The Effect of Teacher and Peer Feedback on English Writing Development

Sarina Kalong

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
of Master of Arts in Teaching English as an International Language
Prince of Songkla University
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I hereby certify that this work has not been accepted in substance for any degree, and is not being currently submitted in candidature for any degree.

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ชื่อวิทยานิพนธ์	ผลของการให้ข้อมูลย้อนกลับโดยครูและโดยเพื่อนต่อการพัฒนาการเขียนภาษาอังกฤษ
ผู้เขียน	นางสาวชารีนา กาหลง
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ
ปีการศึกษา	2560

บทคัดย่อ

การศึกษานี้เปรียบเทียบผลของการให้ข้อมูลย้อนกลับโดยครูกับการให้ข้อมูลย้อนกลับโดยเพื่อนต่อการพัฒนาการเขียนภาษาอังกฤษ กลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 4 จำนวน 50 คน ในโรงเรียนมัธยมศึกษาเอกชนสอนศาสนาแห่งหนึ่งในจังหวัดยะลา กลุ่มตัวอย่างประกอบด้วยกลุ่มทดลอง 2 กลุ่ม ๆ ละ 25 คน คือ กลุ่มที่ได้รับการแก้งานเขียนโดยครูและกลุ่มที่ได้รับการแก้งานเขียนโดยเพื่อน เครื่องมือในการวิจัยคือ 1) แบบทดสอบการเขียนก่อนและหลังการทดลอง 2) การเขียนบันทึกแบบสนทนา (dialogue journal) 3) แบบฝึกทางภาษา และ 4) แบบประเมินทัศนคติต่อการเขียนบันทึกแบบสนทนา การให้ข้อมูลย้อนกลับโดยครูและการให้ข้อมูลย้อนกลับโดยเพื่อน กลุ่มตัวอย่างทั้งสองกลุ่มต้องเขียนบันทึกแบบสนทนาสัปดาห์ละครั้งเป็นเวลา 10 สัปดาห์ และมีการแลกเปลี่ยนบันทึกแบบสนทนาและแก้งานเขียนโดยครูและเพื่อน ผลการวิจัยพบว่า การให้ข้อมูลย้อนกลับโดยเพื่อนช่วยพัฒนาความสามารถทางการเขียนในด้านความสามารถในการเขียนโดยรวมและความคล่องในการเขียนดีกว่าการให้ข้อมูลย้อนกลับโดยครูอย่างมีนัยสำคัญที่ระดับ .01 อย่างไรก็ตามทั้งการให้ข้อมูลย้อนกลับโดยครูและโดยเพื่อนไม่ช่วยพัฒนาความสามารถในการเขียนด้านความถูกต้องทางไวยากรณ์แต่อย่างใด ผลการวิจัยยังพบว่ากลุ่มตัวอย่างทั้งสองกลุ่มมีทัศนคติเชิงบวกต่อการเขียนบันทึกโต้ตอบและการให้ผลย้อนกลับเพื่อความถูกต้องทางไวยากรณ์ และทั้งสองกลุ่มชอบการให้ข้อมูลย้อนกลับโดยครูมากกว่าการให้ข้อมูลย้อนกลับโดยเพื่อน

คำสำคัญ: การให้ข้อมูลย้อนกลับโดยครู การให้ข้อมูลย้อนกลับโดยเพื่อน ความสามารถทางการเขียนภาษาอังกฤษ การเขียนบันทึกแบบสนทนา

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ABSTRACT

This study compared the effect of teacher feedback vis-à-vis peer feedback on English writing development. The participants were 50 Mathayom 4 (Grade 10) students at a private Islamic secondary school, Yala province. The participants were divided into two experimental groups, each consisting of 25 students: the teacher feedback group and the peer feedback group. Research instruments were 1) a pre- and post- writing test, 2) dialogue journal writing, 3) language practice exercises and 4) attitude questionnaires towards dialogue journal writing, teacher feedback and peer feedback. Both groups had to write a dialogue journal once a week for 10 weeks. The journals were exchanged and corrected by the teacher and the designated peers. The findings indicated that peer feedback led to a significant improvement on the participants' overall writing ability and writing fluency, unlike teacher feedback ($p < .01$). However, neither teacher feedback nor peer feedback helped to improve writing accuracy. The finding also indicated that both subject groups positively viewed the use of dialogue journal and corrective feedback, and they preferred teacher feedback to peer feedback.

Keywords: teacher feedback, peer feedback, English writing ability, dialogue journal writing

ACKNOWLEDGEMENT

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A SYNTHESIS REPORT

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LIST OF PAPERS

Kalong, S. & Palanukulwong, T. (2018). The Effectiveness of Teacher Feedback and Peer Feedback of EFL Students' Writing Performance. Manuscript submitted for publication.

LETTERS OF ACCEPTANCE

The effectiveness of teacher feedback and peer feedback on EFL students' writing performance (ประสิทธิภาพของการให้ผลสะท้อนกลับโดยครูและโดยเพื่อนต่อความสามารถในการ เขียนของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ)

1. Introduction

English takes a special role in various settings and its expansion has become globalized and worldwide (Crystal, 2012). With regard to formal education, the importance of English grows influentially and considerably shapes national policies and practices. In Thailand, for example, the teaching of English has been periodically reformed to develop Thai learners in preparation for the demand of high English proficiency in the fast changing world (Wiriyachitra, 2002).

Among the four important skills required in communication, Thai EFL learners find writing the most challenging (Pawapatcharaudom, 2007). They encounter many difficulties. For example, they have no idea what to write about (Klaichim, 2009) and they find writing a challenging skill to master (Chuenchaichon, 2015). Thai EFL teachers also perceive writing as one of the top five most problematic aspects to teach (Noom-ura, 2013). This might be due to the nature of writing itself. Heaton (1990) points out that writing is a complex task and requires many elements, namely language use, mechanical skills, content, stylistic skills, and judgment skills.

To help students to overcome their writing difficulties, dialogue journaling can be one of the effective approaches (Denne-Bolton, 2013; Rattanaintanin, 2017). Dialogue journal supports writing skill through meaningful, natural and functional experiences (Gambrell, 1985). Dialogue journal promotes interactive communication in both ESL and EFL contexts (Peyton & Staton, 1993). Positive effects of using dialogue journal on ESL/EFL writing include fluency, accuracy, motivation to write, positive attitudes toward writing, and reduction of anxiety in writing (see, for example, Hemmati & Haghighi, 2012; Kulprasit & Chiramanee, 2012; Liao & Wong, 2010; Rattanaintanin, 2017; and Yoshihara, 2008).

Dialogue journal can be utilized in language learning. The teacher's model of appropriate vocabulary and grammar through dialogue journal leads to improvement on grammatical knowledge (Datzman, 2011). Through the routine written practices in dialogue journal, teachers are able to provide challenging responses that are slightly beyond students' proficiency level (Peyton, 2000). The

practices can be seen in the form of paraphrasing, asking questions to clarify unclear sentences, and commenting on certain ideas (Denne-Bolton, 2013).

In order to implement a dialogue journal for linguistic development in ESL/EFL contexts, writing teachers become the main source of responses to students' entries. A number of studies reveal that dialogue journal, with the help from teachers' responses reinforce writing ability among ESL/EFL learners (Foroutan, Noordin & Hamzah, 2013; Puengpipattrakul, 2009; Tuan, 2010).

Although a dialogue journal is highly interactive, its implementation can be limited. Peyton (1993) indicates that teachers' content responses to students' entries are time-consuming. According to Ferris and Hedgcock (2004), loads of written papers can bring discouragement and create anxiety to novice teachers on the appropriate direction to what and where to provide comments. At the same time, the use of teacher responses can become an overwhelming situation to veteran teachers when questioned on the effectiveness and efficiency of their feedback toward students' improvement. Teacher responses either on content or linguistic features seem to be a demanding and non-negotiable duty for writing teachers.

Alternatively, the burden of commenting on dialogue journal entries can be replaced with peer feedback. Joe (1992) agrees that peer feedback could be one of the techniques in providing feedback. It involves reading peers' papers and making responses as a reader. Peer feedback can be used for multiple purposes, such as to evaluate, to critique, to edit or to respond (Keh, 1990). Through the practice of peer feedback, learners can benefit from authentic interaction, joy of sharing their comments, positive attitude in EFL writing practice and being more confident in writing in English (Kulprasit & Chiramanee, 2012: Lacy, 1989). Moreover, peer feedback can provide benefits on social, cognitive, affective, and methodological aspects (Mendonca & Johnson, 1994; Villamil & de Guerrero, 1996).

A number of studies have examined the effectiveness of peer feedback through dialogue journal writing. The studies showed that peer feedback could lead to significant improvement in writing ability, positive attitudes toward English writing,

motivation to write and being an active writer, and collaborative learning (Kulprasit & Chiramanee 2012; Liao & Wong, 2010; Rattanaintanin, 2017; Rokni & Seifi, 2013).

However, there are several limitations for ESL/EFL writing teachers in employing peer feedback. As pointed out by Rollinson (2005), having peers to provide feedback is time constrained because time is required in reading, making notes and providing the comments, orally or written. Moreover, more time is placed on the teachers to allocate initial persuasion on the value of peer feedback for students to accept peers as another qualified source in providing feedback. Another drawback is that writing teachers might be overwhelmed with their role in overseeing the peer feedback practice if an oral feedback takes place. To alleviate these limitations, providing sufficient training can facilitate the practice of peer feedback (Urzua, 1987).

In the Thai writing context, there are a number of studies on the use of dialogue journal and the use of teacher feedback and peer feedback. It is found that teacher feedback on dialogue journal entries can bring about positive development on grammatical accuracy in Puengpipattrakul's study (2009). A similar finding in Kulprasit and Chiramanee's study (2012) revealed that peer feedback improved the students' writing ability. Obrom (2013) found significant improvement of students' writing ability when she combined teacher feedback and peer feedback in the practice of dialogue journal writing to one group of participants. However, none of these studies compared the effectiveness of teacher feedback vis-à-vis peer feedback between two groups of EFL learners through the use of dialogue journal.

To shed more insights into the effectiveness of teacher feedback and peer feedback in dialogue journal writing, this study was conducted to compare the effectiveness of teacher feedback and peer feedback on the writing performance of EFL learners in Thai context.

2. Purposes of the Study

The present study was carried out with the following purposes:

1. To investigate the effect of teacher feedback and peer feedback on writing development in terms of fluency and accuracy through dialogue journal writing

2. To explore the aspects of language development that the teacher feedback and peer feedback contribute to the performance

3. To investigate the participants' attitudes toward dialogue journal writing, teacher corrective feedback and peer corrective feedback

3. Research Questions

This study was conducted to answer the following questions:

1. To what extent do teacher feedback and peer feedback contribute to writing performance of the students' dialogue journal writing?

2. In what aspects of language development do the teacher feedback and peer feedback contribute to the participants' performance?

3. What are the participants' attitudes toward writing of dialogue journal, teacher corrective feedback and peer corrective feedback?

4. Definition of Terms

The present study consists of five operational terms: dialogue journal writing, dialogue journal entries, writing performance: accuracy and fluency, teacher feedback and peer feedback. The operational definitions are as follows:

4.1 Dialogue journal writing: a written communication between two persons in which participants are free to select any topics assigned in order to write on their dialogue journal entries on a weekly basis.

4.2 Dialogue journal entries: pieces of writing written by the participants based on dialogue journal topics.

4.3 Writing development: the ability to write accurately and fluently.

   4.3.1 Accuracy: the number of the targeted problematic language features found in the participants' writing tests.

   4.3.2 Fluency: the number of words written in the participants' writing tests.

   4.4 Peer feedback: the participants' responses to their designated partners' dialogue journal entries in both the written form in English and the oral form in Thai.

   4.5 Teacher feedback: the teacher's responses to the participants' dialogue journal entries in both the written form in English and the oral form in Thai.

5. Literature Review

   This section reviews literature and researches on the use of dialogue journal, teacher feedback and peer feedback.

5.1 Dialogue Journal

   According to Peyton and Staton (1993, p. 28), a dialogue journal is defined as "a written conversation in which a student and teacher communicate regularly (daily, weekly, etc., depending on the educational setting) over a semester, school year, or course". Through this ongoing written conversation, students can write as regularly as they choose and the teacher respond by providing questions and comments, initiating new topics, or asking questions. Evaluation for correct language use is eliminated.

   Peyton (1993) has characterized some distinctive features of dialogue journal. The material used to communicate in dialogue journal writing is flexible: paper-and-pen or electronically. E-mail can provide messages in dialogue journal to groups or individual interactions. Regularity is accepted depending on the number of students, the class length, teacher's timetable, and the needs of the teacher and learners. Timing for practicing dialogue journal can be inserted in any time available at school or by taking home. Time spending on a piece of dialogue journal writing can be ten to fifteen minutes or up to the students and teacher agreed preferences. Moreover, minimum length to write can be set by the teacher (three sentences, as

example). However, it can be up to students' choices when writing familiarity being practiced. It should be noted that it is not necessary for students to have long and polished pieces of writing. Writing dialogue journal can be announced by the teacher and writing topics can be free to choose by students, brainstormed by the students or controlled by the teacher. It depends on the purposes of the writing. Dialogue journal partners do not have to be only teachers. Peers with higher English proficiency level can be employed. Good conversationalist is promoted. A good number of language functions can be fully practiced such as responding to topics and concerns, asking questions, introducing topics, and writing about oneself. Finally, being relaxing and enjoyable is the nature of dialogue journal writing. The pleasant feeling can be enhanced through preference in topics and responding time.

