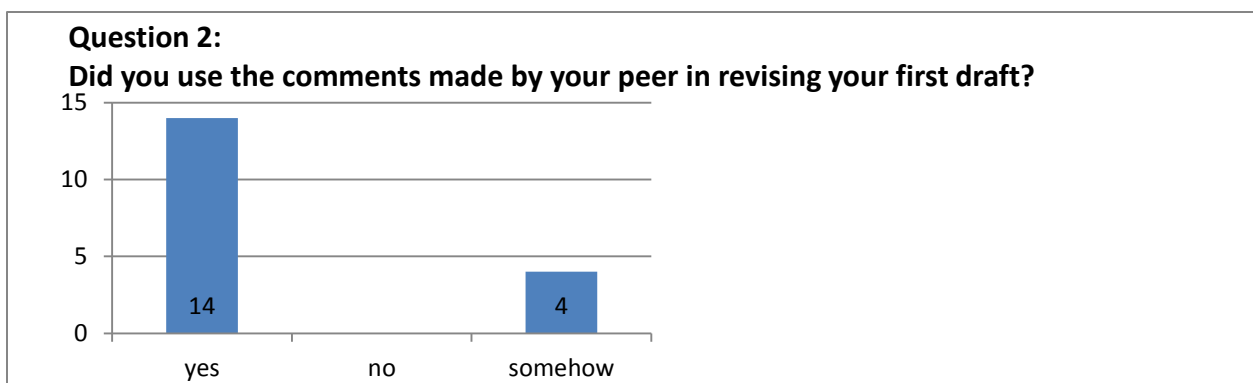7. Do you feel that you need more practice to do peer response again?

In analyzing the interviews, the questions were tackled one by one, and all the answers of the eighteen students were used in a graph and analyzed qualitatively. The question items and the quantitative and qualitative analysis of these questions are shown below.

Graph1.1:

Question 1: Did you find peer response useful?

	Yes	No	Somehow
Count	14		4
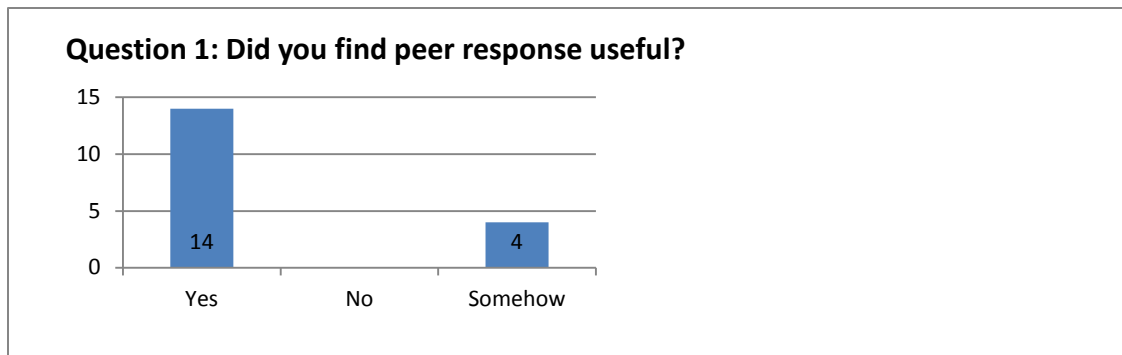
This graph shows that 14 students out of 18 found peer- response effective to them, whereas only 4 students found that peer- response is somehow helpful to them. They explained that some of their peers' comments weren't clear enough or simply didn't make sense.

Graph1.2:

Question 2:
Did you use the comments made by your peer in revising your first draft?

	yes	no	somehow
Count	14		4

Again 14 students incorporated their peers' comments in their second drafts, whereas only 4 students incorporated some of their peers' responses. The students who replied that they somehow incorporated their peers' responses explained that sometimes they disagreed with their friends' suggestions and therefore didn't accept them all.

Graph 1.3:

Question 3: Was peer response training useful to you?
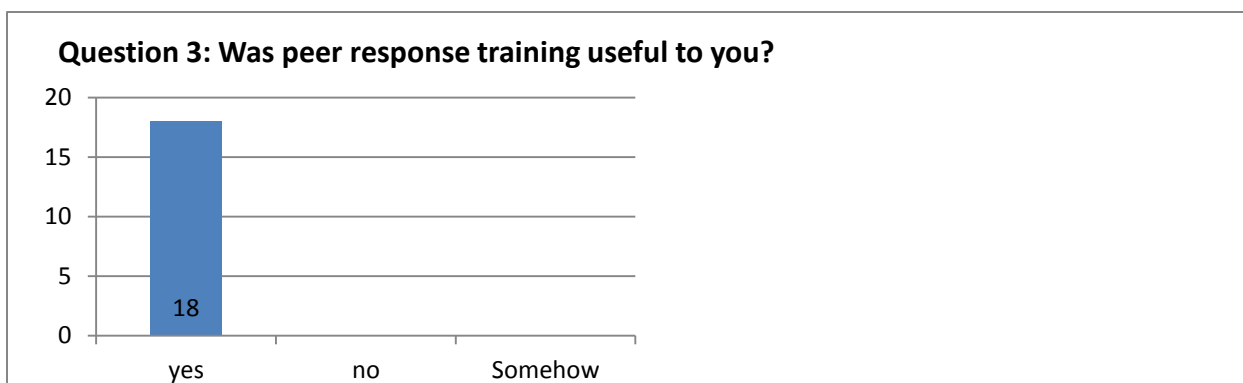
All students commented that the peer- response activity was useful to them. They explained that they had learned how to give meaningful and helpful feedback, and that it also helped them identify common errors, mistakes, or problems in writing and therefore avoid them in their own writings. One student, Hala, even added that it helped her look beyond the sentence level and focus more on the ideas.

