



Use of Paired-Peer Feedback in EFL High School Writing Class

Janejai Kasemwit

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Applied Linguistics**

Prince of Songkla University

2009

Copyright of Prince of Songkla University

Thesis Title Use of Paired-Peer Feedback in EFL High School Writing Class
Author Miss Janejai Kasemwit
Major Program Applied Linguistics

Major Advisor:

.....
(Asst. Prof. Dr. Waraporn Sripetpun)

Examining Committee:

.....Chairperson
(Dr. Wararat Whanchit)

.....
(Asst. Prof. Dr. Premin Karavi)

.....
(Dr. Kentong Sinwongsuwat)

.....
(Asst. Prof. Dr. Waraporn Sripetpun)

The Graduate School, Prince of Songkla University, has approved this thesis as partial fulfillment of the requirements for the Master of Arts Degree in Applied Linguistics.

.....
(Assoc. Prof. Dr. Krekchai Thongnoo)

Dean of Graduate School

ชื่อวิทยานิพนธ์	การใช้การตรวจงานเขียนของผู้ร่วมเรียนแบบเป็นคู่ในชั้นเรียนของนักเรียนมัธยมศึกษาตอนปลายที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ
ผู้เขียน	นางสาวเจนใจ เกษมวิษณุ
สาขาวิชา	ภาษาศาสตร์ประยุกต์
ปีการศึกษา	2551

บทคัดย่อ

การวิจัยนี้ศึกษาการตรวจงานเขียนของผู้ร่วมเรียนแบบเป็นคู่ ของนักเรียนกลุ่มเก่งและกลุ่มอ่อน วัตถุประสงค์ของการวิจัยนี้เพื่อต้องการทราบว่า 1) การตรวจงานเขียนของผู้เรียนแบบเป็นคู่มีผลต่อความสามารถในการเขียนของนักเรียนกลุ่มเก่งและกลุ่มอ่อนหรือไม่ 2) หากการตรวจงานแบบเป็นคู่มีผลต่อความสามารถในการเขียนแล้วนักเรียน กลุ่มเก่งและกลุ่มอ่อนพัฒนาความสามารถในการเขียนแตกต่างกันอย่างมีนัยสำคัญทางสถิติหรือไม่อย่างไร และ 3) ความคิดเห็นของนักเรียนต่อการตรวจงานเขียนของผู้ร่วมเรียนแบบเป็นคู่ เครื่องมือที่ใช้ในการเก็บข้อมูลคือแบบทดสอบก่อนและหลังเรียนและแบบสอบถามความคิดเห็นของนักเรียนต่อกิจกรรมนี้

กลุ่มตัวอย่างในการวิจัยครั้งนี้คือ นักเรียนระดับชั้นมัธยมศึกษาปีที่ 6 โรงเรียนจุฬาภรณราชวิทยาลัยตรัง จำนวน 37 คน จากกลุ่มประชากร 80 คน ผู้วิจัยได้คิดและจัดทำคําคำกรดเฉลี่ยสะสมจากวิชาภาษาอังกฤษ 4 วิชา ของนักเรียนทั้งหมด 80 คน นักเรียน 19 คนแรกจัดอยู่ในกลุ่มเก่ง และ 18 คนสุดท้ายจัดอยู่ในกลุ่มอ่อน

นักเรียนทั้งสองกลุ่มได้ตรวจงานเขียนของผู้ร่วมเรียนแบบเป็นคู่อาทิตย์ละหนึ่งชั่วโมงรวม 10 อาทิตย์ ในช่วงสองอาทิตย์แรกของการทดลอง นักเรียนกลุ่มเก่งและกลุ่มอ่อนได้รับการฝึกการตรวจงานแบบเป็นคู่ในระดับประโยคโดยใช้อักษรย่อและสัญลักษณ์ ในช่วงแปดอาทิตย์หลังจากนั้น นักเรียนทั้งสองกลุ่มเขียนงานเขียนระดับย่อหน้าแล้วเปลี่ยนกันตรวจงานแบบเป็นคู่โดยใช้ทั้งอักษรย่อและสัญลักษณ์และใบงานแนะนำการตรวจระดับโครงสร้าง เมื่อนักเรียนตรวจทานงานเขียนของผู้ร่วมเรียนแล้ว ผู้ตรวจส่งคืนงานเขียนและใบงานแนะนำการตรวจระดับโครงสร้างให้แก่ผู้เขียนเพื่อนำไปแก้ไขเป็นฉบับร่างสุดท้าย

