



**Online Paired and Grouped Peer Feedback: Effects on Low Proficiency
Students' English Grammatical Ability and Their Perceptions**

Rotsana Kittiwat

**A Thesis Submitted in Partial Fulfillment of the Requirement for the Degree
of Master of Arts in Teaching English as an International Language
Prince of Songkla University**

2017

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Low Proficiency Students' English Grammatical Ability
and Their Perceptions

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ชื่อวิทยานิพนธ์	การให้ข้อมูลย้อนกลับระหว่างผู้เรียนแบบจับคู่และแบบกลุ่มผ่านวีธีออนไลน์ : ผลที่มีต่อความสามารถด้านไวยากรณ์ภาษาอังกฤษและการรับรู้ของนักเรียนที่มีความสามารถในระดับต่ำ
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ปีการศึกษา	2559

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลของการให้ข้อมูลย้อนกลับระหว่างผู้เรียนแบบคู่และแบบกลุ่มผ่านวีธีออนไลน์ต่อความสามารถด้านไวยากรณ์ภาษาอังกฤษ ข้อมูลย้อนกลับจากเพื่อนที่นักเรียนนำไปใช้ในการแก้ไขงานเขียน ตลอดจนการรับรู้ที่มีต่อกิจกรรมการให้ข้อมูลย้อนกลับของนักเรียนกลุ่มตัวอย่างระดับมัธยมศึกษาปีที่ 6 ซึ่งใช้วิธีการสุ่มแบบเจาะจงจากห้องเรียนสภาพจริงจำนวน 2 ห้องเรียน โดยกำหนดเป็นกลุ่มทดลองทั้ง 2 กลุ่ม กลุ่มทดลองที่ 1 มีนักเรียนจำนวน 22 คน และกลุ่มทดลองที่ 2 มีนักเรียนจำนวน 32 คน เครื่องมือที่ใช้ในการเก็บข้อมูล ได้แก่ แบบทดสอบการเขียนก่อนและหลังเรียน แบบฝึกหัดการเขียน แบบสอบถามการรับรู้และแบบสัมภาษณ์แบบกระตุ้นการย้อนคิด สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงปริมาณ คือ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน ค่าขนาดอิทธิพล (Cohen's d) และค่า T-test การวิเคราะห์ข้อมูลเชิงคุณภาพใช้วิธีการวิเคราะห์เนื้อหาและนำเสนอด้วยการจัดกลุ่ม ผลการวิจัยพบว่า ผลของการให้ข้อมูลย้อนกลับแบบคู่และแบบกลุ่มต่อผลสัมฤทธิ์ทางการเขียนด้านไวยากรณ์ในภาพรวมทั้งก่อนและหลังเรียนของนักเรียน มีค่าเฉลี่ยรวมไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติ และการให้ข้อมูลย้อนกลับทั้ง 2 กลุ่ม มีค่าขนาดอิทธิพล (Cohen's d) ต่อไวยากรณ์เป้าหมายในระดับที่แตกต่างกันตั้งแต่ระดับต่ำจนถึงปานกลาง ส่วนการนำข้อมูลย้อนกลับที่ได้รับจากเพื่อนไปใช้ในการแก้ไขงานเขียนของนักเรียนในกลุ่มทดลองแบบจับคู่และกลุ่มพบว่าอยู่ในระดับที่สูง นั่นคือ ร้อยละ 80.56 และ 83.49 ตามลำดับ ทั้งนี้ข้อมูลที่ได้จากการสัมภาษณ์ยังพบว่า นักเรียนมี 3 เหตุผลหลักในการเลือกใช้ข้อมูลย้อนกลับที่ได้รับจากเพื่อน ได้แก่ ความสามารถของเพื่อนที่ให้ข้อมูลย้อนกลับ การตรวจสอบข้อมูลจากแหล่งข้อมูลออนไลน์ และการสังเกตงานเขียนของเพื่อน นอกจากนี้ยังพบว่าในภาพรวมนักเรียนส่วนใหญ่ของทั้ง 2 กลุ่มทดลองมีการรับรู้ต่อการทำกิจกรรมการให้ข้อมูลย้อนกลับไปในทางบวกและให้ความเห็นว่ากิจกรรมการให้ข้อมูลย้อนกลับมีประโยชน์ต่อการพัฒนาทักษะทางด้านไวยากรณ์ภาษาอังกฤษในงานเขียน อย่างไรก็ตาม

ตาม พบว่าร้อยละ 58 ของนักเรียนในกลุ่มทดลองที่ 1 มีความพอใจต่อข้อมูลย้อนกลับที่ได้รับระดับปานกลาง ในขณะที่ 60.2 ของนักเรียนในกลุ่มทดลองที่ 2 มีการรับรู้ไปในทางบวก ผลการวิจัยชี้ให้เห็นว่าการให้ข้อมูลย้อนกลับระหว่างผู้เรียนนั้นมีความสำคัญและมีประโยชน์ต่อการสอนทักษะการเขียน อย่างไรก็ตาม การให้ข้อมูลย้อนกลับจากครูยังคงมีความจำเป็นสำหรับนักเรียนที่มีความสามารถทางด้านภาษาอังกฤษในระดับต่ำ

Thesis Title	Online Paired and Grouped Peer Feedback: Effects on Low Proficiency Students' English Grammatical Ability and Their Perceptions
Author	Ms. Rotsana Kittiwat
Major Program	Teaching English as an International Language
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ABSTRACT

The study aimed to investigate the effects of online paired peer feedback (OPP) and online grouped peer feedback (OGP) on Mattayomsuksa 6 students' English grammatical ability in writing, and to observe the extent to which students incorporated peer's comments in revisions, and students' perceptions toward peer feedback activities. Two intact groups of fifty-four Mattayomsuksa 6 students studying at Hatyaipittayakom School in Hatyai, Songkhla were purposively selected as participants in this study. They were assigned to two experimental groups, namely, OPP group (n = 22) and OGP group (n = 32). The instruments employed in this study were pre- and post-writing tests, writing tasks, perception questionnaire and stimulated recall interviews. The quantitative data were analyzed for means, standard deviation, frequency, Cohen's *d* (effect size), t-test and percentage. The qualitative data were analyzed and categorized into themes. The findings showed that both types of peer feedback had no significant difference in improving students' overall grammatical ability in writing. However, they were found to have practical significance to the targeted grammatical points at different degrees ranging from low to medium. Additionally, it was found that the students in the OPP group and the OGP group mostly adopted 80.56% and 83.49%, respectively, of their peers' comments into their revisions. The interview data revealed that three reasons the students incorporated peer's comments were peer's language ability, online resource consultation and self-observation. Furthermore, the majority of the students from OPP and OGP had a positive perspective toward peer feedback and agreed that it was useful for improving their grammatical knowledge in writing. However, 58% of the students in OPP had a neutral opinion on the comments they received, whereas 60.2% of the students in OGP had a positive opinion. The findings suggest that peer feedback is beneficial in improving grammatical ability in writing instruction. Teacher feedback, though, is needed for low proficiency students.

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LIST OF PAPERS

Kittiwat, R., & Khongput, S (2017a). *Effects of Online Paired and Grouped Peer Feedback in Improving Low Proficiency Students' English Grammatical Ability in Writing*. Manuscript submitted for publication

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May 15th, 2017

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**Kasetsart University, Bangkok, Thailand in collaboration with
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Dear Authors,

Author(s): Rotsana Kittiwat & Somruedee Khongput, Prince of Songkla University, Thailand

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1. INTRODUCTION

English is used all over the world as an international language. In Thailand, English has been included in the curriculum as a compulsory foreign language for decades. However, Thai students seem not to be well equipped with English competence as demonstrated by their low scores in a countrywide standardized test -- the Ordinary National Educational Test (ONET). ONET results in 2013, 2014 and 2015 showed that the average English scores of Mattayomsuksa 6 students were 25.35, 23.44 and 24.98, respectively. As one of the members of the ASEAN Economic Community, it is vital for Thais to be able to use English to communicate with foreigners coming from many countries since English has been chosen as an official language in ASEAN. For Thais, using English to communicate is found to be one of the challenges because Thailand is a non-English speaking country.

Among the four micro skills, writing has been considered the most arduous skill which students always have difficulty to obtain, as it is a complex process and requires syntactic, semantic, rhetorical, and discourse knowledge (Hyland, 2003; Nunan, 1990; Williams, 2004). Among these features, the lack of grammatical knowledge of Thais is viewed as a hindrance in achieving good writing (Kaweera & Usaha, 2008; Siengsawang, 2006). Although Thai students have studied English for more than ten years, they still make grammatical errors in their writing, particularly in articles, tenses, sentence structure, prepositions and subject-verb agreement (Nonkukhekhong, 2013; Suwangard, 2014; Watcharapunyawong & Usaha, 2013). As McCaskill (1998) highlighted, a good writer needs to have grammatical knowledge because the lack of grammatical knowledge may lead to misinterpretation of the text's meaning. Therefore, in order to complete a good and meaningful composition, writers have to master several grammatical issues such as tenses, subject verb agreements, articles, punctuations, gerunds, and infinitives (Nonkukhekhong, 2013; Suwangard, 2014).

In the Thai context, teachers have always been the center of the class and played a leading role of giving knowledge, correcting errors and particularly providing feedback in writing instructions. This method is likely a one-way learning process in which students are generally seen as dependent passive learners and rely on teachers' feedback without being curious about what they have received. To encourage students to become more active in their learning, peer feedback can be a

useful tool to help them improve weak points.

Peer feedback can be referred to as many different names such as peer response, peer review, peer editing, and peer assessment (de Guerrero & Villamil, 1994; Hyland, 2006; Stanley, 1992). It can be defined as the process that students provide comments or correct errors on peers' writing task either in written or oral formats (Hyland & Hyland, 2006; Stanley, 2011). Liu and Hansen (2002) proposed that peer feedback can be explained as a community where students play a role of assessors and take responsibilities which are normally taken by teachers, experts or editors in reviewing and commenting on each other's drafts either in written or oral formats. Peer feedback has been widely used in English writing instructions for decades (Mendonca & Johnson, 1994; Rollinson, 2005; Zhao, 2010) and has been extensively advocated in the literature as "potentially valuable aid for its social, cognitive, affective, and methodological benefits" (Rollinson, 2005, p.23). For its social benefit, peer feedback has played a crucial role in social interaction among students which is necessary for their learning (Vygotsky, 1978). Adopting peer feedback in the classroom can engage students to participate in a social community. During the peer feedback activities, students can learn from social environment by asking questions, offering explanations, giving suggestions, restating comments, and correcting grammatical mistakes among themselves (Mendonca & Johnson, 1994).

In relation to the cognitive benefits, peer feedback has been found to enrich students' cognitive performance and encourage students to engage in knowledge construction, specifically when collaborative learning is embedded in an authentic environment and applied to complex tasks (Johnson & Johnson, 1999). Peer feedback has been adopted in writing classrooms to improve content, organization and grammatical accuracy as a supplementary source of comments other than teacher feedback which is sometimes considered as unclear, too general and difficult to understand for students (Berg, 1999; Rollinson, 2005). Students who play the reader role can provide useful feedback for writers who can revise their writing effectively after receiving feedback from their peer readers (Mendonca & Johnson, 1994, Rollinson, 2005). By reading others' writing, students were capable of become more critical readers and writers (Rollinson, 2005).

Peer feedback can be generally supported by sociocultural theory since writing and learning are a social process in which students take learning as a social activity occurring through interaction with peers (Hanson & Liu, 2005). Within this learning circumstance, peer feedback is found to help improve a sense of readers, raise awareness of students to see their strengths and weaknesses, and encourage collaborative learning process (Rollinson, 2005; Tsui & Ng, 2000). Students can also revise effectively by incorporating comments from their peers (Mendonca & Johnson, 1994; Ting & Qian, 2010). In Vygotsky's (1978) view of zone of proximal development (ZPD), what a learner needs for being able to learn or do something independently is to get help from an expert or a more knowledgeable person. Typically, the expert or the more knowledgeable person is an adult or a teacher (Wertsch, 1985). Recently, peers are viewed to be simultaneously experts and novices (Swain, Brooks, & Tocalli-Beller, 2002; Swain & Watanabe, 2013).

Despite a number of positive effects of peer feedback, some studies found its negative effects. A number of problems have been pointed out. The first problem comes from the fact that most students have limited intrinsic knowledge which in turn precludes students from providing substantial and useful feedback, and also not being able to discriminate good and poor feedback. Moreover, this problem also includes students' negative attitudes towards peer feedback which causes them to give inappropriate comments on others' writings (Nelson & Murphy, 1992). Tsui and Ng (2000) maintained that most students in their study preferred teacher feedback to peer feedback, possibly because students presumed that the teacher was experienced and qualified to provide them with useful feedback. Students felt uncertain about the quality of their peers' suggestions and felt hesitant to use peers' comments in revision (Fei, 2006; Zhang, 1995). The next problem is that students probably look at surface errors when they are assigned to provide comments on their peers' writings (Keh, 1990; Nelson & Murphy, 1992). The last problem involves cross-cultural issues. Having different cultural backgrounds, the students are likely to have different beliefs about what good writing is since some of them are interested in only grammar or content problem (Nelson & Murphy, 1992).

In assisting students to be able to give feedback to peer, some researchers have suggested that students should be trained or coached how to provide feedback

effectively (Berg, 1999; Min 2006; Stanley, 1992; Zhu, 1995). Their research findings showed that peer feedback training has strong positive effects on students' revision and influences students to give more feedback on others' work (Berg, 1999; Min 2006; Stanley, 1992; Zhu, 1995). Peer feedback training can also increase learner's confidence and reduce the influence of subjective factors on peer review, improve the feedback quality, and make the feedback more effective (Freeman, 1995; Min, 2005, 2006). Min (2005) offered four training steps in order to improve the quality of peer feedback as follows: (1) clarifying writers' intentions, (2) identifying the source of problems, (3) explaining the problem nature, and (4) giving specific guidance. Nevertheless, the findings are not clear to ascertain whether the trained peer feedback alone is able to enhance and influence subsequent revision (Berg, 1999; Paulus, 1999).

According to the popularity of peer feedback used in writing instructions, a number of empirical studies have investigated many different aspects of peer feedback through both qualitative and quantitative methods. These aspects include (1) the quality of peer feedback in terms of accuracy, fluency, consistency in comparison with teacher feedback (Caulk, 1994; Kim, 2005), (2) the impact of peer feedback on subsequent drafts (Mendonça & Johnson, 1994; Nelson & Murphy, 1993; Villamil & De Guerrero, 1998), (3) the effects of trained peer feedback (Berg, 1999; Min, 2005, 2006; Stanley, 1992), (4) the students' ability to address areas needed in revision (Nelson & Murphy, 1992), (5) the students stances toward peers' texts (Mangelsdorf & Schlumberger, 1992; Yu & Lee, 2015), (6) the analysis of peer talk during interaction (de Guerrero & Villamil, 1994, 1996; Nelson & Murphy, 1992), (7) the students' ability to correct grammatical errors on peers' writing (Akiah & Ghazali, 2015; Ting & Qian, 2010), (8) the students' perception of peer feedback (Nelson & Carson, 1998), and (9) the benefits of giving or receiving feedback (Cho & MacArthur, 2011; Lundstrom & Baker, 2009). Most of these studies focused on features relevant to students' involvement in peer feedback activities whereas the focus on low proficiency students' grammatical ability after participating in peer feedback activity is less investigated.

The number of students included in peer feedback activities is another issue of interest. Many studies focused on paired peer feedback and found that this

type of peer feedback has positive results compared to teacher feedback since it increases interaction between two students and creates a sense of good readers and writers (de Guerrero & Villamil, 1994; Rollinson, 2005; Tsui & Ng, 2000). Recently, researchers' interest is moved from paired peer feedback to grouped peer feedback because they believed that grouped peer feedback is more effective than paired peer feedback in a way that it can provide more reliable and valid feedback to students (Shehadeh, 2007). Peer feedback in group provides opportunities such as comprehensible input (Krashen, 1982), comprehensible output (Swain, 1985), cooperative language learning (McGroarty, 1989), and particularly "negotiated interaction" (Gass & Selinker, 1994, p. 217). Students need to negotiate the meaning of the context in writing by questioning, explaining and discussing in group.

Peer feedback is traditionally provided through a paper-pencil or face-to-face form. The previous studies on peer feedback compared the effectiveness of face-to-face and online peer feedback or computer-mediated peer review (CMPR) (DiGiovanni & Nagaswami, 2001; Hewett, 2000; Tuzi, 2004). With a growing number of new technologies and network for supporting learning in an education area, peer feedback has shifted from face-to-face sessions to an online community. Face-to-face peer feedback is the conventional type of peer feedback which refers to the process that students confront each other in order to ask questions, negotiate meaning or discuss their writing, which takes place in an ordinary classroom. By comparison, online peer feedback is an up-to-date peer feedback format which can take place anywhere and participants can share documents of their writings and give or receive comments with their classmate online to mediate with their peers about their writings (Moloudi, 2011). Online peer feedback has been considered having more benefits than traditional peer feedback. For example, online peer feedback can reduce students' anxiety in oral communication and also offer flexibility to both teachers and students as it can be conducted anywhere at any time with the network of the Internet (DiGiovanni & Nagaswami, 2001; Liang, 2010; Tuzi, 2004).

With the benefits of technology, this study intends to use Google Docs, a free web-based application, which basically works like a word processor or

Microsoft Word. It is mainly used as a collaborative editing tool that all participants including students can easily access as well as collaborate with others by sharing the same document online (Wichadee & Suwantarathip, 2014). It allows a group of individuals to simply create, edit, and delete information immediately and they can also review the revision history in the document by others in real time (Sharp, 2009). Teachers and students are able to work together as collaborators in an online community where members acquire and share experiences or knowledge. As Slavkov (2015) proposed, the instructors are capable of monitoring students' writing and offering comments or feedback in real time through the comment or chat functions. Additionally, Google Docs can be accessible to general public as long as the Internet is available and with these benefits, students appear to perceive Google Docs as an advantage tool for group work (Oishi, 2007).

Apart from the studies on the format of peer feedback, another interesting area which has drawn some researchers' attention recently is the students' perceptions toward peer feedback. Previous studies revealed that students participating in peer feedback activities mostly had positive perceptions toward peer feedback. Tsui and Ng (2000) found that students were highly motivated by peers' comments to develop their writing ability as those comments gave them opportunities to see their weaknesses and gain new ideas to develop their texts. The qualitative data in Altstaedter and Doolittle's study (2014) suggested that students perceived that the quality of their writing such as organization, transition and flow improved after they had experienced peer feedback activities. Kulsirisawad (2013) investigated 20 EFL university students' perceptions on the integration of peer feedback on grammatical errors in writing. The findings revealed that the majority of the students had positive perceptions toward peer feedback activities because they were a useful and valuable source of learning.

However, not all students viewed peer feedback as a valuable source in their writing. Sengupta (1998) found that students in the study preferred to receive comments or be corrected by the teacher because they viewed their peers as less knowledgeable people. As Cheng and Warren (1997) indicated, students viewed themselves as an incompetent person to review or give marks on their peers' writing. Studies of peer feedback in either face to face or online format including students'

perceptions were frequently conducted at a college or university level (Altstaedter & Doolittle, 2014; Kaufman & Schunn, 2011; Kulsirisawas, 2013). Though the findings from these studies revealed that peer feedback is a useful and valuable source for considering how to design a peer feedback activity in a higher education context, studies that investigate the perspectives of high school students toward peer feedback activities are needed since high school students' characteristics differ from those in higher level education.

