

Feedback: all that effort, but what is the effect?

Teacher and peer feedback

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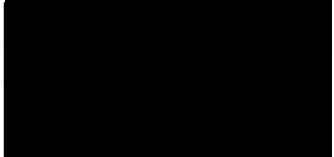
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DEDICATION

I dedicate my humble work to

Every inspiring teacher/professor who would leave a print in his/her student's life

Every faithful friend who would support, motivate and reach out to his/her pal

Every devoted parent who would set a model of unconditional love and dedication

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ABSTRACT

Feedback plays a central role in writing development. The immense studies conducted on the effectiveness of teacher feedback and peer feedback have resulted in inconsistent findings. While some found that teacher and peer feedback were futile and induced little revision, others found that they did enhance students' writing skills. This research project reported on the study of the effect of teacher and peer feedback in writing among 10th grade secondary L2 students in one private school in Lebanon. Moreover, it examined students' perception toward teacher and peer feedback. Both quantitative and qualitative data were obtained and triangulated. A content analysis of three writing essays was applied. A pre-post questionnaire was addressed to L2 students to analyze their perceptions toward teacher and peer feedback. The interviews with the L2 learners identified the role of peer and teacher feedback. A classroom observation revealed the features of peer interaction. Findings showed that teacher feedback was preferred to peer feedback. No statistically significant data was obtained concerning the impact of teacher and peer feedback on the writing quality. The implications of the findings of this study for the writing teacher were also discussed.

Key words: teacher feedback, peer feedback, process writing, revision, secondary students

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Chapter 1

Introduction

Need for the study

Setting (1): A high school English classroom. Mrs. Thomas has just returned the papers of the class as the bell rings. Students file out of the classroom with their essays. As the last of them leaves, Mr. Bell, another English teacher, enters.

Mr. Bell: Sue, how are things going?

Mrs. Thomas: Okay I guess. I am just getting frustrated with these kids. I am making the same comments on their writing with every paper. We have been working on thesis statement and supporting details all term, and they just aren't getting it. That is all I seem to respond to. I don't know what else to do.

Setting (2): Hallway, outside of Mrs. Thomas's class. Two students head toward the cafeteria, having just gotten their papers back from Mrs. Thomas.

Tom: How did you do?

Tia: A "C" like always. She says the same thing on every paper. "Unclear thesis statement". What the heck is a thesis statement?

Tom: Yeah, I know what you mean. She has been writing "Support" next to my paragraphs most of the year, but look how long this paragraph is – it has lots of support. She has never really gone over any of this stuff with us. And what does "awk" mean anyway? (Bardine, Bardine & Deegan, 2000, p. 94; Kazem, 2005).

The scene above has been and is very common in many high schools. Many teachers feel ineffective due to their inability to reach some students and students feel powerless in the writing

classroom. Grading and responding to students' paper is considered one of the toughest sources of tension a writing teacher might face (Bardine et al., 2000).

Statement of the problem

Effective feedback plays an important role in motivating further learning as it informs learners about the degree of their learning or their needs for improvement (Hyland & Hyland, 2006b). Effective feedback is essential for improving both teaching and learning. Butler and Winne (1995) (cited in Topping, 2009) argued that feedback serves several functions; to confirm presented information, attach new information, spot errors, correct errors, develop conditional application of information, and aid in restructuring a wider theoretical schemata. While in the writing context good feedback practice has the following characteristics: it simplifies what good performance is, assists the development of self-assessment, communicates high-quality information to student about learning, encourages teacher and peer cooperation, fosters motivation and self-esteem; enables the students to close the gap between the actual and the desired performance; and motivates teachers to modify and improve their teaching practices (Carless, Joughin & Lui, 2006 as cited in Lee, 2007).

Most experienced writing teachers know that providing feedback to their students is the most time-consuming, thankless, problematic and challenging pedagogical device (Ferris, 2003; Hyland & Hyland, 2006a; Goldstein, 2006). First of all, teachers have the authority of their institution behind them, with its power to pass or fail the student (Hyland & Hyland, 2000). Anson specified that teachers' response is mainly defined by their belief system which is the result of the personal and social construct (as cited in Hyland, 2001). Teachers' response may be influenced by many other factors, the language ability of the students, task type, and the stage at which the feedback is given (Hyland & Hyland, 2001).

Additionally, changes in writing pedagogy and insights gained from research studies have altered feedback practices giving it a variety of tools such as, teacher written comments, peer feedback, writing workshops, oral-conferences, or computer-delivered feedback. This wide diversity of assessment forms have enormously modified the given response (Ferris, 2003; Hyland & Hyland, 2006b).

Moreover, Leki (1990) specified different roles teachers play when responding to students' writings: the reader, proofreader, facilitator, gatekeeper, coach and evaluator. Besides, teachers have to evaluate students' writings through many aspects such as cohesion, organization, style, content, vocabulary use, grammar use and so on (Hyland, 2003). Teacher's comments should cater students' personal, affective, social, cognitive, and academic needs (Hyland, 2000). At the end, L2 writing teachers in their written comments need to justify their evaluation (Hyland & Hyland, 2001). Although responding to students' papers is considered a challenge, providing feedback is highly emphasized as the most prominent factor in teaching L2 writing (Hyland & Hyland 2006b; Miao, Badger & Zhen, 2006).

The first problem that manifests itself in L2 writing classrooms is that the teacher is the sole audience of students' writings. Students hand in their first draft and receive their teacher's feedback in different forms: a holistic score, error correction or written commentaries. In general, students track the teacher's remarks to revise but ignore the ability of generating new ideas for revision. In Hyland's study (1998), students were found to incorporate only teacher's remarks in their subsequent drafts, thus leading only to short-term improvement and limiting the long-term development. Moreover, the second problem is that L2 writing teachers might suspect the validity and the effectiveness of correcting students' works especially when "the mistakes in these essays keep on repeating themselves" (Miao et al., 2006). In order to provide different

responses and complement the teacher role in providing feedback, peer feedback is often suggested as a solution for L2 writing classrooms (Berg, 1999; Ferris & Hedgcock, 2005; Hyland & Hyland, 2006b; Min, 2006; Tsui & Ng, 2000). Literature has listed many beneficial positions in implementing peer feedback process in L2 writing classrooms.

Socially, peer feedback can increase the social pressure on students which would lead to a better performance. It was discovered that the concept that their papers are going to be judged by their peers motivated students whether at the elementary, secondary or college level to spend more time and efforts on their work (Gielen, Tops, Duchy, Onghens, & Smeets, 2010; Rollinson, 2005).

Peer feedback in its nature encourages interaction and collaborative dialogue. It also fosters highly-complex socio-cognitive interactions (Bruffee, 1984; Peterson, 2003; Rollinson, 2005).

Cognitively, research in higher education shows that students perceive peer feedback as more understandable and useful because students are working on the same affective, social, academic, metacognitive and cognitive level (Gielen et al., 2010; Topping, 1998). Teacher's written comments might be misinterpreted by students since teachers' comments might be based on the complexities of the subject demands. Many studies have revealed a mismatch between teachers and students views of feedback's potential for development (Hyland, 2000; Zamel, 1985). This is especially true in secondary classes where the intellectual distance is greater (Gielen et al., 2010).

Moreover, peer feedback is a useful pedagogical device that fosters learning and teaching of writing. Topping (1998, 2009) stressed that peer feedback yields cognitive benefits for both assessors concerning constructive reflection.

Linguistically, peer feedback is indicated as a writing pedagogy that fosters self- control to L2 learners (Lin & Chien, 2009; Hyland, 2000; Mendonca & Johnson, 1994). Students are empowered to practice their own autonomy in taking decisions of whether to incorporate their peers' comments or not.

Replying to peer corrections and giving suggestions grant students the opportunity to see similar weaknesses in their own writings (Lin & Chien, 2009). Students are allowed to read different perspectives on the same topic. Also, they are able to improve their self-assessment skills, and be equipped with the required skills of writing to make the attained progress (Lundstrom & Baker, 2009; Rollinson, 2005).

Recently it has been noted that peer feedback not only could provide extensive gains to the receiver, but also to the person giving and offering feedback. A study conducted by Lundstrom & Baker (2009) revealed that the givers who focused solely on reviewing peer's writing, made more significant gains in their writing than did the receivers, who focused only on how to use peer feedback (Lundstrom & Baker, 2009).

Competence in writing develops first from observing models and then becomes internalized in a series of skill levels. According to the self- regulatory theory, in the observation stage students would learn from teachers or their peers to pass to the self-controlled level and then to the self- regulatory stage. Thus, peer feedback, would be the indispensable step for students to become self- regulated learners (Helsel & Greeberg, 2007; Rollinson, 2005; Saito & Fujita, 2004; Topping, 2009).

It is evident that writers write for audiences, especially those that offer feedback. Peer feedback will provide L2 writers a genuine communicative context, authentic audience (Peterson, 2003). The audience will guide the writers to formulate their writings in accordance

with the demands of the audience. Peer audiences are generally more sympathetic than the judgmental teacher (Rollinson, 2005).

Another point in favor of peer feedback is that students are able to understand more the assessment system. Peer feedback has been cited by many researchers as an effective formative device of assessment for learning and of learning (Lee, 2007; Li, Liu & Steckelberg, 2010; Saito & Fujita, 2004).

Peer feedback even revealed positive results among special need students. Peer revision among students with disabilities revealed an increase in appropriate peer interaction, decreased writing apprehension and signs of internalizing cognitive-writing strategies (Kindzierski, 2009).

Despite the plethora of positive, supporting research, both instructors and students should be responsive as peer feedback does not always result in a positive interaction. Some researchers advocated that peer feedback is ineffective and that students incorporated teachers' feedback more than peer feedback in their revision (Miao, Badger & Zhen, 2006; Min, 2006; Tsui & Ng, 2000). Tsui and Ng' study (2000) on ESL secondary students in Hong Kong revealed that students incorporate higher percentages of teacher feedback than peer feedback because of the authoritative role teachers play. Connor and Asenavage (1994) suggested that peer feedback made only a marginal difference to student writing.

Based on earlier research findings, the effectiveness of peer and teacher feedback in enhancing writing competence needs to be further analyzed since the findings are debatable and inconclusive. Examining the effectiveness of peer and teacher feedback should elucidate the merits and demerits of this classroom assessment tool and dispel ungrounded belief.

Needless to say, students' attitude toward peer and teacher feedback is a vital factor to determine the effectiveness of peer and teacher feedback.

Purpose of the study

Very few studies have been conducted to investigate how peer review activity influences Lebanese students' English writing ability and to understand L2 students' perceptions toward peer feedback activity. The current study aims to investigate the influence of peer and teacher feedback on L2 writing and to examine Lebanese students' attitude concerning this formative pedagogical tool. The findings of the study can offer secondary writing teachers an alternative way to provide students feedback.

Research questions

In order to explore the effects of peer and teacher feedback in L2 writing in secondary classes, the study addressed the following three research questions:

1. To what extent do peer and teacher feedback influence students' writing?
2. Which type of feedback do teachers and peers focus on?
3. What are the students' and teacher's attitudes toward peer review activity?

Significance of the study

The study aimed at finding techniques that would serve to improve students' writing skills. The effect of better writing would lead to prepare students who would become better knowledge seekers and more confident (Leki et al., 2008).

The bulk of the studies conducted on the effectiveness of teacher and peer feedback have been done with university L2 learners (Diab, 2006; Kim, 2009; Lin & Chien, 2009; Miao et al., 2006). None of the studies on the effects of peer feedback was conducted on secondary Lebanese students. Diab (2005) studied Lebanese ESL students' preferences for error feedback. The study conducted by Diab (2008) was applied on university freshmen students. Most of the studies

about students' perception towards teacher feedback were on the part of error correction (Hadla, 2006; Kazem, 2004). Kazem (2004) examined the effect of teacher's error feedback on students' ability to self edit in L2 writing classes. Hadla (2006) investigated the existing error correction practices in three universities from both the teacher and the students' perspectives.

The researcher hopes the results of this study would provide educators and language teachers in Lebanon with evidence concerning the effectiveness of teacher and peer feedback in L2 writing classes.

Operational definition

Revision: It "is the process of making changes at any point in the writing, as the writer detects incongruities between the intended and the instantiated texts" (Faigley & Witte, 1981).

Teacher feedback: It is the process of providing some commentary on students' strengths and weaknesses, and suggests directions for improvement (Hyland & Hyland, 2006b). Teacher feedback would embrace holistic scores, error correction, corrective feedback, and teachers' written commentary on "local" and "global" error.

Peer feedback: It is used as an umbrella term to allocate what is normally referred to as "peer review", "peer editing", "peer assessment" or "peer response". "Peer feedback is the use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing" (Liu & Hansen, 2002, p. 1).

All in all, this chapter has revealed the cognitive, social, affective and linguistic effects of implementing peer feedback in the writing classrooms as an effective formative pedagogical tool. This chapter has presented the need for implementing this tool and the research questions to

be considered. The following chapter provides a review of related literature concerning both teacher and peer feedback. Moreover, it presents the students' general attitude toward teacher and peer feedback.

Chapter Two

Literature Review

This chapter includes three sections that review the literature related to feedback and writing quality. The first section deals with the theoretical framework or stances that support peer and teacher feedback. The second section discusses teacher feedback and students' perception of teacher feedback. The third section focuses on peer feedback and students' perception of peer feedback.

Theoretical stances that support teacher and peer feedback

Vygotsky's zone of proximal development

The first theoretical stance that supports peer feedback is based on Vygotsky's (1978) belief that social interaction leads to cognitive growth. The basic theme of the Vygotskian sociocultural perspective is that learning is social in nature and is constructed through collaboration, interaction and communication among learners in social settings (Vygotsky, 1978). According to Vygotsky, knowledge is 'a transition from the interpsychological plane to the intrapsychological plane' (Vygotsky, 1978). To Vygotsky, any kind of mental operation is social and collaborative, arising first between individuals as intermental activities and then becoming intramental activities for the individual (de Guerrero & Villamil, 2000).