Dialogue journaling creates genuine dialogic relationship (Kim, 2005; Larotta 2008; Peyton & Staton, 1991). According to Freire's dialogic model (Faigin, 1985, cited in Peyton and Staton, 1991), dialogue journaling does not only bring authentic and two-way communication possible but also provides a sense of respect and trust as being part of society, shows a concern on individual experiences and belief, and allows positive attitudes towards change and learning action. This contextual relationship provides teacher and students with social interaction where language can be processed individually and authentically.

Dialogue journal allows negotiating and making meaning (Nassaji & Cumming, 2000). This concern is in line with what Vygotsky mentioned within learner's Zone of Proximal Development (ZPD). According to him, ZPD is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86)

The use of dialogue journal can contribute to various strength. Kim (2005) believes that dialogue journal can lead to the use of English in daily life. In her study, development in learning second language was seen in adult immigrants through situational dialogues. Besides, by having them read aloud their journals, a sense of mutual understanding in cultural diversity formed in the community. Shuy (1993)

found a wide variety of language functions occurred in teacher-student dialogue journal conversation. The interaction allows students to ask questions, show agreement and disagreement, and express other communicative needs and desires. Dialogue journal writing provides an opportunity to practice skills that second language students need for other types of writing. Dialogue journal improves fluency in writing (Liao & Wong, 2010). A great benefit of practicing written communication through dialogue journal is fluency. The ability to put more words in written communication increases easily and effectively through dialogue journal (Jones, 1991).

Hansen-Thomas (2003) and Miller (2007) propose that dialogue journal is not merely a tool for writing improvement, but also a means to build teacher-student relationship. In their study, ESL/EFL teachers could have a meaningful source to follow their students' learning process in order to respond to their actual needs. Thus, teachers are able to diagnose what has been missing in the language classroom to serve the students' specific preferences in learning second language.

Despite many benefits of teacher feedback on dialogue journal writing, a number of issues arise. Firstly, time management for regular responses seems to be a challenging and overwhelmed task for language teachers (Peyton & Staton, 1991). Another disadvantage is that dialogue journal does not focus on forms or corrective feedback (Linnel, 2010). Indeed, non-native English language learners should also master grammatical knowledge and there is no doubt that they need to have corrective feedback while practicing dialogue journal writing (Liao & Wong, 2010). In Liao and Wong's study, some participants expected to have their grammatical errors corrected and they felt more motivated to write if there was error correction provided in their dialogue journal entries.

5.2 Giving Feedback

Feedback provides new information to L2 learners (Ellis, 1985). Through discourse, teacher feedback intertwines along the way when learners build blocks to develop new language forms and structure (Sheppard, 1992). According to

Joe (1992, p.53), feedback is defined as "an inseparable and recursive component of both the teacher's instruction and the writing process". From teachers' perspective, Ellis (1994, p. 702) refers to feedback as "the information given to learners which they can use to revise their interlanguage".

According to Ellis (2009), feedback is part of interaction and negotiation of meaning. Negative feedback on linguistic features occuring during interaction can lead to a more comprehensible output or a more native-like language. Similarly, Gass and Mackey (2007) claimed that in the Interaction Hypothesis feedback is one of the four major components: input, interaction, feedback, and output. The constructs in the Interaction Hypothesis, based on Krashen's input hypothesis (1982) and Swain's output hypothesis (1985), are a link between interaction and learning. Gass and Mackey stated that through interaction learners pay attention to notice both the correct forms and problematic features of knowledge of production, which leads to second language acquisition. When learners make incorrect production, resulting in lack of comprehensibility, and receive feedback on the linguistic errors, they can be made aware of the incomprehensible output. This leads them to produce a more comprehensible and target-like output and brings development to their L2 proficiency.

According to Nation (2008), feedback can be presented in various goals, purposes, and means. The objectives of responding to learners' composition can be to motivate, to improve the writing quality, to diagnose problems, and to measure proficiency. Written feedback is purposive in terms of increasing amount of the content and developing positive attitude toward writing, improving written product and control of the writing process, finding poorly controlled parts of the writing process, and awarding a grade. A number of means that written feedback can be addressed is through positive feedback on the content, publication of the writing, peer feedback, conferencing, marking of errors, analytic assessment, use of checklists, self-assessment, analysis of the product, observation of the process, holistic and analytic assessment, and assessment of a portfolio.

Ellis (2009) has reported that there are several options of corrective feedback being implemented in previous studies, namely direct, indirect (indicating

errors only or indicating and locating errors), coding (implicitly or explicitly), focused or unfocused, and reformulation. According to him, two aspects should be in consideration for employing the above feedback types: a) the teachers' provision of corrective feedback, as mentioned earlier and b) the students' responses to this feedback. So far concerning corrective feedback, the implementation of previous studies showed various outcomes of learners' responses: errors being corrected, incorrect change, no change, deleted text, correct substitution, incorrect substitution, teacher induced errors, averted erroneous teacher marking. In this regard, Nation (2008) indicated that the effectiveness of using corrective feedback depends on several factors such as source (teacher, peer, or self), mode (spoken, written, or both), size of audience (whole class, small group, or individual), focus of the feedback (product or process), form of the feedback (comment, scale, and checklist) and the amount of writing (single piece or a portfolio of writing).

5.2.1 Teacher Feedback

Teacher feedback was criticized by early L2 reviewers as an "exercise in futility" (Knoblauch & Brannon, 1981, p. 1); as overly directive, removing "students' rights to their own texts" (Sommers, 1982, p. 149); and as consisting primarily of "short, careless, exhausted, or insensitive comments" (Connors & Lunsford, 1993). Zamel (1985) noted that L2 research findings agreed with the major conclusions drawn concerning the response patterns of L1 writing teachers. The negative categorization is due to the traditional approach of teacher feedback as only one final draft is being addressed. However, recent researchers have pursued teacher commentary in a more encouraging and informative direction. As a result, the approach turns to be more on process-oriented instruction which consists of revision and response on multiple drafts to develop L2 learners' writing ability, the commentary issues have also been broadened in different range, not only on grammatical features.

Nassaji and Cumming (2000) reported that teacher feedback through modeling of language use interacted in dialogue journal could help a Farsi boy, L2 learner acquiring English language. The salient characteristic of teacher-student

interaction in dialogue journal writing functions in the similar way as in Vygotsky's Zone of Proximal Development (ZPD). ZPD serves a space where a learner shift his/her level of ability from 'can't' do to 'can do'. Over ten-month ongoing journals between an English teacher and the student, the findings showed that ZPD could be progressively constructed through sustained intersubjectivity, complementary, and asymmetric scaffolding.

It could be claimed that research in teacher feedback area is in preliminary stage. However, Ferris and Hedgcock (2005) have claimed that there are few number of research studies that addressed the effectiveness of teacher commentary on students' writing development, its relationship toward successful writers, and specific types of teacher comments that are most valuable to the improvement.

Ferris and Hedgcock (2005) suggested that feedback is most effective when provided at intermediate stages of the writing process. Teachers should provide feedback on a range of writing issues (i.e., not just "language" or not just "ideas"). Teachers should pay attention to the formal characteristics of their feedback (scope, pragmatic form, and so on) so that students can understand it and use it effectively.

In the evaluation of the effectiveness of several types of teacher commentary, Ferris and Hedgcock (2005) state a number of contextual factors that need to be taken in consideration such as individual differences, predisposition backgrounds, proficiency levels in L2 writing, writing motivation, genres in writing, classroom context, and intervention of other feedback types.

Hyland's (1998) case study on ESL writing found that the written feedback used by the teacher might be miscommunicated due to individual differences in needs and culture, and students' writing approaches. To prevent the unpleasant consequences in L2 context, it was suggested for teachers and students to be clear on aims and expectation of the feedback through face-to-face discussion.

To provide commentary, Ferris and Hedgcock (2005) have suggested some guidelines to writing teachers. At the beginning, it is recommended that teachers should be clear on the principles and strategies for responding. They can equip the commentary by using evaluation tools such as a scoring rubric, checklist, specific

writing assignments, and prior in-class instruction. When making comments, it will be beneficial for either students or teachers to select a number of focused and high-priority feedback points on written tasks. Allowing students opportunities in class to pose questions about the feedback can boost clarification and understanding as well.

5.2.1 Peer Feedback

Meyers and Jones (1993) indicates that peer feedback is active learning that allows students multiple opportunities to use the language skills meaningfully and to reflect on the content, ideas, issues, and concerns of an academic subject. Lui and Carless (2006, p. 280) have defined peer feedback as "a communication process through which learners enter into dialogues related to performance and standards." Several terms have been used to refer to peer feedback such as peer evaluation, peer critiquing, peer editing, or peer response (Keh, 1990). According to Wakabayashi (2013), peer feedback provides useful cognitive and social advantages especially in writing classes.

Peer feedback was introduced to reflect the issues regarding commentary proposed by teacher. Marzano and Arthur (1977) saw teacher feedback as distracted with problems and unusefulness. Alternatively, peer feedback can be employed as a means in promoting second language acquisition through interaction (Long & Porter, 1985).

Rollinson (2005) summarized several reasons that lay behind the use of peer feedback. First, peer feedback is useful and valid for revision. Peer feedback seems to be sympathetic and can promote rich collaboration and communication, and provide high socio-cognitive interaction.

However, peer response can be challenging for novice L2 writers as they may suffer to provide useful responses (Zhang, 1995).

Hansen and Liu (2005, p. 31) see peer feedback beyond 'editing' and 'reviewing' activity. They have conceptualized peer response as "use of learners as source of information, and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's draft in both written and

oral formats in the process of writing".

5.3 Related Studies

5.3.1 Dialogue Journal

This section consists of previous studies related to the use of dialogue journal on the development of ESL/EFL writing performance.

Tuan's (2010) fifteen-week experimental study investigated the impact of dialogue journal on the writing ability and writing motivation of 85 second-year Vietnamese university students. In this study, accuracy and fluency were defined as "the ability to avoid error in performance, possibly reflecting higher levels of control in the language" (p. 83). In this study, accuracy was assessed via the average number of errors found in the participants' entries and fluency was measured through writing speed to see the amount of words produced within a limited time. The participants were divided into two groups: experimental group and control group. The participants in both groups were immersed with in-class writing activities and take-home written assignments. However, only the participants in the experimental group were asked to write out-of-class journal entries. The result from 45-minute pre- and post- essay writing tests revealed that the experimental group outperformed in terms of fluency and accuracy.

Similar to Yoshihara's study (2008), fluency is seen through the number of words in which Japanese university students could produce in 12-week out-of-class dialogue journal writing. The interactive writing was through e-mail and the participants' proficiency level was low. There was no corrective feedback in this study. By comparing the number of words written in semester 1 and semester 2, the result revealed that there were no statistically significant differences in the number of words over the journal entries of the participants. A discussion proposed by the researcher indicated that the result might be due to full autonomy in self-selection of topics, low English writing proficiency, and ungraded activity. However the findings from a self-report questionnaire on their attitudes toward the improvement in their writing and writing in English showed positive affective consequences among the participants.

The positive effect in the use of dialogue journal on writing performance was also seen in a study done by Liao and Wong (2007). The study revealed the impact of dialogue journal writing on anxiety and intrinsic motivation. In this study, the participants were forty-one 10th-grade Chinese students in Taiwan. Over 12-week experiment, they were required to write two journal entries per week: an out-of-class free writing and an in-class situational writing. Their writing performance was assessed through the result of the pre- and post-tests. The findings discovered that the participants could improve their writing fluency on content, organization, and vocabulary. Similarly, by comparing the number of words produced in the students' first entries to the last entries, a higher number of words was found. The results from the questionnaire and interview showed that the participants could reduce their writing anxiety through dialogue journal writing. The participants also viewed dialogue journal writing as an important tool in developing self-understanding, self-growth, and self-confidence. This tool could strengthen their confidence in English writing as they could reflect on their daily lives. Liao and Wong (2007) suggested that EFL writing teachers can employ dialogue journal writing in their class in order to enhance their students' English writing proficiency, writing fluency, reflective awareness, writing confidence, and intrinsic motivation. With dialogue journal, students' intrinsic motivation is strengthened and their sense of autonomy is developed when they are free to choose their own writing topics and can express what appeals to them most.

5.3.2 Teacher Feedback

Although controversies have been placed on feedback concerning whether or not it can facilitate language learner to become successful in their language ability, feedback is seen as one of the important elements to ESL/EFL contexts. Feedback is crucial in ESL/EFL context in a sense that it provides learners the information to revise their Interlingua (Ellis, 1985). With regard to writing skill, feedback helps the learners to acquire second language through paying attention to both the correct forms and problematic features, which leads to the improvement of writing ability (Saengklaijaroen, 2012).

The following studies are among the research that trace on the effectiveness of teacher feedback on the L2 writing performance.