Hence, this study aimed to compare the effects of the two types of peer feedback on improving students' grammatical ability given by paired peer feedback and grouped peer feedback as they participated in peer feedback activities online by using Google Docs as a writing and feedback tool. Four grammatical features, namely, articles, basic sentence formation, capitalization and subject-verb agreement were the target structures in this study and they were found to be ones of the most ten frequent grammatical errors of Thai students in writing (Nonkukhekhong, 2013; Watcharapunyawong & Usaha, 2013). However, since the target populations were low proficiency students, the researcher tended to mainly focus on the four grammatical features as discrete points regardless of writing quality; writing is thus treated as a platform for students to practice the grammatical knowledge. Therefore, students' writing ability such as organizing and expressing idea was out of concern. The research also intended to investigate the extent to which students incorporated peer grammatical feedback into their writing revisions and explore students' perceptions toward peer feedback activities.

2. RESEARCH QUESTIONS

The research questions are as follows:

1. Are there any differences between the accuracy scores of online paired peer feedback and online grouped peer feedback on Mattayomsuksa 6 students' English grammatical ability in writing? If so, what are they?
2. To what extent do students incorporate peer grammatical feedback in writing revisions? Why?
3. What are Mattayomsuksa 6 students' perceptions towards participating in peer feedback activities?

Definition of Terms

In this study, important terms used can be defined as follows:

1. **Online paired peer feedback (OPP)** refers to the technique of using two students to correct each other's writing tasks and to give comments or suggestions on them through an online system.
2. **Online grouped peer feedback (OGP)** refers to the technique of using a small group or a group of four students to correct each other's writing tasks and to give comments or suggestions on them through an online system.
3. **Google Docs** refers to a type of a computer mediated communication (CMC) which is used as an online writing tool and feedback tool in the study. It can take place in a synchronous (real time, simultaneous) or asynchronous (time-delayed) mode. This study focused on the use of a synchronous communication tool.
4. **Grammatical ability** refers to the ability of using grammar regarding four target structures in written work:
 - (1) Articles
 - a. Misuse of a/an/the

For example, "A sun is shining."
 "We want to buy a apartment."
 "I rarely buy new T-shirt."
 - b. Unnecessary insertion

For example, "The Thailand is a land of smile."
 - (2) Subject-verb agreement refers to the sentence with a verb that does not agree in number with its subject.

For example, "She want to a new shirt."
 "Peter are playing football now."
 - (3) Basic sentence formation
 - a. Missing verb

For example, "Jenny beautiful in my opinion."

b. Unnecessary verbs insertion

For example, “I am go to Samui with my family.”

c. Misuse of ‘ verb+ing’,and ‘ verb+to’

For example, “You should stop talk in the class.”

“I want go with my mother.”

(4) Capitalization

a. No capitalization at the beginning of a sentence

For example, “there are many chairs in this room.”

b. No capitalization for proper nouns

For example, “Next year, I will go to paris.”

c. Random capitalization

For example, “Some people do not Like exercising in the Park.”

3. RESEARCH METHODOLOGY

3.1 Design

This study employed a quasi-experimental design with a pre- and post-tests. Two experimental groups were employed: one that employed online paired peer feedback (OPP) and one that employed online grouped peer feedback (OGP).

3.2 Participants

The population of the current study was 75 Mathayomsuksa 6 students enrolling in a fundamental English course in the second semester of 2016 academic year at Hatyaipittayakom School in Hat Yai, Songkhla. Fifty four students from two intact groups were purposively selected as the participants in this study. According to the results of an English achievement test from the previous academic year, all participants had a low level of English proficiency and were inexperienced in using peer feedback. All participants were Thai native speakers aged between 17 to 18. Due to practicality and classroom management, one intact group with 22 students was placed into the OPP group and the other intact group with 32 students was assigned the role of the OGP group.

3.3 Instruments

The researcher employed two research instruments included Google Docs and training materials.

3.3.1 Research instruments

3.3.1.1 Google Docs

The researcher used Google Docs as an online writing and feedback giving tool (Figure 1). Its functions are similar to the traditional word processor that students can write a paragraph and add comments. Moreover, students are able to share their documents to their peers and the instructor. The people who have access to the shared documents (i.e., the peers and instructor) can also view a revision history and check changes in the documents.

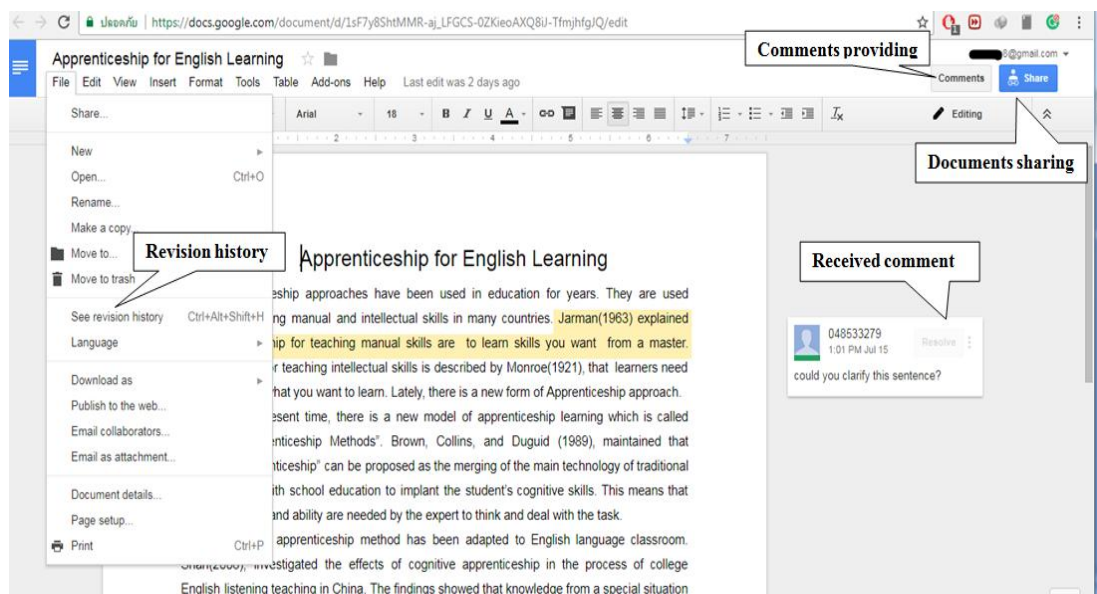


Figure 1. Google Docs' features.

3.3.1.2 Training materials

Training materials included training lesson plan (see Appendix A) and grammar worksheets (see Appendix B). The training lesson plan was used to train students how to use Google Docs as an online writing and feedback tool and how to give feedback through Google Docs. This training took about two periods. The grammar worksheets were exercises for students to review the four types of most frequent grammatical errors they made in their written work. This review took about four periods. For a review of each grammatical aspect, the students were required to do grammatical exercises focusing on that particular aspect.

3.3.2 Data collection instruments

3.3.2.1 Writing tests

Two writing tests including a pre-test and a post-test (see Appendix C) were employed to measure students' grammatical ability before and after the treatment in four aspects: articles (ART), subject-verb agreement (SV), basic sentence formation (BSF), and capitalization (CAP). All participants in both experimental groups were assigned to compose a 100-120 word piece of writing under the same topic, “My Best Friend,” in both the pre-test and the post-test. The students did not get feedback for the pre- and post-writing test. The writing test was piloted to 20 Mattayomsuksa 6 students at another high school in Hatyai in order to determine the suitability of the selected topic and time allocation. The pilot showed that the students were able to write a paragraph based on the given topic within the time allocated (50 minutes).

3.3.2.2 Writing tasks

Both experimental groups were required to complete three descriptive writing tasks (Appendix D) in 50 minutes for each topic using Google Docs. The participants were asked to write a 100-120 word paragraph for each task which related to the participants' current learning tasks from their textbook content. The topics of three writing tasks were as follows:

- (1) 1st writing task - The Place I Like to Go
- (2) 2nd writing task - Three Things I Enjoy Doing on the Internet
- (3) 3rd writing task - My Favorite Superstar

For each writing task, the participants had to write two drafts. The initial draft was used as writers' text on which feedback (i.e., comments) given. The revised draft was the text edited by the writers. It was used to compare with the initial draft to see the changes made by the writers and the extent to which comments given were incorporated in the revision.

3.3.2.3 Questionnaire

The questionnaire was adapted from Kulsirisawad (2013) and Strijbos (2010). It consisted of three parts. The first part was closed ended questions to obtain students' general information. The second part contained 26 statements about five aspects of peer feedback: usefulness (US), reception of comments (RC), provision of

comments (PC), affection (AF) and technology (TN). According to the five aspects, usefulness related to students' overall perceptions of their improvement of the grammatical ability, reception of comments related to the students' opinions about the comments they received from peers, provision of comments related to the state of providing feedback, affection related to the emotion of doing peer feedback and technology related to its benefits for writing and providing comments. This part was designed to elicit the students' perceptions toward peer feedback by using a five-point Likert scale. Each statement ranged from 5 "strongly agree", 4 "agree", 3 "neutral", 2 "disagree" to 1 "strongly disagree". The third part was open ended questions to explore students' perceptions toward the interaction with their peers while participating in peer feedback activities (Appendix E). The questionnaire was written in Thai to ensure that the intended meaning was conveyed and understood by all participants. It was piloted to 15 Mattayomsuksa 6 students in the same high school. The reliability was 0.76.

3.3.2.4 Stimulated recall interviews (SRIs)

Stimulated recall interviews (SRIs) were used to obtain in-depth information on what made students incorporated comments from their peer in revision. The interviews were conducted in Thai in order to obtain as much information as possible without any language barriers after students finished each of the three writing tasks but before the post-test. Therefore, the three writing tasks and the comments in Google Docs were used as stimuli in the interviews. The sessions took approximately 20 to 30 minutes per interviewee. The guideline questions used are presented as follows:

Sample questions for the stimulated recall interviews

1. Were your peers' comments useful for you when you revised your draft? Why?
2. What were you thinking when you changed your draft here? Why did you delete it or add it?
3. What were you thinking when you gave this comment to your friend's draft?
4. Would you like to have your classmates comment on your writing next time? Why?
5. Did reading your friends' writing while giving comments influence your writing?

6. Did your friends' comments affect your writing?

3.4 Data collection procedures

The data for this study were collected throughout a 16-week course. Each week the students in each group typically met the teacher who was the researcher herself in two 50-minute classes. Both groups received the same procedures. The overall research procedure consisted of three following phases: 1) pre-treatment process, 2) treatment process, and 3) post-treatment process.

1) Pre-treatment process

At the early stage of the study, students were asked to complete the pre-writing test. Then, they were trained how to use Google Docs' features for writing and providing grammatical feedback for approximately two periods. During the training process, the students had to practice the four grammatical target structures found as the four grammatical errors the students frequently made in their writing in an English course taught in the previous academic year through grammar worksheets. Since the students in the current study had low proficiency level of English, the researcher asked them to mainly emphasize the four grammatical aspects which were the focus of this study.

2) Treatment process

After the training section, the experiment was conducted during week 8-15. The teacher researcher played a role of a facilitator to provide helps for the students who struggled during peer feedback activities. For each of the three writing tasks, students were assigned to write a 100-120 word descriptive paragraph related to their current learning tasks from their textbook content in 50 minutes using Google Docs. To avoid possible interventions such as helps from parents or friends outside class, students were not allowed to write out of class. After giving the topic to the students, the teacher provided them with some guided questions to ensure that student were able to compose a story related to the topic given. After finishing each writing task, students were required to share their documents to the instructor and their peer members online. In the next class, peer feedback activities were set up. Due to students' similar proficiency level, students were allowed to choose their own partner and group members according to their preference in order to reduce stress while participating in activities, but they were

encouraged to work in a mixed-gender group. The students were asked to provide feedback for their partner or group members in 50 minutes. Next, they were required to revise their own draft in the next class and submit the final draft at the end of class. In total, the process of writing one task lasted about three periods. The same procedure was used for the second and third writing tasks.

3) Post- treatment process

After participating in peer feedback activities three times, the students were asked to do the post-test. Then the questionnaire was distributed to all students in order to investigate their overall perceptions toward peer feedback activities.

The three phases of data collection procedure were summarized as follows:

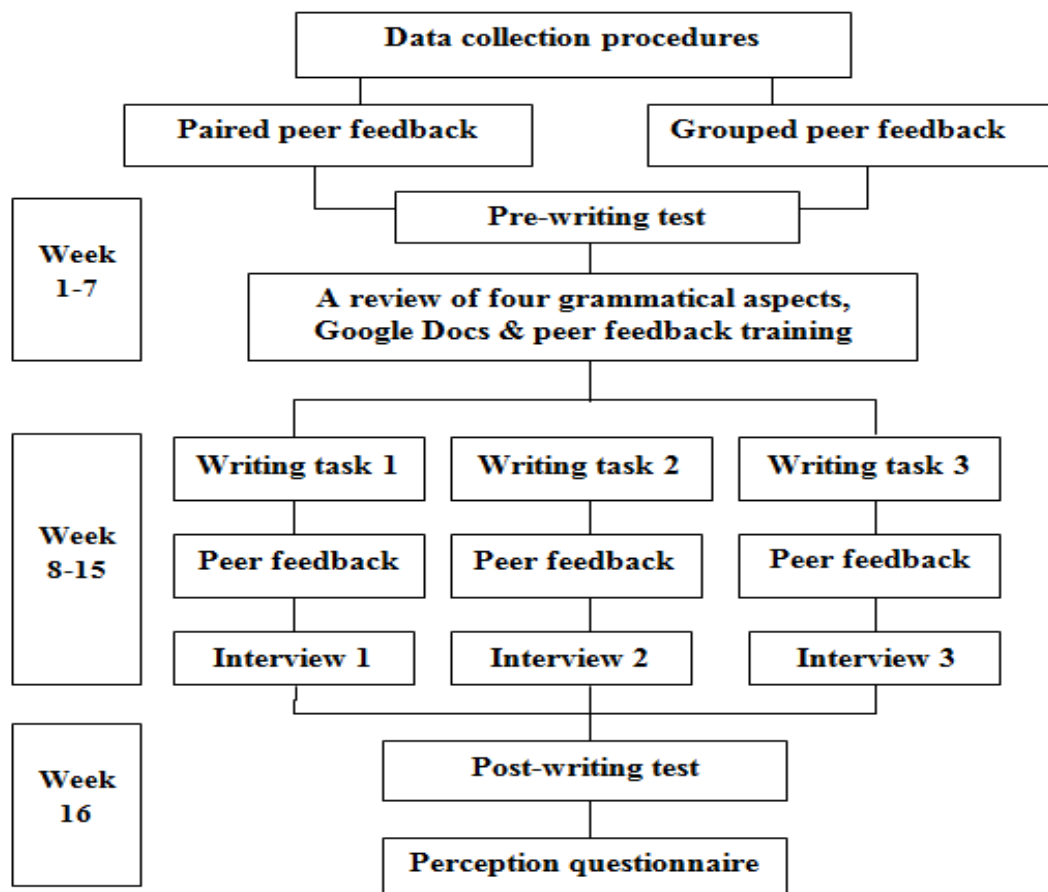


Figure 2. Summary of the data collection procedures

3.5 Data Analysis

3.5.1 Pre- and post-test

To examine the effects of the two types of treatment on learners' use of the four targeted grammatical structures, the frequency of the correct use of the targeted grammatical structures was calculated by means of obligatory occasion analysis (Pica, 1984). Obligatory occasional analysis is a method for examining how accurately students use specific grammatical features. To calculate the grammatical accuracy scores, each targeted grammatical aspect was identified separately. The number of chances where a certain target aspect is required to form a correct sentence in the context is considered obligatory occasion. The number of correct use of specific grammatical aspect in the context was considered as the number of correct suppliance. The number of overuse of the target aspect shown in the context was considered non-obligatory context. An accuracy score was then calculated for each student by dividing the total number of correctly supplied specific aspect by the total number of obligatory occasions and overuse and then expressed as percentage as illustrated in the following formula.

$$\frac{\text{n correct suppliance in context}}{\text{n obligatory occasions} + \text{n suppliance in non-obligatory contexts}} \times 100$$

To exemplify how to calculate obligatory contexts for articles, the number of correct use and overuse of articles were first examined. If the number of correct use is 85 and the number of overuse is 10, these numbers can be substituted in the formula as 85/ (150+10). Then the number of the accuracy score for articles is 53.12 percent.

The frequency of the correct use of the four grammatical structures was coded and counted by two coders who were non-native English teachers with over four years of English teaching experience. The calculated inter-coder reliability (Cohen's Kappa) was 0.83 for the pre-test and 0.9 for the post-test. Then to compare the differences between the accuracy scores of the pre- and post-tests of each group, the data were analyzed using t-test.

3.5.2 Comments and number of peer grammatical feedback used in revision in writing tasks

The number of the target grammatical comments of all students received in each initial draft was identified and tallied. Then the number of changes in the revised drafts' was examined to compare with the initial draft for finding the number of comments adopted and shown in percentage.

3.5.3 Questionnaire

The questionnaire provided two data sets: numerical data and words data. The numerical data from five-point Likert scale were quantitatively analyzed for percentages and negative statements were recoded so that the scale measured positive affect. The words data from open-ended questions were analyzed using content analysis.

3.5.4 Stimulated recall interviews

The words data gathered from the stimulated recall interviews were analyzed and categorized into themes to explain the factors that affect their revision and support the information from the perception questionnaire.

4. FINDINGS

This part presents the data derived from the results of the study in order to answer the research questions addressed previously. Principally, the focus points for data presentation and interpretation are the comparison of the accuracy score of the pre-and post-test writing within and between the two experimental groups, the extent to which students incorporate the feedback in revision, the factors that affect students' revision in writing and students' perceptions toward peer feedback activities.

4.1 The accuracy score of the pre-and post- writing test within group

The data gathered from the pre- and post-tests revealed that the overall accuracy scores of the post-test of both groups were not, statistically, significantly different from those in the pre-test as shown in Table 1.

Table 1 The accuracy scores of the pre- and post-tests within group

Target	Pre-test (%)		Post-test (%)		<i>t</i>	Sig. (2-tailed)	
	M	S.D.	M	S.D.			
OPP (n=22)	Art	47.37	24.37	45.19	32.33	-.32	.750
	SV	48.14	15.53	61.09	20.63	2.54*	.019
	BSF	92.00	17.40	85.64	15.03	-1.23	.234
	Cap	83.97	15.21	87.31	20.42	.61	.549
	overall	67.87	11.07	69.81	14.92	.53	.604
OGP (n=32)	Art	29.20	34.44	27.21	33.47	-.25	.801
	SV	61.26	15.48	67.82	22.68	1.63	.112
	BSF	87.49	13.43	92.08	9.49	1.89	.068
	Cap	85.85	12.13	91.17	7.43	2.34*	.026
	overall	65.95	10.72	69.57	10.01	1.59	.122

* $p < .05$; ** $p < .01$

Table 1 indicates that students' overall scores in the OPP group did not reach statistical significance when comparing the pre-test ($M = 67.87$, $SD = 11.07$) and the post-test ($M = 69.81$, $SD = 14.92$). When considering each aspect of language points, the difference in the aspect of subject-verb agreement between the pre-test ($M = 48.14$, $SD = 15.53$) and the post-test ($M = 61.09$, $SD = 20.63$) was found to be statistically significant ($t_{(21)} = 2.54$, $p < .05$).