Graph 1.4:

Question 4: Do you think peer rsponse is a positive or a negative activity?
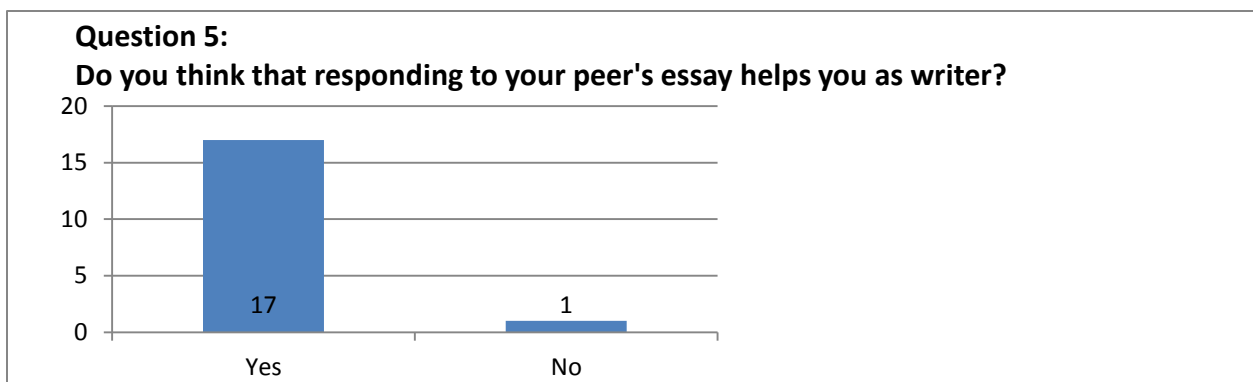
Positive: 17
Negative: 1

.
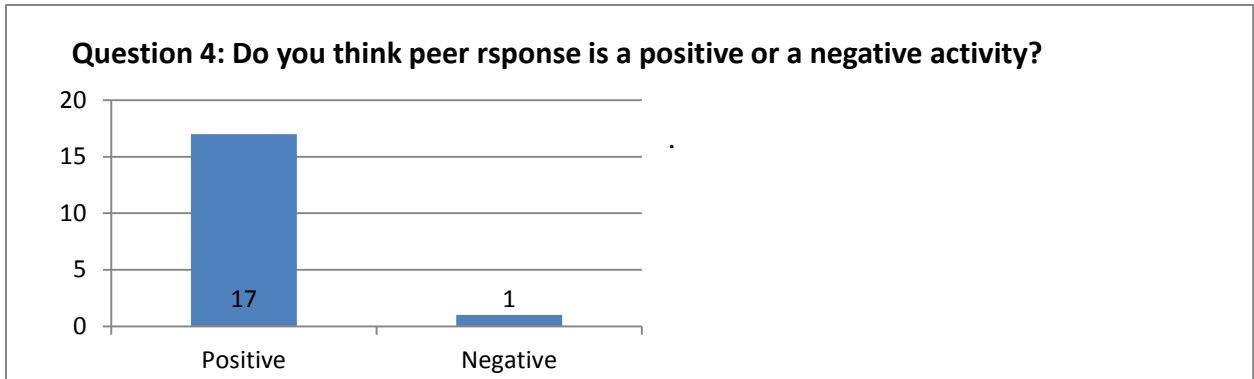
Seventeen students expressed that peer- response is a positive activity since it helped

them to become better writers; and that the next time they write, they will be aware of their

mistakes and avoid them. Only one student expressed that it was a negative experience for

her because she didn't feel comfortable exchanging her essay and having others read her

work and point out her problems because it made her feel very weak in English.

Graph 1.5:

Question 5:
Do you think that responding to your peer's essay helps you as writer?

Yes: 17
No: 1

Almost all students acknowledged that peer response helped them in reviewing their work and increased their awareness of the common problems they and their peers have, and therefore avoid them in the future. Some even added that it increased their sense of audience and used connectors, elaborated more, and added examples when needed to make their ideas clearer and organized. However, one student couldn't think how peer response can help her as a writer.

Graph 1.6:

Question 6:
Would you like your teacher to to use peer response in all your writings?