Through interaction and collaboration with others, we become self-regulated. In self-regulation, the control of one's behaviour is not object-regulated nor other-regulated, but rather is self-generated (DiCamilla & Anton, 1997).

There are several concepts that are essential to the Vygotskian theory. The first is the notion of the zone of proximal development (ZPD). For Vygotsky, learning takes place as the result of interaction, but interaction within the ZPD. The ZPD is

The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer' (Vygotsky, 1978, p. 85).

ZPD is considered as an open-ended trait. Through interaction it expands the potentials of the learners and provides opportunities not provided before. (De Guerrero & Villamil, 2006).

Applied to language learning, the concept of the ZPD incorporates all of the required conditions of the language learning: “the teacher, the learner, their social and cultural history, their goals and motives, as well as the resources available to them” (Aljaafreh & Lantolf, 1994, p. 470).

Ohta (1995 cited in de Guerrero & Villamil, 2000) defined the ZPD concept in L2 acquisition as

The difference between L2 learner's development level as determined by independent language use, and the higher level of potential development as determined by how language is used in collaboration with a more capable interlocutor (p. 53).

The second notion vital to a Vygotskian theory is the notion of guided support provided to the less knowledgeable partner (the novice) as s/he collaborated with a more knowledgeable partner (the expert). This idea is known as scaffolding which refers to a situation where an expert participant can provide supportive conditions in which the novice can participate, and transfer his or her current skills and potentials to a higher level of competence (Nassaji & Swain, 2000).

This means that L2 learners need to be scaffolded and supported by their teacher or their peers. Not all social encounters lead to development. For intellectual growth to occur, interaction need to operate within a ZPD framework, that is, within the context of scaffolded mediated assistance (de Guerrero & Villamil, 2000, 2006).

Collaborative learning theory

Another theoretical stance that encourages the use of peer feedback is the collaborative learning theory. Bruffee (1984), a leading proponent of collaborative writing, defines collaborative learning as the type of learning that takes place through interaction with peers where certain skills are acquired. Bruffee stated that while students may not be equipped with all the resources and skills needed to accomplish certain task, “pooling the resources that a group of peers brings with them to the task” may allow the group to work reciprocally and complete their work (Bruffee, 1984, p. 644). In other words, as two learners work together on a task, their interaction with one another creates an environment conducive to learning.

Moreover, peer feedback also fits well with the five basic principles of cooperative learning proposed by Johnson and Johnson (1998): positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal and small group skills, and group processing. In peer feedback, students have opportunities to work collaboratively with peers and to foster their writing abilities individually.

Storch (2005) and Liu and Hansen (2002) specified that research has shown that collaborative writing is a way to cultivate reflective thinking, especially if the learners are engaged in the act of explaining and defending their ideas to their peers. Research carried out has shown that in the process of collaborative writing, learners consider not only grammatical accuracy but also discourse (Rollinson, 2005). Learners can boost their decision making skills as they review their peers’ papers. Furthermore, collaborative writing may encourage flow of knowledge about language (Storch, 2005).

Hsu (2009) found two major advantages in writing partnerships. The first one is that students are reoriented to be self-regulated and self-learners. Second, writing partnerships fosters

student-to-student conferencing, considerably increasing students' experience with evaluating writing and with proposing actions.

Second language acquisition (SLA)

Researches have recognized that there are a number of psycholinguistics rationales for using group work (Pica, 1996; Long & Porter, 1985). Research on peer interaction and second language acquisition provide clear evidence that engaging learners in group activities that require negotiation of meaning enables learners to gain additional practices in the target language (Hansen & Liu, 2005; Pica, 1996). Peer response provides learners with the opportunity to negotiate meaning thus may lead to the increased comprehension, which leads to faster and better acquisition (Swain & Lapkin, 1998). Participation in negotiation offers learners access to positive and negative L2 input that they need for L2 learning (Pica, 1996). Group work motivates learners to produce comprehensible output, which is believed as a necessary base for SLA (Swain, 1985 cited in Hansen & Liu, 2005).

Process writing approach

The last theoretical frame is the process writing approach. In the early of 1970s, the nature of the writing process was generally considered a series of discrete stages (Ferris, 2003; Ferris & Hedgcock, 2005; Lim, 2007; Zamel, 1983, 1985). The teaching of writing was generally product-oriented in that teachers highly emphasized on the accuracy of students' essay and checked all grammatical errors. (Bardine et al., 2000). However, due to the work of some researchers: Emig, Graves, Perl, Pianko, and Zamel the view of the writing process began to change from the product-oriented process to a dynamic, nonlinear and recursive process (Ferris, 2003; Lim, 2007). Ferris and Hedgcock (2005) defined process writing as composed of four

basic stages: planning, drafting, revising and editing and the four stages were in a recursive nature.

The process of writing places revision at the heart of writing. Giving feedback on the multiple drafts is seen unanimously by researchers and writing teachers as an essential part of the writing instruction and an important aspect of fostering the improvement of writing (Ferris, 2003; Hyland & Hyland, 2006a; Lim 2007; Min 2006; Paulus, 1999).

Teacher feedback

Teacher feedback: written commentaries

The influence of teacher feedback on student's works has been the subject of endless debate, raising the question whether teacher feedback lead to improvement in students' writings (Hyland & Hyland 2006 b; Ferris 2003; Matsumura, Patthey Chavez, Valdes & Garnier, 2002).

Writing instructors and researchers appear to have a love-hate relationship with the issue of teacher feedback on student writing (Ferris, 2003).

Leki (1990) revealed that the initial research concerning written teacher feedback portrayed a gloomy picture, with teachers finding that regardless of their comments, students' did not improve in subsequent drafts. Both Sommers and Knoblauch & Brannon (cited in Ferris, 2003) reported that teachers' comments are "arbitrary and idiosyncratic," and "hostile". They specified that most teachers' comments are not "text-specified and could be interchanged, rubber-stamped, from text to text" (p.19).

Zamel (1985) analyzed 15 teachers written comments on 105 students' compositions. She found that the teachers misread the students' text and appropriated them in such a way that the revised drafts lack coherence; that they mostly corrected local errors more than attempting at the global meaning of the composition; that they provided vague and abstract responses. This was

because writing was primarily treated as a product, and teachers tended to see themselves as language teachers rather than writing instructors (Ferris, 2003; Zamel, 1985).

According to Knoblauch and Brannon (1984 as cited in Hyland, 2000), writing could be “stolen from a writer by the teacher’s comments” (p. 2). By complying with teacher’s feedback, students lose text ownership, and they neither develop cognitive nor writing skills. They simply rewrite texts to reflect teacher’s text appropriation. Reid cited in Hyland (2000) has claimed that text appropriation ignores the importance of social context, especially for L2 and resulted in failure to provide the required help. This dim image forced researchers to shift away from the decontextualized approach in giving written commentary to take into account the contextual factors, such as student characteristic and work setting, and build a social rapport with students through written commentary (Conrad & Goldstein, 1999; Goldstein, 2004; Hyland, 1998; Hyland & Hyland, 2001).

Another factor that affected teacher written feedback was the appearance of the process writing approach (Ferris, 2003; Hyland & Hyland, 2006a). Teachers were required to give feedback on multiple drafts, thus shifting their focus from form to content and organization (Caulk, 1994; Cohen & Cavalcanti, 1990; Conrad & Goldstein, 1999; Ferris, 1995; Saito, 1994). Since then, studies have tremendously tried to investigate the effective type of teacher feedback. The earliest published research linking teacher feedback and student’s writing quality is a controlled quasiexperimental study by Fathman and Whalley (1990). In this study, 72 ESL student writers wrote a composition in class and then received one of four feedback treatments: no feedback, feedback on content only, feedback on grammar only, and feedback on both content and grammar. It was found that all four treatment groups showed statistically significant

improvement, but the two groups who received content feedback improved their score more than did the two groups who received no content feedback.

Ferris study (1997) analyzed teacher's commentary characteristics by examining 1,600 marginal and end comments on 47 advanced ESL writer's drafts and revisions by using four criteria: length, type, use of hedges, and text-specificity. Her study revealed that teacher feedback used by the teachers was effective. Moreover, the study disclosed that requests, whether in the form of questions or statements, had primarily positive effects. Moreover, the length of the comments was associated with the success of the revision. In general, Ferris suggested that short comments led to more revision, but explicit feedback and text-specified comments provided a clear direction for the revision tasks.

Hyland (1998) study implied that teacher feedback should be individualized to meet students' cognitive, affective and social need. The data collected from the interview, think-aloud protocol with two teachers and classroom observation revealed that teachers should tailor their given feedback according to their students' needs and approaches toward writing. The study confirmed the need for teacher-student conferences to be conducted after written feedback to eliminate any misunderstanding or miscommunication.

Hyland's (2000) longitudinal case-study alerted teachers to protect students' autonomy and ownership of their texts. The study, based its finding on questionnaires, interviews with students, think-aloud protocols with teachers and a classroom observation over a period of three months, revealed that teachers should allow more space for students participation in the feedback process. It was suggested that teachers should encourage students to take more responsibility and give students more independence to make their own decisions about their use of feedback. The

study implied that teachers' intervention may hinder the students' growth to become autonomous writers.

Other studies revealed that praise would encourage more revision. Hyland and Hyland (2001) study analyzed two teacher's written comments given to ESL students over course duration. The feedback was categorized in terms of praise, criticism, and suggestions. Praise was the most in use in the feedback of the two teachers. This was primarily used as a way to ease criticisms and suggestions rather than to respond to good work. Criticism and suggestions were mitigated by the use of hedging devices, question forms, and personal attribution. The study stressed that these mitigations might lead to misinterpretation and miscommunication due to their indirectness. Praise according to students should be sincere and direct. While on the other hand, Treglia (2009) found that the type of comment, linguistic form, and hedging technique used by a teacher did not appear to be determining factors in eliciting revision.

Teacher feedback: error correction

Contrary to the scarcity of research studies on teacher written commentaries, a substantial amount of teacher feedback research is concerned with error correction (Lee, 2008). Correcting grammatical errors in students' work has provoked a hot argument over the effectiveness of the practice among the researchers (Ferris, 2004, 2006; Truscott, 1996, 1999, 2004, and 2007). Research studies investigating the topic may be divided into two stands: One stand calling for the effectiveness of error correction, while the other stand examines the ineffectiveness of error correction. According to Truscott (1996, 1999, 2004, and 2007), error correction as a means of bettering learner's language abilities should be abandoned. From an analysis by Kepner (1991), Semke (1984) and Sheppard (1992) (as cited in Bitchener, Young & Cameron, 2005), Truscott concluded that error correction harms more than helps students improve their writing

competence. A basic premise of the mentioned statement is that teachers' efforts at correcting errors are ineffective given that they overlook the steps needed to acquire a second language (Truscott, 1996). Moreover, Truscott claimed that error correction is detrimental because it diverts time and energy from the more productive features of writing skills. In line with this argument, Robb, Ross and Shortreed (1986) also conducted empirical research to examine the effectiveness and ineffectiveness of direct and indirect feedback. They gave four types of feedback to different groups, and found that no difference existed among the four groups in terms of accuracy and fluency.

Truscott (2008) confirmed that improvements made during revision are not evidence on the effectiveness of correction for enhancing writing competence. In his study, learners first were asked to write a narrative essay in class and then revised their writing during the next class. Half the students were provided error feedback while the other half did the same task without feedback. Results were congruent with previous studies: the experimental group was significantly more successful than the control group. One week later, all students wrote a new narrative. On this measure the two groups were virtually identical. He concluded that successful error reduction during revision is not a predictor of learning.

These claims have generated a considerable amount of heated debate in published articles (Ellis, 1998; Ferris, 1999, 2004, 2006; Ferris & Roberts, 2001).

Ferris (2004) claimed that the recent second language acquisition (SLA) research on form strongly suggests that adult second language learners need their errors made "salient" and "explicit" to them so that they can avoid fossilization and continue their language development (Ellis, 1998).

Ferris and Roberts (2001) investigated 72 university ESL students' abilities to self-edit their text through three feedback conditions: feedback with coded correction, feedback with underlined errors, and no feedback at all. The findings demonstrated that the first two groups who received feedback outperformed the no-feedback group. Thus, the study revealed the effectiveness of the error correction.

Ferris (2006) depicted the results of a one-semester study, carried out at a USA university, in which a mixed group of students all received "mixed correction types" of error feedback in their writing class. Significant improvements were found in subsequent drafts. The overall effect size was small. The finding showed that students were very serious about incorporating their correction into subsequent drafts.

Telceker and Akcan (2010) conducted a research study to investigate the effects of teacher oral and written feedback on pre-intermediate student revisions in a process-oriented EFL writing class. This study was carried out at an English preparatory program of the School of Foreign Languages at an English-medium state university in Istanbul, Turkey. The results of this study suggested that error feedback positively affected students' grammatical revisions. All students succeeded in acting on teacher error feedback and thus precisely revised the grammar of their first drafts successfully.

Finally, while teachers are free to use a combination of error feedback strategies, several guidelines have become outstanding in recent literature. First, teachers are confirmed that indirect error feedback is more beneficial to students' long-term writing development than direct feedback (Ferris, 2003). Teachers should still provide direct and indirect feedback sensibly according to error type and student needs (Ferris, 2006). Second, since codes can be awkward for both teachers and students (Ferris, 2003) it is recommended that when codes are used they

should be part of a consistent system of coded feedback (Ferris, 2003). Third, selective error feedback is generally more productive than marking of all errors, since comprehensive error feedback is exhausting for teachers and overwhelming for students (Ferris, 2003).