In Song's (1997) study, 10-week dialogue journal writing was used to investigate its impact on the writing quality and reading comprehension of 207 Korean EFL college students. The students were separated into treatment group (wrote dialogue journal based on the reading content) and control group (wrote the answers of the questions in the reading content). The study concluded that the students who practiced dialogue journal writing gained better improvement on the writing quality, reading comprehension, and writing apprehension compared to the students who received the normal classroom practice, answering the reading questions. The researcher concluded that dialogue journal might be an effective tool to enhance EFL teaching overall.

In Thai studies, Wasoh (2014) investigated the writing performance and the responses of Thai university students on written-expert feedback over multiple-draft essay. The content feedback and grammatical feedback were provided to the students. The content feedback was given on the preliminary draft and the error feedback was given on the second draft. The result revealed that the content-focused feedback led to statistically significance on the revision quality of the students' final drafts and the form-focused feedback could contribute to statistically significance on the accuracy in their final drafts as well. The findings from questionnaire showed that teacher feedbacks were beneficial for their error reduction and the development of writing ability. The researcher has suggested for the future studies that oral conference should be included with written feedback for getting into a more understanding of the comments given. Thinking-aloud protocol is suggested to record the students' thought while doing the writing. This would assist teacher to answer the problems they faced along the writing process.

Puengpipattrakul (2009) has reported a non-significant finding on writing accuracy when implementing teacher feedback on errors in the undergraduate students' dialogue journal.

5.3.3 Peer Feedback

This section reviews research studies that are in favour of using peer

feedback for the intensification of writing ability.

A preliminary classroom study conducted by Min (2006) revealed positive impact of trained-peer reviewers' feedback on 18 Taiwanese college students' revision quality. Participants were trained before giving peer review. Comments by peer reviewers were 90% incorporated by the participants. As a result, enhanced quality of the revision drafts was shown after peer review training.

Kamimura's (2006) study found peer feedback was a useful tool for the revisions for low and high proficiency level students in a Japanese university. There was no significant effect on writing fluency in both groups. Peer feedback had positive effects on the improvement of the overall writing quality when comparing the original draft to the last composition.

In Thai EFL context, Kulprasit and Chiramanee (2012) used dialogue journal to enhance writing ability and attitude toward English writing of Grade-9 EFL students in Thailand. This study also looked at the effectiveness of peer feedback. With a combination of written and oral comments of trained peer feedback, this 14-week quasi-experimental study found significant improvement on accuracy in the students' overall writing ability as five-most problematic errors decreased. With regard to fluency, the number of words was increased when comparing the students' pre- and post- writing. Their attitudes toward English writing was improved and significantly increased after writing the dialogue journal with peer comment. After the treatment, the students positively viewed writing as a self-expression tool and a technique in learning English. The study suggested that peer feedback could foster learning autonomy.

5.3.4 Teacher Feedback or Peer Feedback

In this section, previous comparative studies seeking the impact of teacher feedback and peer feedback on ESL/EFL writing performance are reviewed.

Caulk's study (1994) compared the quality of the peer responses with teacher comments. To see the differences on the quality and the nature of teacher feedback and peer feedback, a cycle of written feedback procedure was implemented. On each essay draft, the students exchanged their first draft to other group members

and wrote comments following the guided questions given. Then the researcher teacher wrote the comment on individual first draft and returned it to the draft owner in the next class meeting. After the students read through the comments, a 20-minute conference was provided to question either the teacher or their peer commenters on the comments. Then each student used the comments to rewrite the papers for the next class. The suggested comments by the teacher and peer were coded into summarized points and categorized into six topics: forms, reorganization, more information, write less, clarity, and style. The analysis found good and valuable advice in peer responses even though they were dissimilar to the teacher's commentary. The comments of the students were written in simple and direct sentences compared to the teacher's. The researcher concluded that both teacher and peer responses serve important and complementary functions in developing writing abilities.

Paulus (1999) investigated the effects of teacher feedback and peer feedback on the writing quality of 11 undergraduate international students in a pre-freshmen writing course at a public university in United States. Over 10 weeks, the students engaged in multiple activities: critical reading and discussion, summary writing, journal writing, in-class writing, revision, and five-paragraph essay writing. The improvement in writing was examined through the end product of essay writing. By using a portfolio assessment approach, the result showed that the students most commonly incorporated meaning-preserving changes. Both teacher feedback and peer feedback were used for revision but the students prioritized teacher feedback. The researcher concluded that written feedback can benefit the meaning-level revisions and peer feedback can be effectively integrated in ESL writing class.

In Thai context, Rattanaintanin (2017) used peer and teacher feedback in the dialogue journal practices to enhance a group of university students' writing proficiency without focusing on grammatical feedback. The findings not only showed significant improvement in the students' writing fluency but also in their accuracy. It was recommended by the researcher to have both content and forms focus in the use of dialogue journal to see if this can help Thai students to develop their accuracy as effectively as their fluency.

Interestingly, in another study conducted by Obrom (2013), a

combination of teacher and peer feedback focusing on grammars led a single group of Thai university students to a significant improvement in language accuracy through the use of dialogue journal writing. In the study, the students had 15 minutes before the class ended to write 10-week dialogue journal writing. They were independent to choose their writing partners. Each pair used different color of pen to write English sentences based on the topic agreed in the class and also corrected the partners' grammatical errors. The teacher observed and advised on the correction practice. In the next meeting, the teacher highlighted the most common errors found in the last writing entries and clarified the correct usage of the language features to the class. Obrom (2013) indicated that dialogue journal could be a friendly and useful platform to encourage writing student to practice the grammatical features learnt in the class.

Therefore, it can be concluded that in Thai context studies that implemented teacher feedback and peer feedback through dialogue journal are rare and most focused on learners in higher education. Some studies have employed either teacher feedback (Puengpipattrakul, 2009) or peer feedback (Kulprasit & Chiramanee, 2012) to improve students' writing proficiency while some have combined the two sources of feedback to enhance learners' writing ability (Obrom, 2013; Rattanaintanin, 2017). However, no studies have used both teacher feedback and peer feedback to compare their effectiveness on the writing development of Muslim students who, based on their national O-Net scores (2016), are in need of grammatical knowledge development.

6. Research Methodology

This section describes the methodology utilized in this study including the following subsections: research participants and setting, research instruments, data collection procedure, and data analysis.

6.1 Participants of the Study

The present study was conducted at a private Islamic secondary school, Yala province, Thailand. The population consisted of 1,100 Mathayom 4 (Grade 10) students in the academic year of 2017. Fifty participants were selected by using

purposive sampling and recruited on voluntary basis. They were randomly divided into two groups: 25 students in the teacher feedback group (TFG) and 25 students in the peer feedback group (PFG).

6.2 Research Instruments

In order to answer the research questions of the study, four instruments were designed and developed. They included a writing test, dialogue journal entries, language practice exercises, and the questionnaires on students' attitudes toward dialogue journal, teacher feedback, and peer feedback.

6.2.1 A Writing Test

A writing test was developed by the researcher and used as a pre- and post-test to assess the participants' writing performance before and after the use of dialogue journal and two different types of feedback. The participants had 40 minutes to write on a topic titled "My Idol". The content validity of the writing test was evaluated by the three experts in second language teaching. The item was rated higher than 0.5 of the IOC index, meaning that it was acceptably conforming to the objective. For the students' global writing performance, the test was assessed holistically under 5-band scale based on an analytical scoring rubric scale devised by Ferris and Hedgcock (2005). For writing fluency and accuracy, the number of words and grammatical errors were counted based on Yoshihara (2008) and Tuan (2010) respectively. The test was independently graded by the researcher and an experienced English teacher. The agreement between the two raters was measured in order to ensure the inter-rater reliability. The inter-rater reliability between the two raters was correlated ($r = .85, p < .01$).

The pre-writing test was also an instrument to identify the participants' five most common errors. The five most commonly found errors in the TFG and the PFG were (1) *part of speech* (*pronoun* and *verb* in particular), (2) tenses (particularly *past tense*), (3) *fragment*, (4) *subject-and-verb agreement* and (5) *word order* respectively.

6.2.2 Dialogue Journal Entries

All participants in both subject groups were required to write a dialogue journal once a week for 10 weeks. A list of 30 topics was given to the participants to write. The participants were free to write at any length on any topics provided.

6.2.3 Language Practice Exercises

The language practice exercises aimed to help the participants in the PFG understand the usage of the five most common grammatical errors found in all the participants pre-writing test. The exercises consisted of five-type grammatical activities (based on the five common errors). Each activity dealt with one error type in one hour. The exercises were developed and taught by the researcher.

6.2.4 Questionnaires

To investigate the participants' attitudes toward the use of teacher feedback and peer feedback in dialogue journal writing, three sets of questionnaires were used in this study. The questionnaires were checked for content by three English expert in second language acquisition.

6.2.4.1 Questionnaire on Attitudes toward Dialogue Journal

A five-point Likert scale questionnaire was adapted based on Yoshihara (2008). It aimed to examine all subject groups' attitudes towards the use of dialogue journal. It consisted of 16 items and ranged from 5 to 1 (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree). The questionnaire was translated into Thai and was administered after the completion of 10-week dialogue journal practice.

6.2.4.2 Questionnaire on Attitudes toward Teacher Feedback

A five-point Likert scale questionnaire was adapted based on Liao and Wong (2010) and Kulprasit and Chiramanee's study (2012). It consisted of 15 items and ranged from 5 to 1 (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 =

strongly disagree). The questionnaire was translated into Thai and was administered to the teacher feedback group after the treatment to investigate the subject's attitudes toward the teacher feedback.

6.2.4.3 Questionnaire on Attitudes toward Peer Feedback

A five-point Likert scale questionnaire was adapted based on Liao and Wong (2010) and Kulprasit and Chiramanee's study (2012). It consisted of 15 items and ranged from 5 to 1 (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree). The questionnaire was translated into Thai and was administered to the peer feedback group after the experiment to examine the subject's attitudes toward peer feedback.

6.3 Data Collection

Data were collected along 14 weeks from November to February 2018. The details of procedure were as follows:

Week 1: The purpose of the research, dialogue journal, and guidelines in writing dialogue journal were introduced to all the participants in two subject groups.

Then all participants were asked to take a pre-writing test for 40 minutes. This writing test was to examine the participants' writing performance prior to the treatment. Five most common errors produced by the participants in the test were collected to be the target language focus in provision of corrective feedback for both subject groups.

Weeks 2 - 3: The participants in the PFG received explicit instructions by the researcher using the five language practice exercises.

Week 4: Both subject groups were asked to write a dialogue journal in 40 minutes once a week. After the participants finished their writing, the journal entries were collected by the researcher. For the TFG, the teacher later looked at their entries, corrected on the five common errors, and gave responses before returning them to the owners in the next meeting. For the PFG, they were told to give the responses and corrective feedback to the designated partner in the next meeting.

Weeks 5 - 13

Teacher feedback group (TFG): When the class met, each participant in the TFG received his/her work back. In the first 20-minute session, the participants were asked to read the teacher's comments in their entries and asked for clarification on the errors marked by the teacher. Then they had 40 minutes to write a new topic of dialogue journal writing. When they finished writing their journals, the teacher collected the journals, which would be later read, responded and corrected by the teacher before returning them to the owners in the next meeting.

Peer feedback group (PFG): In the first 20 minutes of the class meeting, the participants were paired up with a designated peer who had different writing ability based on their pre-writing test performance so that the higher proficiency one could help the lower proficiency. In this session, each pair read their partner's entry, gave responses and commented on the peer's grammatical points focusing on only the five most common errors. Then they sat together, discussed, shared and asked for clarification if needed. Then, in the last 40 minutes of the meeting, all participants in the PFG started writing a new journal entry.

Data collection in the following eight weeks followed the same procedure of giving feedback in both groups as described above.

Week 14: All participants were asked to take a post-writing test in order to investigate their participants' writing performance after the treatment. They also had to complete the questionnaires to examine their attitudes toward dialogue journal, teacher feedback and peer feedback.

6.4 Data Analysis

To analyze the overall writing ability, the pre- and post-writing tests were read and rated by the researcher and an experienced English teacher based on the 5-band rating scale proposed by Ferris and Hedgcock (2005). In order to analyse the writing fluency and accuracy, words produced and the five common errors found in both subject groups' pre- and post-writing tests were totaled based on Yoshihara (2008) and Tuan (2010) respectively. Then all the data were averaged and compared by using a paired samples *t*-test to find any significant difference in fluency and

accuracy after the implementation of dialogue journal writing, teacher feedback and peer feedback.

In order to examine the participants' attitudes toward the implementation of dialogue journal, teacher feedback and peer feedback, the participants' responses to three sets of questionnaires were analyzed for the mean and standard deviation. Based on Clason and Cormordy (1994), the mean scores of the responses were interpreted as follows: 4.21 - 5.00 = strongly agree (very positive); 3.41 - 4.20 = agree (positive); 2.61 - 3.40 = moderately agree (neutral); 1.81 - 2.60 = disagree (negative); 1.00 - 1.80 = strongly disagree (very negative).

7. Findings and Discussion

7.1 Participants' Writing Performance

The findings below indicate the contribution of teacher feedback and peer feedback to writing performance of the students through the use of dialogue journal writing.

The pre- and post-writing tests were rated using five-band scoring scale proposed by Ferris and Hedgcock (2005). Then all the data were averaged and compared by using a paired samples t-test to find any significant differences. The comparison is shown in Table 1.