Yes	13
No	5
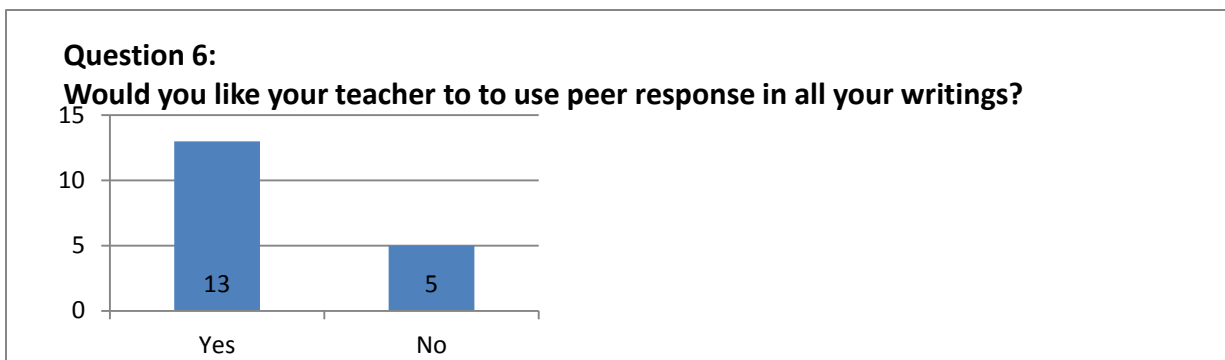
The five students who answered "no" explained that sometimes the comments are not helpful while others don't like their peers to read and comment on their work. Some said that it becomes unnecessary after a certain number of times because at some point they can review their own work independently.

Graph 1.7:

Question 7:
Do you feel you need more practice to do peer response again?

Yes	10
No	8
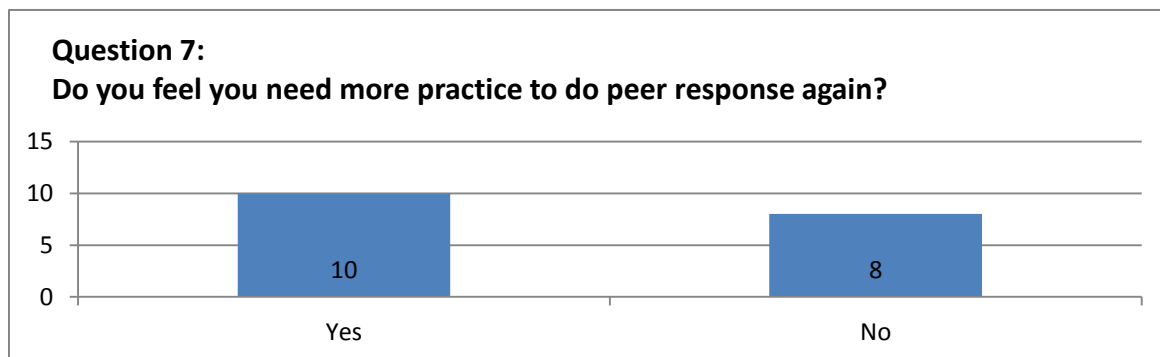
Ten students considered that they need more practice to implement the peer response activity; however, eight students considered that they required sufficient training that enables them to perform peer response again.

In this chapter, I reported the results of the study which highlight the effect of peer response on improving students' revisions and enhancing their ESL writing. Moreover, the results of the changes that the students have undergone in their second drafts, the outcomes of their second draft writing scores, and the analysis of the interview triangulate the findings, which revealed that peer response has a positive effect on students' ESL linguistic skills. The following chapter will embrace the discussions related to the study outcomes to check if the results concur with the literature review.

<center>**Chapter Five**</center>

<center>**Discussions**</center>

This action research aims to answer the following questions: 1) How does training students in peer - editing affect their revision types in the ESL writing classroom? 2) Does training in peer- editing affect students' ESL writing quality?

The Effect of trained Peer- Response on Students' Revision Types

According to the first question that tackles the effect of trained peer-editing on students' revision types, the results of this action research revealed that the participants made more meaning changes (58%) compared to the surface changes (43%) in their second drafts after receiving training sessions in peer- editing. Moreover, they made more macrostructure changes (33.4%) in comparison to the microstructure changes (24.6 %).The results of this study concur with the findings of Berg (1999); Miao, Richard & Yu (2006); and Min (2006) which illustrated that students made more meaning changes than surface changes in their revisions.

On the other hand, some research studies contradict with the study's findings on the type of revisions that students have undergone intheir second drafts after the peer- editing. In Conor & Asenavage's study (1994), it was found that the students made both surface and meaning changes in equal proportions after performing thepeer feedback. Even more contradicting is the study conducted by Ting & Qian (2010) and Paulus (1999) who illustrated that after applying the peer- editing activity in their ESL writing classes, the participants made more meaning changes compared to the surface changes. Conor &

<center>45</center>

Asenavage (1994) explained that the reasons why their participants didn't produce meaning changes more than surface changes may be related to the insufficient training or instruction on revisions and peer response. This same suggestion is stated by Berg (1999) who explained that her participants made more meaning changes than surface changes due to the fact that " appropriate training can lead to more meaning- type revisions, which in turn may result in better quality writing in a second draft" (p. 230).