Students' perceptions of teacher feedback

Students' beliefs about what constitutes effective feedback to writing and their expectations regarding teacher paper marking techniques may impact the effectiveness of such a feedback (Schulz, 1996 cited in Diab, 2005).

Studies revealing second-language (L2) students' preferences and reaction to teacher feedback suggest that surface-level correction is precisely the kind of feedback students want and expect from their teachers (Diab, 2005, 2006; Ferris, 2005; Ferris & Roberts, 2001; Leki, 1991; Saito, 1994). Ferris (1995) study reflected students' satisfaction with teachers' responses that directed them to revise their drafts. Students tended to reread their papers and teacher's comments on the first drafts than on the final drafts.

Leki (1991) found that ESL students equated good writing in English with error-free writing and that teachers might lose their credibility among their students if they don't correct all surface errors.

Although most surveys show that students want teacher feedback to highlight their grammatical errors, some indicate that they also want teachers to give them feedback on the content and ideas in their writing (Hedgcock & Lefkowitz, 1994, 1996).

Diab (2005) explored the ESL instructor's beliefs and two of her students' perceptions of error correction through think-aloud protocol and semi-structured interviews. Data collected

revealed that the instructor agreed to the general recommendation of providing feedback on content, but continue to use error correction as a “security blanket” for students. Both students in the study confirmed the importance and effectiveness of teacher feedback on both content and form.

In another study by Diab (2006) examined EFL university instructors’ preferences for error correction and paper-marking techniques and their beliefs about effective feedback to compare them to their students in the same institution. The analysis of the teacher and student responses revealed various discrepancies. For example, students preferred to receive error correction on the first draft while instructors leave their error correction to the revised draft. Instructors believed that their students treat error correction and content feedback equally, while students reported that they view content feedback by their instructors as the most important remark. The study called for more research studies to close the gap between the instructors’ and students’ mismatch regarding feedback.

Zacharias study (2007) elaborated that the collected data from the questionnaire and interview illustrated that the majority of students strongly believed that teacher feedback is of utmost importance to improve students' writing. This is because teachers are considered to be more competent in terms of language and knowledge. In addition, they are believed to be more experienced in writing and providing feedback, the source of knowledge and the ones who control grades.

Peer feedback

As the popularity of peer feedback in L2 writing classes has increased, so has the number of empirical studies conducted on the application of this technique. By now, many different

aspects of L2 peer feedback have been examined through a variety of both quantitative and qualitative methods.

Less profitable interactions have been found within peer groups because of the participants' lack of trust in the accuracy, honesty and specificity of the comments of their peers (Zhang, 1995).

In L2 contexts in particular, a number of studies (Lockhart & Ng, 1995; Nelson & Carson, 2006; Villamil & de Guerrero, 2006) have shown that when students are asked to peer review, the focus would be on the sentence and word level.

Amores (1997) cited in (Saito & Fujita, 2004) declared that most students become self-protective, uncomfortable and uneasy during peer feedback sessions. She implied that students perceive peer feedback sessions as a form of social activity. This emotional attachment might obstruct the teacher's learning intentions. Students also may feel that feedback received from classmates whose English level is more or less the same as theirs is a poor alternative to the red pen (Rollinson, 2005). These perceptions might prevent teachers from implementing peer feedback in class, but given the advantages mentioned previously, the right conditions, the proper procedures and the sufficient training a highly profitable interaction might be obtainable.

Peer feedback and the writing quality

Research which studied the effect of peer feedback on developing student's writing proficiency has also reported mixed degrees of results. Some researchers consider peer feedback as an ineffective technique and claim that students are not able to detect linguistic gaps in their peer essays since they are weak themselves (Allaei & Connor, 1990 cited in Diab 2010). Another claim was that students do not trust each other's comments (Nelson & Carson, 2006), and they prefer teacher feedback to peer feedback (Zhang, 1995). Connor and Asenavage (1994) investigated the impact of peer and teacher feedback on eight ESL students from different

countries in a university in the USA. The study reflected that teacher feedback had a much more significant effect than peer feedback, with only 5% of peer feedback resulting in changes. According to Saito and Fujita (2004), students may not be capable of assessing peers' writing due to their own ineffective linguistic competence.

On the other hand, quite a number of studies have found that peer review in L2 writing classes is useful because it encourages students to employ peers' remarks in revision and results in overall improvements in writing proficiency (Berg, 1999; Caulk, 1994; Mendonça & Johnson, 1994; Nelson & Murphy, 1992; Peterson, 2003; Rollinson, 2005; Villamil & De Guerrero, 1998; Miao et al., 2006; Zamel, 1985). For example, in the study by Nelson and Murphy (1992), they examined the influences of peer feedback in ESL students' revision and found that 50% of the students made considerable changes in their content after revision. Mendonça and Johnson (1994) also studied the impact of peer feedback on ESL writing and they reported that about 53% of revisions made in students' drafts resulted from peer feedback. Moreover, the study confirmed the cognitive, social, and affective benefits of peer feedback.

Villamil and De Guerrero (1998) explicitly stated that “peer revision should be seen as an important complementary source of feedback in the ESL classroom.”

Furthermore, Paulus (1999) investigated the impact of peer and teacher feedback on 11 ESL students on an intensive English language course at a public university in the USA. Peer feedback in his study accounted for 13.9% of all the changes and teacher feedback for 34.3%.

Berg (1999) also compared experimental and control groups of ESL classes in the USA to determine the effect of peer feedback on the quality of L2 essay revisions. Her study concluded that the quality of revisions made by the trained group is better than that by the untrained group. Berg also found that peer feedback encouraged critical reasoning, as students

were considering the advice from their peers, questioning its validity and weighing it against his/her knowledge and ideas.

Tsui and Ng (2000) examined the effect of peer and teacher feedback on the writing on secondary school EFL students in Hong Kong. Students received both whole-class teacher feedback and individualized peer feedback on the first draft and then individual teacher commented on the third draft. All students incorporated a higher percentage of teacher feedback than peer feedback. Some variations occurred among individuals who addressed a high percentage of peer feedback. The study also specified that peer feedback sessions stimulated motivation by enhancing a sense of audience. Some students benefited from reading other's papers by learning from others' strong points to offset their own weaknesses. Others confirmed that peer feedback may play a role in constructing the learner autonomy leading to self-correction.

Peterson's (2003) qualitative study examined the role of oral peer feedback on grade eight students' revisions to their writings. Transcripts of the oral peer feedback were analyzed to determine the functions and topics of the peer feedback. Results indicated that oral peer feedback influenced revising at the word, sentence and organizational level. Peers were able to orally rehearse their ideas together to an authentic audience. Peterson specified that "peer response led to social validation of themselves as writers within the classroom social network" (p. 267).

Miao et al.'s (2006) study inspected the nature of peer and teacher feedback and its effect. The study aimed at examining whether peer feedback could better the provision of feedback in an examination-focused programs. The study was conducted in an English writing class at a Chinese university. Questionnaire data, and interviews from 12 students revealed that

students addressed both peer and teacher feedback. Yet, the nature of each feedback differed. Although teacher feedback was looked at as more “professional” and “trustworthy”, students recognized the importance of peer feedback. However, teacher feedback influenced revision at the surface level, while peer feedback provoked meaning-changing revision. It was found that teacher-initiated revisions were less successful than peer-initiated revisions, since negotiation of meaning during peer interaction helped to reduce misinterpretation and miscommunication usually present in teacher feedback. The study indicated that using peer feedback on drafts followed by teacher feedback on final texts can be a useful technique to foster learner’s writing competence. Finally, while teacher feedback resulted in diminishing self-regulated learning, peer feedback encouraged students’ autonomy.

Lundstrom and Baker (2009) tackled the issue of peer feedback from another perspective. The aim of their study was to investigate which was more beneficial to improving student learning: giving or receiving feedback. The study was conducted at an intensive English institute with ninety-one students in nine writing classes at two proficiency levels. The “givers” provided feedback without receiving any peer feedback, while the “receivers” received peer feedback without providing any over the course of the semester. Findings stated that the “givers” gained more significant results in the global aspects of their writing more than the receivers. The “givers” through providing peer feedback, learned to critically self-evaluate their own writing to make appropriate revision, thus improve their writing abilities (Rollinson, 2005).

Kamimura (2006) investigated the effect of peer feedback on different levels of English proficiency. The participants were 24 Japanese university freshmen who majored in English. Students were asked to produce four essays: pre-test, post-test, original draft, and a rewrite draft. The four essays were analyzed quantitatively and qualitatively. Findings remarked that both high

and low proficient students writing performance of overall essay quality improved from peer feedback. High proficient students tended to provide global remarks while low-proficient students tended to provide local comments. To make peer feedback more effective, researches tended to have begun to explore the importance of peer review training in order to help students become effective evaluators.

Finally, Gielen et al. (2010) examined whether peer feedback can be a substitute for teacher feedback. A pre-and post-test control group design investigated the long-term learning effects of individual peer feedback and of collective teacher feedback on writing assignments in secondary education. It examined the effect of extended peer feedback on the writing quality. The findings revealed that the extended peer feedback (question or reply form) showed a statistically significant result in their writing progress. Moreover, the extended peer feedback reflected a positive attitude toward peer feedback.

Trained peers and feedback quality

Many studies have examined the effect of training peers on the quality and quantity of providing effective feedback (Berg, 1999; Min, 2005, 2006; Stanley, 1992; Zhu, 1995, 2001). In a study comparing the two types of feedback, Berg (1999) found that peers who were trained to comment on each other's L2 writing produced more content-based changes than those who did not receive training.

Stanley (1992) studied two groups of students. The first group was given sufficient training in peer feedback, while the other group was just introduced to it. Upon checking the students' responses to their peer's essays, the responses of the well-trained group were found to be more specific. Moreover, two studies by Zhu (1995, 2001) agree with those of Berg (1999) and Stanley (1992).

Another line of studies compared the effects of trained and untrained peer feedback on the number of revisions student writers made on their essays (Min 2006). This study aimed to observe the impact of trained responders' feedback on EFL college students' revisions, both in terms of revision types and quality. After a 4-hour in-class demonstration and a 1-hour after-class reviewer-teacher conference with each student, the instructor collected students' first drafts and revisions, as well as reviewers' written feedback, and then compared them with those produced prior to training. Results showed that students incorporated a significantly higher number of reviewers' comments into revisions post peer review training. The number of peer-triggered revisions comprised 90% of the total revisions. The researcher concluded that with intensive training inside and outside class, trained peer review feedback can positively impact EFL students' revision types and quality of texts directly.

Students' perceptions toward peer feedback

A few research studies have explored L2 students' perception concerning peer feedback. Zhang (1995) conducted a study of 81 ESL university students to study the affective factor of peer feedback in ESL writing. Participants were asked about their preference of teacher-peer and self-directed feedback. Findings indicated that 75% of the students preferred teacher feedback, and peer feedback was estimated to be the second best choice. Zhang explained the results from the cultural background of the participants where the teacher is perceived as the authoritative agent of the learning process.

Nelson and Carson (2006) focused on the role of culture played in peer review activity. Studies done previously indicated that students' goal in peer review sessions was mainly to maintain the harmonious relationship thus dooming the peer review process to failure.

From another point of view, Lui and Chai (2007) targeted Chinese advanced-level undergraduate EFL learners. His study aimed to explore their attitudes toward peer and teacher feedback. Both a survey and semi-structured interview were used. Participants reported to be willing to do peer review, and found peer review process as conducive to their learning.

Another two pieces of studies revealed positive view concerning peer review. Kim (2009) examined the perception change of 29 graduate students toward both teacher and peer feedback over one semester, while they were applying the writing process approach. Participants were all graduate students, and major in teaching English as a foreign language. Results revealed that participants were positive about peer feedback sessions but teacher feedback had been preferred as the best source of feedback given. In addition, Wang (2009) studied the Chinese students' perceptions of the practice of peer review in an integrated class at the university level. The results of the study indicated that, nonnative speakers held a neutral attitude toward peer review in a mixed group. They thought it is necessary though it is not as effective as they expected due to some problems and limitations.

Bryant and Carless's (2010) main purpose of their study was to uncover students' and teachers' perceptions of peer assessment. The findings indicated that students had some positive perspectives on peer feedback in terms of learning from each other and being encouraged to take responsibility for their own work. Peer feedback was less privileged when students were not able to obtain useful feedback from their peers, and in this case they tended to prefer teacher feedback because it was more authoritative. Peer feedback was often considered inadequate because it was inadequately critical or the partner lacked the review ability.

In conclusion, many studies on peer and teacher feedback have been reviewed; however, the mentioned literature revealed conflicting results. Many factors might be contributed to this

inconsistency; students' cultural background, students' review ability and the research methods applied. Hyland and Hyland (2006b) pointed that "student preferences and their beliefs about the relative value of teacher and peer feedback may impact on their use of feedback" (p. 91).

Various feedback could also improve students' motivation and confidence. Therefore, a thorough examination of the effectiveness of both teacher and peer feedback should be conducted to match students' preference to their needs.

This chapter offered a review of literature concerning teacher and peer feedback. Studies presented revealed inconclusive and conflicting results regarding teacher and peer feedback. Furthermore, students in most studies preferred teacher feedback to peer feedback. The following chapter presents a description of the methodology used in conducting the research study. The chapter specifies the setting, the instruments applied and the data analysis.

Chapter Three

Methodology

This chapter is divided into three sections. Section one presents the setting, participants, and the procedure followed to carry out the study. Section two specifies the research design and the instruments used. The last section depicts the data analysis.

Setting

The study was conducted at Al B. School. The school was founded in 1980 and is located in the city of Beirut. This private school implements the Lebanese educational system and fosters a lively and stimulating atmosphere of learning in its community.