For the OGP group, students' overall scores showed no statistically significant difference in the pre-test ($M = 65.95$, $SD = 10.72$) and the post-test ($M = 69.57$, $SD = 10.01$). When considering each type of grammatical aspects in the OGP group, the difference of the accuracy scores of capitalization between the pre-test ($M = 85.85$, $SD = 12.13$) and the post-test ($M = 91.17$, $SD = 7.43$) was found to be significantly different ($t_{(31)} = 2.34$, $p < .05$).

When comparing the scores gained from the pre-test and post-test between the two groups, the results revealed that there was no significant difference between them as illustrated in Table 2. It can be said that improvement in the students' grammatical ability did not differ. Further, Cohen's effect size value in most aspects suggested a low practical significance.

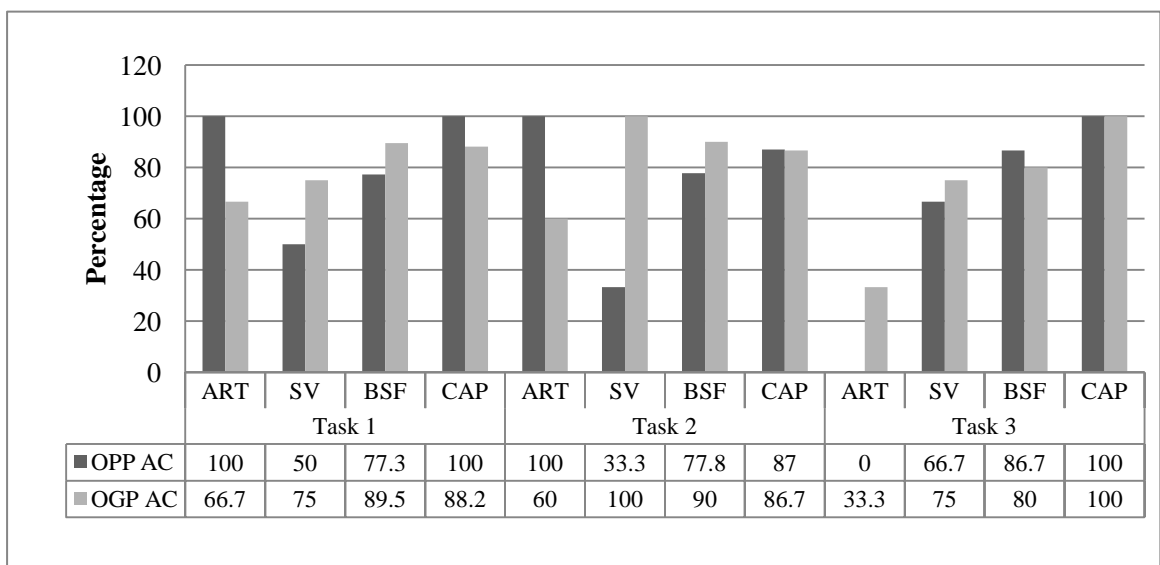
Table 2 Gain scores of the writing tests between two groups

Aspects	OPP (n = 22)		OGP (n = 32)		<i>t</i>	Sig. (2-tailed)	Cohen's <i>d</i>
	M	S.D.	M	S.D.			
Art	1.95	1.00	2.06	.84	.42	.68	.12
SV	2.36	.95	2.25	.98	-.42	.67	.12
BSF	1.91	1.02	2.22	.94	1.15	.26	.32
Cap	2.18	1.01	2.06	1.01	-.43	.67	.12
Overall	2.09	1.02	2.31	.97	.81	.42	.22

4.2 Comments incorporated in students' revision

4.2.1 Numbers of comments incorporated in students' revision

Data collected from the three writing tasks revealed the students in both groups incorporated their peers' comments in revisions variedly across all tasks as shown in Figure 3. The students in both groups appeared to employ most of their peers' comments in their revisions in the high percentages in many aspects such as basic sentence formation (77.3% in Task 1 in the OPP group and 89.5% in the OGP group).



AC= adopted comments

Figure 3 Comments adopted in students' revision

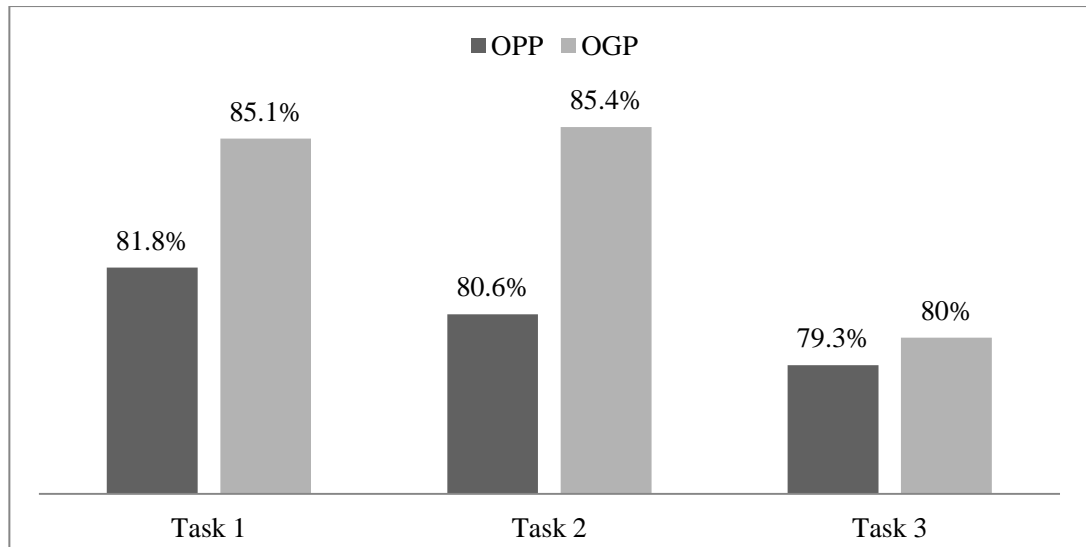


Figure 4 Number of the total of comments adopted in students' revision

When considering all comments adopted in each task as shown in Figure 4, it was found that the students in OGP group adopted comments from peers in slightly higher percentages than the students in the OPP group. 81.8% of the comments on the four target structures were adopted in the revisions by the students in the OPP group in Task 1 whereas 85.1% of the comments were adopted in the revisions by the students in the OGP group. For Task 2, it was found that 80.6% of the comments were adopted by in the revisions by the students in the OPP group while 85.4% of the comments were adopted in the revisions by the students in the OGP group. In Task 3, 79.3% of the comments were adopted in the revisions by the students in the OPP group whereas 80% of the comments were adopted in the revisions by the students in the OGP group.

4.2.2 The reasons that affect students' revision in writing

The interview data gathered from the students in both groups revealed three reasons were likely to affect the students' revisions as illustrated in Table 3.

Table 3 Reasons students adopted peers' comments

No.	Reasons	Statements
1	Peer's language ability	<p><i>"I did not change that word because as you know, Suree¹ is not very good at English so I thought comments from Suree¹ were not correct."</i> (St2OPP, personal communication, January 6, 2017)</p> <p><i>"Patima¹ has high English proficiency. I trusted all comments from her. That's why I changed these words following her comments."</i> (St14OPP, personal communication, February 16, 2017)</p> <p><i>"I thought Natee¹ was better at English than Soraya so I chose to change that word following Natee¹'s comments."</i> (St27OGP, personal communication, February 16, 2017)</p>
2	Online resource consultation	<p><i>"I double checked my peer's comment online and it was correct so I changed this sentence by following her comments."</i> (St19OPP, personal communication, January 19, 2017)</p> <p><i>"When I checked this word online, it was wrong so I decided not to use my peer's comment."</i> (St27OGP, personal communication, February 16, 2017)</p>
3	Self-observation	<p><i>"While I was reading my peer's text, I found that meanings of some sentences were similar to my idea so when it was the time to revise my text, I adopted these sentences by changing some words."</i> (St15OPP, personal communication, February 16, 2017)</p> <p><i>"I changed this word because I saw it in my peer's writing while providing feedback. My peer's sentence was similar to my sentence, except this word."</i> (St16OGP, personal communication, February 10, 2017)</p>

The results shown in Table 3 illustrates that the three reasons affecting students' revision are peer's language ability, online resource consultation and self-observation. It was found that the students in both groups made the decision to change or not to change depending on their peer's language ability. Some students chose to follow the comments that came from capable peers without checking if it was correct or wrong.

¹ pseudonym

On the other hand, some students relied on online grammar checking before making a revision. Additionally, it was found that some students revised their text based on their observation on similarity between their peer's and their own sentences while reviewing their peer's text.

4.3 Students' perceptions toward peer feedback activities

4.3.1 Findings from the questionnaire

The data gathered from the questionnaire revealed the students' perceptions toward peer feedback activities in relation to five aspects: usefulness, reception of comments, provision of comments, affection and technology as shown in Table 4.

Table 4 Students' overall perceptions toward peer feedback (OPP, $n=22$; OGP, $n=32$)

Aspects		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Average rating
Usefulness	OPP	22.7	53.6	20.0	3.6	0.0	3.95
	OGP	37.5	50.6	9.4	1.9	0.6	4.23
Reception of comments	OPP	5.7	33.0	58.0	3.4	0.0	3.41
	OGP	12.5	60.2	27.4	0.0	0.0	3.85
Provision of comments	OPP	26.4	48.2	22.7	2.7	0.0	3.98
	OGP	32.5	47.5	19.4	0.6	0.0	4.12
Affection	OPP	36.4	42.4	18.9	2.3	0.0	4.13
	OGP	50.5	32.3	12.5	3.6	1.0	4.28
Technology	OPP	30.3	40.9	25.8	3.0	0.0	3.98
	OGP	38.6	43.8	15.1	2.6	0.0	4.18

As can be seen in Table 4, the majority of both groups had positive perceptions toward all five aspects of peer feedback activities. A large number of students in both groups agreed that peer feedback was useful for their writing (53.6% and 50.6%, respectively). Interestingly, 58 % of the students in the OPP group had a neutral opinion about the comments received from their peers whereas 60.2% of the students in the OGP group seemed to agree with the comments they received from peers. The majority of both groups agreed with the provision of comments (48.2% and 47.5%, respectively). In terms of 'affection', 42.4% of the students in the OPP group agreed that their feelings were positive toward peer feedback activities while 50.5% of the students in the OGP group strongly agreed that their feelings were

positive toward the activities. With regard to the technology used in this study, both groups agreed with the use of Google Docs in writing and giving feedback (40.9% and 43.8%, respectively).

When considering each aspect of peer feedback activities, the findings are varied. In relation to the usefulness of peer feedback, it was found that the students in both groups agreed with all statements as shown in Table 5.

Table 5 Students' perceptions in relation to the usefulness of peer feedback (OPP, $n=22$; OGP, $n=32$)

Statements		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I earned benefits from peer feedback.	OPP	13.6	59.1	27.3	0.0	0.0
	OGP	31.3	62.5	6.3	0.0	0.0
2. I thought peer feedback was a necessary activity for developing writing ability.	OPP	22.7	40.9	18.2	18.2	0.0
	OGP	34.4	53.1	0.0	9.4	3.1
3. Peer feedback enhanced my English writing ability.	OPP	31.8	59.1	9.1	0.0	0.0
	OGP	59.4	25.0	15.6	0.0	0.0
4. Peer feedback helped me improve grammatical ability in writing.	OPP	18.2	50.0	31.8	0.0	0.0
	OGP	18.8	65.6	15.6	0.0	0.0
5. Peer feedback helped me to be more careful on my next writing.	OPP	27.3	59.1	13.6	0.0	0.0
	OGP	43.8	46.9	9.4	0.0	0.0

As seen in Table 5, the majority of the students in both groups agreed that they earned benefits from peer feedback (59.1% and 62.5%) and thought that it was a necessary activity for their writing improvement (40.9% and 53.1%). While 59.1% of the students in the OPP group agreed that peer feedback enhanced their writing ability, 59.4% of the student in the OGP group strongly agreed with this statement. In terms of 'grammatical ability', the majority of the students in both groups agreed that peer feedback helped them improve grammatical ability (50% and 65.6%, respectively). Additionally, a large number of the students in both groups agreed that peer feedback raised their awareness of being careful on their next writing (59.1% and 46.9%, respectively).

Table 6 Students' perceptions in relation to the reception of comments (OPP, n=22; OGP, n=32)

Statements		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I trusted my peer grammatical feedback	OPP	0.0	18.2	77.3	4.5	0.0
	OGP	0.0	50.0	50.0	0.0	0.0
2. I received clear and understandable comments.	OPP	0.0	18.2	77.3	4.5	0.0
	OGP	9.4	62.5	28.1	0.0	0.0
3. I revised my drafts based on my peer' comments.	OPP	4.5	50.0	40.9	4.5	0.0
	OGP	9.4	71.9	18.8	0.0	0.0
4. Comments from my peer were useful to my writing.	OPP	18.2	45.5	36.4	0.0	0.0
	OGP	31.3	56.3	12.5	0.0	0.0

In terms of reception of comments, Table 6 indicates that the results of each statement are varied. A great number of the students in the OPP group have a neutral opinion about trust to their peers' grammatical feedback (77.3 %) whereas half of the students in the OGP group agreed that they trusted their peers' grammatical feedback and the other half did not. Interestingly, 77.3% of the students in the OPP group had a neutral opinion about the clarity and understandability of the comments received but 62.5% of the students in the OGP group agreed that comments received were clear and understandable. However, a large number of the students in both groups agreed that they revised their drafts based on their peer's comments (50% and 71.9%) and viewed peer's comments were useful to their writing (45.5% and 56.3%).

Table 7 Students' perceptions in relation to the provision of comments (OPP, $n=22$; OGP, $n=32$)

Statements		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I was willing to give comments on my peers' writing.	OPP	31.8	63.6	4.5	0.0	0.0
	OGP	46.9	50.0	3.1	0.0	0.0
2. I thought carefully before giving comments on my peers' writing.	OPP	27.3	54.5	18.2	0.0	0.0
	OGP	18.8	78.1	3.1	0.0	0.0
3. I was confident that my grammatical feedback was correct.	OPP	4.5	18.2	72.7	4.5	0.0
	OGP	0.0	31.3	68.7	0.0	0.0
4. Giving feedback to my peers' writing was not a waste of time.	OPP	36.4	50.0	4.5	9.1	0.0
	OGP	59.4	31.3	6.3	3.1	0.0
5. Giving feedback and reading my peers' writing help me improve my writing ability in next writing.	OPP	31.8	54.5	13.6	0.0	0.0
	OGP	37.5	46.9	15.6	0.0	0.0

When considering the provision of comments, Table 7 illustrates that the majority of students in both groups agreed that they were willing to provide comments to their peers (63.6% and 50%) and thought carefully before giving comments on their peer's writing (54.5% and 78.1%). However, the students in both groups had a neutral opinion about their confidence about accuracy of their grammatical feedback (72.2% and 68.7%). While half of the students in the OPP group agreed that providing feedback to their peer were not a waste of time, 59.4% of the students in the OGP group strongly agreed that this activity was not a waste of time. The majority of the students in both groups agreed that giving feedback and reading their peers' writing helped them improve the writing ability in the next writing (54.5% and 46.9%).

Table 8 Students' perceptions in relation to the affection (OPP, n=22; OGP, n=32)

Statements		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I was not embarrassed sharing my writing with my peers.	OPP	36.4	50.0	4.5	9.1	0.0
	OGP	50.0	37.5	9.4	0.0	3.1
2. I enjoyed participating in peer feedback activities.	OPP	18.2	50.0	31.8	0.0	0.0
	OGP	31.3	40.6	25.0	3.1	0.0
3. I was pleased to receive comments from my peers.	OPP	54.5	40.9	4.5	0.0	0.0
	OGP	65.6	34.4	0.0	0.0	0.0
4. I felt comfortable to give comments on my peers' writing.	OPP	22.7	31.8	45.5	0.0	0.0
	OGP	25.0	37.5	18.8	15.6	3.1
5. I was pleased with my peers' comment.	OPP	50.0	36.4	9.1	4.5	0.0
	OGP	75.0	15.6	6.3	3.1	0.0
6. I would like to participate in peer feedback activities again in the future.	OPP	36.4	45.5	18.2	0.0	0.0
	OGP	56.3	28.1	15.6	0.0	0.0

According to the aspect of affection, Table 8 shows that half of the students in the OPP group agreed that they were not embarrassed sharing their writing with their peers whereas half of the students in the OGP group strongly agreed to this statement. The majority of students in either OPP or OGP group agreed that they enjoyed participating in the peer feedback activities (50% and 40.6%, respectively) and strongly agreed that they were pleased to received comments from peers (54.5% and 65.6%, respectively). Interestingly, 45.5% of the students in the OPP groups had a neutral opinion about their comfortable feeling to provide comments for their peers whereas 37.5% of the students in the OGP group agreed that they felt comfortable to do it. A large number of the students in both groups strongly agreed that they were pleased with their peers' comments (50% and 75%). While 45.5% of the students in the OPP group agreed that they would like to participate in peer feedback activities again in the future, 56.3% of the student in the OGP group strongly agreed with this statement.

Table 9 Students' perceptions in relation to the technology (OPP, *n*=22; OGP, *n*=32)

Statements		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I thought online writing was not difficult.	OPP	4.5	31.8	50.0	13.6	0.0
	OGP	6.3	34.4	53.1	6.3	0.0
2. I thought using Google Doc to give and receive feedback was easy.	OPP	31.8	45.5	18.2	4.5	0.0
	OGP	34.4	50.0	15.6	0.0	0.0
3. I thought online writing was better than paper-pencil writing.	OPP	45.5	18.2	36.4	0.0	0.0
	OGP	40.6	43.8	6.3	9.4	0.0
4. I thought online writing helped me improve my writing ability.	OPP	31.8	45.5	22.7	0.0	0.0
	OGP	53.1	43.8	3.1	0.0	0.0
5. I will continue using Google Docs as an online writing tool.	OPP	31.8	54.5	13.6	0.0	0.0
	OGP	53.1	43.8	3.1	0.0	0.0
6. I will continue using Google Docs for giving and receiving feedback on writing in the future.	OPP	36.4	50.0	13.6	0.0	0.0
	OGP	43.8	46.9	9.4	0.0	0.0

In terms of technology used in the study (i.e., Google Docs), the results in Table 9 indicate that most of the students in both groups agreed that the technology used in peer feedback activities was beneficial for their writing. However, about half of the students in both OPP and OGP groups had a neutral opinion about online writing (50% and 53.1%, respectively). The majority of the students either in the OPP or OGP group agreed that using Google Docs as a feedback tool was easy (45.5% and 50%). Interestingly, a number of the students in the OPP group strongly agreed that online writing was better than traditional mode whereas 43.8% of the students in the OGP group agreed. Additionally, 45.5% of the students in the OPP group agreed that online writing helped them improve their writing ability and 53.1% of the students in the OGP group strongly agreed. A large number of the students in the OPP group agreed that they would continue using Google Docs as both an online writing tool (54.5%) and feedback tool (50%) while 53.1% of the students in the OGP group agreed that they would continue using it as an online writing tool but 46.9% strongly agreed with continuing to use it as a feedback tool.