ผลการวิจัยสรุปได้ดังนี้

1. ผลของการทดลองพบว่าคะแนนเฉลี่ยงานเขียนของทั้งกลุ่มอ่อนและกลุ่มเก่งพัฒนาเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติ ($p < .001$)

2. นักเรียนกลุ่มอ่อนมีคะแนนงานเฉลี่ยงานเขียนพัฒนามากกว่ากลุ่มเก่งต่างกันอย่างมีนัยสำคัญ ($p < .05$)
3. จากการสำรวจความคิดจากแบบสอบถามความคิดเห็น นักเรียนทั้งสองกลุ่มระบุว่า การตรวจงานเขียนของผู้ร่วมเรียนแบบเป็นคู่ นั้นเป็นประโยชน์ต่อการผลิตงานเขียนที่มีประสิทธิภาพ นักเรียนยังได้ความคิดหลากหลาย และได้เรียนรู้ข้อผิดพลาดจากงานเขียนจากการตรวจทานงานของผู้อื่นอีกด้วย

Thesis Title	Use of Paired-Peer Feedback in EFL High School Writing Class
Author	Miss Janejai Kasemwit
Major Program	Applied Linguistics
Academic Year	2008

ABSTRACT

The present study investigated the use of paired-peer feedback in EFL high school writing class. It aimed at three purposes to know: 1) whether the low and the high proficiency students' writing ability improve after paired-peer feedback training, 2) whether the low and the high proficiency students show a significantly different degree of improvement, and 3) what the students' attitudes towards paired-peer feedback are. Two research instruments: identical pre-test and post-test and questionnaire were used to collect data.

The subjects of the study were 37 students studying in Mattayom Suksa 6 at Princess Chulabhorn's College School, Trang, picked up from all 80 populations. Scores of 80 students based on 4 English courses they previously studied were calculated and ranked in order. The top quarter students (N=19) were placed in the high proficiency group, and the lowest quarter students (N=18) with the lowest English GPA were put into the low proficiency group.

Both the low and high proficiency groups were required to undertake paired-peer feedback training an hour a week for 10 weeks. In the first two weeks, students were trained on sentence-level writing, using two tasks with a list of error codes. In the following 8 weeks, they were asked to carry out four tasks of paragraph writing. When finishing each task, the students exchanged the writing tasks with their pairs; peer readers were required to use the list of error codes and peer feedback sheet to give their peer writers feedback. After doing paired-peer feedback, the peer reader returned the corrected draft and the peer feedback sheet to the peer writer to rewrite the final draft.

The finding of this study can be summarized as follows:

1. The mean writing scores of the low and the high proficiency students were significantly higher ($p < .001$) after paired-peer feedback training.
2. After experiencing paired-peer feedback, the low proficiency students' writing improved to a greater degree than that of the high proficiency students ($p < 0.05$).
3. The survey questionnaire revealed that most of the students accepted paired-peer feedback as a useful technique to help them to generate an effective writing product; they got multiple idea and learning through errors from giving and receiving feedback.

CONTENTS

	Page
บทคัดย่อ	iii
ABSTRACT	v
ACKNOWLEDGEMENT	vii
CONTENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER	
1. INTRODUCTION	1
1.1 Rationale of the Study	1
1.2 Purposes of the Study	3
1.3 Research Questions	4
1.4 Scope and Limitations of the Study	4
1.5 Significance of the Study	4
1.6 Definitions of Terms	5
2. REVIEW OF RELATED LITERATURE AND RESEARCH	6
2.1 Theoretical Background of Peer Feedback in Writing	6
2.1.1 Feedback in Writing Class	6
2.1.2 What is Peer Feedback?	8
2.1.3 Advantages and Limitations of Peer Feedback	8
2.1.4 Peer Feedback Process	10
2.1.4.1 Motivating Students to Join Peer Feedback	10
2.1.4.2 Creating Effective Peer Feedback	10
2.2 Related Studies on Peer Feedback	14
2.2.1 Peer Feedback in Writing Class	14
2.2.2 Effects of Trained Peer Feedback	16
2.2.3 Comparative Studies of Different Sources of Feedback	16
2.2.4 Students' Attitudes towards Peer Feedback	18