Moreover, we can't forget that the culture of the students affects their revisions. According to Hu (2005), "L2 students from collectivist cultures, e.g. Chinese students, may refrain from giving constructively critical comments to avoid tension and disagreement and to maintain interpersonal harmony" (p. 326). This may be the reason why Ting & Qian's (2010) ESL Chinese students made mostly surface level changes.

The Effect of Trained Peer- Response on Writing Quality

The results of this study revealed that there has been a positive relation between training ESL students in peer- editing and writing quality. The results of this study concur with the findings of Huff & Kline (1987), Stanley (1992), Nelson & Murphy (1993), Mendonça & Johnson (1994), Berg (1999), Paulus (1999), Schmid (1999), Stemper (2002), Hansen & Liu (2002; 2005), Rollinson (2005), Min (2006), Villamil & de Guerrero (2006), and Ting & Qian (2010) who emphasize that peer- editing improves students' writing , provided that sufficient training is given to the student writers.

All the above researchers have realized that training ESL students in peer –editing enhances their linguistic skills and improves their writing quality. This is because when student

writers practice editing and evaluating their peers' texts, they will consequently develop self- evaluation skills in writing and thus become better writers themselves (Rollinson, 2005). Furthermore, Ting and Qian (2010) emphasize this idea by stating that "by reading others' writing as critical readers, students could become more critical readers and revisers of their own writing" (p. 88).

Moreover, Liu and Hansen (2002) stress that training students in peer- editing improves their ESL writings since it allows them to "focus more on content and rhetorical" issues and provides them with opportunities to negotiate ideas and comment on their peers' written texts, fostering their awareness of how and what to review, and thus empowering them with the sufficient skills to become better reviewers of their own writing (p. 26).

<u>Analysis of the Interview Regarding Students' Perceptions about the Effect of Peer-Editing</u>

To summarize the students' responses in the semi- structured interview, it seems that there was a consensus that the peer- response activity was helpful, useful, and effective to the student writers. Students expressed that they had benefited from this activity since it helped them become aware of the common mistakes in the ESL writing, which they will avoid later in their future written texts. Zainab exclaimed that: "peer editing is positive because it helps people to be better in writing and to know how to avoid the common mistakes". This issue is advocated by Tsui & Ng (2000), Hu (2005), Rollinson (2005), Villamil & de Guerrero (2006), and Ting & Qian (2010).

Moreover students stated that the peer-response activity helped them look beyond the sentence structure and focus on the organization of the ideas and on the content of the text, thus providing them with a sense of audience. Hiba commented that the peer- editing activity helped her "order the ideas using the PACO technique", focusing on the purpose, audience, content, and organization of the text. Lui & Hansen (2002) agree on this point and assert that the "revisions based on peer feedback were better in content, organization, and vocabulary". Diab (2010) adds that peer- editing reduced students' rule- based language errors, which encompass subject/ verb agreement and pronoun agreement errors.

However, it was clear from the interviewees' responses that some, especially those who are weak in English, were worried about their friends reading their own written texts since they were afraid that their peers might make fun of them or criticize them negatively. This attitude that is reflected by students is tackled by Hu (2005) who illustrates that "some student writers fear being ridiculed by their peers for language problems" (p. 326).

Other students especially who are proficient in English, expressed that they were concerned about implementing their peers' suggestions in their second drafts because they believe that the reviewers are weaker than them, so they disregarded the comments that didn't make sense to them and accepted only the meaningful ones. Alaa stated that she disregarded some of her friends' comments, saying that she "didn't find them necessary to put". According to Lui & Hansen (2002), when students are selective in choosing their friends' comments, " this is positive , since the goal of any writing class, and any activities within the writing class, is to help students become independent decision makers" (p. 25).

As for the training sessions that students had received before applying the peer-response activity with their friends, the interviewees asserted that it was important to them, and that most of them explained that they need more practice to better implement the peer response activity in the ESL class. Stanley (1992), Berg (1999), Hansen & Liu (2005), Hu (2005), Rollinson, (2005), and Min (2006) emphasize the importance of training students in peer- editing in order to reach the best outcomes from this collaborative, interactional activity.

The previous results were triangulated with interview results. The researchers agreed that revisions were major causes of improvements because such revisions enhanced sufficiency, relevance, and organization of information, thus improving the quality of texts. Hence, the questions and the analysis of the interview triangulate the findings of this research study and demonstrate that training students in peer response is effective.

The last chapter encompasses the final conclusion of the study that includes a general summary. In addition, it spots the light on the implications and limitations of this action research.