Table 1: Participants' overall writing performance

Group	Pre-test		Post-test		t	p-value
	Mean	S.D.	Mean	S.D.		
TFG (N=25)	2.64	.70	2.96	.84	-1.995	.058
PFG (N=25)	2.56	.77	3.12	.60	-3.934**	.001

**$p < .01$

As shown in Table 1, there was no significant improvement in the teacher feedback group's overall writing ability. However, the peer feedback group's

writing proficiency increased from band 2.56 to band 3.12, a significant increase of 0.56 band ($p < .01$).

The improvement of the peer feedback group's writing proficiency from band 2.56 (containing numerous, major grammatical errors, spelling and punctuation errors leading to comprehension difficulty) to band 3.12 (containing spelling, punctuation and grammatical errors causing reading distraction but compromising comprehensibility) indicates a significant shift in writing performance. However, the writing proficiency of the teacher feedback group remained in the same band, band 2.

Table 2 below presents the writing ability in terms of fluency of both subject groups. Based on Yoshihara's study (2008), every word produced in the pre- and post-writing tests was counted. All the data was averaged and compared by using a paired samples *t*-test to find any significant differences.

Table 2: Participants' writing fluency

Group	Pre-test		Post-test		t	p-value
	Mean	**S.D.**	**Mean**	**S.D.**		
TFG (N=25)	94.28	50.41	97.16	53.97	-.264	.794
PFG (N=25)	49.36	27.14	81.16	54.34	-4.122**	.000

**p < .01*

Table 2 shows the teacher feedback group's writing fluency had no significant increase in the post-test. However, in the peer feedback group, the average words produced was 49.36 in the pre-test and 81.16 in the post-test, a significant increase of 31.80 words ($p < .01$). In other words, the use of dialogue journal helped the group produce more words.

To confirm the finding above, a Mann-Whitney U test was calculated to compare the improvement of writing fluency between the two groups. The result is shown in Table 3 below.

Table 3: Participants' writing fluency in Mann-Whitney U Test

Group		N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
diff	TFG	25	19.64	784.00	.004*
	PFG	25	31.36	491.00	
	Total	50			

($p < .05$)

Table 3 shows that the mean rank scores of the peer feedback group was 31.36, significantly higher than that of the teacher feedback group, which was 19.64 ($p < .05$). This finding confirmed the significant effectiveness of peer feedback in the peer feedback group's writing fluency over the teacher feedback group.

In terms of accuracy, all the five common errors found in the participants' pre- and post-writing tests were counted based on Tuan (2010). Then all the data were averaged and compared by using a paired samples *t*-test to find any significant differences. Table 4 shows development in writing accuracy in the teacher feedback group and the peer feedback group.

Table 4: Participants' writing accuracy

Group	Pre-test		Post-test		t	Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.		
TFG (N=25)	13.80	10.11	13.48	5.73	.177	.861
PFG (N=25)	9.52	4.11	11.20	6.30	-1.482	.151

Table 4 demonstrates that there was no significant decrease of the grammatical errors in both subject groups. Although the teacher feedback group produced less grammatical errors in the pre-test, this is not significant. Interestingly, the peer feedback group produced more grammatical errors. However, the increase of grammatical errors was also not significant. This indicates that the corrective

feedback given by the teacher and peers were not effective in improving their writing accuracy.

Table 5 shows the detailed information of the five common grammatical errors found in the pre- and post-tests of the teacher feedback group and the peer feedback group.

Table 5: Details of five common grammatical errors

Grammatical aspects	TFG				PFG			
	Pre-test	**Post-test**	**diff**	**sig. 2-tailed**	**Pre-test**	**Post-test**	**diff**	**sig. 2-tailed**
Subject-verb agreement	1.44	2.12	-0.68	.124	1.16	1.08	0.08	.808
Word order	1.16	1.24	-0.08	.830	1.20	0.80	0.40	.307
Fragment	1.68	2.20	-0.52	.296	1.88	1.44	0.44	.141
Tenses *past tense*	2.80	1.24	1.56	.239	1.12	1.68	-0.56	.241

Parts of speech
   verb
   pronoun
	2.44
	2.68
		2.36
		2.04
			0.08
			0.64
				.878
				.276
					1.24
					1.52
						1.84
						2.72
							-0.60
							-1.20
								.151
								.028*

*p<.05

Table 5 shows that, overall, both subject groups had no significant development in all five aspects of grammatical errors. In fact, there was a decrease of average errors in the performance of the teacher feedback group. From the table, it can be seen that after the use of dialogue journal with teacher feedback, the participants improved most in *past tense*, though non-significantly. In the pre-test, there were 2.80 errors while 1.24 errors were found in the post-test. For the peer feedback group, in contrast, there was no significant improvement in *fragment*, *word order*, and *subject-verb agreement*. Instead, the peer feedback group produced significantly more errors in *pronoun*.

7.2 Participants' Attitudes toward Dialogue Journal

Table 6 and 7 below report the participants' attitudes toward the use of dialogue journal.

Table 6: The teacher feedback group's attitudes toward dialogue journal

Item no.	Statement	Mean	S.D.	Level of Agreement
16	Writing a dialogue journal was a waste of time.*	4.40	1.08	strongly agree (very positive)
8	Dialogue journal helped me become a better writer.	4.28	1.10	
5	Writing a dialogue journal was useful for me.	4.24	1.05	
10	Dialogue journal writing helped me develop my English writing ability.	4.24	1.01	
12	Dialogue journal writing helped me develop my vocabulary.	4.20	1.04	

7	Dialogue journal helped me write more words.	4.16	1.07	agree (positive)
11	Dialogue journal writing helped me develop my grammar.	4.08	1.12	
6	Writing a dialogue journal was fun and meaningful.	4.04	1.02	
9	Dialogue journal writing motivated me to write.	3.96	1.02	
4	Having someone read my English journal was better than having no one read it.	3.88	1.27	
13	I will continue writing a journal.	3.72	1.10	
1	I enjoy writing a dialogue journal.	3.68	1.18	
2	I like to write a dialogue journal because I could choose the topic freely.	3.68	1.25	
3	I liked dialogue journal because I could share my idea with the reader.	3.64	1.15	
14	I was afraid to write dialogue journal.*	3.28	1.40	moderately agree (neutral)
15	I was worried when I wrote a dialogue journal.*	3.08	1.22	
	Average	**4.12**	**1.13**	**agree (positive)**

*Negative items adjusted.

Table 7: The peer feedback group's attitudes toward dialogue journal

Item no.	Statement	Mean	S.D.	Level of Attitudes
5	Writing dialogue journal was useful for me.	4.40	.71	strongly agree (very positive)
16	Writing dialogue journal was a waste of time.*	4.36	.76	
10	Dialogue journal writing helped me develop my English writing ability.	4.36	.64	
7	Dialogue journal helped me write more English words.	4.28	.68	
8	Dialogue journal helped me become a better writer.	4.24	.52	
12	Dialogue journal writing helped me develop my vocabulary.	4.24	.72	
6	Writing a dialogue journal was fun and meaningful.	4.24	.60	
9	Dialogue journal writing motivated me to write.	4.24	.60	
13	I will continue writing a journal.	4.08	.86	agree (positive)
3	I liked dialogue journal because I could share my idea with the reader.	4.00	.76	
11	Dialogue journal writing helped me develop my grammar.	3.96	.93	

4	Having someone read my English journal was better than having no one read it.	3.92	.91	
2	I like to write a dialogue journal because I could choose the topic freely.	3.88	.88	
1	I enjoy writing a dialogue journal.	3.64	.76	
15	I was worried when I wrote a dialogue journal.*	3.12	1.09	moderately agree (neutral)
14	I was afraid to write dialogue journal.*	2.80	.96	
	Average	**3.99**	**.77**	**agree (positive)**

*Negative items adjusted.

Table 6 and 7 show that the total mean scores of the attitudes of both teacher feedback group (TFG) and the peer feedback group (PFG) toward the use of dialogue journal were *positive* ($\bar{x}$ = 4.12 for the TFG; and $\bar{x}$ = 3.99, for the PFG). Both subject groups *agreed that* dialogue journal writing was beneficial to develop their writing skill.

Five out of 16 items were perceived *very positively* by the teacher feedback group ($\bar{x}$ = 4.20 - 4.40; items 16, 8, 5, 10, and 12). They *strongly agreed* on the usefulness of time spent in dialogue journal. They also strongly perceived the journal as a tool to improve their vocabulary and writing skill.

Dialogue journal brought *positive* affection to the teacher feedback group as showed in items 7, 11, 6, 9, 4, 13, 1, 2, and 3 ($\bar{x}$ = 3.64 - 4.16). It was *agreed* that dialogue journal increased their motivation to become a fluent writer. Through writing practice, they also *agreed* that they had fun and enjoyed writing and sharing their ideas with the readers. However, dialogue journal could cause some participants in the teacher feedback group to get worried ($\bar{x}$ = 3.08-3.28; items 14 and 15).

The peer feedback group was *very positive* in 8 out of 16 items ($\bar{x}$ = 4.40 - 4.24; items 5, 16, 10, 7, 8, 12, 6, and 9). The dialogue journal practice not only helped motivate the participants to write in English but also provided enjoyment and meaningfulness. This method helped them develop vocabulary and writing ability.

The experience in dialogue journal also helped the peer feedback group develop their *positive* attitude in English writing ($\bar{x}$ = 3.64 - 4.08; items 13, 3, 11, 4, 2, and 1). Through the dialogue journal practice, they had freedom to select their topics and share ideas. With regard to language ability, they perceived their accuracy development through writing the journal. They liked having peers to respond and review their written tasks and they were neutral that the practice caused writing apprehension.

7.3 Participants' Attitudes toward Teacher Feedback and Peer Feedback

Table 8 below shows the attitudes of the teacher feedback group and the peer feedback group toward the use of teacher feedback and peer feedback over 10-week dialogue journal writing.

Table 8: Participants' attitudes toward teacher feedback and peer feedback

Item no.	Teacher Feedback Group				Peer Feedback Group			
	Statement	mean	S.D.	Level of agreement	Statement	mean	S.D.	Level of agreement
13	I think my teacher could correct better than my friends.	4.76	.52	strongly agree (highly positive)	I think my partners could correct as good as my teacher.	2.76	.78	moderately agree (neutral)
2	Teacher correction was important for English writing.	4.60	.58	strongly agree (highly positive)	Peer correction was important for English writing.	4.04	.89	agree (positive)

12	I was happy to have teacher correct my work.	4.60	.58	strongly agree (highly positive)	I was happy to have peer correct my work.	4.04	.73	agree (positive)
4	Teacher correction was useful for English writing.	4.52	.59	strongly agree (highly positive)	Peer correction was useful for English writing.	4.20	.82	agree (positive)
5	Teacher correction on grammars was clear and useful for my writing.	4.52	.65	strongly agree (highly positive)	My partners' correction on grammars were clear and useful for my writing.	3.96	.79	agree (positive)
3	My writing developed when my teacher corrected my writing.	4.36	.64	strongly agree (highly positive)	My writing developed when my partners corrected my writing.	4.00	.87	agree (positive)

7	I could learn more English grammar from teacher correction.	4.12	.88	agree (positive)	I could learn more English grammar from peer correction.	3.88	.67	agree (positive)
8	I read and learned from my teacher correction.	4.12	.60	agree (positive)	I read and learned from my partners' correction.	3.92	.81	agree (positive)
1	I liked to read my writing corrected by my teacher.	4.00	.71	agree (positive)	I liked to read my writing corrected by my partners.	4.08	.81	agree (positive)
10	My writing ability improved after receiving teacher correction.	3.92	.76	agree (positive)	My writing ability improved after receiving my partners' correction.	3.76	.88	agree (positive)

9	I remembered the grammatical points suggested by my teacher and used them in the next writing.	3.76	.93	agree (positive)	I remembered the grammatical points suggested by my partners and used them in the next writing.	3.88	.85	agree (positive)
6	I did not feel stressed when my teacher corrected my writing.	3.60	1.22	agree (positive)	I did not feel stressed when my partners corrected my writing.	3.84	1.03	agree (positive)
11	I was worried when my teacher read and corrected my writing.*	3.60	1.00	agree (positive)	I was worried when my partners read and corrected my writing.*	3.16	1.21	agree (positive)
15	I think I can learn English grammar better if my friends correct and explain the errors.	2.72	1.21	agree (positive)	I think I can learn English grammar better if my teacher corrects and explains the errors.	4.40	.76	strongly agree (highly positive)

14	I want my peers to correct my dialogue journal.	2.20	1.00	disagree (negative)	I want my teacher to correct my dialogue journal.	4.12	1.09	agree (positive)
	Average	**3.98**	**.78**	**positive**		**3.90**	**.86**	**positive**

*Negative items adjusted.

From Table 8, the total mean score of the attitudes of the teacher feedback group (TFG) and the peer feedback group (PFG) were '*positive*' ($\bar{x}$ = 3.98 for the TFG; and $\bar{x}$ = 3.90 for the PFG). Both subject groups *agreed* on the usefulness of teacher feedback and peer feedback, and held positive attitudes toward corrective feedback in dialogue journal as it could help to increase their writing ability.