4.3.2 Findings from the interviews

The data gathered from the interviews were analyzed and categorized into five themes regarding the five aspects in the questionnaire.

Table 10 Summary of information from the interview

ISSUES	OPINIONS	OPP	OGP
1. Usefulness	-exchange grammatical knowledge	✓	✓
	-help each other improve writing	✓	✓
	-point out to grammatical errors	✓	✓
	-develop critical thinking skill	✓	✓
	-raise awareness of weaknesses	✓	✓
2. Reception of comments	- more peers to give comments	✓	×
	-want peer to give more comments	✓	✓
	-adopt comments depending on peers' ability	✓	×
	-prefer capable peers	✓	×
	-prefer both peer feedback and teacher feedback	✓	✓
	-receive incorrect grammatical comments from peer	✓	✓
3. Provision of comments	-prefer giving comments to two peers only	✓	✓
	-consider giving comments were a good practice	✓	✓
	-want to give many comments but grammatical ability was weak	✓	✓
4. Affection	-be pleased to share writing task with peers	✓	✓
	-enjoy peer feedback activities	✓	✓
	-be afraid of giving wrong grammatical comments	✓	✓
5. Technology	-like to write online	✓	✓
	-like to give and receive feedback online	✓	✓
	-like using Google Docs	✓	✓
	-be able to give comments easily and review comments anytime	✓	✓

Table 10 reveals that the majority of the students in both groups have the same opinions about these five issues but they seemed to have some different perceptions toward the comments they received from peers. It was found that while

the students in the OGP group seemed to be satisfied with the comments they received from their peers, and peers' characteristics, the students in the OPP group did not. They expressed they wanted to have more peers to review their texts and if it was possible they wanted their peers to have sufficient knowledge.

5. CONCLUSION AND DISCUSSION

5.1 Summary of the findings

The findings of the study of the effects of online paired and grouped peer feedback on low proficiency students' grammatical ability can be concluded into three main issues as follows:

5.1.1 The effects of online paired and grouped peer feedback on grammatical ability

In the current study it was found that OPP and OGP did not significantly improve the students' overall grammatical ability in writing. The students in the OPP group could improve significantly in using subject-verb agreement whereas the students in the OGP group could improve significantly in using capitalization. Considering the sizes of practical significance of the score gained from the pre-test to post-test in the two groups, it was found that both groups seemed to have a small to medium effect in the improvement of various aspects of grammar. However, the students in both groups were not likely to be able to improve in using articles.

5.1.2 The extent to which students incorporated peer feedback in revisions

The quantitative data showed that peer feedback was incorporated in the students' revisions in high percentages. Additionally, the students in OGP group adopted more comments from peers than the students in the OPP group. The interview data revealed that the students in both groups would employ or not employ their peer's comments depending on their peer's language ability, online resource consultation and self-observation.

5.1.3 Students' perceptions toward peer feedback activities

It was found that the majority of the students in the online paired and grouped peer feedback had the same positive perceptions toward peer feedback in four aspects: usefulness, provision of comments, affection and technology. The

students viewed peer feedback activities as useful and necessary for the improvement of their grammatical ability. However, in terms of the reception of the comments, three peer feedback providers seemed to affect students' perceptions more positively than a single peer. The interview data also supported this finding as the students in the OPP group expressed that they would like to have more peers to review their writing but the students in the OGP group reported that they were satisfied with having three peers to review their writing.

5.2 Discussion

The findings of this study revealed that even though OPP and OGP did not significantly improve the students' overall grammatical ability in writing, both could help students improve their use of grammatical aspects, and the practical effects of improvement were revealed in the range from small to large. Diab (2010) reported a similar finding in a study which investigated the effects of peer-and self-editing on students' revision of specific language errors such as subject verb agreement, pronoun agreement, word choice and sentence structures. It was revealed that students in peer-editing group significantly reduced subject verb agreement errors in revised drafts. She explained that the help from peers and the interactions between them allowed students to notice and focus on specific grammatical aspects so the students subsequently became more aware of their problems and developed their language ability.

Interestingly, in the current study the aspect the students from both groups cannot improve is the use of articles, which has been found to be one of the most difficult aspects for EFL learners (or even advanced learners) to master (Barret & Chen, 2011; Crompton, 2011; Ellis, Sheen, Murakami & Takashima, 2008). This difficulty may be caused by their first language interference, especially for Asian learners whose mother tongue does not have the article system (Barret & Chen, 2011; Crompton, 2011; Ellis, Sheen, Murakami & Takashima, 2008). For Thai learners, the fact that Thai language has no articles proceeding before nouns may explain Thais' neglect of this grammatical aspect in both writing and speaking (Bennui, 2008; Likitrattanaporn, 2001). Even though training on the aspect of articles was provided, the students did not appear to improve in their ability to use articles.

One reason for students' limited improvement on some grammatical aspects, especially articles could be their low level of English proficiency. Most of the students from both groups viewed their English grammatical ability as being so insufficient that they could not provide constructive feedback on their peers' writing. A similar finding was reported in Cheng and Warren (2005) who found that half of the 27 Hong Kong undergraduate student interviewees saw themselves as being unqualified to review their peers' tasks because of their limited English proficiency, leading to their avoidance of providing feedback. Even though the students in this study were trained for over six hours on how to provide feedback on the four targeted grammatical aspects, their poor self-efficacy seemed to be a barrier in improving their ability. It may be possible that this barrier makes low proficiency level students unable to provide constructive feedback to their peers and unlikely to benefit from the same proficiency level of their peers.

Another similar finding was reported in Kamimura's (2006) study investigating the effectiveness of peer feedback on high and low proficiency learners' language improvement. Kamimura found that even though both high and low proficiency learners improved in overall quality of writing in the post-test, some low proficiency learners seemed unable to use the knowledge they had obtained through peer feedback training adequately in the post-test due to their limited English ability.

In terms of peer comments employment, peer feedback was likely to have largely affected students' revisions. About 80% of comments were adopted by the students in both groups into their revisions. This finding echoes the study of Mendonca and Johnson (1994) who reported that 53 % of the revisions of twelve advanced ESL students were based on their peers' comments. The post interview data in their study revealed that the students viewed peer comments were very helpful because the comments raised their awareness of weak points in their writing and encouraged them to make their writing better. Similarly, 84.7% of peer comments were found to be incorporated into eleven EFL Chinese students' writing revisions in Ting and Qian's (2010) study. The interview data in the current study also supported this finding. As some students reported that they viewed comments from peers were useful because those comments helped them improve their writing better.

Additionally, peer's language ability, online resource consultation, and self-observation were found as the main reasons affecting students' revisions. The students were likely to value their peers' comments based on their English language ability. Some students stated that if their peers commented on the same aspects but had different suggestions, they would believe and trust on the comments from the one who was more knowledgeable in English. However, when they were uncertain of the comments, they turned to online checking program to confirm and prove whether the comments received were correct or incorrect. It may be possible that the uncertainty and the distrust of the comments from peers might encourage the students to think more critically to assess their peer's comments before incorporating them into their revisions. The case of adopting words found similar to their own texts suggests that while playing a role of reviewers, students could become more critical readers since they could benefit from reading their peer's text. As Rollinson (2005) suggested, while being a reviewer of their friends' writing, students also practice their linguistic competence and learn to examine their own papers and think critically to identify the areas which need to be improved or changed.

When comparing the two types of peer feedback activities in relation to their impact on students' improvement in grammatical ability, the findings illustrated that there was no significant difference between them. This suggests the number of reviewers in peer feedback activities did not affect the degree of improvement of grammatical ability in writing. Providing feedback via individual peer or multiple peers does not affect the results. Rather, the matter that positively affects students' grammatical ability in the current study could be the interaction between students while participating in peer feedback activities. As Swain and Lapkin (2002) proposed, when participating in peer feedback, students could serve as both experts and novices. They benefit from the interactions through their discussions, sharing of ideas and critiques. The interview data can support this claim. Some students in the study reported that when they had difficulty providing feedback to their partners, they would seek help from friends sitting next to them. These findings can be explained by sociocultural theory that students first achieve a new function with the aid of another person and then internalize this function so that they can perform it unassisted (Swain, Brooks, & Tocalli-Beller, 2002). Furthermore, one of the students in the OGP group

reported that he learned by receiving comments from peers and tried to pass what he learned onto other peers.

Additionally, all students claimed they thought peer feedback on their drafts was useful because their peers helped them correct their errors in writing. When students participated in peer feedback, they interacted with each other. The interaction did not happen just between them and partners; instead, they asked for help, negotiated the meaning of comments and discussed writing issues with other peers. This finding seems to support earlier findings that peer feedback is useful (Caulk, 1994; Cho & MacArthur, 2010; Rollinson, 2005; Tsui & Ng, 2000), and that students can effectively revise their writing by incorporating their peers' comments (Caulk, 1994; Rollinson, 2005).

However, peer review seems to be an insufficient source of assistance students found useful. According to their interviews, the students reported that comments from the teacher were still necessary for them because they viewed the teacher as more knowledgeable. A similar finding cohered Nelson and Carson's (1996) interview of four L2 university students. The findings showed that students preferred teachers' comments to peers' comments so they incorporated teachers' comments in their revisions more frequently than peers'. This finding can be explained by Vygotskys' (1978) view of "ZPD" that what was significant for learning was the process that an expert or a more knowledgeable person would help the students move from not being able to do things without others' help to being able to do things independently. It is possible that some low proficiency students in the current study need help or assistance to improve their grammatical knowledge ability from a more knowledgeable person who is a teacher rather than a novice who is a peer with the same proficiency level.

Even though the results of the study revealed that there was no significant difference in terms of overall grammatical ability in both groups, the majority of the students in both groups had strong positive perspectives toward peer feedback activities in all five aspects. Most of the students in both groups perceived peer feedback as a beneficial technique for their writing improvement. This finding supports the previous studies that the students had positive perceptions toward peer

feedback and viewed peer feedback activities as both beneficial and valuable (Altstaedter & Doolittle, 2014; Kulsirisawad, 2013; Loretto & Demartino, 2016).

Though most of the students in OPP and OGP groups had the same positive perceptions toward the usefulness of peer feedback, the students in the OPP group appeared to have a different opinion about the comments they received from their peers. These different views may have been affected by the amount of feedback they received and the number of reviewers participating in the peer feedback activities. According to the interview data, only the students in the OPP group expressed that they wanted to have more peers to review their texts whereas the students in the OGP group reported that they were satisfied with three peers. It can be explained that the students who played the role of a feedback receiver did not trust the comments they received from only one peer since they viewed their friends as low proficiency students who needed to be tutored more on grammar; in contrast, the students in the OGP group had various choices to adopt in their revisions. Additionally, receiving comments on the same point from multiple peers might have a stronger influence on student's revision than from a single peer. As reported in Cho and MacArthur's (2010) study investigating the effects of three types of peer feedback: a single expert, a single peer and multiple peers in revisions, it was found that the students in a multiple peer feedback group made more complex repairs than the other two groups. Loretto and Demartino (2016) also found that the students reported that receiving comments from only one peer did not catch all mistakes while having the comments from many people could provide various points and opinions. It can be said that because of having many peers in the group, the students had more opportunities to notice their errors, mistakes, weaknesses, and strengths in their writing and were able to have a social interaction by asking questions, sharing knowledge and negotiating the meaning with their multiple peers to help them edit their texts better than those students who had a single peer only. According to the current study's findings, it may be possible that the interactions of multiple peers have stronger influence than two peers.

When participating in peer feedback activities, the students in both groups did not only obtain benefits but they also struggled with various problems when providing feedback such as the lack of language ability and the technology. In terms of the

technology used in the current study, it was found that the students seem to be satisfied with the online writing tool but the Internet connection might have caused them to have a neutral opinion about the difficulty of the online writing, and that became a limitation of the current study. The students from both groups stated that they had struggled participating in peer feedback activities when the Internet connection was not stable. They asserted that the unstable connection made them share their documents late and made them unable to provide and receive comments smoothly. Since the Internet connection was sometimes not stable, the researcher had to change the writing tool from a computer to a laptop which caused some difficulties as the students were not used to type documents on a laptop. These findings suggest that these two factors, namely, the lack of language ability and technical problems, should be considered carefully before conducting peer feedback activities.

Unfortunately, the participants' sample size in this study was rather small, limiting the researchers' ability to firmly conclude the findings in case of improving grammatical ability in the current study. It is possible that if a larger sample size had been used in this study, the results could be strongly confirmed.

6. PEDAGOGICAL IMPLICATIONS

Based on the findings, it can be concluded that the mode of peer feedback, either in pair or in group, does not affect the students' grammatical ability improvement. Both types of peer feedback appear to be able to help students improve grammatical ability in some areas. The study also sought to investigate how the two types of peer feedback influenced students' revisions. The findings showed that students in both groups mostly revised their drafts based on their peers' comments. Additionally, the students in the online paired and grouped peer feedback had the same positive perceptions toward peer feedback in four aspects, namely, usefulness, provision of comments, affection and technology. In terms of comment reception, three peer feedback providers seemed to have a more positive effect on students' perceptions than a single peer. Thus, these findings have pedagogical implications as follows:

1. Peer feedback should be considered as an essential component to encourage students to become active learners in writing instruction.

2. Since low proficiency students had great difficulty providing feedback to their peers, peer feedback should be supported by teacher feedback for providing feedback on some difficult grammatical aspects, especially in the use of articles and ensuring the reliability of comments.
3. Due to the limitation of the technology used in the study, teachers should consider the possible technical problems before including an online system in the lesson.
4. Regarding online checking, the teacher should teach the students how to use it properly.
5. Teachers should be concerned with how to increase students' confidence in expressing their English language knowledge because it seems to be an obstacle for EFL students participating in peer feedback activities.

7. RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings of the current study, some recommendations can be made for further research:

1. Due to the small sample size in this study, generalization of the findings is problematic. Therefore, the effects of the two types of peer feedback need to be further investigated using a larger sample size.
2. A longitudinal study should be conducted so as to investigate whether the students can succeed in improving their grammatical ability if they have a longer training period.
3. Peer's comments which lead to good revisions should be analyzed in terms of quality to further investigate characteristics of comments that influence revisions. This may suggest a way to train students to be good reviewers.
4. Another question worth examining is whether there are differences among the effects of paired peer feedback, grouped peer feedback and teacher feedback in improving the grammatical ability in writing.

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APPENDICES

APPENDIX A
Training lesson plans

Training lesson plan I

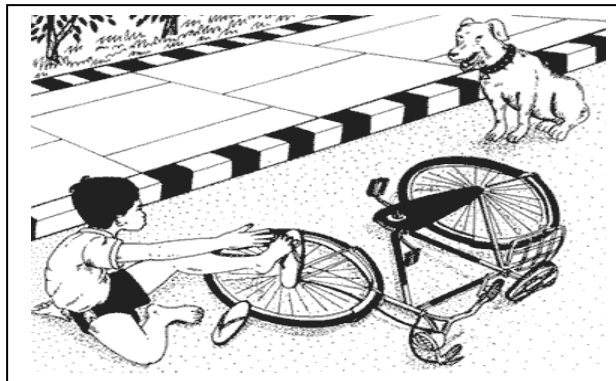
Lesson I: Introduction to Google Docs

Time: 2 periods (50 minutes each.)

- Objective:
1. To introduce students to Google Docs' functions
 2. To practice using Google Docs for writing a descriptive essay
 3. To practice using Google Docs for providing and receiving comments

Content	Procedure	Instruction Aids/ Materials	Evaluation
<ul style="list-style-type: none"> - Introducing students to Google Docs' functions 	<ol style="list-style-type: none"> 1. The teacher begins the lesson by asking students to access their Gmail through computers. 2. The teacher asks students to choose Google Docs menu in Gmail. 3. The teacher introduces useful functions of Google Docs which are necessary for writing. 4. The teacher shows the students the picture of a bicycle accident on a screen and then asks students to write 2-3 sentences in their Google Docs. 5. The teacher teaches students how to share the documents to their friends by using <i>share</i> and <i>comment function</i>. Then the teacher asks the students to share the documents to just one friend they want. 6. The teacher asks students to provide comments on their friend's documents by 	<ul style="list-style-type: none"> - Computer room - Computers - A picture of a bicycle accident 	<ul style="list-style-type: none"> - Students can write 2-3 sentences according to the picture. - Students can use <i>share</i> and <i>comment functions</i>. - Students can provide useful comments for their friends.

<p>- Share and comment functions</p>	<p>using <i>comment function</i> after receiving shared documents.</p> <ol style="list-style-type: none">7. The teacher asks all students to share the documents to the teacher and then the teacher will randomly selects 2-3 students' documents to show on the screen.8. The teacher asks all students to read and provide oral comments on their friends' documents.9. The teacher randomly selects 2-3 students to share their comments to the others.10. The teacher summarizes and reviews the Google docs' functions again.11. The teacher assigns students to write a paragraph on the title "What I Am Going to Do Next Weekend." The students have to write 50-100 words individually by using Google Docs as homework.		
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Training lesson plan II

Lesson II: Reviewing and practicing grammatical errors
(based on the four target structures)

Time: 4 periods (50 mins each.)

- Objective:
1. To review the most four grammatical errors students made in writing (articles, subject-verb agreement, sentence structure, capitalization)
 2. To practice the four grammatical structures
 3. To practice providing feedback

Content	Procedure	Instruction Aids/ Materials	Evaluation
- The 1 st period The grammatical rules of articles (a, an, the, -)	<ol style="list-style-type: none"> 1. The teacher begins the lesson by reviewing the most four grammatical errors students made in writing from the previous semester. 2. The teacher asks students what they know about articles in order to elicit their background knowledge. 3. The teacher shows the example of an articles' exercise on the screen and then asks students to answer. 4. The teacher checks the answers and then summarizes how to use articles. 5. The teacher asks students to do the next exercise of articles in pairs. 6. The teacher asks the answers from students and writes them on the screen. 7. The teacher asks student to access Gmail, choose Google Docs and then open their homework documents "What I Am Going to Do Next Weekend". 8. The teacher assigns students to work in pairs and then share their documents to each other. 9. The students have to provide comments focusing on articles only in 	<ul style="list-style-type: none"> - Computer room - Computers Articles exercise 	<ul style="list-style-type: none"> - Students can answer the exercise correctly. - Students can provide useful feedback of articles on writing. - Student can revise the writing correctly.