Chapter Six

Conclusion

A new image of writing has emerged in the late seventies, focusing on the process in which writing takes place rather than on its final version or product (Lui & Hansen, 2002). Consequently, writing has undergone many recursive, multiple- draft stages including pre-writing, drafting, revision, and editing. This makes feedback in the revision stage a crucial intervention to enhance students' writing. Since peer- editing has been acknowledged for its myriad benefits on the social, affective, and linguistic levels in the ESL writing classroom, it becomes urgent for ESL teachers to implement this activity as a way to foster their students' acquisition of the second language.

Moreover, Ferris (2003) states that many studies have been conducted based on the characteristics of peer-feedback and on the students' attitudes towards it, yet few studies have related these aspects to students' revision types after peer review, and even fewer are the studies that link the characteristics of peer- feedback to its impact on students' later writings. So, there is a gap in the literature regarding triangulated projects that investigate the characteristics of peer- feedback and its outcomes. Thus, this study aims to bridge the gap by analyzing students' revision types that are undertaken after peer- review, the effects of peer- editing on students' writing quality, and students' attitudes towards peer- feedback.

As a result, this action research investigated the effect of training students in peer-editing and its impact on revision types and writing quality in an ESL Lebanese context. Eighteen female students in grade eight participated in the study. The results were achieved

based on analyzing three components: the number of meaning and surface changes that were done after peer- editing, the writing quality of the second draft, and the results of the students' interviews. The collected data helped triangulate the findings, so that the results can give a better insight to the practice of teaching peer- editing.

What is interesting about the findings in this study is that the training in peer response made the students make more meaning revisions rather than surface revisions. These meaning revisions change the gist of the meaning in the writings, and thus improve the students' writing quality. This is in line with the works of Berg (1999), Lui & Hansen (2002), Miao, Richard & Yu (2006), Rollinson (2005), and Min (2006).

Furthermore, this research also proves that training in peer response positively affects the writing quality of the students' second drafts. That is, the trained students' second drafts improved due to the training in peer response. These results are in line with other research studies Huff & Kline (1987), Stanley (1992), Nelson & Murphy (1993), Mendonça & Johnson (1994), Berg(1999), Paulus (1999), Schmid (1999), Stemper (2002), Hansen & Liu (2002), Rollinson (2005), Min (2006), Villamil & de Guerrero (2006), and Ting & Qian (2010) , and they support the theoretical view that is expressed in the literature that training is important for successful peer response . Moreover, Connor and Asenavage (1994) suggest that "more extensive and specific peer response training with follow-up should be implemented" (p. 267). Therefore, the present study highlights the effectiveness of trained peer response on ESL students' writing quality and revision types.

Implications of the Study:

Given the obvious complexity of the process approach to writing that includes recursive stages of pre-writing, drafting, and revising, researchers should continue to conduct studies in order to develop a full understanding of the writing process as a whole. To theory, I think based on the studies that I summarized, more research is still needed in the field of peer review to investigate some new aspects of the effects of peer response other than the affective benefits, especially the role of training students in peer response and its effects on revision types and writing quality.

To practice, this study will give teachers insights into training procedures that can be implemented in a process-approach writing ESL classroom. It will also provide a training procedure which is more or less similar to the training in other research. Ferris (2003) summarized the guidelines for peer feedback to help bring upon the positive outcomes of peer- editing in the ESL writing classroom. According to her, teachers should: "1- utilize peer feedback consistently 2- explain the benefits of peer feedback to students 3- prepare students carefully for peer response 4- form pairs or groups thoughtfully 5- provide structure for peer review sessions 6- monitor peer review sessions 7- hold students responsible for taking peer feedback opportunities seriously" (p. 165).

Still however, this research study opens up a number of areas for further investigation. My recommendation is that more studies should be done to investigate the different aspects of peer response training to find out the best program for training ESL students in peer response along different levels of proficiency. Also, longer studies should

be made with follow-up to discover what takes place during this underpinning stage of the writing process. In addition, more studies should investigate whether increasing the training sessions, the instruction of meaning level- based revisions, or the treatment period could affect students' revision types and improve their writing quality. Most importantly, ESL teachers and teacher trainers should always keep in mind that given the obvious complexity of the process approach to writing that includes recursive stages of pre-writing, drafting, and revising, researchers should continue to conduct studies in order to develop a full understanding of the writing process as a whole.

The limitations of the Study:

Since the study is conducted in one school on a small sample (18 participants), this implies that more research should be done to underpin the results.

Final Wrap Up:

Some teachers believe that the implementation of the peer- editing procedure in their ESL writing class is a waste of time and energy since it is difficult for students to edit properly for their friends. However, if students receive sufficient training in peer- editing, they will be able to pinpoint the common writing errors in their peers' written texts, which makes them become better evaluators as readers, and later avoid these mistakes in their own writings; thus becoming better readers and writers of their own writing (Rollinson, 2005). Moreover, peer- editing provides opportunities for students to negotiate ideas collaboratively with their peers, thus enhancing their second language writing and fostering the acquisition of their L2 linguistic skills in an inspiring and motivating classroom

environment (Lui & Hansen, 2002). All these reasons make the peer- editing activity an

essential component in the second language writing classroom that is worth all the effort

exerted by the ESL teachers.