In particular, 6 out of 15 items showed that the teacher feedback group *agreed* with teacher feedback in dialogue journal writing (items 13, 2, 12, 4, 5, and 3; $\bar{x}$ = 3.76 - 4.36). The participants *highly perceived* the teacher's ability to provide grammatical correction and the importance of teacher correction in English writing. Moreover, it was *strongly accepted* that the teacher feedback could develop their writing ability.

There were 7 out of 15 items *agreed* by the teacher feedback group (items 13, 2, 12, 4, 5, and 3; $\bar{x}$ = 3.60 - 4.12). Their grammatical knowledge improved after receiving teacher correction. As a result, they *agreed* that their writing accurately improved after the treatment.

The teacher feedback group had *neutral attitudes* in terms of grammatical development through peer feedback (item 15). They also had *negative attitude* to have peer correction (item 14), suggesting that they *disagreed* with the idea of having their peer correct their work.

For the peer feedback group, they *strongly agreed* to have grammatical correction and explanation from their teacher (item 15) while they had *neutral attitude* toward their partners' ability to correct their works (item 13) and showed *positive attitudes* toward peer feedback (items 2, 12, 4, 5, 3, 7, 8, 1, 10, 9, 6, 11, and 14; $\bar{x}$ = 3.16 - 4.20). The participants *agreed* that it was important and useful to have peer correction. Moreover, they *positively* perceived peers to provide grammatical knowledge to improve their writing accuracy, in spite of the fact that they seemed to prefer teacher feedback (item 14, $\bar{x}$ = 4.12) to peer feedback (item 13, $\bar{x}$ = 2.76).

8. Summary, Implications and Recommendations

8.1 Summary of the Study

This research study aimed to compare the effect of teacher feedback and peer feedback on students' writing ability in terms of fluency and accuracy through dialogue journal writing. The main findings based on the three research questions can be summarized as follows.

Research Question 1 and 2:

1. The results have demonstrated that peer feedback led to a significant improvement over teacher feedback in terms of the overall writing ability and writing fluency. The peer feedback group had significantly better writing proficiency and they could produce more words than the teacher feedback group. The findings support those of Tuan (2010), Kulprasit and Chiramanee (2012), Rokni & Seifi (2013), and Rattanaintanin (2017) who confirmed a similar effect of using peer dialogue journal on EFL learners' overall writing proficiency and writing fluency. Kulprasit and Chiramanee pointed out that due to collaborative and interactive environment when peer feedback was integrated in dialogue journal writing, learners had opportunity to learn from each other to improve their writing fluency. Interestingly, dialogue journal writing with peer error correction in this study was effective in a sense that it did not impair the participants' writing fluency, a concern pointed out by Peyton (1993). Thus, peer corrective feedback in this study supported the participants to generate more ideas and write meaningfully.

One plausible explanation to the finding that writing fluency of the participants in teacher feedback group did not significantly improve might be due to the fact that they had already written an average of 94.28 words in the pre-test. Therefore, it was unlikely to produce a lot more words in the post-test. The finding is in line with a study conducted by Kulprasit and Chiramanee (2012) that the participants who wrote a high number of words in the pre-test had least improvement in the post-test.

2. The finding shows that neither teacher feedback nor peer feedback significantly increased both groups' accuracy gains. The non-significant improvement

of accuracy in the teacher feedback group might be due to the gap between student-teacher interactions. It was observed throughout the experiment that only few participants asked for grammatical clarification when their journal entries with corrective feedback were given back. Instead of asking the teacher, some asked their peers sitting nearby for clarification.

For the peer feedback group, even though they were equipped with the knowledge of five grammatical points, only five hours of grammar practice exercise may not be enough for them to master the use of these five grammar points and give feedback to their peers. Acquisition on forms needs an amount of contextual exposure to master the language (O'Malley & Chamot, 1990). Also the English language knowledge of the Muslim students in this part of Thailand, the participants in this study included, was relatively limited as reflected in the result of the national O-Net scores.

In the present study, another possible reason for the non-significant improvement of the teacher feedback group's and peer feedback group's writing accuracy could be due to their lack of noticing on the focused grammatical features corrected by the teacher and the peers. Similar result was found in Puengpipattarakul's study (2009), which showed a non-significant effect of dialogue journal writing on the language use. The researcher suggested that due to the fact that dialogue journal focuses on content more than forms, imitation of teachers' forms-focused responses may be ignored by learners.

Research Question 3:

1. Overall, both subject groups had *positive attitudes* toward the use of dialogue journal in developing writing skill. The participants *highly agreed* on the importance and the usefulness of dialogue journal as a tool to develop their writing fluency and writing ability. Similarly, dialogue journal made them feel fun and enjoyable to write because they had freedom to choose the topic and share their ideas with the readers. Both groups *positively perceived* dialogue journal because it could help them develop their grammars.

The positive effect of dialogue journal in this study is in line with studies by Yoshihara (2008), Tuan (2010), Kulprasit and Chiramanee (2012), Rokni and Sefie (2012), and Rattanaintanin (2017). Rokni and Sefie pointed out that positive attitude toward the practice of dialogue journal could be due to the opened and friendly opportunity to build relationship with teacher who is the source of knowledge. Similarly, Kulprasit and Chiramanee, and Rattanaintanin suggested that peer interaction through dialogue journal provided a risk-free platform to collaboratively learn from each other.

Both subject groups reported *neutral agreement* on writing apprehension when doing a dialogue journal, showing that they did not experience much worry when writing dialogue journal.

2. The results revealed that both subject groups *positively* perceived teacher feedback and peer feedback in dialogue journal writing as it could help increase their writing ability. This study shows that both teacher and peer feedback were a valuable method to help learners learn grammatical knowledge to improve their writing. Both subject groups *highly* perceived teachers as the best source for error correction. In particular, the participants in the teacher feedback group *strongly agreed* that they wanted their writing to be corrected by teacher, not by peers. Although the peer feedback group found peer feedback beneficial, they *disagreed* that their peers would be able to correct their work as well as their teacher. Instead, they preferred to have teacher feedback in the future dialogue journal practice. This can be concluded that all participants viewed teacher as the ultimate source in grammar correction.

8.2 Pedagogical Implications

1. The results of this study provide an insight into using the peer feedback as an alternative way to the teacher feedback, the traditional way in giving feedback to develop EFL overall writing ability and writing fluency. Peer feedback has been shown to create collaborative and active learning environment particularly to the classrooms that consist of a large number of students.

2. According to the findings of this study, the participants developed positive attitude toward the use of dialogue journal, teacher feedback and peer feedback. It is suggested that both dialogue journal and corrective feedback should be incorporated into EFL writing class to develop learners' writing ability.

8.3 Recommendations for Further Studies

This present study makes an important contribution to the EFL writing context. The study was one of the very few studies conducted to enhance writing ability by employing dialogue journal and corrective feedback by teacher and peers. Some recommendations for further studies include:

1. This study took only five hours in language practice for the peer feedback group to equip them with grammatical knowledge so that they would be able to provide corrective feedback. It is suggested that time for language practice should be extended to a longer period so that learners learn and can effectively provide feedback to their peers. This involves designing effective language exercises which emphasize and effectively teach the learners to notice and recognize target language knowledge.

2. It is suggested that qualitative analysis of learners' patterns of errors should be conducted to see areas of grammar which need remedies to develop their writing ability.

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APPENDICES

Appendix A: Writing Test

Name: …………………………………….......……..………   Class ……………

<div align="center">

Test of Writing

</div>

Instruction: Write a paragraph on the given topic.

Allotted Time: 40 minutes

<div align="center">

My idol

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My idol is ………………………………………………………………………

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Appendix B: Scoring Rubric

SCORING RUBRIC FOR WRITING ASSESSMENT

A. OVERALL WRITING PERFORMANCE (Ferris and Hedgcock (2005, p. 310))

5	- Spelling and punctuation are generally accurate. - Grammatical errors are minor and infrequent.
4	- Errors in spelling and punctuation occur but do not distract the reader. - There may be minor grammatical errors that do not interfere with the main idea.
3	- Spelling and punctuation errors may distract the reader. - The paragraph may contain major grammatical errors that compromise its comprehensibility.
2	- Errors in spelling and punctuation consistently distract the reader. - Grammatical errors maybe numerous and major, to the extent that the text cannot be easily read and understood.
1	- Spelling and punctuation errors are frequent and highly distracting. - Major grammatical errors abound, causing the reader major comprehension difficulties.

B. WRITING FLUENCY AND ACCURACY

Number of words (Yoshihara, 2008) and grammatical errors (Tuan, 2010) are counted.

Appendix C: Questionnaires (English)

Attitude questionnaire toward dialogue journal

This questionnaire is developed to examine your attitudes toward dialogue journal. Please complete the questionnaire honestly. Your responses will be kept confidential and they will not have any effects on you or your grades. Thank you for your co-operation.

Instruction:

Please read the statement carefully and tick (/) in the appropriate column that best represents your response.

Level of agreement:
5 = Strongly Agree
4 = Agree
3 = Moderately Agree
2 = Disagree
1 = Strongly Disagree

Item	Statement	Level of Agreement				
		5	4	3	2	1
1.	I enjoy writing a dialogue journal.	5	4	3	2	1
2.	I like to write a dialogue journal because I could choose the topic freely.	5	4	3	2	1
3.	I liked dialogue journal because I could share my idea with the reader.	5	4	3	2	1
4.	Having someone read my English journal was better than having no one read it.	5	4	3	2	1
5.	Writing dialogue journal was useful for me.	5	4	3	2	1
6.	Writing a dialogue journal was fun and meaningful.	5	4	3	2	1
7.	Dialogue journal helped me write more words.	5	4	3	2	1
8.	Dialogue journal helped me become a better writer.	5	4	3	2	1
9.	Dialogue journal writing motivated me to write.	5	4	3	2	1

10.	Dialogue journal writing helped me develop my English writing ability.	5	4	3	2	1
11.	Dialogue journal writing helped me develop my grammar.	5	4	3	2	1
12.	Dialogue journal writing helped me develop my vocabulary.	5	4	3	2	1
13.	I will continue writing a journal.	5	4	3	2	1
14.	I was afraid to write dialogue journal.	5	4	3	2	1
15.	I was worried when I wrote a dialogue journal.	5	4	3	2	1
16.	Writing dialogue journal was a waste of time.	5	4	3	2	1

Attitude questionnaire toward teacher feedback

      This questionnaire is developed to examine your attitudes toward teacher feedback Please complete the questionnaire honestly. Your responses will be kept confidential and they will not have any effects on you or your grades. Thank you for your co-operation.

Instruction:

Please read the statement carefully and tick (/) in the appropriate column that best represents your response.

      Level of agreement:

      5 = Strongly Agree

      4 = Agree

      3 = Moderately Agree

      2 = Disagree

      1 = Strongly Disagree

Item	Statement	Level of Agreement				
		5	4	3	2	1
1.	I liked to read my writing corrected by my teacher.	5	4	3	2	1
2.	Teacher correction was important for English writing.	5	4	3	2	1
3.	My writing developed when my teacher corrected my writing.	5	4	3	2	1
4.	Teacher correction was useful for English writing.	5	4	3	2	1
5.	Teacher correction on grammars was clear and useful for my writing.	5	4	3	2	1
6.	I did not feel stressed when my teacher corrected my writing.	5	4	3	2	1
7.	I could learn more English grammar from teacher correction.	5	4	3	2	1
8.	I read and learned from my teacher correction.	5	4	3	2	1
9.	I remembered the grammatical points suggested by my teacher and used them in the next writing.	5	4	3	2	1

10.	My writing ability improved after receiving teacher correction.	5	4	3	2	1
11.	I was worried when my teacher read and corrected my writing.	5	4	3	2	1
12.	I was happy to have teacher correction in my dialogue journal.	5	4	3	2	1
13.	I think my teacher could correct better than my friends.	5	4	3	2	1
14.	I want my peers to correct my dialogue journal.	5	4	3	2	1
15.	I think I can learn English grammar better if my friends correct and explain the errors.	5	4	3	2	1

Attitude questionnaire toward peer feedback

This questionnaire is developed to examine your attitudes toward peer feedback Please complete the questionnaire honestly. Your responses will be kept confidential and they will not have any effects on you or your grades. Thank you for your co-operation.

Instruction:

Please read the statement carefully and tick (/) in the appropriate column that best represents your response.