	<p>10 minutes.</p> <p>10. The teacher randomly selects 2-3 students' writing to show on the screen and then checks the answers with the students.</p> <p>11. The teacher asks students to revise their writing.</p>		
<p>- The 2nd period</p> <p>The grammatical rules of subject-verb agreement</p>	<p>12. The teacher reviews the last lesson about articles.</p> <p>13. The teacher asks students what they know about subject-verb agreement in order to elicit their background knowledge.</p> <p>14. The teacher shows the example of subject-verb agreements' exercise on the screen and then asks students to answer.</p> <p>15. The teacher checks the answers and then summarizes how to use subject-verb agreement.</p> <p>16. The teacher asks students to do the next exercise of subject-verb agreement in pairs.</p> <p>17. The teacher asks the answers from students and writes them on the screen.</p> <p>18. The teacher asks student to access Gmail, choose Google Docs and then open their homework documents "What I Am Going to Do Next Weekend".</p> <p>19. The teacher assigns students to work in pairs (different pair from the 1st class) and then share their documents to each other.</p> <p>20. The students have to provide comment focusing on subject-verb agreement only in 10 minutes.</p> <p>21. The teacher randomly selects 2-3 students' writing to show on the screen and then checks the answers with the students.</p> <p>22. The teacher asks students to revise their writing.</p>	<p>- Computer room</p> <p>- Computers</p> <p>- Subject-verb agreement exercise</p>	<p>- Students can answer the exercise correctly.</p> <p>- Students can provide useful feedback of subject-verb agreement on writing.</p> <p>- Students can answer the exercise correctly.</p>

<p>- The 3rd period</p> <p>The grammatical rules of basic sentence formation</p> <p>-</p>	<p>23. The teacher reviews the last lesson about subject-verb agreement.</p> <p>24. The teacher asks students what they know about basic sentence (fragment) in order to elicit their background knowledge.</p> <p>25. The teacher shows the example of basic sentence formation's exercise on the screen and then asks students to answer.</p> <p>26. The teacher checks the answers and then summarizes how to use sentence structure</p> <p>27. The teacher asks students to do the next exercise of basic sentence formation in pairs.</p> <p>28. The teacher asks the answers from students and writes them on the screen.</p> <p>29. The teacher asks student to access Gmail, choose Google Docs and then open their documents "What I Am Going to Do Next Weekend".</p> <p>30. The teacher assigns students to work in pairs (different pair from the 1st and 2nd class) and then share their documents to each other.</p> <p>31. The students have to provide comment focusing on basic sentence formation only in 10 minutes.</p> <p>32. The teacher randomly selects 2-3 students' writing to show on the screen and then checks the answers with the students.</p> <p>33. The teacher asks students to revise their writing.</p>	<p>- Computer room</p> <p>- Computers</p> <p>- basic sentence formation exercise</p>	<p>- Students can answer the exercise correctly.</p> <p>- Students can answer the exercise correctly.</p> <p>- Students can provide useful feedback of basic sentence formation on writing.</p> <p>- Students can answer the exercise correctly.</p>
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<p>- The 4th period</p> <p>The grammatical rules of capitalization</p>	<p>34. The teacher reviews the last lesson about articles, subject-verb agreement, and basic sentence formation.</p> <p>35. The teacher asks students what they know about capitalization in order to elicit their background knowledge.</p> <p>36. The teacher shows the example of capitalization's exercise on the screen and then asks students to answer.</p> <p>37. The teacher checks the answers and then summarizes how to use capitalization</p> <p>38. The teacher asks students to do the next exercise of capitalization in pairs.</p> <p>39. The teacher asks the answers from students and writes them on the screen.</p> <p>40. The teacher asks student to access Gmail, choose Google Docs and then open their documents "What I Am Going to Do Next Weekend".</p> <p>41. The teacher assigns students to work in pairs as they select and then share their documents to each other.</p> <p>42. The students have to provide comment focusing on capitalization only in 10 minutes.</p> <p>43. The teacher randomly selects 2-3 students' writing to show on the screen and then checks the answers with the students.</p> <p>44. The teacher asks students to revise their writing and then submit to the teacher.</p>	<p>- Computer room</p> <p>- Computers</p> <p>- capitalization exercise</p>	<p>- Students can answer the exercise correctly.</p> <p>- Students can answer the exercise correctly.</p> <p>- Students can provide useful feedback of capitalization on writing. Students can answer the exercise correctly.</p>
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APPENDIX B

The four targeted grammatical structures worksheets

Name.....Class..... No.....

Exercise

Articles

a/ an/ the/ - (no article)

A: Put in **a, an, the** or – (no article) in the spaces.

- | | |
|------------------------|--------------------|
| 1. _____orange | 7. _____university |
| 2. _____menu | 8. _____hour |
| 3. _____smallest house | 9. _____world |
| 4. _____water | 10. _____my family |
| 5. _____moon | 11. _____brothers |
| 6. _____student | 12. _____umbrella |

B: Put in **a, an, the** or – (no article) in the spaces.

- I don't usually like staying at _____ hotels.
- He lives in _____ new house with his wife and children.
- We had dinner in _____ very nice restaurant.
- You look very tired. You need _____ holiday.
- Janet is _____ interesting person. You must meet her.
- When she was young, she lived in _____ USA.
- _____ largest river in America is Mississippi.
- She is afraid of flying on _____ airplane.
- It is very hot to walk under _____ sun.
- My mother is _____ artist. She likes to draw pictures when she has free time.

(Adapted from "the second edition of Essential Grammar in Use")

C: Put in **a, an, the** or –(no article) in the spaces.

- This morning I bought _____ newspaper and _____ magazine. _____ newspaper is in my bag, but I can't remember where I put _____ magazine.
- I saw _____ accident this morning. _____ car crashed into _____ trees. _____ driver of _____ car wasn't hurt.
- My friends live in _____ old house in _____ small village. There is _____ beautiful garden behind _____ house. I would like to have _____ garden like that.
- There was _____ boy and _____ girl in the room. _____ boy was Japanese but _____ girl looked foreign. She was wearing _____ colorful earrings.
- Sara is _____ actress. She lives in _____ England. She is always beautiful.

(Adapted from "the fourth edition of English Grammar in Use")

Name.....Class..... No.....

Exercise
Subject-verb agreement

SUBJECTS AND VERBS

A: Write **S** if a word is singular. Write **P** if a word is plural

- | | |
|-------------------|------------------|
| 1. _____ family | 6. _____ women |
| 2. _____ teachers | 7. _____ rice |
| 3. _____ children | 8. _____ they |
| 4. _____ sea | 9. _____ money |
| 5. _____ it | 10. _____ babies |

B: The following subjects and verbs are in agreement. If an item is singular, write **S**. If it is plural, write **P**.

- | | |
|------------------------------------|---|
| 1. _____ He thinks carefully. | 6. _____ The boys cry. |
| 2. _____ A snake hides. | 7. _____ All students are studying English. |
| 3. _____ They run in the park. | 8. _____ It has to be good. |
| 4. _____ Ken walks slowly. | 9. _____ Everyday is nice. |
| 5. _____ My friends speak Chinese. | 10. _____ These shirts are sold out. |

(Adapted from

<http://images.pcmac.org/SiSFiles/Schools/AL/MobileCounty/SemmesMiddle/Uploads/Forms/Packet6-subject-verb-agreement.pdf>)

C: In each of the following sentences, two verbs are written in parentheses. First underline the **subject**. Then, circle the **verb** that agrees with the subject.

1. Your friend (talk, talks) too much.
2. Many colleges (has, have) computers.
3. Bill (drive, drives) a cab.
4. Sometimes lightning (causes, cause) fires.
5. Careless people (is, are) often at fault.
6. The women in the pool (swim, swims) well.
7. The man with the roses (look, looks) like your brother.
8. The football players (run, runs) five miles every day.
9. Actually, the owl (sees, see) poorly during the day.
10. Every year scientists (discovers, discover) new drugs to fight diseases.

(Adapted from <http://www.pcc.edu/staff/pdf/645/SubjectVerbAgreement.pdf> &

<http://images.pcmac.org/SiSFiles/Schools/AL/MobileCounty/SemmesMiddle/Uploads/Forms/Packet6-subject-verb-agreement.pdf>)

Name.....Class..... No.....

Exercise
Basic sentence formation

S + V

For example: Sean reads a newspaper every day.

|

|

|

Subject

verb

object

A: Rearrange the words in correct order to make complete sentences.

Example: the big cat / a mouse / is chasing.

The big cat is chasing a mouse.

1. is drinking / that thin girl/ milk now

2. the robbers/ yesterday / the police / caught

3. has just written / a letter / the shortest girl

4. I / in bed/ this morning/ my breakfast/ had

5. We / enjoyed/ very much/ the party

(Adapted from <http://www.e4thai.com/e4e/images/pdf2/BasicEnglishSentencePatterns.pdf>)

B: Identify whether the following sentences are correct (c) or fragments (f). Then, correct the fragments.

_____ 1. The man on the phone

_____ 2. The group spent the morning together.

_____ 3. The director is looking for talented, hardworking performers.

_____ 4. Sasha shopping at the mall.

_____ 5. Because he left school early.

_____ 6. We went to the cinema after finishing his homework.

_____ 7. Although he wanted to have more friends.

_____ 8. No native people on Antarctica.

_____ 9. On the way to the store, they met their friends.

_____ 10. It the best night of her life.

(Adapted from

<http://tangischools.org/cms/lib3/LA01001731/Centricity/Domain/1901/SentencesandFragments.pdf>)

Name.....Class..... No.....

Exercise
Capitalization

A: Change the words in the following sentences that need a capital letter.

1. every december, i can hardly wait for santa claus.

-
2. saturday is the best day because we order pizza from pizza hut's.

-
3. in my opinion, the best television show is thailand's got talent.

-
4. my favorite movie is harry potter.

-
5. Did You Know That Donald Trump is the forty-fifth president?

(Adapted from <http://grammar.yourdictionary.com/for-teachers/capitalization-practice.html>)

B: Change the words in the following sentences that need a small letter.

1. Justin beiber is My Favorite Pop Singer.

-
2. On Sunday, I will See The Movie Spiderman and eat at Fuji Restaurant.

-
3. Terry and Louis Went To Hatyai park Last July.

-
4. She Has A Friend From Tokyo, Japan.

-
5. My Brother And My Friend Cheer For Liverpool.

(Adapted from <http://grammar.yourdictionary.com/for-teachers/capitalization-practice.html>)

C: Correct all the words that need to be capitalized. There are 15.

i love my birthday. my best friend, grace, always takes me shopping. she likes to buy me a special gift. we usually go to a department store. she does not buy me anything really expensive, but i do not care. i like unique gifts more than expensive ones. my boyfriend always takes me out to dinner at night on friday. he always chooses a fancy restaurant. we usually have coffee and cake after dinner at my favorite café, called simon's java. sometimes we spend over an hour having coffee and cake. it is always a very relaxed day.

(Adapted from *student's book: wise up in reading & writing 1*)

APPENDIX C

Pre-and post- writing tests

APPENDIX D
Three writing tasks

1

APPENDIX E
Perception questionnaire

แบบสอบถาม

แบบสอบถามนี้ได้จัดทำขึ้นเพื่อสอบถามการรับรู้ของนักเรียนที่มีต่อการให้ข้อมูลย้อนกลับระหว่างเพื่อน ในการเขียนภาษาอังกฤษ ให้นักเรียนกรอกแบบสอบถามนี้ตามความจริง ทั้งนี้ คำตอบที่ได้จากแบบสอบถามจะเก็บเป็น **ความลับ** และ **ไม่มีผลกระทบใดๆ** ทั้งต่อตัวนักเรียนและต่อผลการเรียนของนักเรียน ขอขอบคุณที่ให้ความร่วมมือ

คำชี้แจง ให้นักเรียนกรอกข้อความ ทำตามคำสั่งหรือใส่เครื่องหมาย ✓ ในช่องสี่เหลี่ยมหรือใน () ตรงช่องที่ตรงกับคำตอบของนักเรียนมากที่สุด

แบบสอบถามฉบับนี้ประกอบด้วย 3 ตอน:

ตอนที่ 1 ข้อมูลพื้นฐานของนักเรียน

ตอนที่ 2 การรับรู้ที่มีต่อการให้ข้อมูลย้อนกลับระหว่างผู้เรียนที่มีในการเขียนภาษาอังกฤษ

ตอนที่ 3 ปฏิสัมพันธ์ในการทำงาน

ตอนที่ ข้อมูลพื้นฐานของผู้กรอกแบบสอบถาม 1

1. เพศ ชาย หญิง
2. นักเรียนชอบเรียนภาษาอังกฤษมากน้อยเพียงใด
 มากที่สุด มากที่สุด ปานกลาง น้อย ไม่ชอบเลย
3. นักเรียนคิดว่าความสามารถด้านไวยากรณ์ภาษาอังกฤษของนักเรียนเป็นอย่างไร
 ดีมาก ดี พอใช้ อ่อน อ่อนมาก
4. ความสามารถด้านการเขียนภาษาอังกฤษของนักเรียนเป็นอย่างไร
 ดีมาก ดี พอใช้ อ่อน อ่อนมาก
5. นักเรียนเคยมีประสบการณ์การให้ข้อมูลย้อนกลับระหว่างเพื่อนที่มีในการเขียนภาษาอังกฤษมาก่อนหรือไม่
 มี ถ้ามี คือ วิชา _____
 ไม่มี

ตอนที่ 2 การรับรู้ที่มีต่อการให้ข้อมูลย้อนกลับระหว่างเพื่อนที่มีในการเขียนภาษาอังกฤษ

คำชี้แจง ให้นักเรียนอ่านข้อความอย่างรอบคอบและทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับคำตอบ

ของนักเรียนมากที่สุด ดังนี้

5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วย 3 = ปานกลาง 2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

ลำดับ ที่	ข้อความ	เห็น ด้วย อย่างยิ่ง	เห็น ด้วย	ปาน กลาง	ไม่ เห็น ด้วย	ไม่เห็น ด้วย อย่างยิ่ง
		5	4	3	2	1
ประโยชน์ของกิจกรรมการให้ข้อมูลย้อนกลับออนไลน์ระหว่างเพื่อน						
1	ข้าพเจ้าได้รับประโยชน์จากกิจกรรมการให้ข้อมูลย้อนกลับออนไลน์ระหว่างเพื่อน					
2	ข้าพเจ้าคิดว่าการให้ข้อมูลย้อนกลับออนไลน์ระหว่างเพื่อนเป็นกิจกรรมที่ไม่มี ความจำเป็นต่อการพัฒนาทักษะการเขียน					
3	กิจกรรมการให้ข้อมูลย้อนกลับออนไลน์ ระหว่างเพื่อนช่วยให้ข้าพเจ้าพัฒนา ความสามารถด้านการเขียน					
4	กิจกรรมการให้ข้อมูลย้อนกลับออนไลน์ ระหว่างเพื่อนช่วยให้ข้าพเจ้าพัฒนา ความสามารถด้านไวยากรณ์					
5	กิจกรรมการให้ข้อมูลย้อนกลับออนไลน์ ระหว่างเพื่อนทำให้ข้าพเจ้ามีความ ระมัดระวังในการเขียนครั้งต่อไปมากขึ้น					

ลำดับ ที่	ข้อความ	เห็น ด้วย อย่างยิ่ง	เห็น ด้วย	ปาน กลาง	ไม่เห็น ด้วย	ไม่เห็น ด้วย อย่างยิ่ง
		5	4	3	2	1
การรับข้อมูลย้อนกลับจากเพื่อน						
6	ข้าพเจ้าเชื่อถือความรู้ความสามารถด้าน ไวยากรณ์ของเพื่อน					
7	ข้อมูลย้อนกลับจากเพื่อนชัดเจนและเข้าใจ ง่าย					
8	ข้าพเจ้าแก้ไขงานเขียนโดยใช้ข้อมูล ย้อนกลับจากเพื่อน					
9	ข้อมูลย้อนกลับจากเพื่อนไม่ช่วยให้ข้าพเจ้า เขียนงานได้ดีขึ้น					
การให้ข้อมูลย้อนกลับต่องานเขียนของเพื่อน						
10	ข้าพเจ้าเต็มใจให้ข้อมูลย้อนกลับในงาน เขียนของเพื่อน					
11	ข้าพเจ้าคิดอย่างรอบคอบก่อนให้ข้อมูล ย้อนกลับในงานเขียนของเพื่อน					
12	ข้าพเจ้ามั่นใจว่าข้อมูลย้อนกลับด้าน ไวยากรณ์ของข้าพเจ้าที่มีในงานเขียนของ เพื่อนถูกต้อง					
13	การให้ข้อมูลย้อนกลับต่องานเขียนของ เพื่อนเป็นเรื่องเสียเวลา					
14	การให้ข้อมูลย้อนกลับและการอ่านงานเขียน ของเพื่อนช่วยให้ข้าพเจ้าเขียนงานชิ้นต่อไป ได้ดีขึ้น					

ลำดับ ที่	ข้อความ	เห็น ด้วย อย่างยิ่ง	เห็น ด้วย	ปาน กลาง	ไม่เห็น ด้วย	ไม่เห็น ด้วย อย่างยิ่ง
		5	4	3	2	1
ผลกระทบด้านความรู้สึกที่มีผลจากการให้ข้อมูลย้อนกลับออนไลน์ระหว่างเพื่อน						
15	ข้าพเจ้าไม่รู้สึกรายที่จะให้เพื่อนอ่านงานเขียนของข้าพเจ้า					
16	ข้าพเจ้าชอบทำกิจกรรมการให้ข้อมูลย้อนกลับออนไลน์ระหว่างเพื่อน					
17	ข้าพเจ้ายินดีรับฟังความคิดเห็นจากเพื่อน					
18	ข้าพเจ้ารู้สึกลำบากใจในการให้ข้อมูลย้อนกลับในงานเขียนของเพื่อน					
19	ข้าพเจ้ารู้สึกไม่พอใจความคิดเห็นของเพื่อน					
20	ข้าพเจ้าอยากให้มีกิจกรรมการให้ข้อมูลย้อนกลับออนไลน์ระหว่างเพื่อนอีก					
การใช้เทคโนโลยีในการเขียนและการให้ข้อมูลย้อนกลับระหว่างเพื่อน						
21	ข้าพเจ้าคิดว่าการเขียนออนไลน์เป็นเรื่องยากสำหรับตัวข้าพเจ้า					
22	ข้าพเจ้าคิดว่าการใช้ Google Docs เพื่อให้ข้อมูลย้อนกลับระหว่างเพื่อนทำได้ง่าย					
23	ข้าพเจ้าคิดว่าการเขียนออนไลน์ดีกว่าการเขียนบนกระดาษ					
24	ข้าพเจ้าคิดว่าการเขียนออนไลน์ช่วยพัฒนาทักษะการเขียน					
25	ข้าพเจ้าจะใช้ Google Docs เป็นเครื่องมือในการเขียนออนไลน์ เพื่อพัฒนาการเขียนของข้าพเจ้าต่อไป					
26	ข้าพเจ้าจะใช้ Google Docs เป็นเครื่องมือในการให้และรับข้อมูลย้อนกลับระหว่างเพื่อนในงานเขียนต่อไป					

ตอนที่ 3 งานปฏิสัมพันธ์ในการทำ

1. นักเรียนพอใจในการทำงานแบบจับคู่/กลุ่มมากน้อยเพียงใด

มากที่สุด มาก ปานกลาง เล็กน้อย ไม่พอใจเลย

เพราะ

.....

.....