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Guidance Sheet for Reviewing Multiple-Paragraph Essays
(Based on the work of Min, 2006)

1. Read the introductory paragraph. Is there a thesis statement toward the end of the introduction?
Does the thesis statement contain main ideas? How many main ideas are there? Please underline the thesis statement and mark 1, 2, or 3 on each main idea. Are these main ideas at
the same level of generality? Are they sequenced in accordance with importance? If you cannot find a thesis statement, drawing on what you have read so far, what do you expect to read in the following paragraphs? Summarize it in one sentence and show it to your partner.

2. Now read the first few sentences in the second paragraph. Did the writer write according to
your expectation(s)? If not, what did the writer write instead? Do you think that writer was sidetracked? Go back to the thesis statement to make sure that you understand the main ideas.
Did the author talk about the first main idea in the thesis statement? If not, remind him/her that
he/she should. Are there any concrete examples or explanation in this paragraph to support the
main idea? Are they well balanced (in terms of sentence length and depth of discussion)? Are
they relevant and sequenced properly? Is there any direct quotation or paraphrased information
in this paragraph? Is the quotation supporting the argument the writer has made? Check the original source if your partner wrote a paraphrase to make sure that the paraphrase reflects accurate information.

3. Read the first sentence of the third paragraph. Did your partner use any transitions to connect
this paragraph with the previous one? If not, can you suggest one? Is there a topic sentence that
corresponds to the second main idea in the thesis statement? Make a suggestion if there is not.
Are there any concrete examples or explanation in this paragraph to support the main idea of
this paragraph? Are they well balanced (in terms of sentence length and depth of discussion)?
Are they relevant and sequenced properly? Is there any direct quotation or paraphrased

information in this paragraph? Is the quotation supporting the argument the writer has made?
Check the original source if your partner wrote a paraphrase to make sure that the paraphrase
reflects accurate information.

4. Read the first sentence of the fourth paragraph. Does this paragraph connect well to the previous one? If not, can you suggest a sentence connector? Is there a topic sentence that corresponds to the third main idea in the thesis statement? Make a suggestion if there is not. Are there any concrete examples or explanation in this paragraph to support the main idea of
this paragraph? Are they relevant and sequenced properly? Did your partner use pronouns and
paraphrase to avoid repetition? Is there any direct quotation or paraphrased information in this
paragraph? Is the quotation supporting the argument the writer has made? Check the original
source if your partner wrote a paraphrase to make sure that the paraphrase reflects accurate information.

5. Read the conclusion. Does it begin with a restatement (but different wording) of the thesis
statement? If not, suggest one. Does the conclusion move to more general statements on the topic as a whole? Does the conclusion contain too much irrelevant information to the thesis statement? If yes, make a suggestion.

6. What did you learn from reading this essay, either in language use or content? Is there anything nice you want to say about this essay? Are there any grammatical errors or inappropriate word usage?

Appendix B: Definitions and Examples of the Four Training Steps (Based on the work of Min, 2006)

Step	Definition
1. Clarifying the Writer's Intention	Reviewers try to get further explanation of what writers have said or what is not clear to them in the essays (e.g., an unknown term, an idea)
2. Identifying the Problem	Reviewers announce a problematic word, phrase, sentence or cohesive gap
3. Explaining the nature of the problem	Reviewers explain why they think a given term, idea, or organization is unclear or problematic, which should or should not be used
4. Making specific suggestions	Reviewers suggest ways to change the words, content, and organization of essays

Appendix C: Faigley & Witte's Taxonomy of Revision Types

Taxonomy of Types of Revisions			
Surface Change		Text-based Change	
Formal Changes	Meaning-Preserving Changes	Microstructure Changes	Macrostructure Changes
Additions	Additions	Additions	Additions
Deletions	Deletions	Deletions	Deletions
Substitutions	Substitutions	Substitutions	Substitutions
Permutations	Permutations	Permutations	Permutations
Distributions	Distributions	Distributions	Distributions
Consolidations	Consolidations	Consolidations	Consolidations
Reordering	Reordering	Reordering	Reordering

Score 5

An essay at this level largely accomplishes all of the following:

- effectively addresses the topic and task
- is well organized and well developed, using clearly appropriate explanations, exemplifications, and/or details
- displays unity, progression, and coherence
- displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors

Score 4

An essay at this level largely accomplishes all of the following:

- addresses the topic and task well, though some points may not be fully elaborated
- is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications, and/or details
- displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections
- displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form, or use of idiomatic language that do not interfere with meaning

Score 3

An essay at this level is marked by one or more of the following:

- addresses the topic and task using somewhat developed explanations, exemplifications, and/or details
- displays unity, progression, and coherence, though connection of ideas may be occasionally obscured
- may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning
- may display accurate but limited range of syntactic structures and vocabulary

Score 2

An essay at this level may reveal one or more of the following weaknesses:

- limited development in response to the topic and task
- inadequate organization or connection of ideas
- inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task
- a noticeably inappropriate choice of words or word forms
- an accumulation of errors in sentence structure and/or usage

Score 1

An essay at this level is seriously flawed by one or more of the following weaknesses:

- serious disorganization or underdevelopment
- little or no detail, or irrelevant specifics, or questionable responsiveness to the task
- serious and frequent errors in sentence structure or usage

Score 0

An essay at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

Appendix E: The Interview Questions (Based on the study of Hu, 2005)

1. Did you find your peer's response useful?

2. Did you use the comments made by your peer in revising your first draft?

3. Was peer response training beneficial to you? How?

4. Do you think peer response is a positive or a negative activity? Why?

5. Do you think that responding to your peer's essay helps you as a writer? Why or why not?

6. Would you like your teacher to use peer response in all your writings?

7. Do you feel that you need more practice to do peer response again?

Appendix F: The Transcriptions of the Interviews

Alaa's Interview:

Teacher: Did you find your peer's response useful?

Alaa: Yes…

Teacher: Did you use the comments made by your peer in revising your first draft?

Alaa: Not all.

Teacher: Not all of them! Why?

Alaa: Because some of them I remember and some I didn't find necessary to put. [The teacher rephrases what was said, "You think that what you wrote was better than the suggestions given."]

Teacher: Was peer response training beneficial to you? How?

Alaa: Yes it was helpful and beneficial…

Teacher: Let's see. Do you think peer response is a positive or a negative activity? Why?

Alaa: Both.

Teacher: It has some negative points and positive points! How? Can you explain more, please? Let's begin with the positive points…

Alaa: Correcting to others will benefit from her friend in her writing or her ideas.

Teacher: You said before that there were negative points. Now, you've changed your mind or you still think that there are some negative points?

Alaa: Some negative points?!

Teacher: It seems that you didn't understand the question at first, right?

Alaa: Maybe.

Teacher: So are there some negative points, or shall we move on?

Alaa: Move on. [Laughs]

Teacher: We'll move on. OK. Do you think that responding to your peer's essay helps you as a writer? How?

Alaa: As a writer?! Um…yes, by getting nice ideas about the topic … and order my details and make it clear to … um… the correct one (she probably means the peer responding on her work) understands what I want to talk about.

Teacher: Would you like your teacher to use peer response in all your writings?

Alaa: Yes.

Teacher: Do you feel that you need more practice to do peer response again?

Alaa: Yes because it wasn't enough…

Teacher: Thank you very much.

Farah's Interview

Teacher: Did you find your peer's response useful?

Farah: Not very much.

Teacher :   Did you use the comments made by your peer in revising your first draft?

Farah: Yes, I used some comments.

Teacher: Was peer response training beneficial to you? How?

Farah: Yes, to find things such as being specific. It helped communicate better and put my ideas in order.

Teacher :   Do you think peer response is a positive or a negative activity? Why?

Farah: It's a good activity because it improved my writing.

Teacher: Do you think that responding to your peer's essay helps you as a writer? Why or why not?

Farah: It's good because it taught me to find my own mistakes.

Teacher: Would you like your teacher to use peer response in all your writings?

Farah: Yes.

Teacher : Do you feel that you need more practice to do peer response again?

Farah: Yes, I need more practice.

Teacher: Thank you.

Farah: Welcome.

Hala's Interview

Teacher: OK Hala. We are going to begin with the interview. Did you find your peer's response useful?

Hala: Yeah, I actually found it useful because it helped me in my paragraph, in my essay: how we make it, and how we don't have any mistakes inside the paragraph.

Teacher: OK**.** Did you use the comments made by your peer in revising your first

draft?

Hala: Yeah, I used them… And they were really useful.

Teacher: Was peer response training beneficial to you? Was the training helpful? Did it help you learn new things, and how?

Hala: Yeah, it let my point of view go to other places than the beautiful sentences and it made me go to where are my mistakes; and this helped me so much and I did better in the next paragraph.

Teacher: In the second draft!! Do you think peer response is a positive or a negative activity? Why?

Hala: It's a positive activity. It helps all the students in a good way.

Teacher: How? What do you mean by good way?

Hala: How!! Good way!! [Laughs] It helped us to organize our paragraphs; it helped us to be aware of our mistakes; not to make them again and again and again, and it helped us how we correct our mistakes when we were making reviewing for our paragraphs.

Teacher: OK. Do you think that responding to your peer's essay helps you as a writer?

Hala: Yeah, it helped me because I remembered what we said in the class and I wrote them on the paper and then I corrected the passage, and I saw what are the mistakes that I usually do; I put for them the examples of what you did for us and it was so useful for me..

Teacher: Yeah, good. Would you like your teacher to use peer response in all your writings?

Hala: Yeah it's better because we see where are our mistakes not just underlining … it gives us another example to put it inside the paragraph and that's really helpful.

Teacher: Do you feel that you need more practice to do peer response again? Or you think that what we did in class was enough?