CONTENTS (Continued)

3. METHODOLOGY	20
3.1 Subjects	20
3.2 Research Instruments and Other Materials Used in the Study	21
3.2.1 Identical Pre-Test and Post-Test	21
3.2.2 Questionnaire	21
3.2.2.1 Construction of Questionnaire	21
3.2.2.2 Pilot of Questionnaire	22
3.2.3 Peer Feedback Forms: List of Error Codes and Peer Feedback Sheet	23
3.2.4 Rating Rubric	23
3.3 Data Collecting Procedure	24
3.3.1 Pre-Test	24
3.3.2 Paired-Peer Feedback Training	24
3.3.2.1 Sentence-Level Writing Feedback Training	25
3.3.2.2 Paragraph-Level Writing Feedback Training	26
3.3.3 Post-Test and Questionnaire	26
3.4 Data Analysis	27
4. FINDINGS AND DISCUSSION	29
4.1 Comparison between the Mean Scores of Low and High Proficiency Students	29
4.2 Comparison of Improvement in Mean Scores of Low and High Proficiency Students	31
4.3. Students' Attitudes towards Paired-Peer Feedback	32
4.3.1 Questionnaire Section I	32
4.3.1.1 Attitudes towards Paired-Peer Feedback	32
4.3.1.2 Students' Favorable Attitudes towards Paired-Peer Feedback ...	33
4.3.1.3 Students' Unfavorable Attitudes towards Paired-Peer Feedback	36
4.3.1.4 Problems Identified on Paired-Peer Feedback	38

CONTENTS (Continued)

4.3.2 Questionnaire Section II	40
4.3.2.1 Attitudes towards Improvement in Local and Global Aspects (Items 1-6)	41
4.3.2.2 Students' Preference and Confidence When Using Paired- Peer Feedback (Items 7-11)	42
4.3.2.3 Attitudes towards Materials and Techniques Used in Training (Items 12-14)	43
4.3.2.4 Attitudes towards Learning from Peers (Items 15-17)	44
4.3.2.5 Attitudes towards Discussion in Pairs (Items 18-20)	45
4.4 Discussion of Findings	46
4.4.1 Discussion of Findings from Paired-Peer Feedback Training	46
4.4.2 Discussion of Findings Relating to Students' Attitudes towards Paired-Peer Feedback	58
4.4.2.1 Questionnaire Section I	58
4.4.2.2 Questionnaire Section II	61
5. SUMMARY, IMPLICATIONS AND RECOMMENDATIONS	65
5.1 Summary of the Study	65
5.2 Implications of the Study	66
5.2.1 Modeling Technique	67
5.2.2 Providing Relevant Guiding Materials	67
5.2.3 Students' Language Proficiency Level	68
5.2.4 Increasing Students' Confidence in Giving and Receiving Feedback ..	68
5.2.5 Students' Attitudes towards Paired-Peer Feedback	69
5.3 Limitations of the Study	69
5.4 Recommendations for Further Study	70
REFERENCES	71
APPENDIX	
A. TEACHER'S WRITING EVALUATION SCALE FROM WRITING EXTRA BY GRAHAM PALMER CAMBRIDGE UNIVERSITY PRESS 2004	75

B. A LIST OF ERROR CODES	77
C. PEER FEEDBACK SHEET	79
D. WRITING TEST	82
E. QUESTIONNAIRE IN BOTH THAI AND ENGLISH	84
F. TENTATIVE PLAND OF GIVING AND RECEIVING FEEDBACK	92
VITAE	94

LIST OF TABLES

Table		Page
3.1	Subjects' English Proficiency	21
4.1	Comparison of Mean Scores between Low and High Proficiency Students	30
4.2	Comparison of Improvement in Students' Mean Scores	31
4.3	What Low Proficiency Students Liked about Paired-Peer Feedback	34
4.4	What High Proficiency Students Liked about Paired-Peer Feedback	35
4.5	What Low Proficiency Students Disliked about Paired-Peer Feedback	36
4.6	What High Proficiency Students Disliked about Paired-Peer Feedback	37
4.7	Problems Identified by Low Proficiency Group.....	38
4.8	Problems Identified by High Proficiency Group	39
4.9	Attitudes towards Improvement in Local and Global Aspects (Items 1-6) ...	41
4.10	Students' Preference When Using Paired-Peer Feedback (Items 7-11)	42
4.11	Attitudes towards Materials and Techniques Used in the Training (Items 12-14)	43
4.12	Attitudes towards Learning from Peers through Paired-Peer Feedback (Items 15-17)	44
4.13	Attitudes towards Discussion in Pairs (Items 18-20)	45