2. นักเรียนพอใจคู่/สมาชิกในกลุ่มระหว่างการทำกิจกรรมการให้ข้อมูลย้อนกลับระหว่างเพื่อนหรือไม่

พอใจ ไม่พอใจ

เพราะ

.....

.....

3. นักเรียนคิดว่าการทำกิจกรรมการให้ข้อมูลย้อนกลับออนไลน์ระหว่างเพื่อนแบบจับคู่/กลุ่มมีข้อดีอย่างไรบ้าง

.....

.....

.....

4. นักเรียนคิดว่าการทำกิจกรรมการให้ข้อมูลย้อนกลับออนไลน์ระหว่างเพื่อนแบบจับคู่/กลุ่มมีอุปสรรคอย่างไรบ้าง

.....

.....

.....

5. ข้อเสนอแนะเพิ่มเติม

.....

.....

.....

.....

Perception Questionnaire

This questionnaire is designed to investigate your perceptions towards online peer feedback activities in writing in the classroom. Please feel free to give your true answer to each item. The information will be kept in secret and your responses will not affect your score.

This questionnaire consists of two parts:

Part I: Personal information

Part II: Perceptions towards peer feedback activities in writing

Part III: Interaction

Part I: Personal information

Instruction: Please put a tick in the box next to the answer of your choice or write in the space provided as the case may be,

1. Male Female
2. How do you enjoy studying English?
 very much much neutral little not at all
3. How good is your grammatical ability at the present?
 very good good fair poor very poor
4. How good is your writing ability at the present?
 very good good fair poor very poor
5. Have you had any experiences about peer feedback before participating this course?
 Yes If yes, subject: _____
 No

Part II: Perceptions towards online peer feedback activities

Instruction: Please read the statements below carefully and check (✓) the appropriate choices that reflect your perceptions towards peer feedback activities. Use the scale below to answer the questionnaire items.

5 = strongly agree 4 = agree 3 = neutral 2 = disagree 1 = strongly disagree

No.	Items	strongly agree	agree	neutral	disagree	strongly disagree
		5	4	3	2	1
<u>A: Usefulness</u>						
1	I earned benefits from peer feedback					
2	I thought peer feedback was a necessary activity for developing writing ability.					
3	Peer feedback enhanced my English writing ability.					
4	Peer feedback helped me improve grammatical ability in my writing.					
5	Peer feedback helped me to be more careful on my next writing.					
<u>B: receiving online peer feedback</u>						
6	I trusted my peer grammatical feedback.					
7	I received clear and understandable comments.					
8	I revised my drafts based on my peers' comments.					
9	Comments from my peer were not useless to my writing.					

No.	Items	strongly agree	agree	neutral	disagree	strongly disagree
		5	4	3	2	1
<u>C: Giving online peer feedback</u>						
10	I was willing to give comments on my peers' writing.					
11	I thought carefully before giving comments on my peers' writing.					
12	I was confident that my grammatical feedback was correct.					
13	Giving feedback to my peers' writing was not a waste of time.					
14	Giving feedback and reading my peers' writing helped me improve my writing ability in the next writing.					
<u>D: Affection</u>						
15	I was not embarrassed sharing my writing with my peers.					
16	I enjoyed participating in peer feedback activities.					
17	I was pleased to receive comments from my peers.					
18	I felt comfortable to give comments on my peers' writing.					
19	I was pleased with my peers' comment.					
20	I would like to participate in peer feedback activity again in the future.					

No.	Items	strongly agree	agree	neutral	disagree	strongly disagree
		5	4	3	2	1
<u>E: Technology</u>						
21	I thought online writing was not difficult.					
22	I thought using Google Docs to give and receive feedback was easy.					
23	I thought online writing was better than paper-pencil writing.					
24	I thought online writing helped me improve my writing ability.					
25	I will continue using Google Docs as an online writing tool.					
26	I will continue using Google Docs for giving and receiving feedback on writing in the future.					

Part III: Interaction

1. How did you enjoy working with your partner/ group members?

Very much Much Neutral Little Not at all

Because _____

2. Did you satisfy with you partner or group members while participating in peer feedback activities?

Yes No

because _____

3. In your opinion, what are the benefits of participating in peer feedback activities?

4. In your opinion, what are the obstacles of participating in peer feedback activities?

5. Do you have any other comments?

PAPER 1

Effects of Online Paired and Grouped Peer Feedback in Improving Low Proficiency Students' English Grammatical Ability in Writing.

ผลของการให้ข้อมูลย้อนกลับแบบคู่และกลุ่มด้วยวิธีออนไลน์ต่อการพัฒนาความสามารถด้าน
ไวยากรณ์ภาษาอังกฤษในการเขียนของนักเรียนที่มีความสามารถทางภาษาต่ำ
Effects of Online Paired and Grouped Peer Feedback in Improving Low Proficiency
Students' English Grammatical Ability in Writing

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Somruedee Khongphut

บทคัดย่อ

การวิจัยครั้งนี้มีจุดประสงค์เพื่อศึกษาผลของการให้ข้อมูลย้อนกลับระหว่างผู้เรียนแบบคู่และกลุ่มด้วยวิธีออนไลน์ต่อความสามารถด้านไวยากรณ์ภาษาอังกฤษในการเขียนของนักเรียนกลุ่มตัวอย่างระดับมัธยมศึกษาปีที่ 6 ซึ่งใช้วิธีการสุ่มแบบเจาะจงจากห้องเรียนสภาพจริง จำนวน 2 ห้องเรียน โดยกำหนดเป็นกลุ่มทดลองทั้ง 2 กลุ่ม กลุ่มทดลองที่ 1 มีนักเรียนจำนวน 22 คน และกลุ่มทดลองที่ 2 มีนักเรียนจำนวน 32 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบทดสอบการเขียนก่อนและหลังเรียนเพื่อศึกษาความถูกต้องของของการใช้ไวยากรณ์เป้าหมาย แบบฝึกการเขียนเพื่อสำรวจความถี่ของการให้ข้อมูลย้อนกลับด้านไวยากรณ์ เป้าหมาย และแบบสัมภาษณ์กึ่งโครงสร้างเพื่อศึกษาผลสะท้อนของนักเรียนที่มีต่อการให้ข้อมูลย้อนกลับด้านไวยากรณ์เป้าหมาย สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงปริมาณ คือ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และค่า T-test และการวิเคราะห์ข้อมูลเชิงคุณภาพ ใช้วิธีการจัดกลุ่ม ผลการวิจัยพบว่า ผลของการให้ข้อมูลย้อนกลับแบบคู่และกลุ่มต่อผลสัมฤทธิ์ทางการเขียนด้านไวยากรณ์ในภาพรวมทั้งก่อนและหลังเรียนของ มีค่าเฉลี่ยรวมไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติ และการให้ข้อมูลย้อนกลับทั้ง 2 กลุ่ม มีค่าขนาดอิทธิพล (Cohen's *d*) ต่อไวยากรณ์เป้าหมายในระดับที่แตกต่างกัน ผลการวิจัย ชี้ให้เห็นว่าการให้ข้อมูลย้อนกลับระหว่างผู้เรียนนั้นมีความสำคัญและมีประโยชน์ต่อการสอนทักษะการเขียน อย่างไรก็ตาม การให้ข้อมูลย้อนกลับจากครูยังคงมีความจำเป็นสำหรับนักเรียนที่มีความสามารถทางด้านภาษาอังกฤษในระดับต่ำ

คำสำคัญ: ข้อมูลย้อนกลับระหว่างเพื่อนออนไลน์ ความสามารถด้านไวยากรณ์ในงานเขียน นักเรียนที่มีความสามารถต่ำ ข้อมูลย้อนกลับระหว่างเพื่อนแบบคู่ ข้อมูลย้อนกลับระหว่างเพื่อนแบบกลุ่ม

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ABSTRACT

The study aimed to investigate the effects of online paired peer feedback (OPP) and online grouped peer feedback (OGP) on Mattayomsuksa 6 students' English grammatical ability in writing. Two intact groups of fifty-four Mattayomsuksa 6 students studying at a secondary school in Hatyai, Songkhla were purposively selected as participants in this study. They were assigned to two experimental groups, namely, OPP group (n = 22) and OGP group (n = 32). The instruments employed in this study were pre- and post-writing tests, writing tasks and semi-structured interviews. The pre- and post-writing tests were used to examine the accuracy scores of the targeted grammatical points. The writing tasks were employed to reveal the frequency of students' comments on the four grammatical aspects, and the interview data were used to illustrate students' reflections on the targeted grammatical aspects they focused on when giving comments. The quantitative data gathered from the pre- and post-writing tests and the writing tasks were analyzed using descriptive statistics and t-test for means, standard deviation and percentage. The qualitative data collected from semi-structured interviews were analyzed and categorized into themes. The findings showed that both types of peer feedback had no significant difference in improving students' overall grammatical ability in writing; however, they were found to have practical significance to most of the targeted grammatical points at different degrees. The findings suggest that peer feedback is beneficial in writing instruction; however, teacher feedback is needed for low proficiency students.

Keywords: online peer feedback, grammatical ability in writing, low proficiency students, paired peer feedback, grouped peer feedback

INTRODUCTION

English is an international language which has been used all over the world as a first, second and foreign language. In Thailand, English has been included in the curriculum as a compulsory foreign language for nearly a century. However, Thai students seem not to be well equipped with English competence as evident in their low scores in a countrywide standardized test -- the Ordinary National Educational

Test (ONET). ONET results in 2013, 2014 and 2015 showed that the average English scores of Mattayomsuksa 6 students were 25.35, 23.44 and 24.98, respectively.

Among the four English communicative skills, reading, listening, speaking and writing, writing is considered the most difficult skill for students to acquire, as it involves a complex process and requires syntactic, semantic, rhetorical, and discourse knowledge (Hyland, 2003; Nunan, 1990; Williams, 2004). Among these features, Thai's lack of grammatical knowledge is viewed as an obstacle in achieving good writing (Kaweera & Usaha, 2008; Siengsawang, 2006). Thai students have been found to make various grammatical errors in their writing, particularly in articles, tenses, sentence structure, prepositions and subject-verb agreement (Nonkukhekhong, 2013; Suwangard, 2014; Watcharapunyawong & Usaha, 2013). As McCaskill (1998) emphasized, grammar knowledge is required in a good writer. The lack of grammatical knowledge may lead to misunderstandings of the text's meaning.

In the Thai context, teachers have played a leading role of providing knowledge, error correction and feedback in writing instruction. Students are consequently seen as passive learners who rely mostly on teacher feedback without being curious about what they have received. To encourage students to become less dependent and more active learners in a writing class, teachers can use peer feedback activities.

Peer feedback can be defined as a process in which students provide written and oral comments on a classmates' writing through active engagement over multiple drafts (Hyland & Hyland 2006; Stanley, 2011). Peer feedback can be generally supported by sociocultural theory since writing and learning are a social process in which students take learning as a social activity occurring through interaction with peers (Hansen & Liu, 2005). In Vygotsky's (1978) view of zone of proximal development (ZPD), what a learner needs for being able to learn or do something independently is to get helps from an expert or a more knowledgeable person. Typically, the expert or the more knowledgeable person has been perceived to be an adult or a teacher (Wertsch, 1985). However, peers are recently viewed to be simultaneously experts and novices (Swain, Brooks, & Tocalli-Beller, 2002; Swain & Watanabe, 2013). Additionally, peer feedback is found to help improve students'

sense of good readers, raise writers' awareness of their individual strengths and weaknesses, and encourage a collaborative learning process (Rollinson, 2005; Tsui & Ng, 2000). Students may also more effectively write and revise their writing by incorporating comments from their peers (Mendonca & Johnson, 1994; Rollinson, 2005).

Traditionally, peer feedback is provided through a paper-pencil or face-to-face mode. However, with the increase of technology and the Internet, electronic feedback has become a viable option. Electronic feedback (e-feedback or online feedback) can be defined as feedback in digital written form and sent via the electronic platform. It transfers the concepts of oral response into the electronic space and the online collaborative platform (Tuzi, 2004, Van der Geest & Remmers, 1994). Thus, the platform for providing peer feedback has shifted from the traditional method, paper-pencil, to computer-mediated communication (CMC) or a social annotation tool (SA) such as Facebook, Wiki, and Google Docs (Hedin, 2012). With the usefulness of social networking tools, students are provided with opportunities to interact with their peers and teachers in both real time (synchronous) and delayed (asynchronous).

In an EFL classroom, peer feedback is normally conducted in the form of paired peer feedback, often referred to as individual peer feedback, single peer feedback or peer to peer feedback, a process in which a learner gives comments and provides feedback on a peer's writing (Cho & MacArthur, 2010; Shehadeh, 2007). A number of previous studies have focused on this type of feedback. The studies mostly compared peer feedback with other sources of feedback such as teacher feedback and self-feedback in different settings and with the use of a variety of procedures (Caulk, 1994; Cho & MacArthur, 2010; Tsui & Ng, 2000). The findings showed that peer feedback had more positive results than teacher feedback, as it increased interaction between two students and also made students become more critical readers and writers (Cho & MacArthur, 2010; Rollinson, 2005).

Apart from paired peer feedback, some researchers have paid attention to the impact of grouped peer feedback, a process in which students give comments and provide feedback on a peer's writing in a group (Shehadeh, 2007; Yu & Lee,

2014). Shehadeh (2007) proposed that grouped peer feedback is more “reliable and valid” (p.150) than individual feedback since students are likely to give feedback in various ways such as sharing knowledge, discussing different views of the writing, and pointing out missing information. Despite this remark, feedback given by groups of more than two students has received little research attention (Storch, 2005; Storch & Wigglesworth, 2007; Zhu, 2001). In particular, research that compares paired or grouped feedback on students’ writing is even more limited.

Hence, this study aims to compare the effects of peer feedback on improving students’ grammatical ability in writing through paired peer feedback and grouped peer feedback as students participate in peer feedback activities online by using Google Docs as a writing tool and a tool for providing feedback. Four grammatical features, namely, articles, sentence structure, capitalization and subject-verb agreement, are the targeted language points in this study as they are found to be ten of the most frequent grammatical errors found in Thai students’ writing (Nonkukhekhong, 2013; Watcharapunyawong & Usaha, 2013).

RESEARCH QUESTIONS

1. Are there any differences between the effects of online paired and grouped peer feedback on improving Mattayomsuksa 6 students’ English grammatical ability in writing? If so, what are they?
2. What grammatical aspects do Mattayomsuksa 6 students focus on when giving peer feedback?

RESEARCH METHODOLOGY

Research design and participants

This study employed a quasi-experimental method with a pre- and post-test design. Two experimental groups were employed: one that employed online paired peer feedback (OPP) and one that employed online grouped peer feedback (OGP). Fifty four students from two intact groups were purposively selected to be the participants in this study. They were enrolled in a fundamental English course at a secondary school in Hatyai, Songkhla. According to the results of an English achievement test from the previous academic year, all participants had a low level of English proficiency and were inexperienced in using peer feedback. Due to

practicality and classroom management, one intact group with 22 students was placed into the OPP group and the other intact group with 32 students was assigned the role as the OGP group. The participants in the OPP group were assigned to provide feedback for their partner only. In contrast, the participants in the OGP group were assigned to provide feedback for their three group members.

Data collection instruments

1. Writing tests

Two writing tests, a pre-test and a post-test, were employed to measure students' grammatical ability before and after the treatment in four aspects: articles (ART), subject-verb agreement (SV), sentence structure (SS), and capitalization (CAP). The participants in both experimental groups were assigned to construct a 100-120 word piece of writing under the same topic, "My Best Friend," in both the pre-test and the post-test. The writing test was piloted with 20 Mattayomsuksa 6 students at another high school in Hatyai in order to determine the suitability of the selected topic and time allocation. The pilot showed that the students were able to write a paragraph based on the given topic within the time allocated (50 minutes).

2. Writing tasks

Both experimental groups were required to complete three descriptive writing tasks in 50 minutes for each topic using Google Docs. The participants were asked to write a 100-120 word paragraph for each task which related to the participants' current learning tasks from their textbook content. To avoid possible interventions such as help from other people outside class, the participants were not allowed to write out of class. After writing the first draft of each task, the students need to provide feedback to their partner or group members within 50 minutes. Then they were required to revise their draft in the next class and submit the final draft at the end of class. In total, the process of writing one task lasted about three periods of 50 minutes. The same procedure was employed in the second and third writing tasks.

3. Semi-structured interviews

Semi-structured interviews were used to investigate the students' reflections on the four targeted grammatical aspects they focused on when giving peer

feedback. Six students from each group were selected to be interviewees for each writing task. The interviews were conducted in Thai in order to obtain as much information as possible without any language barriers after the students finished each of the three writing tasks but before post-test writing. The sessions took approximately 10 to 20 minutes per interviewee.

Data collection procedure

The data for this study were collected over a period of 16 weeks. The researcher taught the subject herself. The overall research procedure consisted of three following phases: 1) pre-treatment process, 2) treatment process, and 3) post-treatment process as shown in Figure 1.

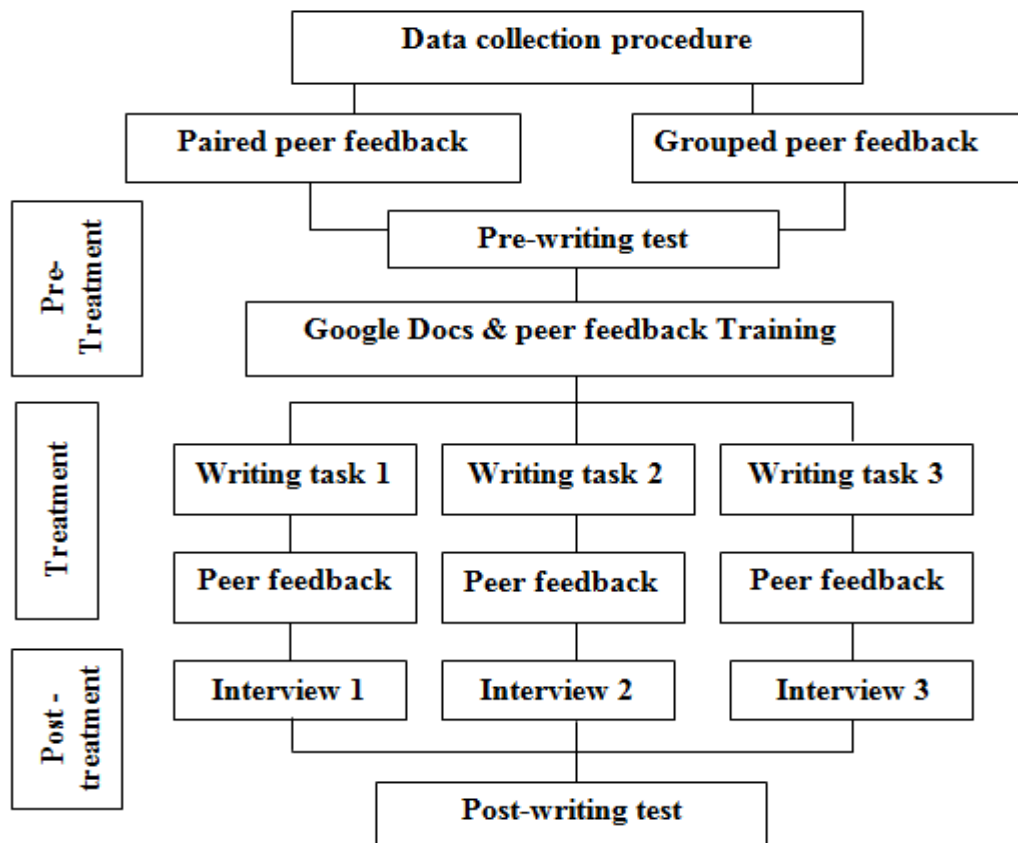


Figure1 Data collection procedure

In the pre-treatment process, the participants in both groups were asked to take the pre-test. Then they were trained to use Google Docs and on how to provide feedback on their peers' online writing. In the treatment process, the participants were required to complete the three writing tasks, two drafts each, and participate in

peer feedback activities. After submitting each writing task, six students from each group who made the most and the least changes were selected to be interviewed. In the post-treatment process, the participants needed to take the post writing test.