The school contains a student population of 8,000 students in total. It contains a day care center, and a wide pre-school building. Adjacent to the pre-school building is the elementary, middle and high school building.

Al B. School seeks to ensure a teaching environment built on modern active basis. This in turn aims to stimulate the learner, to develop a responsible, creative, integrally skillful personality with a lifelong education. The faculty sets standards of excellence and dedication in the field of education.

Participants

Competence in written communication skills and strategies has become a basic requirement to be fulfilled by students in the English Language class at the secondary school level as expressed in the Lebanese curriculum set in the *General Education Curricula* (1996) and the criteria for evaluation set in the *Evaluation Guide* (2000). Regarding the writing skills, the curriculum proclaims a process-oriented view of composing which involves having the learners

go through cyclic stages. The curriculum considers evaluation as an integral part of the learning process and it encourages employing different tools of formative and summative assessments such as peer evaluation (Shaaban & Ghaith, 1997). The secondary school students according to the Lebanese system are the students who have completed Grade 9 of basic education and are preparing to qualify for Public Exams Bacc. II. The 18 participants of the study were grade 10 students whose native language was Arabic, and English was their L2. The participants' proficiency level was high intermediate and their nationality was Lebanese.

In this research, the three selected students were referred to as Student A an above average female, Student B an average female, and Student C a below average female. However, the effect of the gender on students' performance has not been considered a variable in the current study. The purpose of the selection was to have students who would be representative of the levels in class in general. The sampling was purposive and convenient (Fraenkel & Wallen, 2006) because the three students were selected based on the level of their performance in the English language in addition to their grades in the first two semesters in writing.

Procedure

At the beginning of the third semester 2009-2010, the researcher, a direct participant, communicated her intentions about conducting a study to examine the effect of teacher and peer feedback on students' writing. The plan was put and the students were assigned a peer reviewer. The grades of the writing of the final second term exam were used for pairing the students. The student who demonstrated weakness in writing was paired with a student who had effective writing skills. Ferris (2003) recommends pairing students according to their writing ability where a student with good writing ability is paired off with one who is rather weak in writing so that both can benefit from the peer feedback process. Liu and Hansen (2002, p. 65) "acknowledged

that heterogeneous groups provide utmost opportunities to students to interact and especially to low achievers to benefit from their peer's comments.”

During the research study period, students had to work on three essays of different topics. The essays covered a wide range of essay modes (i.e. narrative, expository, and persuasive). All the writing tasks were generated by the curriculum and no interventions were made.

Students met 4 times a week for 15 weeks, with each class session lasting 50 minutes. Teaching writing skills was integrated in the curriculum as set by the *General Education Curricula* (1996). Students had no previous experience in peer feedback activity. Yet, students were regularly engaged in developing different essays in a collaborative writing setting.

For each writing essay, students were asked to hand in two written versions; the first draft (including peer and teacher feedback) and the revised draft.

In the peer review session, students read their classmates' paper carefully and gave each other feedback on their writing by filling a peer feedback sheet (Appendix C) and guided by the Essay Scoring Rubric (Appendix D). But students used the feedback sheet only once. The written peer feedback lasted for 20-30 min. Students then were given the chance to clarify and inform each other about missing context through oral feedback that lasted for 15-20 min. Papers were collected and the researcher commented on peer feedback in order to avoid misleading students by inappropriate feedback. Empirical studies have confirmed the transfer of incorrect peer feedback to learner's revised drafts (e.g., Nelson & Carson, 1998). In order to guarantee total involvement of classmates in peer feedback sessions, the teacher communicated to the students that their comments were going to affect their total grade of the writing assignment. A total of 18 writing essays (first and revised draft) were scrutinized.

Training

Training sessions on giving feedback on students' writings were held before conducting peer feedback sessions. The training sessions were composed of two phases. The first phase was the integration of the writing curriculum skills in providing effective peer feedback. For example, students were taught how to write effective introductions, thesis statements, supporting details, main ideas and conclusions. Moreover, students were taught the required skills of the different genres of writing (narrative, expository, and argumentative). Effective writing skills were derived from their reading book *Longman Keystone Level F (2010)*.

The second phase was an in-class demonstration and modeling which lasted for three sessions. During in-class training, students were taught how to make comments on a modal student essay by following the four-step procedure applied by Min (2005). Techniques for employing each step were also practiced in class (Appendix F). A Modal essay (Appendix E) was used to spare the students any embarrassment that may result from having their own essays scrutinized by the whole class. It is important to note that the amount of training and guidance for peer feedback in the study should be labeled minimal as compared to thorough training programs for students in giving feedback in some other studies (Min, 2005, 2006).

Research design

This study followed a mixed-method research. By definition it is "a method that focuses on collecting and analyzing and mixing both qualitative and quantitative data in a single study." (Creswell & Plano Clark, 2007, p. 5). It is premised on the idea that the use of qualitative and quantitative approaches in combination provides a better understanding of research problem than either approach alone. This better understanding results because mixed methods offer strengths

that offset the weaknesses of separately applied quantitative and qualitative research methods. (Crewell & Plano Clark, 2007). The study of the effects of peer and teacher feedback might undergo a cause-effect relationship (Fraenkel & Wallen, 2007). Hence, a case study that involved an investigation into the effectiveness of peer and teacher feedback has been chosen to best fit this type of research (Merriam, 2009).

Variables: In the process of the study, peer and teacher feedback were considered the independent variables that were expected to bring about changes in students' writing skills which would be the dependent variable (Cohen et al., 2007). The change in students' revised drafts depended on the type of feedback they received.

Validity and reliability of the study

Regardless of the type of research, validity and reliability are concerns that can be approached through careful attention to a study's conceptualization, and the way in which the data are collected, analyzed and interpreted, and the way in which the findings are presented (Merriam, 2009). Triangulation is defined as the use of two or more methods of data collection in the study (Cohen et al., 2007). To ensure triangulation a multiple of methods of data collection was used: an interview with the three students was conducted, a pre- and post-questionnaire was addressed, a content analysis of students' writings was analyzed, and an observation was carried out by the researcher herself.

Furthermore, to validate the data collected, the researcher tried to give careful attention in selecting the study sample. Maximum variation (Merriam, 2009) in the sample was guaranteed by choosing three students from different writing levels: above average, average, and below average.

To guarantee validity and objectivity of the observation, the researcher followed the checklist of observation suggested by Merriam (2009). This checklist helped the researcher achieve thorough and objective observation.

To ensure reliability, two raters marked the writing essays based on the Essay Scoring Rubric adapted from Lundstrom and Baker's (2009) study.

Instruments

Questionnaire

This study used the questionnaire adapted from the study conducted by Hyunwoo Kim (2009). It consisted of three parts and was designed to examine students' perceptions toward peer feedback. The first part of the questionnaire asked students which areas teacher, peer and self feedback focus on along with the areas that are most likely to be incorporated into subsequent drafts. In other words, items 1 to 4 on the questionnaire were designed to determine which categories peer and teacher feedback mainly focus on, and which categories respondents were willing to incorporate into subsequent drafts. The categories consisted of content, organization, vocabulary, language use, and mechanics. Details and examples were added to items of language use and mechanics in case respondent had difficulty in differentiating each category (Kim, 2009). The second part of the questionnaire was the modified version of the questionnaire that was used in Tsui and Ng's research (2000). This part was designed for analyzing categories including usefulness of reading peers' works (items 5-9), the usefulness of teacher feedback (items 10-15), the usefulness of revision (items 16-19), and the usefulness of peer feedback (items 20-25), based on a six-Likert Scale with 1 indicating 'strong disagreement' and 6 indicating 'strong agreement' except for items 15 and 25 with 1 indicating 'never' and 6 indicating 'all the time' (Appendix B).

Classroom observation

Observation may be classified into structured, unstructured, and semi-structured observation (Cohen et al., 2007). Unstructured observation engrosses a solid description of the event and the people observed. It may focus on the interactions taking place between the observed. Observation may also be classified as participant/nonparticipant depending on the role played by the observer (Cohen et al., 2007; Fraenkel & Wallen, 2006). The researcher followed the participant observation in which the observer plays an active role in the action that is being observed.

Semi-structured interview

For the purpose of this study, the researcher also conducted a 25 minute interview with the three students. A semi-structured interview is a face to face interaction and exchange of ideas and information between the researcher and the participant (Cohen et al., 2007; Fraenkel & Wallen, 2006). The semi-structured questions which the researcher prepared for the interview targeted the same variables that were the focus of the research. The interview prompts consisted of two parts; the first part consisted of questions as to the interviewees' overall attitudes toward peer feedback. The second part dealt with their overall attitude toward the teacher feedback. The purpose of the interview was to allow interviewees to express their opinions and ideas about their revision processes freely.

Document analysis

The researcher collected participants' drafts of writing during the study period to investigate the impact of teacher and peer feedback on the writing skills. The students' writing samples consisted of the first and final draft of the three writing prompts.

Limitations

Class observation may lack dependability when the researcher is the only one to observe the students as was the case in this study. The researcher may be unaware of important antecedent events. The researcher may be biased or see the things s/he is looking for (Cohen et al., 2007).

Furthermore, to ensure internal validity or credibility, the researcher should have solicited the findings with the students interviewed to achieve respondent validation (Merriam, 2009). But, the researcher was not able to share the findings with her students since they left for the final exams before she could finish analyzing the results.

Furthermore, the students' responses to the interview questions may not have revealed the whole truth. The students might have been intimidated by the fact that the researcher was their teacher (Cohen et al., 2007).

Finally, as is the usual situation with case studies, no generalization can be applied due to the small sample involved in the study (Cohen et al., 2007; Fraenkel & Wallen, 2006).

Ethical consideration

Merriam (2009) considered ethical issues extremely vital in an educational research study. In this research, the ethical concerns were carefully considered by the researcher. The principal and the general academic advisor were informed about the nature and the purpose of the study conducted (Appendix G). The participants involved were also informed about the study carried out. The researcher attained the participants' verbal consensus without being provided with any incentive since that was unethical (Cohen et al., 2007). In addition, the name of the school was not disclosed, and the names of the students were changed for anonymity. The

researcher respected the right of any individual to refuse to participate in the study or to withdraw from participating at any time (Fraenkel & Wallen, 2006).

Data analysis

Both Quantitative and Qualitative methods were employed to analyze the data. The data collected was analyzed using Statistical Package for Social Sciences (SPSS). To examine the difference between the mean scores of pre- and post survey of 17 participants, a paired *t*-test was conducted. To study the effects of peer and teacher feedback on students' writings, all the drafts of the narrative, persuasive and expository essays from three participants were analyzed by the modified version of Faigley and Witte's (1981) taxonomy as shown in table 1.

TABLE 1

The Modified Taxonomy of Revision Changes

Revision Changes

I. Meaning Preserving Changes: Do not affect the meaning; no new information is added.

A. Micro changes (Editing)

1. Language Use

2. Mechanics

B. Macro changes (Paraphrase the original concepts. No new information is added)

II. Meaning Changing Changes: Affect the concept and meaning by bringing new information to the text.

A. Micro changes (Simple adjustments or elaborations of existing text)

B. Macro changes (Affect the text's global meaning and coherence)

Additionally, the revision was classified as successful and unsuccessful using Conrad and Goldstein's (1999) taxonomy. *Successful revisions* were defined "...as those solving a problem or improving upon a problem area discussed in the feedback, while being consistent with the writer's purpose, main points and audience" (p. 154). *Unsuccessful revisions* were defined "...as those that did not improve the text or that actually further weakened the text" (p. 154). Revision that was unsuccessful was excluded from the coding. The three writing essays were scored by two independent raters using the Essay Scoring Rubric to investigate whether the overall quality of the essays improved as the result of the peer and teacher feedback. Inter-rater reliability between the researcher's grades and those of the second rater was 0.81 where $p < 0.01$. The Essay Scoring Rubric was used to assess the three essays. This scoring guide was chosen because it allowed for an analytical assessment of both the global and local aspects of writing, in addition to providing a holistic assessment (Lundstrom & Baker, 2009). The scoring guide is based on a ten-point scale, and student essays were assigned a score on the scale from 1 to 10 for each of the following writing aspects: organization, development, cohesion, structure, vocabulary and mechanics.

Topics of the writing assignments were as indicated in table 2.

TABLE 2

Essay Topics

Essay	Mode	Topic
Essay One	Narrative	Loss of someone special
Essay Two	Expository	Community service
Essay Three	Persuasive	Internet censorship

Interview prompts consisted of two parts: the first part consisted of questions to study interviewee's perception toward peer feedback and the second part aimed at studying students' perception toward teacher feedback.

TABLE 3

Interview Prompts

Perception toward peer feedback

1. What part of your drafts do you think peer feedback mostly focused on?
2. What did you do when you disagreed with peer comments on your drafts?
3. What do you think are the strengths and weaknesses of both oral and written peer feedback? and which do you prefer?
4. What affected your decision to incorporate peer feedback?

Perception toward teacher feedback

1. What part of your drafts do you think teacher feedback mostly focused on?
 2. What did you do when you disagreed with teacher comments on your drafts?
 3. What do you think are the strengths and weaknesses of oral teacher feedback?
 4. What affected your decision to incorporate teacher feedback?
 5. Do you think teacher feedback helped you improve the quality of your drafts?
-

This chapter has illustrated the four modes of data collection and identified how each one should be dealt with. The next chapter depicts how the data is analyzed and highlights the findings of the study.

Chapter Four

Result Analysis

The four data collection tools have provided sufficient data to answer the three research questions of the study:

1. To what extent do peer and teacher feedback influence students' writing?
2. Which type of feedback do teachers and peers focus on?
3. What are the students' and teacher's attitudes toward peer review activity?