LIST OF FIGURES

Figure	Page
3.1 Data Collection Procedure	25
4.1 Subjects' Pre-Test and Post-Test Mean Scores	30
4.2 Students' Attitudes towards Paired-Peer Feedback	33
4.3 Low and High Proficiency Groups' Mean Scores in Pre-Test and Post-Test	47
4.4 Subjects' Attitudes towards Paired-Peer Feedback	62

CHAPTER 1

INTRODUCTION

The purpose of this chapter is to present an overview of the rationale for the study. It also includes the purposes of the study, research questions, scope and limitations, significance of the study, and definitions of terms.

1.1 Rationale of the Study

As an EFL student, the researcher had the experience of learning writing in high school in Thailand. One thing which was noticeable was that the students hardly ever revised or proofread their work. At the stage of the writing process, a writer can choose to edit their own work, receive teacher feedback, or revise and review his work with peer learners. In general, most EFL students receive teacher feedback, and terminate the writing process. The feedback received is traditional teacher feedback, which is the one-way feedback in which the teacher usually corrects every single error in a writing produced by the learner and assigns a grade to it. Most EFL teachers assume that their feedback will improve the learners' writing proficiency and help develop their language. Li (2006) indicated that yet this kind of feedback while time-consuming to provide is not always effective. Even their work has been marked, learners do not generally carry out any following work. As a result, EFL learners make little progress in their writing ability. Therefore, it has been suggested that EFL teachers should change their practice and provide more meaningful feedback to promote the development of skilled language use (Nunan, 1991). In addition, Hyland (2000) suggested that in some circumstances, teachers should encourage students to take more responsibility on their own writing, by allowing them to make their own decisions about their use and sources of feedback. Learners should be encouraged to read and give comments on their own and their peer's errors because giving effective feedback is a crucial source of language input which can help enhance students' writing ability.

There are many possible sources of feedback for a writing task such as self-correction, teacher feedback, and peer feedback. A number of studies have been conducted to investigate what sources of feedback are able to help enhance writing ability. Many of these studies have compared the effectiveness of teacher feedback and peer feedback, which are used in first-language writing classes. However, the results of these studies vary, based on the different groups and levels of the research subjects. For example, Chaudron (1984) found no significant difference in the effect on writing ability of teacher feedback and peer feedback, whereas Miao, Badger and Zhen (2006) reported that teacher feedback was more likely to be adopted by the learner and led to a greater improvement in writing. Nevertheless, other researchers have reported that most EFL learners perceive peer feedback as being a beneficial technique in helping them to generate an effective writing product (Mendonça and Johnson, 1994).

Not only do learners hold positive attitudes towards peer feedback, but they also realize its advantages. First of all, it provides both peer readers and peer writers with an opportunity to develop their critical thinking (Zamel, 1985). While they are giving feedback to their peers' drafts, learners have to consider whether or not each sentence is relevant and coherent. In giving feedback, they also practice their communicative skills when discussing and giving comments to each other. Working in pairs can also reduce writing anxiety since peer readers and peer writers are at the same level of language development (Chaudron, 1984). All these positive aspects can improve writing proficiency and help to enhance learners' writing skills.

For peer feedback to be effective, some crucial factors are needed to be included in the feedback session. First, it is important that learners are trained to correct others' work successfully (McGroarty and Zhu, 1997; Goldstein and Conrad, 1999; Paulus, 1999; Min, 2006). Learners will correct peers' writing purposefully if they are properly trained before giving peer feedback. This should include discussing the purpose of peer feedback, clarifying the benefits of peer feedback, and demonstrating the peer method of giving peer feedback. Peer feedback training also "helps the learners to generate more specific and relevant written feedback on global features of their peers' composition" (Min, 2006: p.121). In addition to training, it is necessary to create a comfortable environment in which students give feedback.