Hala: No, we should make more because from my point of view, it seems that we

need a lot of writing practice because last year and the years before we

didn't take this activity, and it helped us now really good.

Teacher: Really well!! OK.Thank you very much.

Hiba K's Interview

Teacher: Did you find your peer's response useful?

Hiba K.: Yes, it was very useful to me…

Teacher: Did you use the comments made by your peer in revising your first draft?

Hiba K.: Yes, I corrected my mistakes by it peer like not ordering the ideas and like

grammatical mistakes and putting the main ideas, being specific and like that.

Teacher: OK, good. Was peer response training beneficial to you? How?

Hiba K.: Yes, it was helpful like a beginning step to write and to correct my mistakes.

Teacher: Do you think peer response is a positive or a negative activity? Why?

Hiba K: It's a positive activity because it helps us to be better in writing.

Teacher: How does it improve your writing? What do you think you have learned?

Hiba K.: How to order the ideas and using the PACO technique. [The teacher states what

the acronym stands for; P: purpose; A: audience; C: content; O: organization]

Teacher: Do you think that responding to your peer's essay helps you as a writer? Why or

why not?

Hiba K.: It helps me to focus when I'm writing what I will do, and I must think of my

reader…

Teacher: Would you like your teacher to use peer response in all your writings?

Hiba K.: Yes to know what is my wrong way to write and the mistakes…

Teacher: Do you feel that you need more practice to do peer response again?

Hiba K.: No, it was enough.

Teacher: OK.Thank you.

Mariam's Interview

Teacher: Did you find your peer's response useful?

Mariam: Yes.

Teacher: Did you use the comments made by your peer in revising your first draft?

Mariam: Yes.

Teacher: Was peer response training beneficial to you? How?

Mariam: Yes, I learned more and in the next draft I had fewer mistakes.

Teacher: What did you learn in the training? What did you learn with me and from what we did together?

Mariam: How to order the details, put more examples, and be more specific.

Teacher: Good. Do you think peer response is a positive or a negative activity? Why?

Mariam: Positive.

Teacher: Do you think that responding to your peer's essay helps you as a writer? Why or why not?

Mariam: Yes because I learned from my mistakes and others' mistakes.

Teacher: Would you like your teacher to use peer response in all your writings?

Mariam: Yes, of course.

Teacher: Do you feel that you need more practice to do peer response again?

Mariam: No.

Teacher: Thank you.

Samira's Interview

Teacher: Did you find your peer's response useful?

Samira: Yes.

Teacher: Did you use the comments made by your peer in revising your first draft?

Samira: Yes.

Teacher: Was peer response training beneficial to you? How?

Samira: Yes …because many times I don't know how to make feedback for any person, so now I can make a feedback for any student…

Teacher: Do you think peer response is a positive or a negative activity? Why?

Samira: Positive…maybe I will not know my feedback on my paper, so we exchange the papers so the other student can know the student's feedback… maybe I will not have a feedback for my paper.

Teacher: Maybe you won't be able to find these problems in your essay; someone else can find them for you. Thank you, that's good. Do you think that responding to your peer's essay helps you as a writer? Why or why not?

Samira: Sure because when I write a feedback maybe I am thinking of my audience and this helps me by knowing how other people make mistakes ...

Teacher: So what you're trying to say is that when you respond to your friends work and when find his/ her errors, mistakes or problems you avoid doing them when you are writing…

Teacher: Would you like your teacher to use peer response in all your writings?

Samira: No, not all the time because maybe …um… three times is enough because they

… until I know my mistakes.

Teacher: So you think that after I certain time you wouldn't need peer response

anymore…

Samira: Yes because I will know my mistakes and I will never repeat them.

Teacher: OK, good. Do you feel that you need more practice to do peer response again?

Samira: Yes.

Zainab's Interview

Teacher: Did you find your peer's response useful?

Zainab: Yes, I found peer response do useful.

Teacher: Did you use the comments made by your peer in revising your first draft?

Zainab: Yes, I used them.

Teacher: Was peer response training beneficial to you? How?

Zainab: Yes, it helped me to know my mistakes that when I correct my friend's one I

knew that there's a mistake and I tried in the second draft to …um…

Teacher: When I say training I mean before exchanging the papers; what we did together.

Zainab: Yeah, it helped me because I knew … the common mistakes that we all do and I

tried to … avoid them.

Teacher: Do you think peer response is a positive or a negative activity? Why?

Zainab: It's a positive one because it helps students and it helps people to be better in

writing and to know how to …avoid these mistakes in writing and it will help

them in writing.

Teacher: Do you think that responding to your peer's essay helps you as a writer? Why or why not?

Zainab: Yeah, it helped me because I knew the things that I do because my mistakes are similar to my friends' mistakes that way I avoid in the next draft to make these mistakes.

Teacher: Would you like your teacher to use peer response in all your writings?

Zainab: Yeah …

Teacher: Do you feel that you need more practice to do peer response again?

Zainab: I think I need more …until I can finally make it without peer response.