Both quantitative and qualitative data are presented in the chapter.

1. Analysis of the questionnaire

The collected data from pre-survey and post-survey were analyzed using Statistical for Social Sciences (SPSS). As to the second part of the questionnaire, Cronbach's alpha was conducted for ensuring the reliability of the items belonging to each variable when all of the pre- and post-questionnaires were collected. The internal consistencies for each category of the pre-questionnaire turned out to be acceptable with 0.811 for the usefulness of reading peer's work, 0.561 for the usefulness of teacher feedback, 0.897 for the usefulness of the revision, 0.856 for the usefulness of the peer feedback.

As to the post-questionnaire, the internal consistencies for each variable also turned out to be acceptable with 0.747 for the usefulness of reading peer's work, 0.805 for the usefulness of teacher feedback, 0.683 for the usefulness of revision, and 0.631 for the usefulness of peer feedback. The questionnaire was to evaluate students' attitude toward peer review activity with a 6-point Likert Scales. The overall mean of students' perception of the four categories were: the usefulness of reading peer's work was 3.95, the usefulness of the teacher feedback was

4.85, the usefulness of revision was 4.10, and the usefulness of peer review activity was 3.45, indicating that students preferred teacher feedback to peer feedback. A score of 3.45 showed that students appreciated peer review activity, but their first choice was teacher feedback.

Table 4 and Table 5 summarize the descriptive statistics for four categories including the usefulness of reading peer's work, those of teacher and peer feedback, and that of revision. To examine the mean differences between pre- and post-survey, a paired *t*-test was conducted respectively. Concerning the usefulness of reading peer's work no significant mean difference between the pre- and post-survey was shown ($t = 0.766, p > 0.05$). The same trend pertains the usefulness of teacher feedback ($t = -0.695, p > 0.05$), the usefulness of revision ($t = 1.086, p > 0.05$), and the usefulness of peer feedback ($t = -1.751, p > 0.05$). The mean difference of the usefulness of reading peer's work revealed a negative change concerning students' perception of this category ($M = 4.1765$ pre-survey, and $M = 3.8588$ post-survey). Another striking point was the negative change of students' perception concerning the usefulness of revision ($M = 4.3059$ pre-survey, $M = 3.9471$ post-survey). Results of the mean difference concerning the usefulness of teacher feedback were almost consistent ($M = 4.8235$ pre-survey, and $M = 4.9882$ post-survey). Yet, the mean difference of the usefulness of peer feedback between pre- and post-survey became larger ($M = 3.2882$ pre-survey, $M = 3.7588$ post-survey), suggesting that students were positive about the peer feedback process. If the study was to be conducted for a sufficient time, significant results might be obtained.

TABLE 4**Descriptive Statistics for Four Categories****Paired Samples Statistics**

Category		Mean	N	Std. Deviation	Std. Error Mean
The usefulness of reading peer's work	pre	4.1765	17	1.10879	.26892
	post	3.8588	17	1.06481	.25825
The usefulness of teacher feedback	pre	4.8235	17	.60573	.14691
	post	4.9882	17	.64700	.15692
The usefulness of revision	pre	4.3059	17	1.08309	.26269
	post	3.9471	17	.94480	.22915
The usefulness of peer feedback	pre	3.2882	17	.94861	.23007
	post	3.7588	17	.64813	.15719

TABLE 5**Paired Samples Test**

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1	.31765	1.70889	.41447	-.56098	1.19628	.766	16	.455
Pair 2	-.16471	.97656	.23685	-.66681	.33740	-.695	16	.497
Pair 3	.35882	1.36201	.33034	-.34146	1.05910	1.086	16	.293
Pair 4	-.47059	1.10836	.26882	-1.04045	.09928	-1.751	16	.099

TABLE 6**The Results of the Paired *t*-test for Two Categories**

		Paired Differences		95% Confidence Interval		t	df	Sig. (2tailed)	
		Mean	Std. Deviation	Std. Error	of the Difference				Lower
Pre-	The usefulness of survey teacher feedback	1.53529	1.07468	.26065	.98275	2.08784	5.890	16	.000*
	The usefulness of peer feedback								
Post-	The usefulness of survey teacher feedback	1.22941	.98219	.23822	.72441	1.73441	5.161	16	.000*
	The usefulness of peer feedback								

*P<0.05

Another paired *t*-test was conducted to examine the perceptions toward teacher and peer feedbacks both at the beginning and at the end of the semester; Table 6 suggests that although participants' perceptions toward both feedbacks did not change over the semester, there were statistically significant differences in terms of preference both at the beginning and at the end of the semester. In other words, students' preference for teacher and peer feedbacks did not change here at least for the participants; teacher feedback had been preferred over peer feedback during the semester.

To examine the second research question, participants were asked to rank the types of feedback in order of importance. To explain, they were asked to rank the types of feedback their peers mainly focused on and what they thought teacher feedback mainly focused on. Moreover, they were also asked to rank the types of peer and teacher feedback they were willing to incorporate in their drafts.

TABLE 7
Frequencies of the Type of Feedback Exchange at Pre- and Post-Surveys

	Feedback Exchange		Feedback Exchange	
	Pre-survey		Post-survey	
	Peer	Teacher	Peer	Teacher
Content	13 (37.1%)	14 (36.8%)	14 (38.8%)	16 (39%)
Organization	2 (5.7%)	11 (28.9%)	9 (25%)	12 (29.2%)
Subtotal	15 (42.8%)	25 (65.7%)	23 (63.8%)	28 (68.2%)
Vocabulary	6 (17.1%)	4 (10.5%)	2 (5.5%)	4 (9.7%)
Language Use	9 (25.7%)	8 (21%)	9 (25%)	8 (19.5%)
Mechanics	5 (14.2%)	1 (2.6%)	2 (5.5%)	1 (2.4%)
Total	35	38	36	41

Table 7 showed that feedback given to organization was perceived to be most frequently provided and feedback given to content to be second most frequently provided. Each category was counted only if they were ranked either as the first or as the second by students on the pre- and post-survey. Response to item 1 and 2 were analyzed under the most frequently exchanged feedback (Table 7). While the results of items 3 and 4 were demonstrated under the category of feedback incorporated (Table 8). As can be seen, peer and teacher feedback seemed to be mostly given to organization and content; the combined percentage of the two categories of both peer and teacher feedback amounts to 54.7% on the pre-survey and 66.1% on the post-survey. The

results show a discrepancy between the pre- and post-frequency of feedback exchange concerning the category of organization provided by the peers. Language use showed a steady percentage provided by both peer and teacher feedback on the pre- and post-survey. Mechanics seemed to be referred to a lesser position.

TABLE 8
Frequencies of the Type of Feedback Incorporated at Pre- and Post- Surveys

	Feedback Incorporated		Feedback Incorporated	
	Pre-survey		Post-survey	
	Peer	Teacher	Peer	Teacher
Content	8 (22.8%)	9 (25.7%)	8 (21.6%)	11 (35.4%)
Organization	10 (28.5%)	10 (28.5%)	8 (21.6%)	8 (25.8%)
Subtotal	18 (51.4%)	19 (54.2%)	16 (43.2%)	19 (61.2%)
Vocabulary	4 (11.4%)	8 (22.8%)	5 (13.5%)	2 (6.4%)
Language Use	7 (20%)	6 (17.1%)	10 (27%)	6 (19.3%)
Mechanics	6 (17.1%)	2 (5.7%)	6 (16.2%)	4 (12.9%)
Total	35	35	37	31

Table 8 revealed the frequencies of feedback incorporated into subsequent drafts by the participants. The same trend was revealed in the incorporation. Students regarded both the content and organization as of higher priority when it comes to feedback incorporation. Combined percentage of two categories amounts to 52.7% on the pre-survey and 51.4% on the post-survey. Students showed a positive stance toward incorporating language use feedback into their subsequent drafts.

2. Analysis of the writing essays

To discuss what effects teacher and peer feedback have on participants' revision process, all drafts of the narrative, persuasive and expository writing were analyzed. The revisions of participants' drafts were categorized either as meaning-preserving or meaning-changing revisions according to the criterion mentioned above.

TABLE 9

Extent of the Number of Revisions on the Three Essays of Student A

Source	Meaning Preserving		Meaning Changing		Source Total
	Micro	Macro	Micro	Macro	
Written peer feedback	5	2	5	3	15(35%)
Written teacher feedback	8	2	5	8	23(53.5%)
Self/other feedback	3	1	1	-	5(11.5%)
Total	16	5	11	11	43
	(37.2%)	(11.5%)	(25.5%)	(25.5%)	

Student A made 43 revisions to three essays. Of these revisions 21 (48.7% of the total revision) were considered meaning-preserving. Micro-changes in the meaning-preserving category were of the highest score 16 (37.2%) of the total revision. Meaning-changing category accounted for 22 (51%) of the total revision. Both Micro and Macro-changes to the meaning were identical. The greater changes were determined to be meaning changing, suggesting that the draft of the participant underwent considerable change as shown in the excerpt below.

I believe that the advantages of this work out-weigh its disadvantages. And since it is “voluntary”, one can volunteer in the place and the condition that suit him, even if there would still be some obstacles that would face him. Some people believe that volunteering is a tiring, non-paid job, it is in fact the most noble job on can do.

(Student A, essay two, first draft)

I believe that the advantages of the work out-weigh its disadvantages. And since it is voluntary, one can volunteer in the place and the condition that suit him, even if there would still be some obstacles that would face him. Voluntary work is a call of life, and the decision of how far you will go remains yours. At the end, one is not born into the world to do everything but to do something. The more you do, the more you gain... it is a job with a non-stop salary.

(Student A, essay two, final draft)

As to the source of revision, peer feedback resulted in 35% of the revision, 46.6% were meaning-preserving changes while 53.3% were in the meaning-changing category. Teacher feedback resulted in 53.5% of the total changes, 43.4% were meaning-preserving changes while 56.5% were in the meaning-changing category. Student A showed a relatively high percent of the self-editing 11.5% of the changes.

Student B made 47 changes to three essays. Meaning changing category constituted the major changes in the text, 59.5% of the total revision. While on the other hand, 40.3% of the changes were under meaning-preserving category. Macro changes in the meaning-changing category were of the highest score 34% of the total changes. Micro changes in the two categories were identical 25.5% of the changes. As to the source of revision, teacher feedback accounted for 46.8%, and peer feedback accounted for 48.9% of the total changes. Student B incorporated changes from both peer and teacher feedback at an equal rate. Self-editing feedback resulted in a low percentage as to 4.2% of the changes.

TABLE 10**Extent of the Number of Revisions on the Three Essays of Student B**

Source	Meaning Preserving		Meaning Changing		Source Total
	Micro	Macro	Micro	Macro	
Written peer feedback	6	4	6	7	23(48.9%)
Written teacher feedback	5	3	5	9	22(46.8%)
Self/other feedback	1	-	1	-	2(4.2%)
Total	12(25.5%)	7(14.8%)	12(25.5%)	16(34%)	47

Many people ask for having a censorship for internet, T.V., books and other forms of publication. In my opinion, T.V. censorship is very essential. Kids nowadays are confronting violence and obscene language. Censorship should be performed by the government. If T.V. in the 21st century is not censored, kids will be exposed to dangerous behavior.

(Student B, essay three, first draft)

As the technology is developing, the demand for censorship is increasing. Many people ask for having an internet censorship, but I believe that the government should apply the T.V. censorship. Many films include obscene language and violent behavior. Thus, it is very dangerous if T.V. won't be censored, because our children are going to act in a violent, disturbed and inappropriate way.

(Student B, essay three, final draft)

TABLE 11

Extent of the Number of Revisions on the Three Essays of Student C

Source	Meaning Preserving		Meaning Changing		Source Total
	Micro	Macro	Micro	Macro	
Written peer feedback	3	2	3	3	11(37.9%)
Written teacher feedback	8	2	3	4	17(58.6%)
Self/other feedback	-	-	1	-	1(3.4%)
Total	11(37.9%)	4(13.7%)	7(24.1%)	7(24.1%)	29

Student C made 29 changes to the revised papers. Most of the changes were micro changes in the meaning preserving category. Micro and macro meaning changing percentages were the same 24.1%. As to the source of feedback, teacher feedback was the main reference for Student C to revise her final draft, 58.6% of the total changes. Peer feedback also was also a main source of feedback to Student C. It is important to note that self-feedback was almost negligible.

For a community to be whole and healthy, it must be based on people's love and concern for others, and one of the plenty ways is community service. It is the help that many people give to the needy people that would make societies happier.

(Student C, essay two, first draft)

For a community to be healthy and united, it must be based on people's love and concern for others. One way to achieve this end is to get involved in community service. It is the help that many people give to the needy people that would make societies happier.

(Student C, essay two, final draft)

It is important to note that Student C writings showed a high occurrence of unsuccessful revision.

Governmental censorship is not required. There are many solutions, that don't need the help of government. Internet, books, T.V must be freely open to all people. And it must be kept this way forever.

(Student C, essay three, first draft)

Teacher Comment: Short and weak conclusion, try to provide interesting and convincing details.

Peer Comment: I felt that the conclusion can be better. You can talk about the value of free speech, democracy and so on...

Governmental censorship is not required. There are many solutions that don't need the help of the government. Internet, T.V., books must be freely accessible to all people. And it must be kept this way forever.

(Student C, essay three, final draft)

Student C failed to incorporate teacher's and peer's comments to improve her conclusion. The passage didn't show any change in the general meaning even though the comments directed the writer to change the context of the passage. The following revision corroborated Sommer's (1980) study. She found that less skilled writers revised in the most limited way; they basically focused on form, usage and teacher-generated rules and rarely modify content. When students are not able to revise successfully, it is often due to lack of English proficiency and/or lack of appropriate strategies for providing explanations, explicitness or elaboration (Silver & Lee, 2007).