Level of agreement:

5 = Strongly Agree

4 = Agree

3 = Moderately Agree

2 = Disagree

1 = Strongly Disagree

Item	Statement	Level of Agreement				
		5	4	3	2	1
1.	I liked to read my writing corrected by my partners.	5	4	3	2	1
2.	Peer correction was important for English writing.	5	4	3	2	1
3.	My writing developed when my partners corrected my writing.	5	4	3	2	1
4.	Peer correction was useful for English writing.	5	4	3	2	1
5.	My partners' correction on grammars was clear and useful for my writing.	5	4	3	2	1
6.	I did not feel stressed when my partners corrected my writing.	5	4	3	2	1
7.	I could learn more English grammar from peer correction.	5	4	3	2	1
8.	I read and learned from my partners' correction.	5	4	3	2	1
9.	I remembered the grammatical points suggested by my partners and used them in the next writing.	5	4	3	2	1

10.	My writing ability improved after receiving my partners' correction.	5	4	3	2	1
11.	I was worried when my partners read and corrected my writing.	5	4	3	2	1
12.	I was happy to have peer correction in my dialogue journal.	5	4	3	2	1
13.	I think my partners could correct as good as my teacher.	5	4	3	2	1
14.	I want my teacher to correct my dialogue journal.	5	4	3	2	1
15.	I think I can learn English grammar better if my teacher correct and explain the errors.	5	4	3	2	1

Appendix D: Questionnaires (Thai)

แบบสอบถามทัศนคติต่อการเขียน dialogue journal

แบบสอบถามนี้ได้จัดทำขึ้นเพื่อสอบถามทัศนคติเกี่ยวกับการเขียน dialogue journal กรุณา

ตอบแบบสอบถามนี้ตามความจริง ทั้งนี้ คำตอบที่ได้จากแบบสอบถามจะถูกเก็บเป็นความลับ และ

ไม่มีผลกระทบใดๆ ทั้งต่อตัวนักเรียนและผลการเรียนของนักเรียน ขอบคุณที่ให้ความร่วมมือ

คำชี้แจง

กรุณาทำเครื่องหมาย (/) ในช่องที่ตรงกับคำตอบของนักเรียนมากที่สุด

ระดับความคิดเห็น:

5 = เห็นด้วยอย่างยิ่ง

4 = เห็นด้วย

3 = ปานกลาง

2 = ไม่เห็นด้วย

1 = ไม่เห็นด้วยอย่างยิ่ง

ข้อ	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
1.	ฉันชอบเขียน dialogue journal	5	4	3	2	1
2.	ฉันชอบเขียน dialogue journal เพราะฉันสามารถเลือกหัวข้อที่จะเขียนได้เองตามใจชอบ	5	4	3	2	1
3.	ฉันชอบเขียน dialogue journal เพราะฉันสามารถแลกเปลี่ยนความคิดเห็นกับผู้อ่าน	5	4	3	2	1

4.	การเขียนบันทึกภาษาอังกฤษให้เพื่อนอ่านสนุกกว่าการเขียนบันทึกภาษาอังกฤษโดยไม่ให้ใครอ่านเลย	5	4	3	2	1
5.	การเขียน dialogue journal มีประโยชน์ต่อฉัน	5	4	3	2	1
6.	การเขียน dialogue journal ทำให้การเขียนสนุกและมีความหมายมากยิ่งขึ้น	5	4	3	2	1
7.	dialogue journal ช่วยให้ฉันเขียนภาษาอังกฤษได้มากขึ้น	5	4	3	2	1
8.	dialogue journal ช่วยให้ฉันเขียนได้เก่งขึ้น	5	4	3	2	1
9.	การเขียน dialogue journal เสริมสร้างทัศนคติที่ดีต่อการเขียนภาษาอังกฤษ	5	4	3	2	1
10.	การเขียน dialogue journal ช่วยพัฒนาความสามารถในการเขียนภาษาอังกฤษของฉัน	5	4	3	2	1
11.	การเขียน dialogue journal ช่วยให้ฉันได้พัฒนาทักษะภาษาอังกฤษของฉันในด้านไวยากรณ์	5	4	3	2	1
12.	การเขียน dialogue journal ช่วยให้ฉันได้พัฒนาทักษะภาษาอังกฤษของฉันในด้านคำศัพท์	5	4	3	2	1
13.	ฉันจะเขียน dialogue journal ต่อไปในอนาคต	5	4	3	2	1
14.	ฉันรู้สึกกลัวที่จะเขียน dialogue journal	5	4	3	2	1
15.	ฉันรู้สึกกังวลเมื่อฉันเขียน dialogue journal	5	4	3	2	1
16.	การฝึกเขียน dialogue journal ทำให้ฉันเสียเวลา	5	4	3	2	1

แบบสอบถามทัศนคติที่มีต่อการแก้งานเขียนโดยครู

แบบสอบถามนี้ได้จัดทำขึ้นเพื่อสอบถามทัศนคติที่มีต่อการแก้งานเขียนโดยครู กรุณาตอบ
แบบสอบถามนี้ตามความจริง ทั้งนี้ คำตอบที่ได้จากแบบสอบถามจะถูกเก็บเป็นความลับ และไม่มี
ผลกระทบใดๆ ทั้งต่อตัวนักเรียนเองและผลการเรียนของนักเรียนทั้งสิ้น ขอบคุณที่ให้ความร่วมมือ

คำชี้แจง

กรุณาทำเครื่องหมาย (/) ในช่องที่ตรงกับคำตอบของนักเรียนมากที่สุด

ระดับความคิดเห็น:

5 = เห็นด้วยอย่างยิ่ง

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ข้อ	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
1.	ฉันชอบอ่านงานเขียนที่ครูแก้ไข	5	4	3	2	1
2.	การแก้งานเขียนของครูเป็นสิ่งสำคัญสำหรับการเขียนภาษาอังกฤษ	5	4	3	2	1
3.	การเขียนของฉันพัฒนาขึ้นเมื่อครูตรวจแก้งานให้ฉัน	5	4	3	2	1

4.	การแก้งานเขียนของครูมีประโยชน์ต่อการเขียนภาษาอังกฤษ	5	4	3	2	1
5.	ครูสามารถให้ประเด็นสำหรับการแก้ไขที่เป็นประโยชน์ต่อการเขียน dialogue journal ของฉัน	5	4	3	2	1
6.	ฉันไม่รู้สึกเครียดเมื่อครูแก้ไขงานเขียน dialogue journal ของฉัน	5	4	3	2	1
7.	ฉันสามารถเรียนรู้ไวยากรณ์ภาษาอังกฤษเพิ่มขึ้นจากการแก้ไขงานเขียนโดยครู	5	4	3	2	1
8.	ฉันอ่านและทำความเข้าใจในสิ่งที่ครูแก้ไขและแนะนำ	5	4	3	2	1
9.	ฉันจดจำความรู้เกี่ยวกับไวยากรณ์ที่ครูแนะนำและนำไปใช้ในการเขียน dialogue journal ครั้งต่อไป	5	4	3	2	1
10.	ความสามารถในการเขียนภาษาอังกฤษของฉันพัฒนาขึ้นเมื่อครูแก้ไขงานเขียนให้ฉัน	5	4	3	2	1
11.	ฉันรู้สึกไม่สบายใจเมื่อครูอ่านและแก้ไขงานเขียน dialogue journal ของฉัน	5	4	3	2	1
12.	ฉันพอใจที่ครูเป็นผู้แก้งานเขียนในdialogue journal	5	4	3	2	1
13.	ฉันคิดว่าครูสามารถแก้งานเขียนได้ดีกว่าเพื่อน	5	4	3	2	1
14.	ฉันต้องการให้เพื่อนเป็นผู้แก้งานเขียนในdialogue journal	5	4	3	2	1
15.	ฉันคิดว่าฉันสามารถเรียนรู้หลักไวยากรณ์ภาษาอังกฤษได้ดีกว่านี้ หากเพื่อนของฉันเป็นผู้แก้งานเขียนและอธิบายข้อผิดพลาด	5	4	3	2	1

แบบสอบถามทัศนคติที่มีต่อการแก้งานเขียนโดยเพื่อน

แบบสอบถามนี้ได้จัดทำขึ้นเพื่อสอบถามทัศนคติที่มีต่อการแก้งานเขียนโดยเพื่อน กรุณา

ตอบแบบสอบถามนี้ตามความจริง ทั้งนี้ คำตอบที่ได้จากแบบสอบถามจะถูกเก็บเป็นความลับ และ

ไม่มีผลกระทบใดๆ ทั้งต่อตัวนักเรียนและผลการเรียนของนักเรียน ขอบคุณที่ให้ความร่วมมือ

คำชี้แจง

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ระดับความคิดเห็น:

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1 = ไม่เห็นด้วยอย่างยิ่ง

ข้อ	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
1.	ฉันชอบอ่านงานเขียนที่เพื่อนแก้ไข	5	4	3	2	1
2.	การให้เพื่อนช่วยแก้งานเขียนเป็นสิ่งสำคัญสำหรับการเขียนภาษาอังกฤษ	5	4	3	2	1
3.	การเขียนของฉันพัฒนาขึ้นเมื่อเพื่อนตรวจแก้งานเขียนให้ฉัน	5	4	3	2	1

4.	การแก้งานเขียนของเพื่อนมีประโยชน์ต่อการเขียนภาษาอังกฤษ	5	4	3	2	1
5.	เพื่อนสามารถให้ประเด็นสำหรับการแก้ไขที่เป็นประโยชน์ต่อการเขียน dialogue journal ของฉัน	5	4	3	2	1
6.	ฉันไม่รู้สึกเครียดเมื่อเพื่อนแก้ไขงานเขียน dialogue journal ของฉัน	5	4	3	2	1
7.	ฉันสามารถเรียนรู้เกี่ยวกับไวยากรณ์ภาษาอังกฤษเพิ่มขึ้นจากการแก้ไขงานเขียนโดยเพื่อน	5	4	3	2	1
8.	ฉันอ่านและทำความเข้าใจในสิ่งที่เพื่อนแก้ไขและแนะนำ	5	4	3	2	1
9.	ฉันจดจำความรู้เกี่ยวกับไวยากรณ์ที่เพื่อนแนะนำและนำไปใช้ในการเขียน dialogue journal ครั้งต่อไป	5	4	3	2	1
10.	ความสามารถในการเขียนภาษาอังกฤษของฉันพัฒนาขึ้นเมื่อเพื่อนตรวจแก้งานเขียนให้ฉัน	5	4	3	2	1
11.	ฉันรู้สึกไม่สบายใจเมื่อเพื่อนอ่านและแก้ไขงานเขียน dialogue journal ของฉัน	5	4	3	2	1
12.	ฉันพอใจที่เพื่อนเป็นผู้แก้งานเขียนในdialogue journal	5	4	3	2	1
13.	ฉันคิดว่าเพื่อนสามารถแก้งานเขียนได้เทียบเท่าครู	5	4	3	2	1
14.	ฉันต้องการให้ครูแก้งานเขียนในdialogue journal	5	4	3	2	1
15.	ฉันคิดว่าฉันสามารถเรียนรู้หลักไวยากรณ์ภาษาอังกฤษได้ดีกว่านี้หากครูของฉันเป็นผู้แก้งานเขียนและอธิบายข้อผิดพลาด	5	4	3	2	1

Appendix E: Language Practice Exercises

LESSON PLAN FOR LANGUAGE PRACTICE (For peer feedback group)

Goal:	To be able to use the 5-most targeted grammatical errors
Objectives:	To be able to identify grammatical-error type 1 - 5
Allotted time:	Five hours (60 minutes per class)
Level:	Grade 10 (Matthayom 4)
Skills:	Integrated skills
Materials:	Worksheets

Class 1: To be able to use grammatical-error type 1.

Time	Stages	Activities
5 minutes	Warm-up	- Teacher activates students' knowledge about 'grammatical-error type 1'.
40 minutes	Practice	- Students do grammatical-error-type-1 exercise in 15 minutes. - Students share the answers with peer and talk about the correct answers. - Teacher elicits the students to check the answers through whole-class discussion. - Students revise accordingly.
15 minutes	Wrap-up	- Teacher elicits students to sum-up what they have learned from this class. - Teacher asks each student to make three new sentences by using the grammar point learned. And at random, teacher calls few students to read aloud their sentences.

Note: Resume the same activities for class 2 – 5 in order to practice identifying the grammatical-error type 2 -5.

<u>Language Practice 1: Word order</u>

Instruction: Arrange the words into correct sentences.

1. a / fix / mechanic / cars

   …………………………………………………………………………………..

2. at / the / cry / night / baby

   …………………………………………………………………………………..

3. east / the / rise / the / in / sun

   …………………………………………………………………………………..

4. eats / she / breakfast / for / carrots

   …………………………………………………………………………………..

5. her / children / worries / always / about / she

   …………………………………………………………………………………..

6. brush / breakfast / his / he / after / teeth

   …………………………………………………………………………………..

7. speak / students / the / the / classroom / English / in

   …………………………………………………………………………………..

8. the / carries / MP3 / she / all / player / a / time

   …………………………………………………………………………………..

9. people / lawyer / a / in / defend / trouble

   …………………………………………………………………………………..

10. listening / enjoys / Mary / classical / to / music

   …………………………………………………………………………………..

Language Practice 2: Verb and pronoun

2.1 Instruction: Correct the sentences by adding appropriate pronoun.

1. My idol is mother. I love she.

2. I want to give he a gift.

3. Her is beautiful.

4. father and mother my work at school. I like smile of they.

5. He is father me.

6. Family of me has four people.

7. I am very happy to be with they.

8. He name is Hasan.

9. If me am worry, she will help I.

10. Brother loves playing football. Brother can play it well. I love brother.

2.2 Instruction: Correct the sentences by adding the correct form of verb.

1. She is help me in everything.

2. My mom like help people.

3. I am listen to music everyday.

4. I want to doing like my father.

5. My sister can to sing very well.

6. I studying at this school.

7. I must doing like my brother.

8. She is can speak English.

9. He teached in this school 5 years ago. He is care everyone.

10. I will telling her about my study.

Language Practice 3: Fragment

Instruction: Correct the sentences by adding appropriate subject or verb.