Data analysis

1. Pre- and post-test

To examine the effects of the two types of treatment on learners' use of the four targeted grammatical structures and the frequency of the correct use of the targeted grammatical structures was calculated by means of obligatory occasion analysis (Pica, 1984) using this formula:

$$\frac{\text{n correct suppliance in context}}{\text{n obligatory context + n suppliance in non-obligatory contexts}} \quad \mathbf{X100}$$

The frequency of the correct use of the four grammatical structures was coded and counted by two coders who were non-native English teachers with more than four years of English teaching experience. The calculated inter-coder reliability (Cohen's Kappa) was 0.83 for the pre-test and 0.9 for the post-test. Then to compare the differences between the accuracy scores of the pre- and post-tests of each group, the data were analyzed using t-test.

2. Writing tasks

The comments students gave to their peers' writing in each task were calculated and analyzed using descriptive statistics for percentage.

3. Semi-structured interview

The word data gathered from the semi-structured interviews were analyzed and categorized into themes.

FINDINGS

1. Accuracy scores of the pre- and post-tests

The data gathered from the pre- and post-tests revealed that the overall accuracy scores of the post-test of both groups were not statistically significantly different from those in the pre-test as shown in Table 1.

Table 1 The accuracy scores of the pre- and post-tests within group

	Target	Pre-test (%)		Post-test (%)		<i>t</i>	Sig. (2-tailed)	Cohen's <i>d</i>
		M	S.D.	M	S.D.			
OPP	Art	47.37	24.37	45.19	32.33	-.32	.750	0.14
	SV	48.14	15.53	61.09	20.63	2.54*	.019	1.11
	SS	92.00	17.40	85.64	15.03	-1.23	.234	0.54
	Cap	83.97	15.21	87.31	20.42	.61	.549	0.27
	overall	67.87	11.07	69.81	14.92	.53	.604	0.23
OGP	Art	29.20	34.44	27.21	33.47	-.25	.801	0.09
	SV	61.26	15.48	67.82	22.68	1.63	.112	0.59
	SS	87.49	13.43	92.08	9.49	1.89	.068	0.68
	Cap	85.85	12.13	91.17	7.43	2.34*	.026	0.84
	overall	65.95	10.72	69.57	10.01	1.59	.122	0.57

* $p < .05$; ** $p < .01$

Table 1 indicates that students' overall scores in the OPP group did not reach statistical significance when comparing the pre-test ($M = 67.87$, $SD = 11.07$) and the post-test ($M = 69.81$, $SD = 14.92$). Further, Cohen's effect size value ($d = .23$) suggested a small practical significance, indicating that the OPP can have a slight effect on the improvement of the students' overall grammatical ability. When considering each aspect of language points, the difference in the aspect of subject-verb agreement between the pre-test ($M = 48.14$, $SD = 17.40$) and the post-test ($M = 61.09$, $SD = 20.63$) was found to be statistically significant ($t_{(21)} = 2.54$, $p < .05$). Its effect size value ($d = 1.11$) illustrated large practical significance, suggesting the OPP greatly affect the improvement of the students' ability in using subject-verb agreement.

For the OGP group, students' overall scores showed no statistically significant difference in the pre-test ($M = 65.95$, $SD = 10.72$) and the post-test ($M = 69.57$, $SD = 10.01$). Cohen's effect size value ($d = .57$) suggested a medium practical significance. It means that the OGP can moderately affect the improvement of the students' overall grammatical ability. When considering each type of

grammatical aspects in the OGP, the difference of the accuracy scores of capitalization between the pre-test ($M = 85.85$, $SD = 12.13$) and the post-test ($M = 91.17$, $SD=7.43$) was found to be significantly different ($t_{(31)} = 2.34$, $p < .05$). Further, Cohen's effect size value ($d = .84$) suggested a large practical significance, showing that the OGP greatly affects the improvement in the students' ability in using capitalization.

Considering the sizes of practical significance of each aspect in the two groups, Table 1 showed that both groups seemed to have a medium to large effect in the improvement in various aspects of grammar such as subject-verb agreement (OPP, $d = 1.11$; OGP, $d = 0.54$), sentence structure (OPP, $d = 0.59$; OGP, $d = 0.68$) and capitalization (OPP, $d = 0.27$; OGP, $d = 0.84$). This means that both OPP and OGP can have a moderate to high effect on the improvement of students' grammatical ability in different aspects. However, among the four grammatical aspects, article use had a very low practical significance (OPP, $d = 0.14$; OGP, $d = 0.09$).

When comparing the scores gained from the pre-test to post-test between the two groups, the results revealed that there was no significant difference between them as illustrated in Table 2. It can be said that improvement in the students' grammatical ability did not differ. Further, Cohen's effect size value in most aspects suggested a low practical significance.

Table 2 The gain scores of the writing tests between two groups

Aspects	OPP (n=22)		OGP(n=32)		t	Sig. (2-tailed)	Cohen's <i>d</i>
	M	S.D.	M	S.D.			
Art	1.95	1.00	2.06	.84	.42	.68	.12
SV	2.36	.95	2.25	.98	-.42	.67	.12
SS	1.91	1.02	2.22	.94	1.15	.26	.32
Cap	2.18	1.01	2.06	1.01	-.43	.67	.12
Overall	2.09	1.02	2.31	.97	.81	.42	.22

2. Student's comments on the four grammatical aspects in the writing tasks

Data collected from the three writing tasks revealed that the number of students' comments on the four grammatical aspects was varied across the three tasks as illustrated in Figure 2.

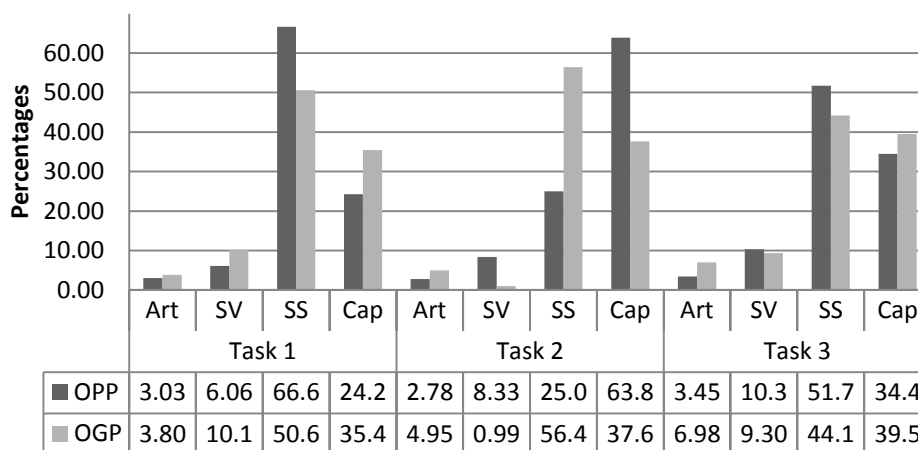


Figure 2 Frequency of students' comments on the four grammatical aspects across the three tasks

Figure 2 showed that the aspects that students in both groups made the most comments about were sentence structure and capitalization, and the aspects with the least comments were subject-verb agreement and articles in all writing tasks.

3. Semi structured interview

The interview data showed students' reflections on the four targeted grammatical aspects. Overall, the students from both groups reported that they did not focus on articles and subject-verb agreement when giving comments on their peer writing due to their limited knowledge of such grammatical aspects as shown in the following comment:

3.1 Students' reflections on articles

"I think my English grammatical knowledge was not sufficient enough, especially on articles to provide feedback on my friend's writing so I chose not to comment on this aspect in order not to make my friend's writing get worse."

(St3OPP, personal communication, January 6, 2017)

As exemplified in the comment below, some students revealed that they did not have enough knowledge about articles, so they avoided giving feedback on this aspect.

“I do not have enough knowledge about articles and I don’t know where to look at so I did not give any comments on this aspect.”

(St7OGP, personal communication, March 2, 2017)

3.2 Students’ reflection on subject verb agreement

Some students stated that they were not certain what they knew about subject-verb agreement so they rarely gave comments on this aspect.

“I was not sure that what I know about subject-verb agreement was right or wrong, so I did not frequently give comments on this aspect on my partners’ writing.”

(St2OPP, personal communication, January 6, 2017)

3.3 Students’ reflections on capitalization

Interestingly, students in both groups claimed that they were confident when giving feedback about capitalization.

“My English is not well and I do not really know about articles so I mainly focused on capitalization which I think I know well.”

(St9OGP, personal communication, February 10, 2017)

“When giving comments, I firstly focused on capitalization because I think it is easy to see. I am confident that my comments on capitalization were correct.”

(St20OPP, personal communication, January 6, 2017)

3.4 Students’ reflections on sentence structure

One student reported that a number of the comments on sentence structures from peer he received made him capable of making comments on this aspect in his peer writing.

“I gave many comments on sentence structure because one of my partners gave me many comments on this aspect on my writing. I think those comments made me now know how to write correctly on sentence structure and then I think I am good at this aspect so I provided many comments about this aspect on my other partners’ writing”

(St1OGP, personal communication, February 16, 2017)

3.5 Students' reflection on other points

Some students revealed that they did not interact with only their partners, they communicated with their friends who were sitting around them to ask for help when they had difficulty in providing feedback.

"Sometimes, I asked A or B who were not my partners to help me look at and read through my partners' writing because I did not understand and was not sure that my comments were correct."

(St8OPP, personal communication, February 16, 2017)

Though numerous students in both groups reported that they thought peer feedback was useful in their writing, they stated that if it was possible, they would like to receive feedback from both peer and teacher.

"I thought comments from my peers were useful but I thought if there were comments from a teacher included, it would be better since the teacher was more knowledgeable."

(St21OPP, personal communication, January 6, 2017)

"I thought peer feedback was useful but if it was possible, I would like to receive comments from a teacher after receiving from peers."

(St1OGP, personal communication, February 16, 2017)

DISCUSSION

The findings of this study revealed that even though the OPP and the OGP did not significantly improve the students' overall grammatical ability in writing, both could help students improve their use of grammatical aspects, and the practical effects of improvement were revealed to range from small to large. Interestingly, the aspect having the least practical effect is article which has been found to be one of the aspects that is difficult for EFL learners (or even advanced learners) to master (Barret & Chen, 2011; Crompton, 2011; Ellis, Sheen, Murakami & Takashima, 2008). This difficulty may be caused by their first language interference, especially for Asian learners whose mother tongue does not have the article system (Barret & Chen, 2011; Crompton, 2011; Ellis, Sheen, Murakami & Takashima, 2008). For Thai learners, the fact that the Thai language has no articles coming before nouns may explain

This neglect of this grammatical aspect in both writing and speaking (Bennui, 2008; Likitrattanaporn, 2001).

Even though training on the aspect of articles was provided, the students did not appear to improve in their ability to use articles. One explanation could be their low level of English proficiency. A similar finding was found in Kamimura's (2006) study investigating the effectiveness of peer feedback on high and low proficiency learners' language improvement. Kamimura found that even though both high and low proficiency learners improved in overall quality of writing in the post-test, some low proficiency learners seemed unable to use the knowledge they had obtained through peer feedback training adequately in the post-test due to their limited English ability.

The interview data in the current study also supported that students' low proficiency might be one of the factors influencing their limited improvement. Most of the students from both groups viewed their English grammatical ability as being so insufficient that they could not provide constructive feedback on their peers' writing. A similar finding was reported in Cheng and Warren (2005) who found that half of the 27 Hong Kong undergraduate student interviewees saw themselves as being unqualified to review their peers' tasks because of their limited English proficiency, leading to their avoidance of providing feedback. Even though the students in this study were trained for over six hours on how to provide feedback on the four targeted grammatical aspects, their self-efficacy seemed to be a barrier in improving their ability. It may be possible that this barrier makes low proficiency level students unable to provide constructive feedback to their peers and unlikely to benefit from the same proficiency level peers. Additionally, the students reported that comments from teacher were still necessary for them because they viewed the teacher was more knowledgeable. The similar finding was found in Nelson and Carson's (1998) interview of four L2 University students. The findings showed that students preferred teacher comments to peer comments so they incorporated teacher comments in their revisions more frequently than peers'. The current study's finding can be explained by Vygotsky's (1978) view of "ZPD" that what was significant for learning was the process that an expert or a more knowledgeable person would help the

students from not being able to do things without others' help to being able to do things independently. It is possible that some low proficiency students in the current study need helps or assists from a more knowledgeable person who is a teacher rather than a novice who is a peer who has the same proficiency level to improve their grammatical knowledge ability.

When comparing the two types of peer feedback activities, the findings illustrated that there was no significant difference between them, suggesting the number of reviewers in peer feedback activities did not affect the degree of improvement of grammatical ability in writing. This suggests that providing feedback via individual peer or multiple peers does not affect the results. In fact, the matter that positively affects students' grammatical ability in the current study could be the interaction between students while participating in peer feedback activities. As Swain and Lapkin (2002) proposed when participating in peer feedback, students could serve as both experts and novices. They benefit from the interactions through their discussions, sharing of ideas and critiques. The interview data support this claim. Some students in the study reported that when they had difficulty providing feedback to their partners, they would seek help from friends sitting next to them. These findings can be explained by sociocultural theory that asserts that students first achieve a new function with the aid of another person and then internalize this function so that they can perform it unassisted. Furthermore, one of the students in the OGP group reported that he learned by receiving comments from peers and tried to pass what he learned onto other peers. Additionally, all students claimed they thought peer feedback on their drafts was useful because their peers helped them correct their errors in writing. When students participated in peer feedback, they interacted with each other. The interaction did not happen just between them and partners; instead, they asked for help, negotiated the meaning of comments and discussed writing issues with other peers. It is conceivable that the interactions between students play an essential role in helping students improve their grammatical ability in writing. This finding seems to support earlier findings that peer feedback is useful (Caulk, 1994; Cho & MacArthur, 2010; Rollinson, 2005; Tsui & Ng, 2000), and that students can effectively revise their writing by incorporating their peers' comments (Caulk, 1994; Rollinson, 2005).

Unfortunately, the participants' sample size in this study was rather small, limiting the researchers' ability to firmly conclude the effects of both types of feedback on students' improvement in the four targeted grammatical aspects. It is possible that if a larger sample size had been used in this study, the results could be strongly confirmed.

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

Based on the findings, it can be concluded that the mode of peer feedback, either in pair or in group, does not affect the students' grammatical ability improvement. Both types of peer feedback appear to be able to help students improve grammatical ability in some areas. These findings have pedagogical implications. Firstly, peer feedback should be considered as an essential component to encourage students to become active learners in writing instruction. Secondly, since low proficiency students had great difficulty providing feedback to their peers, teacher feedback should be combined with peer feedback for providing feedback on some difficult grammatical aspects, especially in the use of articles. Additionally, teachers should be concerned with how to increase students' confidence in expressing their English knowledge because it seems to be an obstacle for EFL students participating in peer feedback activities.

RECOMMENDATIONS

Due to the small sample size in this study, generalization of the findings is problematic. Therefore, the effects of the two types of peer feedback need to be further investigated using a larger sample. Additionally, a longitudinal study should be conducted so as to investigate whether the students can succeed in improving their grammatical ability if they have a longer training period. Another question worth examining is whether there are differences among the effects of paired peer feedback, grouped peer feedback and teacher feedback in improving the grammatical ability in writing.

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PAPER 2

Kittiwat, R., &Khongput, S (2017b). High School Students' Perceptions of Paired and Grouped Peer Feedback in Writing.



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[AS0099]

**HIGH SCHOOL STUDENTS' PERCEPTIONS OF PAIRED AND GROUPED PEER
FEEDBACK IN WRITING**

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Abstract

The study aimed to investigate high school students' perceptions of online paired and grouped peer feedback activities in five aspects: usefulness (US), reception of comment (RC), provision of comment (PC), affection (AF) and technology (TN). Participants were purposively selected from two intact classes of 54 Thai high school students. They were assigned to two experimental groups, online paired peer feedback group (OPP) with 22 participants and online grouped peer feedback group (OGP) with 32 participants. Instruments used in the study were perception questionnaires and semi-structured interviews. The researcher distributed the questionnaire to all participants after they finished three writing tasks to investigate students' overall perceptions to peer feedback activities. During treatment, the researcher chose six students from each group to investigate in-depth information about their perceptions on peer feedback activities in each task. The numerical data gathered from the questionnaire were quantitatively analyzed for percentage. The words data from the questionnaire and interviews were analyzed and categorized into themes. The findings revealed that the majority of both groups had a positive perspective in all five aspects. However, students in OGP had slightly higher degree of perceptions of all aspects than those students in OPP. The findings from this study suggest peer feedback is a useful pedagogical technique in teaching writing for low-proficiency students in EFL high school context.

Keywords: high school students, writing, online paired peer feedback, online grouped peer feedback, perceptions





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Introduction

Thailand is one of the members of the ASEAN Economic Community. It is inevitable for Thais to be supposed to use English well to communicate with foreigners since English is chosen to be an official language in ASEAN. For Thais, this is found to be challenging because Thailand is a non-English speaking country.

Among the four communicative skills, writing has been found to be the most problematic skill that Thai students have always struggled to master. Although Thai students have studied English for more than ten years, they still encounter difficulties in writing. Previous studies revealed that Thai students made various grammatical errors in their writing such as subject-verb agreement, articles, prepositions and tenses (Nonkukhekhong, 2013; Suwangard, 2014; Watcharapunyawong & Usaha, 2013). The lack of grammatical knowledge of Thai students is pointed to be a big obstacle to obtain good writing (Kaweera & Usaha, 2008; Siengsawang, 2006). Additionally, in EFL context, students are often seen as passive learners since teachers are the only group of people who provide knowledge, correct errors, give feedback and control the class in writing instruction. For decades, there has been an attempt to encourage students to become less dependent learners by promoting the use of peer feedback.

Peer feedback can be defined as the process whereby students give comments or correct errors on their friends' writing in written or oral format (Hyland & Hyland, 2006; Rollinson, 2005; Stanley, 2011). A number of previous studies' findings indicated that peer feedback can help students develop writing ability (Mendonca & Johnson, 1994; Rollinson, 2005; Tsui & Ng, 2000; Wanchid, 2013). The use of peer feedback has been found to improve students' critical thinking, a sense of good readers, and awareness of their strengths and weaknesses, and to promote a collaborative learning process (Mendonca & Johnson, 1994; Nelson & Murphy, 1992; Rollinson, 2005; Tsui & Ng, 2000). Additionally, peer feedback can be explained by the concept of the sociocultural theory in Vygotsky's view (Vygotsky, 1978) which claimed that learning occurs through social interactions where knowledge is constructed through collaborative and cooperative learning environment and students can reach their actual development through the helps of more capable peers.