TABLE 12**Total Revisions by Type and Source of Three Students**

Source	Meaning Preserving	Meaning Changing	Total
Peer-influenced	22	27	49(41.1%)
Teacher-influenced	28	34	62(52.1%)
Self-influenced	5	3	8(6.7%)
Total	55 (46.2%)	64(53.78%)	119

The three students made a total of 119 revisions to their essays. Peer feedback influenced 49 (41.1%) revisions, teacher feedback influenced 62 (52.1%) revisions and self-feedback influenced 8 (6.7%) revisions. Teacher feedback seemed to have the highest influence on students to revise their drafts. Needless to say, peer feedback played an important role in directing students' revision.

Two paired sample *t*-tests were conducted to test the level of significance of peer and teacher feedback on Essay One and Essay Three.

TABLE 13**Paired Samples *t*- test of Essay One and Essay Three**

	Paired Differences		95% Confidence Interval of the		t	df	Sig. (2-tailed)
	Mean	Std. Error	Lower	Upper			
Essay 1 – Essay 3	.16667	.22048	-.78198	1.11531	.756	2	.529

Results indicated that no statistically significant results were obtained ($t = 0.756, p > 0.05$).

This was an expected result since most L2 researchers and L2 writing teachers would confirm that improvement in writing quality is the most laborious and time-consuming goal.

3. Analysis of the observation

The observational data shed light on the types of interaction during peer feedback process. They also revealed students' attitude toward peer feedback approach.

Students were working in pairs on a writing draft, exploring different ways to improve the writing quality of the text, clarifying their intended meaning, and arguing about the effectiveness of the suggested feedback given by their peers. The general atmosphere was positive and encouraging since students share the same educational and cultural background and this definitely reflected in their interaction with each other. The atmosphere in the sessions came across very clearly as “a community of status equals” (Bruffee, 1984). The interaction was frank, relaxed and controlled by the students themselves. Students were “working on the same

wavelength” (Topping, 1998). Very few students on the contrary revealed discomfort during the peer feedback sessions. The reason was mainly that those students were accustomed to teacher-directed classroom. They resisted group-centered peer feedback activities.

The use of L1 dominated their converse. Students were more relaxed and able to express themselves when using L1. They often conversed in L1 when they were seeking or giving clarification. Students used L1 to elaborate and explain their point of view to their peers. L1 in peer interaction assisted them in understanding peers and being understood by peers. L2 was a difficult mean to use in order to justify their context. The facilitative role of L1 in peer interaction supports the view in socio-cultural theory that language is the most essential tool to mediate language development with social interaction (Vygotsky, 1978). It also corroborates SLA assertion that language that has been learned serves to mediate further language development.

Most of the converse between peers was mainly to inform and explain about the context of their writing. That the highest proportion of the converse fell under the “inform” function, informing peers about the content of writing. While on the other hand, directions about revisions to be made were second in number. Moreover, defending their point of view was a dominant interaction between peers. Some students were strongly arguing and defending their ideas. Very few were passive in the peer interaction. The relatively equal social status among students, however, made them willing and brave enough to challenge peer feedback before deciding whether the peer feedback should be used.

The effectiveness of peer feedback relied heavily on the personality of the writer and the reviewer. Some students welcomed the feedback and tried to incorporate it into their subsequent drafts while others were resistors to the feedback given. In general, it was evident that students

didn't lack interpersonal skills due to their excessive exposure to online feedback such as: facebook, hotmail, wiki, blogs and other forms of online communication.

Few comments interrupted the peer feedback process. One student commented that she would like to give the kind of constructive feedback she would like to receive herself. She tried to give more detailed comments.

Another student revealed that she now appreciated the hard work teachers go through in providing proper feedback. She said that it was hard for her to find the suitable remark.

Now I understand how hard it is for teachers to correct our writing assignments. It took me three hours to give my comments on Reem's paper. I didn't know what to write for her. It was difficult for me to read other's paper.

When students were asked to provide the written feedback, it took them 20 min, more than the allotted time. They complained about the difficulty of providing accurate feedback. Moreover, students found it difficult to supply peers with alternatives. One student expressed:

I can tell that the sentence is awkward, but I don't know how to correct it.

Several students enquired whether written peer feedback would be graded. They were more motivated to work when told that their work would be checked and graded.

Some students checked with the researcher before writing a comment to assure themselves that their remarks were suitable or to persuade their peers of the precision of their feedback. Still the role of teacher was dominant when writing the written peer feedback.

At the end, data from the observation suggested that students did not take much interest in filling the peer feedback sheets. Students suggested that they did them because they had to. Not all the questions were answered. Some students didn't attempt to say what the strengths and weaknesses of the essay were (Hyland, 2000). The sheets turned the exercise of peer feedback

into being dictated by the teacher, leaving no space for spontaneity of the situation. So, the researcher was ambivalent about the usefulness of peer feedback sheets and only used them once. Students were left free to comment on their peer's paper depending on the training they had previously received. The peer review sheet was the modified sample form (Ferris & Hedgcok, 2005).

Finally, throughout the peer feedback sessions, the researcher observed glimpses of life skills among the students. Instead of peer-competitions, students were engaged in a learning environment where negotiation and diplomacy skills, verbal communication, giving and accepting criticism, justifying one's positions and empowering students' self-confidence to unleash their potentials were practiced.

4. Analysis of the interview

Numerous themes and different point of views emerged from the semi-structured interview. First, most students commented concerning the different nature of peer and teacher feedback. With peer feedback, students were free to incorporate the suggested comments. They checked, argued, complained, clarified and rejected peer feedback. Peer feedback could be either followed or disregarded. On the contrary, teacher feedback was taken for granted. They regard teacher's remarks as essential assets for improving their writing drafts. Responses to teacher feedback were influenced by the assessment culture and grade-oriented culture since the teacher was the sole authoritative person to mark the paper.

She is the teacher, she knows better.

I don't incorporate peer feedback unless I am convinced.

If I disagree with my peer's comments I just ignore them.

The teacher will understand what the students say because she knows more. She is the teacher.

Concerning teacher feedback, students revealed their preference in having all their grammatical mistakes corrected by their teacher. This corroborated with previous studies on students' preference of error correction (Diab, 2005, 2006; Leki, 1991).

I like to receive a detailed feedback about my writing. I like to know what I am good at and what I am weak in so that I will improve.

Apparently students, appreciated teacher feedback. However, when asked if teacher feedback was useful for their writing improvement, doubts were expressed.

Teacher is better in giving comments. But sometimes I keep repeating the same mistakes. I repeat a lot in my writing.

Student A also pointed that teacher written feedback alone was not very useful. She felt she would benefit more if written feedback was followed by teacher-student conferences.

Concerning peer feedback, students in general commented with reservation that peer feedback enhanced the quality of their papers. They would be able to spot errors in their peers' paper that were blind points to them in their papers. In other words, peer feedback raised their awareness of their weakness in their own writing. Reviewing their classmates' papers helped them avoid making the same mistakes that their classmates made.

Moreover, it was found that students like to see others perspectives concerning their writing. Having an authentic audience may motivate students to write in line with the characteristics and demands of her reader, thus adding communicative purposes for their writing (Peterson, 2003; Rollinson, 2005).

Another point raised by students was students' trust in their peers' ability to provide accurate comments. One student confirmed that her peer crossed out a correct word.

I once used a certain vocab word that I read before in a story and was sure about it, but my peer marked the vocab word as an error. She said that the choice of word was weak, but I am sure that this word wasn't weak. (Pause) sometimes my peers don't understand my writing.

Students in the interview revealed mixed perceptions concerning both teacher and peer feedback echoing in this way the case in literature. This could be referred to their lack of pedagogical knowledge concerning the applied method.

The analysis of the data collected revealed mixed results. The questionnaire portrayed students' preference for teacher feedback. Document analysis revealed improvement in the quality of writing especially in the writings of students A and B. The qualitative analysis of the data depicted a positive attitude toward peer feedback despite the fact that students doubted their peers' review abilities. The following section presents a thorough discussion about the findings of the study. It provides pedagogical implications and suggestions for further research studies.

Chapter Five

Discussion and Conclusion

In this chapter, major findings are summarized and discussed based on the results. Besides, pedagogical implications, limitations of the study, and suggestions for future research studies are provided as well.

Findings of the documents analysis reveals that the most common type of revision students made to their essays was meaning-changing revisions, 53.7% percent of the total changes while the percentage of meaning-preserving changes was 46.2% of the total changes. This finding shows that both peer and teacher feedback affected the global-level of the students' essays. This contradicts previous studies (Lockhart & Ng, 1995; Nelson & Carson, 1998; Paulus, 1999; Villamil & De Guerrero, 1998) that concluded that when students were asked to peer review, the focus was mainly on the sentence and word level. An explanation for this high percent concerning the global revision is that the training sessions mainly focused on directing students to check content and organization. This explanation is congruent with previous studies concerning the role of training peers in enhancing the quality of feedback (Berg, 1999; Min, 2005, 2006; Paulus, 1999).

Findings show that students' revisions were 52.1% teacher- influenced and 41.1% were peer-influenced. This result out numbered the 5 % of peer-influenced revision that Connor and Asenavage obtained from their study (1994). Most literature studies caution that revision alone doesn't ensure that there will be a definite improvement. Avoiding this gap, Conrad and Goldstein (1999) taxonomy was followed. It is important to clarify that the study revealed some

students' lack of metacognitive knowledge on how to revise successfully. That was evident in the writings of Student C and sometimes in Student B's writings. Raising student awareness and providing them with the chances to understand the intent of teacher feedback can promote a better understanding of the process of revision and help them to respond to the feedback given in an appropriate manner (Silver & Lee, 2007).

The results of the pre- and post-survey reveal that although the participants' perception did not change, teacher feedback had been consistently preferred over peer feedback, the finding that seems to echo previous studies (Bryant & Carless, 2010; Ferris, 1995, 1997; Kim, 2009; Miao et al., 2006; Wang, 2009; Zhang, 1995). The quantitative data of students' perception didn't reveal a high preference for peer feedback. However, literature is full of evidence to show that students' likes and dislikes for a specific teaching method do not always match the learning benefit that is associated with it (Gielen et al., 2010).

The qualitative analysis of students' perception toward peer review sessions reveal that students enjoyed getting involved in this activity because it was a chance for them to communicate, to get ideas, to see different perspectives and to learn through a critical eye echoing previous studies (Lin & Chien, 2009; Liu & Chai, 2007). Although students proposed the doubts of peer review's activity, corroborating previous studies (Min, 2005; Nelson & Carson, 2006; Saito & Fujita, 2004; Tsui & Ng, 2000), the document analysis reveals that students incorporated 41.1% of their peer comments a relatively high percent.

No significant result was obtained to reveal the impact of peer and teacher feedback, but the qualitative analysis of the students' writings depicted the positive effects of peer and teacher feedback on the writing quality of the final draft. This was assured by various studies conducted

previously (Berg, 1999; Caulk, 1994; Kamimura, 2006; Mendonça & Johnson, 1994; Miao et al., 2006; Nelson & Murphy, 1992; Rollinson, 2005; Villamil & De Guerrero, 1998; Zamel, 1985).

This result finds explanation in Vygotsky's (1978) sociocultural theory. The ability to improve the final draft based on the peer interaction agrees with Vygotsky's claim that language learning is obtained through participation in social mediated context. As explained in chapter two, through peer interaction, the student moves from the other-regulated stage to the self-regulated stage. The success of the social interaction in improving linguistic proficiency is revealed in the obtained results.

Conclusion

The above result, demonstrates that peer feedback should be adapted as an effective tool of formative assessment or assessment for learning (Bryant & Carless, 2010; Lee, 2007, 2008). Accordingly, this presents a great challenge to teachers, and especially secondary teachers, due to the exam-oriented culture in Lebanon. Some teachers might regard peer feedback as a western innovative pedagogical tool not necessarily practical in the Lebanese setting, where summative assessment is deeply rooted in the educational culture. This exam dominant culture in Lebanon hinders the development of effective feedback practices. To reconcile the exam and learning culture is a thorny issue, but the solution may lie in teacher's continuous professional development (Ferris, 2007). Teachers should be empowered to conduct action, class-based, research to share good feedback practices (Ferris, 2007; Lee, 2008). When better motivation, more effective learning and even improvement in student writing is obtained, teachers may vary their preferred ways of feedback.

Finally, the goals and evaluation of peer feedback or peer assessment should go further than the mere performance improvement. It is important that learners become progressively

independent of their teacher for life-long learning and as a result have to acquire self-assessment skills (Gielen et al., 2010). These skills cannot be left to be treated accidentally by the curriculum, teachers have to address them and integrate them first in their teaching philosophy and then in their teaching methods to prepare self-regulated and life-long learners.

Limitations of the study

Although this study aimed at studying the impact of peer and teacher feedback and their effects on students' subsequent drafts, the results of this study cannot be generalized because of the small number of the participants. Only 18 students enrolled at one private school in Beirut were involved in the study; the sample might not be representative of the target population of L2 secondary students. Moreover, the study was mostly conducted during the third semester of the academic year; a thorough study should be done to reveal the effects on the long term. Sufficient time and practice were needed to reveal successful results.

Another major limitation of the study was the lack of a control group, since all of the participants were subjected to the treatment. The school had only one section of grade 10; therefore, conducting an experimental research was difficult to be employed.

In addition, the study didn't incorporate teachers' voice concerning the implementation of peer feedback process. A questionnaire, an interview or think-aloud protocol should have been addressed to teachers examining their attitude toward peer feedback.