Group size and students proficiency should be taken into consideration when giving feedback. Feedback can be given in pairs or in groups of students of similar or of mixed proficiency (Mangelsdorf, 1992; Mendonça and Johnson, 1994; Paulus, 1999; Min, 2006). Most previous research on peer feedback has been conducted among high proficiency EFL learners (see for example, Paulus, 1999; Nakanishi, 2007). The results of these studies revealed that the learners were able to give beneficial feedback to each other, and that they felt confident in the feedback they obtained. They also held positive attitudes towards peer feedback (Chaudron, 1984; Teo, 1986; Miao, Badger and Zhen, 2006). On the other hand, a comparable study on peer feedback conducted with only low proficiency students (Al-Hazmi and Scholfield, 2007) found that the students were unable to enhance their writing ability after peer feedback. Yet the results also showed that the learners accepted peer feedback as a useful technique in writing.

Accordingly, it is useful to explore paired-peer feedback with regards to not only whether it is effective but also for whom and how it works most effectively. The researcher therefore set out to discover if the paired-peer feedback procedure is equally effective for both the low and high proficiency students. The research reported herein also investigated the learners' attitudes towards the technique.

1.2 Purposes of the Study

The specific objectives of this research were:

1. to study how much the English writing ability of M.6 students in Princess Chulabhorn's College School, Trang is influenced by paired-peer feedback.
2. to compare changes in English writing ability between the low and the high English proficiency students after the use of the paired-peer feedback technique.
3. to investigate attitudes towards the paired-peer feedback technique of the low and the high English proficiency students.

1.3 Research Questions

To these ends, the research questions put forward for investigation were:

1. Does the English writing ability of the low and the high English proficiency students improve after paired-peer feedback?
2. If so, do the low and the high proficiency students show a significantly different degree of improvement in writing ability after paired-peer feedback?
3. What are the low and the high English proficiency students' attitudes towards paired-peer feedback?

1.4 Scope and Limitations of the Study

This study compared the changes in writing ability of the low and the high English proficiency students after using paired-peer feedback in an EFL class in M.6 of Princess Chulabhorn's College School, Trang. The study was conducted over the course of three months and occupied one hour a week or 12 hours in total. It also investigated the students' attitudes towards using paired-peer feedback. Since the group sizes were quite small, it is not possible to generalize the conclusions drawn from this study to all high school students. However, the findings of this study can be generalized to the specific groups of students that are represented by the subjects of this study.

1.5 Significance of the Study

It is hoped that the results of this study will offer helpful implications for EFL learners and teachers in terms of enhancing writing ability by using paired-peer feedback. If the result of this study shows that the paired-peer feedback promotes the writing ability of both the high and the low proficiency students, this technique might be integrated into writing classes to improve students' writing skills. At the same time, paired-peer feedback would relieve the EFL teachers from heavy burden of correcting language errors in the writing tasks.

1.6 Definitions of Terms

In this study, 8 important terms are used, which are defined as follows:

1. Low English proficiency students refers students having an average grade level of 0 – 2.6 in their previous English courses; namely, Foundation English 4-5 (6 credits) and Speaking and Listening course (4 credits), totaling 10 credits.

2. High English proficiency students refers students having an average grade level of 3.6 - 4.0 in their previous English courses; namely, Foundation English 4-5 (6 credits) and Speaking and Listening course (4 credits), totaling 10 credits.

3. Paired-peer feedback refers to the technique of using peer learners to correct other learners' essays and to give comments or suggestions on them in self-selected pairs.

4. English writing ability refers to the writing performance of writing from a sentence to a paragraph level including grammar, vocabulary, punctuation, spelling, content, organization, layout, and style which can be measured by the 'Teacher's writing evaluation scale adapted from Cambridge University' (Appendix A) in the form of scores.

5. Global aspects of writing refer to the performance of writing in expressing ideas and communicating meaning in writing. These aspects include content, organization, layout, and style.

6. Local aspects of writing refer to the use of syntactical and mechanical aspects of the performance of writing including grammar, vocabulary, punctuation, and spelling.

7. A list of error codes refers to codes and symbols employed to correct the language errors in a sentence; namely, grammar, vocabulary, punctuation, and spelling (see appendix B).