1. He very rich, kind and white skin.

2. I like to speak English because it very important to me.

3. On that day, I sick.

4. My idol is my mother because funny and good.

5. I like her when help me.

6. I will lazy when at school.

7. He the best leader in my life.

8. He is the messenger of God and brave.

9. I promise, love my father forever.

10. He teaches people to be good and faith in God.

Language Practice 4: Subject-verb agreement

Instruction: Correct the sentences for subject-verb agreement.

1. He love cats and he is my hero.

2. My mother have white skin.

3. He donate money to the poors every year.

4. My dad do everything for me.

5. He don't like maths.

6. I takes photo everywhere.

7. My family are in Yala city.

9. Someone work hard in the class but someone are lazy.

10. Now I feels better.

Language Practice 5: Past tense

Instruction: Write the following sentences in English.

1. ซอมะเคยเป็นนักเรียน ธ.ว.ม.

   …………………………………………………………………………..

2. เมื่อวานซอมะคุยกับแบดิง

   …………………………………………………………………………..

3. เมื่อเช้าแบดิงกินข้าวยำ

   …………………………………………………………………………..

4. เมื่อคืนกอยาและครอบครัวอยู่ที่ยะลา

   …………………………………………………………………………..

5. เมื่อก่อนฉันมีโทรศัพท์โนเกีย

   …………………………………………………………………………..

6. เมื่อก่อนฉันไม่ชอบดูซีรี่เกาหลี

   …………………………………………………………………………..

7. สองวันก่อนฉันไปบิ๊กซี

   …………………………………………………………………………..

8. อาทิตย์ที่แล้วพ่อพาฉันไปทะเล

   …………………………………………………………………………..

9. พ่อของผมเคยเรียนที่อินเดีย

   …………………………………………………………………………..

10. ตอนที่นบีมูฮัมหมัดยังอยู่ ท่านเคยสอนอัลกุรอานที่มัสยิด

   …………………………………………………………………………..

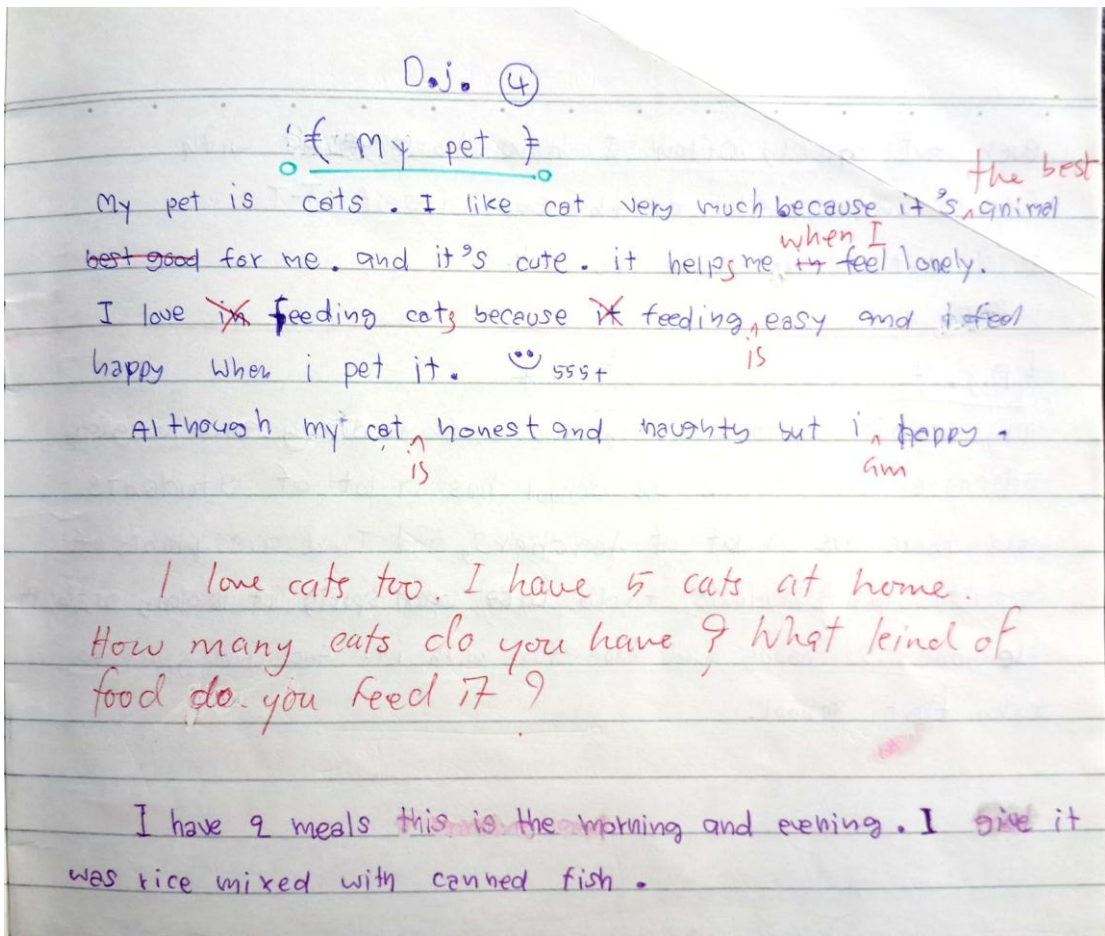**Appendix F: Topics for Dialogue Journal Writing**

LIST OF WRITING TOPICS

Instruction: Choose the topics below in order to write your dialogue journal.

- The happiest time in my life

- My Facebook friends

- The best place for shopping

- The country that I dream to go to

- The most delicious dish

- My favorite subject

- Someone I fall in love with

- My favorite teacher

- Things that I could not live without

- My favorite cartoon/comic book

- My hobbies

- My favorite sport

- My favorite song

- My favorite restaurant

- My bad day

- My favorite TV program

- My school

- My family

- My best classmate

- Myself

- My dream house

- My favorite movie

- My pet

- My future

- My favorite present

- The best trip

- My religion

- My dream job

- My routine

- My favorite TV series

Appendix G: Sample of Journal Entries

Teacher Feedback Group

D.j. ④

‡ My pet ‡

My pet is cats. I like cat very much because it's ~the best~ animal ~best good~ for me. and it's cute. it helps me ~to feel~ when I feel lonely.

I love ~in~ feeding cats because ~it~ feeding is easy and ~i feel~ happy when i pet it. 😊 555+

Although my cat is honest and naughty but i am happy.

I love cats too. I have 5 cats at home. How many cats do you have? What kind of food do you feed it?

I have 2 meals this is the morning and evening. I give it was rice mixed with canned fish.

Peer Feedback Group

My best classmate

My name is sakinah kho., I study at thamvitya mulniti class 4/a., The class 4/a is new classroom for me, I don't have my friend. be caus I come from 3/21 alone is class 4/a. until I meet She. She is fateewah Do., She is diligent and study well, but She is don't study well alone, she teach me. we do activities together. until Now she is My best classmate for me.

* ตัวพิมใหญ่ unitil
* มัน จะหมาย ถึงอะไร
* ตัวพิมใหญ่ไหม ? But เพราะฉันพักแล้ว อยู่หลังจุด.
* ทำไมต้องใช้ She ด้วย เพราะ เรากำลัง พูดถึวเขาแล้ว.
* ทำไมไม่ใส่ อน เดียว me | we.

My Name is suneeta wahama. I study at thamvitaya mulniti Class 4/14. The class 4/14 is new classroom for me. I have my one friend one. His name is Husna Lemaesa. Caming from the room 315.

                              suneeta   wahama.

PAPER 1

The Effectiveness of Teacher Feedback and Peer Feedback on EFL Students'
Writing Performance

ประสิทธิภาพของการให้ผลสะท้อนกลับโดยครูและโดยเพื่อนต่อความสามารถในการ เขียนของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ:

บทคัดย่อ

การศึกษาเปรียบเทียบนี้เพื่อศึกษาประสิทธิภาพของการให้ผลสะท้อนกลับโดยครูกับการให้ผลสะท้อนกลับโดยเพื่อนต่อความสามารถในการเขียนของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศผ่านการเขียนบันทึกโต้ตอบ กลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 4 จำนวน 50 ในโรงเรียนมัธยมศึกษาเอกชนสอนศาสนาแห่งหนึ่งในจังหวัดยะลา กลุ่มตัวอย่างประกอบด้วยกลุ่มทดลอง 2 กลุ่มๆ ละ 25 คน คือ กลุ่มที่ได้รับผลสะท้อนกลับโดยครูและกลุ่มที่ได้รับผลสะท้อนกลับโดยเพื่อน เครื่องมือในการวิจัยคือ 1) แบบทดสอบการเขียนทั้งก่อนและหลังการทดลอง 2) การเขียนบันทึกแบบสนทนา (dialogue journal) กลุ่มตัวอย่างทั้งสองกลุ่มต้องเขียนบันทึกแบบสนทนาสัปดาห์ละครั้งเป็นเวลา 10 สัปดาห์ และมีการแลกเปลี่ยนบันทึกแบบสนทนาและได้รับผลสะท้อนกลับโดยครูและเพื่อน ผลการวิจัยพบว่า การให้ผลสะท้อนกลับโดยเพื่อนช่วยพัฒนาความสามารถทางการเขียนด้านความสามารถในการเขียนโดยรวมและความคล่องในการเขียนดีกว่าการให้ผลสะท้อนกลับโดยครูอย่างมีนัยสำคัญที่ระดับ .01 อย่างไรก็ตามทั้งการให้ผลสะท้อนกลับโดยครูและโดยเพื่อนไม่ได้ช่วยพัฒนาความสามารถในการเขียนด้านความถูกต้องทางไวยากรณ์แต่อย่างใด

คำสำคัญ : การให้ผลสะท้อนกลับโดยครู การให้ผลสะท้อนกลับโดยเพื่อน ความสามารถทางการเขียนของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

The effectiveness of teacher feedback and peer feedback on EFL students' writing performance

Abstract

This comparative study investigated the effectiveness of teacher feedback vis-à-vis peer feedback on EFL writing development through dialogue journal writing. The participants were 50 Mathayom 4 (Grade 10) students at a private Islamic secondary school, Yala province. The participants were divided into two experimental groups, each consisting of 25 students: the teacher feedback group and the peer feedback group. Research instruments were 1) a pre- and post- writing test and 2) dialogue journal writing. Both groups had to write dialogue journal once a week for 10 weeks. The journals were exchanged and corrected by the teacher and the designated peers. The finding indicated that peer feedback led to a significant improvement on the participants' overall writing ability and writing fluency than teacher feedback ($p < .01$). However, neither teacher feedback nor peer feedback helped in the improvement of writing accuracy.

Keywords: teacher feedback, peer feedback, EFL writing ability

Introduction

Feedback is crucial in ESL/EFL context in a sense that it provides learners the information to revise their Interlingua (Ellis, 1985: 296). With regard to writing skill, feedback helps the learners to acquire second language through paying attention to both the correct forms and problematic features, which leads to the improvement of writing ability (Saengklaijaroen, 2012: 70).

The aim of feedback can be either on writing fluency or accuracy. However, to provide feedback in order to achieve both writing proficiency, dialogue journal writing can be one of the effective approaches (Denne-Bolton, 2013: 3). In dialogue journal, teachers' feedback can boost learners' writing fluency through providing questions and comments, initiating new topics, or asking questions (Peyton, 1993: 2). Dialogue journal provide a platform for the learners to become fluent writer through exposing to meaningful, natural and functional experiences. In ESL and EFL context, learners can write as regularly as they choose. Through dialogue journaling, teachers can also give responses to develop learners' writing accuracy by modeling correct forms of language structure (Linnell, 2010: 25), paraphrasing, asking questions to clarify unclear sentences, and commenting on certain ideas (Denne-Bolton, 2013: 7), and challenge their current level of proficiency with more complex language (Krashen, 1992: 33).

In previous studies, teacher feedback on dialogue journals shows significant contributions on fluency and accuracy. Positive improvement on fluency was significant among EFL Taiwanese students (Liao & Wong, 2010: 148) and Malaysian university students (Foroutan et al., 2013: 213). Hence, dialogue journal provides an opportunity to write fluently and is a platform to practice skills that second language students need for other types of writing.

Accuracy, another contribution of dialogue journal is also found significantly through the use of teacher feedback. In Datzman's study (2011: 40), for example, teacher's model of appropriate vocabulary and grammar through dialogue journals leads to improvement on grammatical knowledge. Similarly, Tuan's 15-week

experimental study (2010: 84) found that dialogue journal helped Vietnamese university students to write accurately.

Despite many benefits of teacher feedback on dialogue journal writing, a number of issues arise. Firstly, time management for regular responses seems to be a challenging and overwhelmed task for language teachers (Routman, 1991: 231). Another disadvantage is that dialogue journal does not focus on forms or corrective feedback (Linnell, 2010: 25). Indeed, non-native English language learners should also master grammatical knowledge and there is no doubt that they need to have corrective feedback while practicing dialogue journal writing (Liao & Wong, 2010: 153). In Liao and Wong's study (2010: 153), some participants expected to have their grammatical errors corrected and they felt more motivated to write if there was error correction provided in their dialogue journal entries.