Pedagogical implication

The result of this study should reassure L2 writing teachers that their written feedback can be used by students to make global changes to their drafts. In addition, writing teachers can integrate peer feedback into the writing classroom with confidence that this feedback can be effective and can be used by students to better their writing quality.

As to the point of teacher feedback, it is recommended that teachers provide balanced coverage in their written feedback, focusing on issues relating to content, structure, organization, language, and style (Ferris, 2003; Hyland & Hyland, 2006b; Zamel, 1985). Hyland and Hyland (2006b) stated that teachers should tailor their comments in order to fit their student's affective, cognitive and linguistic needs.

It is important to study this approach at the level of young learners. If the writing curriculum adopts peer feedback in early classes, students would internalize the techniques of providing and receiving feedback at early ages.

Furthermore, the writing curriculum has to be structured and reformed to encourage the application of process writing (Leki et al., 2008).

Suggestions for further research

Further research should conduct think-aloud protocol or retrospective interview to examine why and how students of different language proficiency levels revise and incorporate their peer and teacher feedback in the subsequent draft. Empirical research should also answer why students fail to effectively revise their drafts.

A study that would link motivation and students' self-esteem with peer and teacher feedback would give a deeper picture about the role of feedback.

Finally, although most of the revisions of the three students resulted mainly from teacher and peer feedback, a number of revisions came from self-feedback. Researchers should consider researches that address the influence of self-assessment feedback.

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Appendix A:

Transcription of the interview: Student A

Perception toward peer feedback

Interviewer: My interview with you is mainly to study your perception concerning both teacher and peer feedback. Feel free to express your own thoughts. I highly appreciate your cooperation. Ok, the interview questions are divided into two sections. Section one deals with the perception toward peer feedback and the second section deals with the teacher feedback.

The first question: What part of your drafts do you think peer feedback mostly focused on?

Interviewee: Uh, I think peer feedback mostly focuses on the content of writing. Uh, because the content makes the reader interested in the writing or not, more than the grammatical mistakes and so... the content and the organization of the essay are what my peers focus on mostly.

Interviewer: What did you do when you disagreed with peer comments on your drafts?

Interviewee: Eh, when I disagree with my peer's comments about certain points I mainly talk to her and try to convince her through talking. Uh, Uh... and tell her what is the reason that I didn't like what she said. (Pause) sometimes I disagree with my peer on the choice of words. I once used a certain vocab word that I read before in a story and was sure about it, but my peer marked the vocab word as an error she said that the choice of the word was weak, but I am sure that this word wasn't weak. (Pause) sometimes my peers don't understand my writing.

Interviewer: That is why you disagreed with "student X" in the previous session?

Interviewee: Yes, she insisted that her point was correct and I am sure that I am right?

Interviewer: What was the word?

Interviewee: I used "she has pleasantness in her scent". And she disagreed with me. But I checked the word and it was correct.

Interviewer: What do you think are the strengths and weaknesses of both oral and written peer feedback? And which one do you prefer?

Interviewee: Eh, I think oral feedback is better than the written feedback, in the oral feedback I can express my self in details. Written feedback limits what I want to say. Eye contact, uh, face to face interaction would facilitate the way of communication. It would be more real when I talk face to face. So I prefer (*akeed*) oral feedback.

Interviewer: What affected your decision to incorporate peer feedback?

Interviewee: I didn't incorporate peer feedback by my choice; I had to, the teacher asked for. Eh, but it helped me sometimes. I still prefer teacher feedback. My peers won't understand me like my teacher would. Maybe my level is different from her level. The two levels are not the same, so I won't understand her and she won't understand me. The teacher will understand what the students say because she knows more. She is the teacher. Eh.

Interviewer: Do you think peer feedback helped you improve the quality of your drafts?

Interviewee: The quality of my work didn't improve a lot because peer feedback is not as teacher feedback. I wasn't convinced about changing a lot of things in my paper, so I didn't change. But still I like to see what others say about my paper. Some comments might be beneficial. I tried to impress my friends in my writings sometimes. I like it when they say nice things about my writings.

Perception toward teacher feedback:

Interviewer: What part of your drafts do you think teacher feedback mostly focused on?

Interviewee: Uh, I think teacher feedback focuses on the content, most importantly because this what... but if I have a lot of grammatical and spelling mistakes I would like my teacher to correct them. I like to receive a detailed feedback about my writing. I like to know what I am good at and what I am weak in so that I will improve.

Interviewer: What did you do when you disagreed with teacher comments on your drafts?

Interviewee: I rarely disagree with my teacher's comments. I am directly convinced. But sometimes I use images (*Bas*) once you misunderstood what I meant. Sometimes I mean a certain image but you change it into something else. Like "the fact suffocated in my throat, and couldn't find its way out." I meant... but you corrected it: "the fact suffocated me and couldn't find its way out." No I didn't mean it in this way. It is an image: "the fact was suffocated not me."

Interviewer: I like the fact that you made things clear to me, thank you. This means I need to be more critical in correcting your essays. What you said makes sense. We teachers sometimes make mistakes in correcting.

Interviewee: Eh, No thank you, maybe sometimes my images are not clear.

Interviewer: What do you think are the strengths and weaknesses of oral teacher feedback?

Interviewee: Uh, I don't find weaknesses in teacher feedback, but it is better after you write your comments to talk about them with students.

Interviewer: You mean to have teacher-student conference?

Interviewee: Yes, I would like to have teacher-student conference after my writing to make things clear. Same as with the image of the suffocated fact. I like to talk about my writing essays with the teacher. Discussing your points is very important.

Interviewer: What affected your decision to incorporate teacher feedback?

Interviewee: I like teacher feedback. Not because you are my teacher, but I think teacher feedback is beneficial.

Interviewer: Do you think teacher feedback helped you improve the quality of your drafts?

Interviewee: (*3keed*), uh, it helped a lot more than peer feedback. Same reasons. She is in authority, she understands better.

Interviewer: But you just said that teachers sometimes make mistakes and don't understand their students.

Interviewee: But I can talk with her about it, and I am sure she is able to convince me. Then (*Biemshee el 7al*). But with peer feedback even after we talk I am not convinced to change my errors. Sometimes my peers don't listen to what I say. They have.... Ok.

Interviewer: Thank you. I really appreciate your effort and time.

Transcription of the interview: Student B**Perception toward peer feedback**

Interviewer: What part of your drafts do you think peer feedback mostly focused on?

Interviewee: Uh, Uh, they focus more on the content and organization of the essay. Sometimes, on word choice and structure. But mainly most of the comments are on content and organization of the essay.

Interviewer: What did you do when you disagreed with peer comments on your drafts?

Interviewee: (Laughing), I just ignore them.

Interviewer: Won't you try to find a solution for that.

Interviewee: No, ok I try to talk about the problem. But if I disagree with the point I just ignore them.

Interviewer: What do you think are the strengths and weaknesses of both oral and written peer feedback? And which one do you prefer?

Interviewee: uh, I prefer oral feedback, it is better than writing. In oral... I will understand her point of view. In written..., I might understand her points differently. It is more obvious in the oral part.

Interviewer: What affected your decision to incorporate peer feedback?

Interviewer: Because it will help me correct my mistakes and it was graded.

Interviewer: Do you think peer feedback helped you improve the quality of your drafts?

Interviewee: (Pause), not in everything but yes... in organizing my ideas. Sometimes I avoid the mistakes that my peers do in writing. When I see errors in my peers' papers I just try to avoid these mistakes in my writings.

Perception toward teacher feedback

Interviewer: What part of your drafts do you think teacher feedback mostly focused on?

Interviewee: Content and structure

Interviewer: What did you do when you disagreed with teacher comments on your drafts?

Interviewee: I correct all the comments provided by the teacher. I think they are useful.

Interviewer: What do you think are the strengths and weaknesses of oral teacher feedback?

Interviewee: I prefer written feedback.

Interviewer: But with peer feedback you said that you would go for oral feedback? What is the difference?

Interviewee: ...no teachers know what to say. I don't disagree with her. She knows... her comments are more accurate than peer comments. I don't need to talk about them. With my peers I need to clarify things and questions about their points.

Interviewer: What affected your decision to incorporate teacher feedback?

Interviewee: Uh, to improve my writing and receive a better grade.

Interviewer: Do you think teacher feedback helped you improve the quality of your drafts?

Interviewee: Yes, much better than peer feedback. Teacher is better in giving comments. But sometimes I keep repeating the same mistakes. I repeat a lot in my writing. I have repetition.

Interviewer: Any thing to add concerning peer feedback?

Interviewee: Uh, (*2nno*) peer feedback would benefit the one who is giving the feedback more than the one who is getting or receiving. The student is able to see the mistakes in other papers and so she will avoid them in writing, next time.

Transcription of the interview: Student C

Perception toward peer feedback

Interviewer: What part of your drafts do you think peer feedback mostly focused on?

Interviewee: I think sentence structure and grammar, mostly they are wrong. Then ideas. The ideas sometime are weak. Or, I write in an improper way. Uh, so I can say both ideas and sentence structure.

Interviewer: What did you do when you disagreed with peer comments on your drafts?

Interviewee: I talk to that person and explain what I disagree with her on.

Interviewer: What if you didn't reach an agreement on the topic or the issue discussed?

Interviewee: We usually talk about it and I explain my points. Uh, but, I will write my ideas if she didn't convince me. But if her opinion is correct I will change my mind. I will accept her point of view.

Interviewer: What do you think are the strengths and weaknesses of both oral and written peer feedback? And which one do you prefer?

Interviewee: I prefer the written feedback because the written feedback would be clear to me than the oral feedback. In oral feedback I may tend to forget the ideas discussed so I can't refer to them when revising. While in the written feedback I can take my time to correct the mistakes.

Interviewer: What affected your decision to incorporate peer feedback?

Interviewee: (Pause) uh, uh, uh, ...

Interviewer: (The teacher explained the question in a simplified way) The word *incorporate* was difficult to understand.

Interviewee: Uh , uh, it was the teacher decision to apply peer feedback in class. Everything she writes I will take into consideration. (ideas, sentence structure...) I will see my weak points and then I will correct them to receive a higher grade.

Interviewer: Do you think peer feedback helped you improve the quality of your drafts?

Interviewee: Yes, I have so... not correct...don't have a good sentence structure... and sometimes when I read peer correction I really ...uh,.. (*Ya2ni*) ... (*Bestafeed*) . Peer correction provides different ideas, that would help me, they give me different solutions to improve.

Interviewer: Alternative suggestions you mean?

Interviewee: Yeh, I like my peers to give alternative suggestions and solutions... uh, I don't like my peers to comment only on my writing I like them to give solutions... alternative suggestions.

Perception toward teacher feedback

Interviewer: What part of your drafts do you think teacher feedback mostly focused on?

Interviewee: First ideas, content, second grammar mistakes and structure.

Interviewer: What did you do when you disagreed with teacher comments on your drafts?

Interviewee: I don't disagree with teacher's comments. They are really ... I like them and I take them into consideration. They helped me improve the quality of my writing.

Interviewer: What do you think are the strengths and weaknesses of oral teacher feedback?

Interviewee: (Thinking) ... weaknesses (*Kaman*) I might forget them uh, Oral. Strengths teacher says many ideas... things to help us.

Interviewer: What affected your decision to incorporate teacher feedback?

Interviewee: The teacher knows better. What she says is correct. Uh, she is the teacher.

Interviewer: Do you think teacher feedback helped you improve the quality of your drafts?

Interviewee: The teacher helped me in organizing my ideas. Sometimes I write in a disorganized way. Even though I read and understand the teacher comments, but I keep repeating the same errors in the next essay.

Interviewer: ok, thank you, I appreciate your time and effort.

Appendix B

Teacher and peer feedback questionnaire

Instruction: Students are kindly asked to give their own perception toward peer and teacher feedback. We highly appreciate your time and cooperation:

The usefulness of reading peer's words:**1. I like reading my classmates' drafts.**

Strongly disagree 1 2 3 4 5 6 Strongly agree

2. Reading my classmates' drafts is useful.

Strongly disagree 1 2 3 4 5 6 Strongly agree

3. Reading my classmates' drafts gives me more ideas.

Strongly disagree 1 2 3 4 5 6 Strongly agree

4. Reading my classmates' drafts helps me improve the organization of my draft.

Strongly disagree 1 2 3 4 5 6 Strongly agree

5. Reading my classmates' drafts helps me to improve the language (including grammar and vocabulary) of my draft.

Strongly disagree 1 2 3 4 5 6 Strongly agree

The usefulness of teacher feedback:**6. My teachers' feedback helps me to enrich the content of my draft.**

Strongly disagree 1 2 3 4 5 6 Strongly agree

7. My teachers' feedback helps me to improve the organization of my draft.

Strongly disagree 1 2 3 4 5 6 Strongly agree

8. My teacher's feedback helps me to improve the language (including grammar and vocabulary) of my draft.

Strongly disagree 1 2 3 4 5 6 Strongly agree

9. I benefit from reading my teachers' feedback.

Strongly disagree 1 2 3 4 5 6 Strongly agree

10. Classmates prefer teacher feedback.

Strongly disagree 1 2 3 4 5 6 Strongly agree

11. How often do you take into consideration your teacher's comments when you revise your drafts?

Never 1 2 3 4 5 6 All the time

The usefulness of revision:

12. Revision helps improve my draft.

Strongly disagree 1 2 3 4 5 6 Strongly agree

13. After each revision, the content of my draft becomes richer.

Strongly disagree 1 2 3 4 5 6 Strongly agree

14. After each revision, the organization of my draft becomes better.

Strongly disagree 1 2 3 4 5 6 Strongly agree

15. After each revision, the language (including grammar and vocabulary) of my draft improved.

Strongly disagree 1 2 3 4 5 6 Strongly agree

The usefulness of peer feedback:

16. My classmates' feedback in peer response sessions is useful.

Strongly disagree 1 2 3 4 5 6 Strongly agree

17. My classmates' feedback in peer response sessions helps me to enrich the content of my draft.

Strongly disagree 1 2 3 4 5 6 Strongly agree

18. My classmates' feedback in peer response sessions helps me to improve the organization of my draft.

Strongly disagree 1 2 3 4 5 6 Strongly agree

19. My classmates' feedback in peer response sessions helps me to improve the language (including grammar and vocabulary) of my draft.