In an EFL classroom, peer feedback is regularly conducted using paired peer feedback design, often referred to as individual peer feedback, single peer feedback or peer to peer feedback, a process in which a learner provides comments





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and feedback on a peer's writing (Cho & MacArthur, 2010; Shehadeh, 2007). A number of previous studies have focused on comparing this type of peer feedback with other sources such as teacher and self-feedback. The findings showed that peer feedback had more positive results than teacher feedback because it increased interaction between two students and made students become both critical readers and writers (Cho & MacArthur, 2010; Rollinson, 2005). Recently, some researchers have paid attention to the impact of grouped peer feedback, a process in which students provide comments and feedback on a peer's writing in a group (Shehadeh, 2007; Yu & Lee, 2014; Zhu, 2001). Shehadeh (2007) emphasized that grouped peer feedback is more "reliable and valid" (p.150) than individual feedback since students are able to receive various feedback such as different ideas to improve the texts or different points of views to edit their writings.

Traditionally, peer feedback is provided through a face-to-face mode. With the technology advancement, it has shifted to the use of computer mediated communication (CMC) such as Facebook, Wiki, and Google Docs (Hedin, 2012). It has been called an online peer feedback or e-peer feedback (Tuzi, 2004, Van der Geest & Remmers, 1994). The concepts of paper-pencil format are transferred into the electronic space and the online collaborative platform. With the usefulness of social networking tools, students are provided with opportunities to interact with their peers and teachers in a real and delayed time.

Apart from the studies on the format of peer feedback, another interesting area which has drawn some researchers' attention recently is the students' perceptions toward peer feedback. Previous studies revealed that students participating in peer feedback activities mostly had positive perceptions toward peer feedback. Tsui and Ng (2000) indicated that students were highly motivated by peers' comments to develop their writing ability as they gave them opportunities to see their weaknesses and gain new ideas to develop their texts. The qualitative data in Altstaedter and Doolittle's study (2014) suggested that students perceived that the quality of their writing such as organization, transition and flow improved after they had experienced peer feedback activities. Kulsirisawad (2013) investigated 20 EFL university students' perceptions on the integration of peer feedback on grammatical errors in writing. The findings revealed that the majority of the students had positive perceptions toward peer feedback activities as they were a useful and valuable source of learning. However, not





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every student viewed peer feedback as a valuable source in their writing. Sengupta (1998) found that students in the study preferred to receive comments or be corrected by the teacher because they viewed their peers as less

knowledgeable people. As Cheng and Warren (1997) indicated, students viewed themselves as an incompetent person to review or give marks on their peers' writing.

Studies of peer feedback in either face to face or online format including students' perceptions were frequently conducted at a college or university level (Altstaedter & Doolittle, 2014; Kaufman & Schunn, 2011; Kulsirisawas, 2013). Though the findings from these studies revealed that peer feedback is a useful and valuable source for considering how to design a peer feedback activity in a higher education context, studies that investigate the perspectives of high school students toward peer feedback activities are needed since high school students' characteristics differ from those in higher level education. Thus, the current study aimed to investigate high school students' perceptions of paired and grouped peer feedback after participating in peer feedback activities online. Benefits and obstacles of participating in peer feedback activities in students' views were also investigated.

Research question

1. What are high school students' perceptions toward peer feedback activities?
2. What are the benefits and obstacles of participating in peer feedback activities?

Methodology

Participants

The participants of the current study were 54 Thai high school students from two intact groups chosen as the participants by purposive sampling. They enrolled in Fundamental English II in the second semester of academic year 2016 at a secondary school in Hatyai, Songkhla. The students' age range was 17 to 18, with 14 males and 40 females. All of them had passed Fundamental English I. According to the results of an English achievement test from the previous academic year, all participants had a low level of English proficiency and were inexperienced in using peer feedback. Due to practicality and





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classroom management, one intact group with 22 students was placed into the online paired peer feedback group (OPP) and the other intact group with 32 students was assigned the role as the online grouped peer feedback group (OGP). The participants in the OPP group were assigned to provide feedback for their partner only. In contrast, the participants in the OGP group were assigned to provide feedback for their three group members.

Instruments

1. Questionnaire

The questionnaire was adapted from Kulsirisawad (2013) and Srijbos (2010). It consisted of three parts. The first part was made of closed ended questions to explore students' general information. The second part contained 26 statements about five aspects of peer feedback: usefulness (US), reception of comments (RC), provision of comments (PC), affection (AF) and technology (TN). This part was designed to elicit the students' perceptions toward peer feedback by using a five-point Likert scale. The third part was made of open ended questions to explore students' perceptions regarding the benefits of peer feedback activities and obstacles while participating in the peer feedback activities. The questionnaire was written in Thai to ensure that the intended meaning was conveyed and understood by all participants. It was piloted to 15 Mattayomsuksa 6 students at the same high school in Hatyai. The reliability was 0.76.

2. Semi-structured interviews

The interviews were used to investigate the in-depth information of students' perceptions relating to the five aspects in the questionnaire. The interviews were conducted in Thai in order to obtain as much information as possible without any language barriers after students finished each of the three writing tasks but before post-test writing. The sessions took approximately 10 to 20 minutes per interviewee.

Data collection procedures

The data for this study was collected throughout an 18-week course. Each week the students met the teacher who was the researcher herself in two 50-minute classes. The first seven weeks were dedicated to train the students how to use Google Docs' features for writing and providing grammatical feedback. During the training process, the students had to practice four grammatical target structures found as the four grammatical errors the students frequently made in their





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writing in an English course taught in the previous academic year. Since the students in the current study had low proficiency level of English, the researcher asked them to mainly emphasize the four grammatical aspects which were the focus of this study. After the training section, the experiment was conducted during weeks 8- 16. The teacher researcher played a role as a facilitator to provide helps for the students who struggled during peer feedback activities. For each of the three writing tasks, students were assigned to write a 100-120 word descriptive paragraph related to their current learning tasks from their textbook content in 50 minutes using Google Docs. To avoid possible interventions such as helps from parents or friends outside of class, students were not allowed to write out

of class. After finishing each writing task, students were required to share their documents to the instructor and their peer members online. In the next class, peer feedback activities were set up. Due to students' similar proficiency level, students were allowed to choose their own partner and group members to their own satisfaction, but they were encouraged to work in a mixed-gender group. The students were needed to provide feedback for their partner or group members in 50 minutes. Next, students were required to revise their own draft in the next class and submit the final draft at the end of class. In total, the process of writing one task lasted about three periods. The same procedure was used for the second and third writing tasks. The interviews were conducted after students submitted the final draft of each writing task. For the interviews, the researcher chose six students from each group, three students who made the most changes and three students who made the least changes in their writing. After the experiment, the questionnaire was distributed to all students in order to investigate their overall perceptions toward peer feedback activities.

Results

1. Students' perceptions toward peer feedback from the questionnaire

The data gathered from the questionnaire revealed the students' perceptions toward peer feedback activities in five aspects: usefulness, reception of comments, provision of comments, affection and technology as shown in Table 1.





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Table 1 The students' overall perceptions toward peer feedback in five aspects (OPP, $n=22$; OGP, $n=32$)

Aspects		Agree	Neutral (%)	Disagree	Average rating
Usefulness	OPP	76.40	20.00	3.60	3.95
	OGP	88.15	9.35	2.50	4.23
Reception of comments	OPP	38.65	57.98	3.37	3.41
	OGP	72.66	27.34	0.00	3.85
Provision of comments	OPP	74.53	22.72	2.75	3.98
	OGP	80.03	19.37	0.60	4.12
Affection	OPP	78.80	18.93	2.27	4.13
	OGP	82.82	12.51	4.67	4.28
Technology	OPP	71.22	25.75	3.03	3.98
	OGP	82.30	15.10	2.60	4.18

As can be seen in Table 1, the majority of both groups had positive perceptions toward all five aspects of peer feedback activities. A large number of students in both groups agreed that peer feedback was useful for their writing (76.40% and 88.15%, respectively). Interestingly, 57.98% of the students in the OPP group did not agree or disagree with the comments received from their peers whereas 72.66% of the students in the OGP group seemed to agree with the comments they received from peers. The majority of both groups agreed with provision of comments (74.53% and 80.03%, respectively). In terms of 'affection', 78.8% of the students in the OPP group and 82.82% of the students in the OGP group considered peer feedback activities affected their emotions. With regard to the technology used in this study, both groups agreed with the use of Google Docs in writing and giving feedback (71.22% and 82.30%, respectively).

When considering each aspect of peer feedback activities, the findings are varied. In relation to the usefulness of peer feedback, it was found that the students in both groups agreed with all statements. The majority of the students in both groups agreed that peer feedback was a useful and necessary activity for their writing improvement. Interestingly, in terms of 'the reception of comments', a great number of the students in the OPP group had a neutral opinion about trust to their peers' grammatical feedback (77.30%) whereas about half of the students in the OGP group agreed that they trusted their peers' grammatical feedback and the other half of the students did not. Additionally, 77.30% of the students in the OPP group did not agree or disagree that the comments received were clear and understandable but 71.90% of the students in the OGP group agreed that comments received were clear and understandable. With regard to 'the provision of comments' statements, it was found that the majority of the students in both groups agreed that giving feedback or comments on their peers' writing





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was a worthy activity for improving their grammatical ability in writing. Even though both groups agreed that they thought carefully and were willing to provide comments, the majority of them had a neutral opinion about their confidence when giving grammatical feedback to their peers' writing (72.70% and 68.75%, respectively). According to 'affection', the majority of the students in both groups agreed with all statements. They reported that they were pleased and enjoyed participating in the peer feedback activities and they hoped that they could participate in peer feedback activities again in the future. In case of the technology used in peer feedback activities, most of the students in both groups agreed that it was beneficial for their writing but when considering the difficulty of online writing, about half of the students in both groups had a neutral opinion that it was difficult (50.10% and 53.10%, respectively).

2. The results gathered from open-ended questions

The data gathered from open-ended questions in the perception questionnaire was analyzed and

Table 2 Benefits, obstacles and suggestions of peer feedback activities from students' perspective

NO.	CATEGORIES	ASPECTS	STATEMENTS
1	Benefits	- Knowledge sharing	<i>-I think peer feedback is useful for me. It gave opportunities for us to share the knowledge we knew to each other during the activities. - (respondent 14, OPP)</i>
		- A value source for improving text	<i>-Comments from my peers helped me improve my writing task. I could revise it better after receiving comments - (respondent 5, OGP)</i>
		- Having more critical thinking	<i>-I think participating in peer feedback activity helped me think more critically. I thought more carefully before I wrote any sentence. - (respondent 2, OPP)</i>
		- Increasing vocabulary and grammatical knowledge	<i>-I learned new vocabulary and grammar from reading my friends' text. - (respondent 9, OGP)</i>
		- Being able to consult problems with peers	<i>-I think working with many friends in group helped me solve my writing more easily because I could ask for helps and get many ideas in return. - (respondent 5, OGP)</i>
2	Obstacles	- Feedback givers' lack of language ability	<i>-I think some peers' comments were wrong and sometimes I did not receive any comments from peers even though I knew there were wrong points in my text. - (respondent 6, OPP)</i>
		- Feedback givers' lack of attention to provide comments	<i>-I feel like my peers did not do peer feedback seriously because I received no comments from peers even though I knew there were wrong points in my text. - (respondent 4, OPP)</i>
		- Partners or group members' absence	<i>-Sometimes my partner was absent so I needed to pair up with another friend who was not close to me. - (respondent 22, OPP)</i>





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NO.	CATEGORIES	ASPECTS	STATEMENTS
3	Suggestions	- Technical problem	-Sometimes the Internet was not stable, so it made me share my documents late. -(respondent 8, OGP)
		- Teaching more on grammatical aspects	-A teacher should teach extra lesson about grammatical aspects for poor students. -(respondent 6, OGP)
		- Receiving comments from more peers	-I want to work in group and I want many friends to comment on my writings. -(respondent 8, OPP)
		- Time extension for providing feedback	-I need more time to read and give comments on my peers' writing. -(respondent 14, OGP)
		- Including teacher feedback	-I want a teacher to give feedback. -(respondent 8, OGP)
		- Stable Internet and computers	-I want the Internet connection to be fixed and stable and I want computers to be ready for everyone. -(respondent 32, OGP)

According to the open-ended questions in the questionnaire, the results reveal that the students viewed peer feedback as a valuable source for their revision. Additionally, they reported that after experiencing the peer feedback activities, they learned and gained not just grammatical knowledge but new vocabulary, and they also developed more critical thoughts that they applied into in their next writing. Particularly, students in the OGP group stated that having many friends to review their text helped them edit and revise more easily because they could ask for help and receive various comments and ideas. Though peer feedback was seen to be beneficial, it was found that the Internet technical problems and peers' characteristics such as lack of language ability and attention were seen to be the obstacles in this study. Interestingly, some students reported that they wanted to have a teacher to provide feedback as a complementary feedback provider.

3. The results from semi - structured interviews

The data gathered from interviews was analyzed and categorized into five themes regarding the five aspects in the questionnaire.

Table 3 The summary information from semi - structured interview.

ISSUES	OPINIONS	OPP	OGP
1. usefulness	-exchange grammatical knowledge	✓	✓
	-help each other improve writing	✓	✓
	-point out to grammatical errors	✓	✓
	-develop critical thinking skill	✓	✓
	-raise awareness of weaknesses	✓	✓





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ISSUES	OPINIONS	OPP	OGP
2. reception of comments	- want more peers to give comments	✓	x
	- want peer to give more comments	✓	✓
	- adopt comments depending on peers' ability	✓	x
	- prefer capable peers	✓	x
	- prefer both peer feedback and teacher feedback	✓	✓
	- receive incorrect grammatical comments from peer	✓	✓
3. provision of comments	- prefer giving comments to two peers only	✓	✓
	- consider giving comments were a good practice	✓	✓
	- want to give many comments but grammatical ability was weak	✓	✓
4. affection	- be pleased to share writing task with peers	✓	✓
	- enjoy peer feedback activities	✓	✓
	- be afraid of giving wrong grammatical comments	✓	✓
5. technology	- like to write online	✓	✓
	- like to give and receive feedback online	✓	✓
	- like using Google Docs	✓	✓
	- be able to give comments easily and review comments anytime	✓	✓

Table 3 reveals that the majority of the students in both groups have the same opinions of these five issues but they seemed to have some different perceptions toward the comments they received from peers. It was found that while the students in the OGP group seemed to be satisfied with the comments they received from their peers and peers' characteristics, the students in the OPP group did not. They expressed they wanted to have more peers to review their texts and if it was possible they wanted their peers to have sufficient knowledge.

Discussion

The findings of this study revealed that the students from both groups had strong positive perspectives toward peer feedback activities in all five aspects. Most of the students in both groups perceived peer feedback as a beneficial technique for their writing improvement. This finding supports the previous studies that the students had positive perceptions toward peer feedback and viewed peer feedback activities as both beneficial and valuable (Altstaedter & Doolittle, 2014; Kulsirisawad, 2013; Loretto & Demartino, 2016).





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Though most of the students in OPP and OGP groups had the same perceptions toward peer feedback in all five aspects, the students in the OPP group appeared to have a different opinion about the comments they received from their peers. These different views may be affected by the amount of feedback and the number of reviewers. According to the interview data, only the students in the OPP group expressed that they wanted to have more peers to review their texts whereas the students in the OGP group reported that they were satisfied with three peers. It can be explained that the students who played the role as a receiver might not trust the comments they received from only one peer since they viewed their friends as low proficiency students who need to be tutored more on grammar; in contrast, the students in the OGP group had various choices to adopt in their revisions. Additionally, receiving comments on the same point from multiple peers might have a stronger influence on student's revision than from a single peer. As reported in Cho and MacArthur's (2010) study investigating the effects of three types of peer feedback, a single expert, a single peer

and multiple peers in revisions, it was found that the students in a multiple peer feedback group made more complex repair than the other two groups. Loretto and Demartino (2016) also found that the students reported that receiving comments from only one peer did not catch all mistakes but many people could provide various points and opinions. This finding may be explained by the concept of the scaffolding in sociocultural theory (Vygotsky, 1978) that the students were able to learn to achieve good writing by interaction and mediation from peers. It can be said that because of having many peers in the group, the students had more opportunities to notice their errors, mistakes, weaknesses, and strengths in their writing and were able to have a social interaction by asking questions, sharing knowledge and negotiating the meaning with their multiple peers to help them edit their texts better than those students who had a single peer only. According to the current study's findings, it may be possible that the interactions between multiple peers have more influence than two peers.





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While participating in peer feedback activities, the students in both groups did not only obtain the benefits but they also struggled with various problems when providing feedback such as the lack of language ability and the technology. It is possible that the students' low proficiency might cause them to have a neutral opinion about their confidence when providing feedback. As reported in the interview data, the students viewed themselves and their friends as incompetent people to provide constructive feedback on their peers' writing. Additionally, they also mentioned that if there were comments from a teacher included, it would be better since the teacher was more knowledgeable. This finding is in line with Vygotsky's (1978) view of "ZPD" that the students who were not able to acquire such knowledge but with the help or guidance from a knowledgeable person were able to do things independently. It can be said that some low proficiency students in the current study had strong believes that a teacher, a person they saw as more knowledgeable, should be the principal person who provides feedback for them.

In terms of the technology used in the current study, it was found that the students seem to be satisfied with the online writing tool and feedback tool but the Internet connection might cause them to have a neutral opinion about the difficulty of the online writing and become a limitation of the current study. The students from both groups stated that they had struggled participating in peer feedback activities when the Internet connection was not stable. They asserted that the unstable connection made them share their documents late and made them unable to provide and receive comments smoothly. Since the Internet connection was sometimes not stable, the researcher had to change the writing tool from a desktop computer to a laptop, and it was found that the students were not used to type documents on it. These finding suggests that these two factors, the lack of language ability and technical problems, should be considered carefully before conducting peer feedback activities.





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Conclusion and recommendations

Based on the findings, it can be concluded that the students in the online paired and grouped peer feedback had the same positive perceptions toward peer feedback in four aspects: usefulness, provision of comments, affection and technology. However, in terms of comment reception, three peer feedback providers seemed to affect more positively on students' perceptions than a single peer. Thus, these findings suggest that teachers should employ peer feedback in writing instruction and design a group of three or four students in a peer feedback activity. In addition, peer feedback should be supported by teacher feedback to ensure the reliability of comments. To promote more effective online peer feedback, the teacher might provide a grammatical checklist for the students. Additionally, due to the limitation of the technology used in the study, teachers should consider possible technical problems before including an online system in the lesson. The students in the current study knew each other well because they had studied together for at least three years. It is believed that knowing their peers' background might affect their perceptions about peers' ability and the decision to adopt comments in their revision. Because of this, further research should investigate the impact of the anonymity of feedback providers in online peer feedback activities. An additional study could also

investigate students' perceptions who participate in both paired and grouped peer feedback activities to see whether they have different views on these two types of peer feedback.

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