Alternatively, the burden in the traditional way to comment on dialogue journal entries can be replaced with peer feedback. Through the practice of peer feedback, learners can benefit from authentic interaction, joy of sharing their comments, positive attitude in EFL writing practice and being more confident to write fluently and accurately in English (Kulprasit & Chiramanee, 2012: 47; Rokni & Seifi, 2013: 63; Rattanaintanin, 2017: 25).

However, there are several limitations for ESL/EFL writing teachers in employing peer feedback. As pointed out by Rollinson (2005: 25), having peers to provide feedback is time constrained because of much time needed in reading, making notes and providing the comments orally or written. Moreover, more time is placed on the teachers to allocate initial persuasion on the value of peer feedback to accept peers as another qualified source in providing feedback. Another drawback is that writing teachers might be overwhelmed with their role in overseeing the peer feedback practice if an oral feedback takes place.

In Thai context, studies that compare the impact of teacher feedback and peer feedback through dialogue journal are rare and mostly focus on learners in higher

education. In Rattanaintanin's study (2017: 25), for example, it combined peer and teacher feedback in the dialogue journal practices to enhance a group of university students' writing proficiency without focusing on grammatical feedback. The findings not only showed significant improvement in the students' writing fluency but also on their accuracy. It was recommended by the researcher to have both content and forms focus in the use of dialogue journal to see if this can help Thai students to develop their accuracy as effectively as their fluency.

In previous studies, there were some that implemented either teacher or peer to provide grammatical feedback through the use of dialogue journal to develop Thai students' writing ability. Puengpipattrakul (2009: 101) has reported a non-significant finding on writing accuracy when implementing teacher feedback on errors in the undergraduate students' dialogue journals. However, there was a significant improvement on the participants' accuracy in Kulprasit and Chiramanee's study (2012: 47) through the use of trained peer feedback in dialogue journal. Interestingly, in another study conducted by Obrom (2013: 42), a combination of teacher and peer feedback focusing on grammars leads to a significant improvement in language accuracy through the use of dialogue journal writing.

Therefore, it can be concluded that no studies have used both teacher feedback and peer feedback to compare their effectiveness on the writing development particularly of Muslim students who, based on the national O-Net scores, are in need of English-skill development.

Purposes of the study

The present study was carried out to investigate the effectiveness of teacher feedback and peer feedback on EFL students' writing performance in terms of fluency and accuracy through dialogue journal writing.

Research methodology

Population and participants

The present study was conducted at a private Islamic secondary school, Yala province, Thailand. The population consisted of 1,100 Mathayom 4 (Grade 10) students in the academic year of 2017. Fifty participants were selected by using purposive selection and recruited on voluntary basis. They were randomly divided into two groups: 25 students in the teacher feedback group (TFG) and 25 students in the peer feedback group (PFG).

Instruments

1. A Writing Test

A writing test was developed by the researcher and used as a pre- and post-test to assess the participants' writing performance before and after the use of dialogue journal and the two different types of feedback. The participants had 40 minutes to write on a topic titled "My Idol". The content validity of the writing test was evaluated by the three experts in second language teaching. The item was rated higher than 0.5 of the IOC index, meaning that it was acceptably conforming to the objective. For the students' global writing performance, the test was assessed holistically under 5-band scale based on an analytical scoring rubric scale devised by Ferris and Hedgcock (2005: 310). For writing fluency and accuracy, the number of words and grammatical errors were counted based on Yoshihara (2008: 5) and Tuan (2010: 84) respectively. The test was independently graded by the researcher and an experienced English teacher. The agreement between the two raters was measured in order to ensure the inter-rater reliability. The inter-rater reliability between the two raters was correlated ($r = .85$, $p < .01$).

The pre-writing test was also an instrument to identify the participants' five-most common errors. The five-most commonly found errors in the TFG and the PFG were (1) *part of speech* (*pronoun* and *verb* in particular), (2) tenses (particularly *past tense*), (3) *fragment*, (4) *subject-and-verb agreement* and (5) *word order* respectively.

2. Dialogue Journal Entries

All participants in both subject groups were required to write dialogue journal once a week for 10 weeks. A list of 30 topics was given to the participants to write. The participants were free to write at any length on any topics provided.

3. Language practice exercises

The language practice exercises aimed to help the participants in the PFG understand the usage of the five-most common grammatical errors found in all the participants pre-writing test. The exercises consisted of five-type grammatical activities (based on the five-common errors). Each activity dealt with one error type in one hour. The exercises were developed and taught by the researcher.

Data collection

Data was collected along 14 weeks from November 2017 to February 2018. The details of procedure were as follows:

Week 1: The purpose of the research, dialogue journal, and guidelines in writing dialogue journal were introduced to all the participants in two subject groups.

Then all participants were asked to take a pre-writing test for 40 minutes. This writing test was to examine the participants' writing performance prior to the treatment. Five-most common errors produced by the participants in the test were collected to be the target language focus in provision of corrective feedback for both subject groups.

Weeks 2 - 3: The participants in the PFG received explicit instructions by the researcher using the five language practice exercises.

Week 4: Both subject groups were asked to write a dialogue journal in 40 minutes once a week. After the participants finished their writing, the journal entries were collected by the researcher. For the TFG, the teacher later looked at their entries, corrected on the five-common aspects of errors, and gave responses before returning them to the owners in the next meeting. For the PFG, they were told to give the responses and corrective feedback to the designated partner in the next meeting.

Weeks 5 - 13

Teacher feedback group (TFG): When the class met, each participant in the TFG received his/her work back. In the first 20-minute session, the participants were asked to read the teacher's comments in their entries and asked for clarification on the errors marked by the teacher. Then they had 40 minutes to write a new topic of dialogue journal writing. When they finished writing their journals, the teacher collected the journals, which would be later read, responded and corrected by the teacher before returning them to the owners in the next meeting.

Peer feedback group (PFG): In the first 20 minutes of the class meeting, the participants were paired up with a designated peer who had different writing ability based on their pre-writing test performance so that the higher proficiency one could help the less proficiency. In this session, each pair read their partners' entry, gave responses and commented on the peer's grammatical points focusing on only the five-most common errors. Then they sat together, discussed, shared and asked for clarification if needed. Then, in the last 40 minutes of the meeting, all participants in the PFG started writing a new journal entry.

Data collection in the following eight weeks followed the same procedure of giving feedback in both groups as described above.

Week 14: All participants took a post-writing test in order to investigate the participants' writing performance after the treatment.

Results

The findings below indicate the contribution of teacher feedback and peer feedback on writing performance of the students through the use of dialogue journal writing.

The pre- and post-writing tests were rated using five-band scoring scale proposed by Ferris and Hedgcock (2005: 310). Then all the data was averaged and compared by using a paired samples *t*-test to find any significant differences. The comparison is shown in Table 1.

Table 1: Mean scores of overall writing performance before and after the use of dialogue journal and corrective feedback

Group	Pre-test		Post-test		t	p-value
	Mean	S.D.	Mean	S.D.		
TFG (N=25)	2.64	.70	2.96	.84	-1.995	.058
PFG (N=25)	2.56	.77	3.12	.60	-3.934**	.001

*p < .01

As shown in Table 1, there was no significant improvement in the teacher feedback group's overall writing ability. However, the peer feedback group's writing proficiency increased from band 2.56 to band 3.12, a significant increase of 0.56 band (*p* < .01).

The improvement of the peer feedback group's writing proficiency from band 2.56 (containing numerous, major grammatical errors, spelling and punctuation errors leading to comprehension difficulty) to band 3.12 (containing spelling, punctuation and grammatical errors causing reading distraction but compromising comprehensibility) indicates a significant shift in writing performance. However, the writing proficiency of the teacher feedback group remained in the same band, band 2.

Table 2 below presents the writing ability in terms of fluency of both subject groups. Based on Yoshihara's study (2008: 5), every word produced in the pre- and post-writing tests was counted. All the data was averaged and compared by using a paired samples *t*-test to find any significant differences.

Table 2: Mean scores of subjects' writing fluency

Group	Pre-test		Post-test		t	p-value
	Mean	S.D.	Mean	S.D.		
TFG (N=25)	94.28	50.41	97.16	53.97	-.264	.794
PFG (N=25)	49.36	27.14	81.16	54.34	-4.122**	.000

*$p < .01$

Table 2 shows the teacher feedback group's writing fluency had no significant increase in the post-test. However in the peer feedback group, the average word produced was 49.36 in the pre-test and 81.16 in the post-test, a significant increase of 31.80 words ($p < .01$). In other words, the use of dialogue journal helped the group produce more words.

To confirm the finding above, a Mann-Whitney test was calculated to compare the improvement of writing fluency between the two groups. The result is shown in Table 3 below.

Table 3: Comparison of writing fluency in Mann-Whitney Test

Group		N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
diff	TFG	25	19.64	784.00	.004*
	PFG	25	31.36	491.00	
	Total	50			

($p < .05$)

Table 3 shows that the mean rank scores of the peer feedback group was 31.36, significantly higher than that of the teacher feedback group, which was 19.64 ($p < .05$). This finding confirmed the significant effectiveness of peer feedback in the peer feedback group's writing fluency over the teacher feedback group.

In terms of accuracy, all the five-common errors found in the participants' pre- and post-writing tests were counted based on Tuan (2010: 83). Then all the data was averaged and compared by using a paired samples *t*-test to find any significant differences. Table 4 shows development in writing accuracy in the teacher feedback group and the peer feedback group.

Table 4: Mean scores of subjects' writing accuracy

Group	Pre-test		Post-test		t	Sig. (2-tailed)
	Mean	SD	Mean	SD		
TFG (N=25)	13.80	10.11	13.48	5.73	.177	.861
PFG (N=25)	9.52	4.11	11.20	6.30	-1.482	.151

Table 4 demonstrates that there was no significant decrease of the grammatical errors in both subject groups. Although the teacher feedback group produced less grammatical errors in the pre-test, this is not significant. Interestingly, the peer feedback group wrote more grammatical errors. However, the increase of grammatical errors was also not significant. This indicates that the corrective feedback given by the teacher and peers were not effective in improving their writing accuracy.

Discussion

This research study aimed to compare the impact of teacher feedback and peer feedback on students' writing ability in terms of fluency and accuracy through dialogue journal writing. The main findings based on the two research questions can be summarized as follows.

1. The results have demonstrated that peer feedback led to a significant improvement over teacher feedback in terms of the overall writing ability and writing fluency. The peer feedback group had significantly better writing proficiency and they

could produce more words than the teacher feedback group. The findings support those of Tuan (2010: 84), and Kulprasit and Chiramanee (2012: 47) who confirmed a similar impact of using peer dialogue journal on EFL learners' overall writing proficiency and writing fluency. Kulprasit and Chiramanee (2012: 73) pointed out that due to collaborative and interactive environment when peer feedback was integrated in dialogue journal writing, learners had opportunity to learn from each other to improve their writing fluency. Interestingly, dialogue journal writing with peer error correction in this study was effective in a sense that it did not impair the participants' writing fluency, a concern pointed out by Peyton (1993: 5). Thus, peer corrective feedback in this study supported the participants to generate more ideas and write meaningfully.

One plausible explanation to the finding that writing fluency of the participants in teacher feedback group did not significantly improve might be due to the fact that they had already written an average of 94.28 words in the pre-test. Therefore, it was unlikely to produce a lot more words in the post-test. The finding is in line with a study conducted by Kulprasit and Chiramanee (2012: 47) that the participants who wrote high number of words in the pre-test had least improvement in the post-test.

2. The finding shows that neither teacher feedback nor peer feedback significantly increased both groups' accuracy gains. Similar result was found in Puengpipattrakul's study (2009: 96), which showed non-significant effect of dialogue journal writing on the language use. Puengpipattarakul gave one possible explanation, learners' lack of noticing on the grammars being corrected by the teacher or peers. The researcher also added that due to the fact that dialogue journal focuses on content more than forms, imitation of teachers' forms-focused responses may be ignored by learners. However, Rokni and Seifi (2013: 63) found significant improvement of EFL learners' grammatical knowledge.

The non-significant improvement of accuracy in the teacher feedback group might possibly be the gap between student-teacher interactions. It was observed throughout the experiment that only few participants asked for grammatical clarification

when their journal entries with corrective feedback were given back. Instead of asking the teacher, some asked their peers sitting nearby for clarification.

For the peer feedback group, even though they were equipped with the knowledge of five-grammatical points, only five hours of grammar practice exercise may not be enough for them to master the use of these five-grammar points and give feedback to their peers. Acquisition on forms needs an amount of contextual exposure to master the language (O'Malley & Chamot, 1990: 78). Also the English language knowledge of the Muslim students in this part of Thailand, the participants in this study included, was relatively limited as reflected in the result of the national O-Net scores.

The significance of this study provides an insight in using peers to give feedback on written task as compared to teacher feedback: the traditional way in giving feedback in terms of the language practice training to prepare for effective peer feedback. Another appreciation is the use of peers to create collaborative and active learning environment particularly to the classrooms that consist of large number of students.

Conclusion and suggestion

The result peer feedback led to a significant improvement on the participants' overall writing ability and writing fluency than teacher feedback. However, neither teacher feedback nor peer feedback helped in the improvement of writing accuracy. More research must be done on teacher and peer feedback with participants of Muslim background so that the finding of this study can be confirmed. Remedies and more teaching techniques may be given to Muslim students to help them develop their language accuracy.

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