Strongly disagree 1 2 3 4 5 6 Strongly agree

20. I benefit from my classmates' feedback in peer response sessions.

Strongly disagree 1 2 3 4 5 6 Strongly agree

21. How often do you take into consideration your classmates' comments when you revise your drafts?

Never 1 2 3 4 5 6 All the time

Items examining the usefulness of reading peer's works: items 1-5

Items examining the usefulness of teacher feedback: items 6-10

Items examining the usefulness of revision: 11-14

Items examining the usefulness of peer feedback: items 15-21

Appendix C

Peer Feedback Sheet

Writer's Name: -----

Essay: -----

Reviewer's Name: -----

Date: -----

These are questions to ask yourself after reading another student's essay.

1. What is the writer's purpose?
2. What is the thesis statement?
3. Does the introduction capture your attention? If not, what can be changed to better the introduction?
4. Does the essay progress in an organized way?
5. Does each paragraph have a main idea?
6. Does the conclusion summarize/restate the main ideas?
7. Write a positive comment about this essay?
8. Where does the author need to add more details to fully explain his/her ideas?

Appendix D

Essay Scoring Rubric

Organization	Development	Cohesion	Structure	Vocabulary	Mechanics
(1) No organization evident; ideas random, related to each other but not to task; no paragraphing; not thesis; no unity	No development	No coherent; no relationship of ideas evident	Attempted simple sentences; serious, recurring, unsystematic grammatical errors obliterate meaning	Extremely limited range; incorrect/unsystematic inflectional, derivational morpheme use; little to no knowledge of appropriate word use regarding meaning and syntax	Little or no command of spelling; punctuation, paragraphing, capitalization
(2) Suggestion of organization; no clear thesis; ideas listed or numbered, often not in sentence form; no paragraphing, no unity	Development severely limited; examples random, if given	No coherent; ideas random/unconnected; attempt at transitions may be present, but ineffective; few or unclear referential ties, reader is lost	Uses simple sentences; some attempts at various verb tenses; serious unsystematic errors, occasional clarity; possibly uses coordination; meaning often obliterated; unsuccessful attempts at embedding may be evident	Meaning severely inhibited; very limited range; relies on repetition of common words; inflectional morphemes incorrect, unsystematic, very limited command of common words; seldom idiomatic; reader greatly distracted	Some evidence of command of basic mechanical features; error-ridden and unsystematic

Organization	Development	Cohesion	Structure	Vocabulary	Mechanics
<p>(3) Some organization; relationship between ideas not evident; attempted thesis; but unclear; no paragraphing; no hierarchy of ideas; suggestion of unity of ideas</p>	<p>Lacks content at abstract and concrete levels; few examples</p>	<p>Partially coherent; attempt at relationship, relevancy and progression of some ideas, but inconsistent or ineffective; limited use of transitions; relationship within and between ideas unclear/non-existent; may occasionally use appropriate simple referential ties such as coordinating conjunctions</p>	<p>Meaning not impeded by use of simple sentences, despite errors; attempts at complicated sentences inhibit meaning; possibly uses coordination successfully; embedding may be evident; non-English patterns evident; non-parallel and inconsistent structures</p>	<p>Meaning inhibited; limited range; some patterns of errors may be evident; limited command of usage; much repetition; reader distracted at times</p>	<p>Evidence of developing command of basic mechanical features; frequent, unsystematic errors</p>
<p>(4) Organization present; ideas show grouping; may have general thesis, though not for persuasion; beginning of hierarchy of ideas; lacks overall persuasive focus and unity</p>	<p>Underdeveloped; lacks concreteness; examples may be inappropriate; too general; may use main points as support for each other</p>	<p>Partially coherent, main purpose somewhat clear to reader; relationship, relevancy, and progression of ideas may be apparent; may begin to use logical connectors between/within ideas/paragraphs effectively; relationship between/within ideas not evident; personal pronoun references exist, may be clear.</p>	<p>Relies on simple structures; limited command of morpho-syntactic system; attempts at embedding may be evident in simple structures without consistent success; non-English patterns evident</p>	<p>Meaning inhibited by somewhat limited range and variety; often uses inappropriately informal lexical items; systematic errors in morpheme usage; somewhat limited command of word usage; occasionally idiomatic; frequent use of circumlocution;</p>	<p>May have paragraph format; some systematic errors in spelling, capitalization, basic punctuation</p>

Organization	Development	Cohesion	Structure	Vocabulary	Mechanics
<p>(5) Possible attempted introduction, body, conclusion; obvious, general thesis with some attempt to follow it; ideas grouped appropriately; some persuasive focus, unclear at times; hierarchy of ideas may exist, without reflecting importance; some unity</p>	<p>Underdeveloped; some sections may have concreteness; some may be supported while others are not; some examples may be appropriate supporting evidence for a persuasive essay, others may be logical fallacies, unsupported generalizations</p>	<p>Partially coherent; shows attempt to relate ideas, still ineffective at times; some effective use of logical connectors between/within groups of ideas/paragraphs; command of personal pronoun reference; partial command of demonstratives, deictics, determiners</p>	<p>Systematic consistent grammatical errors; some successful attempts at complex structures, but limited variety; clause construction occasionally successful, meaning occasionally disrupted by use of complex or non-English patterns; some nonparallel, inconsistent structures</p>	<p>Meaning occasionally inhibited; some range and variety; morpheme usage generally under control; command awkward or uneven; sometimes informal, unidiomatic, distracting; some use of circumlocution</p>	<p>Paragraph format evident; basic punctuation, simple spelling, capitalization, formatting under control; systematic errors</p>
<p>(6) Clear introduction, body, conclusion; beginning control over essay format, focused topic sentences; narrowed thesis approaching position statement; some supporting evidence, yet ineffective at times; hierarchy of ideas present without always reflecting idea importance;</p>	<p>Partially underdeveloped, concreteness present, but inconsistent; logic flaws may be evident; some supporting proof and evidence used to develop thesis; some sections still undersupported and generalized; repetitive</p>	<p>Basically coherent in purpose and focus; mostly effective use of logical connectors, used to progress ideas; pronoun references mostly clear; referential/anaphoric reference may be present; command of demonstratives; beginning appropriate use of transitions</p>	<p>Some variety of complex structures evident, limited pattern of error; meaning usually clear; clause construction and placement somewhat under control; finer distinction in morpho-syntactic system evident</p>	<p>Meaning seldom inhibited; adequate range, variety; appropriately academic, formal in lexical choices; successfully avoids the first person; infrequent errors in morpheme usage; beginning to use some idiomatic expressions successfully; general command of usage</p>	<p>Basic mechanics under control; sometimes successful attempts at sophistication, such as semi-colons, colons</p>

Organization	Development	Cohesion	Structure	Vocabulary	Mechanics
<p>(7) Essay format under control; appropriate paragraphing and topic sentences; hierarchy of ideas present; main points include persuasive evidence; position statement/thesis narrowed and directs essay; may occasionally digress from topic; basically unified; follows standard persuasive organizational patterns</p>	<p>Acceptable level of development; concreteness present and somewhat consistent; logic evident, makes sense, mostly adequate supporting proof; may be repetitive</p>	<p>Mostly coherent in persuasive focus and purpose, progression of ideas facilitates reader understanding; successful attempts to use logical connectors, lexical repetition, synonyms, collocation; cohesive devices may still be inconsistent/ ineffective at times; may show creativity; possibly still some irrelevancy</p>	<p>Meaning generally clear; increasing distinctions in morpho-syntactic system; sentence variety evident; frequent successful attempts at complex structures; non-English patterns do not inhibit meaning; parallel and consistent structures used</p>	<p>Meaning not inhibited; adequate range, variety; basically idiomatic; infrequent errors in usage; some attention to style; mistakes rarely distracting; little use of circumlocution</p>	<p>Occasional mistakes in basic mechanics; increasingly successful attempts at sophisticated punctuation; may have systematic spelling errors</p>
<p>(8) Definite control of organization; may show some creativity; may attempt implied thesis; content clearly relevant, convincing; unified; sophisticated; uses organizational control to further express ideas; conclusion may serve specific function</p>	<p>Each point clearly developed with a variety of convincing types of supporting evidence; ideas supported effectively; may show originality in presentation of support; clear logical and persuasive/convincing progression of idea</p>	<p>Coherent; clear persuasive purpose and focus; ideas relevant to topic; consistency and sophistication in use of transitions/ referential ties; effective use of lexical repetition, derivations, synonyms; transitional devices appropriate/ effective; cohesive devices used to further the progression of ideas in a manner clearly relevant to the overall meaning</p>	<p>Manipulates syntax with attention to style; generally error-free sentence variety; meaning clear; non-English patterns rarely evident</p>	<p>Meaning clear; fairly sophisticated range and variety; word usage under control; occasionally unidiomatic; attempts at original, appropriate choices; may use some language nuance</p>	<p>Uses mechanical devices to further meaning; generally error-free</p>

Organization	Development	Cohesion	Structure	Vocabulary	Mechanics
(9) Highly effective organizational pattern for convincing, persuasive essay; unified with clear position statement; content relevant and effective	Well-developed with concrete, logical, appropriate supporting examples, evidence and details; highly effective/convincing; possibly creative use of support	Coherent and convincing to reader; uses transitional devices/referential ties/logical connectors to create and further a particular style	Mostly error-free; frequent success in using language to stylistic advantage; idiomatic syntax; non-English patterns not evident	Meaning clear; sophisticated range, variety; often idiomatic; often original, appropriate choices; may have distinctions in nuance for accuracy, clarity	Uses mechanical devices for stylistic purposes; may be error-free
(10) Appropriate native-like standard written English	Appropriate native-like standard written English	Appropriate native-like standard written English	Appropriate native-like standard written English	Appropriate native-like standard written English	Appropriate native-like standard written English

Source: Paulus, T. M. (1999). The effect of peer and teacher feedback on student writing. *Journal of Second Language Writing*, 8, 265-289.

Appendix E

Sample Training Activity

Can Spam

When I first got an e-mail account ten years ago, I received communications only from my friends, family, and professional acquaintances. Business do not contact to me with advertisements to sell me their services. Now it seems that every time I check my e-mail, I have to delete a lot of advertisements and correspondence. I have no interest in reading this. If we want e-mail to continue to be useful. We need laws that make criminal spam. The avalanche of spam threaten to destroy this important means in communication.

If the government will not do something soon to outlaw spam, the problem will get much more bad. Computer programs allow spammers sending hundreds of millions of e-mails virtually instantly. As more and more advertisers turn to spam to sell their products, the e-mail that we want to receive it could be greatly outnumbered for junk e-mail. Would you continue to use e-mail if you had to delete 100 pieces spam for each e-mail that was written to you by someone you know?

Companies rely with e-mail for their employees to communicate with each other. Spamming corrupts their internal communications and they are unable to communicate effectively. Such a situation results with a lost of productivity for the company and requires sometimes the company to reformulate its communication network, to.

Despite of these problems for businesses, some people might discuss that criminalizing spam would infringe on spammers' right to free speech. However, how free is speech that

drowns out another voices that we want to hear? The right to free speech does not allow companies to flood my mail box with its e-mail garbage. Yes, free speech is an essential component of the exchange with ideas necessary for flourishing democracy. Unsolicited e-mails, however, threaten to inhibit effective communication , not nurture it.

Because those reasons, our lawn makers need to legislate against spam. Spammers should be fined, and perhaps jailed, if they continue to disturb people with their incessant pleas of our attention and our money. E-mail was designed to be a helpful tool for allow people all over the world too communicate with each other quick and effective, but spam threatens to destroy this advance in the human communication.

Source: Folse K. and Pugh T. (2007). *Greater Essays*. Patricia A. Coryell

Appendix F

Training Guidelines**Definitions and examples of the four training steps**

Step	Definition	Examples of comments
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)	"What do you mean by ..."
2. Identifying the problem	Reviewers announce a problematic word, phrase, sentence or cohesive gap	"I think on this point, the description of the two cultures is not parallel."
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 in the essay	"You should put some phrases before you make this quotation because the last paragraph is unrelated to the fourth paragraph."
4. Making specific suggestions	Reviewers suggest ways to change the words, content, and organization of essays	"If you are trying to say many people have more than one cell phone, maybe you can say it in this way: The majority of people have a cell phone with them, some even with more than one."

Adapted from the study of H-T. Min (2005).

Appendix G

Consent Form

Participant Information Sheet for a Study of Peer and Teacher Feedback

Researcher: Basma Majari: School of Education, Lebanese American University, Beirut.

Dear Ms. Makkawi,

I am a Master student in Education at LAU. As part of the Master degree in education, I am undertaking a research project. The project is examining the effects of peer and teacher feedback on students' writing competence. The University requires that ethics approval be obtained for research involving human participants.

Participants will be asked to exercise peer feedback sessions. The class will be inquired to fill in a pre- and post questionnaire at the end of the study. Moreover, in-class observation will take place during the third semester of the academic year. A content analysis of the writing assignments of three selected students will be scrutinized.

Should any participants feel the need to withdraw from the project, they may do so without question at any time before the data is analyzed.

Responses collected will form the basis of my research project and will be put into a written report on an anonymous basis. All material collected will be kept confidential.

The research project will be submitted for the Department of Education and deposited in the University Library.

Signed: Ms. Makkawi