8. Peer feedback sheet refers to a form designed for the students to give feedback on aspects of their peer's paragraph writing; namely, content, organization, layout, and style (see appendix C).

CHAPTER 2

REVIEW OF RELATED LITERATURE AND RESEARCH

This chapter includes two main sections comprising brief reviews of literature and related studies on peer feedback in writing. The review of relevant literature in this chapter covers the following main aspects: feedback in a writing process, what peer feedback is, the advantages and limitations of peer feedback, and the paired-peer feedback process. Related research on peer feedback in writing is reviewed.

2.1 Theoretical Background of Peer Feedback in Writing

2.1.1 Feedback in Writing Process

The writing process is not rigidly defined in all its elements and stages or in their sequence. The general stages of writing have been identified as prewriting, planning or outlining, writing and revising drafts, and writing the final copy (Oshima and Hogue, 1991).

The earliest stage of the writing process is that of prewriting where the writer aims to choose a topic and to brainstorm or generate ideas relevant to a specific writing assignment. This can be done by listing whatever words or phrases the writer thinks of onto paper. The goal is to find a specific focus for the topic the writer intends to write about.

The second stage is planning or outlining, which helps the writer to organize the ideas generated by brainstorming. Outlining can be done by listing the ideas generated by brainstorming, grouping related ideas, writing topic sentences to cover the various points, and creating a simple outline plan for a paragraph.

The third stage is writing and revising drafts; at this stage, the writer begins to connect the ideas together by writing a first rough draft from the outline. The writer should not worry about grammar, punctuation, or spelling. If the writer is unable to write a complete paragraph, he just leaves a space or a line to fill in later. After

writing the rough draft, the writer revises the content and organization of the paragraphs. In this stage, the writer checks the global writing aspects, which are content, organization, unity, coherence, and logic. Having checked the global writing aspects in the paragraphs, the writer then writes the second draft and checks for local aspects, which are grammar, sentence structure, spelling, and punctuation. Now the writer is ready to write the final copy.

Based on this model of the writing process, it is apparent that giving feedback during the revision stage is important in a language writing classroom because revising is the key to the creation of effective documents. As Brock and Watters (1992) suggested, “feedback is immensely important in helping the writer assess how effectively the written words are mediating the intended message and meaning, and the givers of feedback make a critical contribution to the evaluation of a piece of writing.” The main purposes of giving feedback in the language classroom are as follows:

First, in a writing class, it is a way for teachers to assist the progress of the students’ writing ability and their language proficiency and to help them improve their weak points in their writing (Lewis, 2006). Secondly, for learners, it helps them to realize their weaknesses and strengths by allowing an ongoing communication; that is, a form of assessment not involving marking, or the comparison of one student with another. Third, the teacher’s written and spoken feedback provides the students with meaningful language input. As Keh (1990) proposed, feedback is a form of input from a reader to a writer, which affects the writer’s revision. By receiving feedback, writers learn where they have made errors or when they confuse their readers. Writers can be made aware of the specific areas that they should improve such as illogical organization, irrelevant or inadequate information, lack of contents, or inappropriate or wrong word-choice. Fourth, giving feedback further aims to motivate writers to improve or make progress in their writing. Feedback can encourage writers to improve and use language to the best of their ability. The last important purpose of giving feedback is that it can lead writers towards autonomous learning (Tsui and Ng, 2000; Lewis, 2006). This is a long-term purpose; the feedback will lead the writers towards the point where they can find errors by themselves.

2.1.2 What is Peer Feedback?

Peer feedback refers to a wide range of reactions to a piece of writing from responses, comments, corrections, reviews, to evaluations. The concept of peer feedback has been conceptualized and defined with different meanings. Mangelsdorf (1992) stated that “peer feedback encourages students to read or listen to a peer’s draft and comment on what they think about another student’s essay: they were responding to what the essay said as well as how it was said.” Informal peer-feedback sessions usually consist of a group of three or four students giving feedback and discussing others’ drafts. In addition, Brown (2001) proposed that peer feedback is the sharing process of what students have written with other students to see if the writers have been successful in conveying the intended meaning. Through the two-way communication of getting and giving feedback, students learn to be better writers and better readers. Harmer (2004) also pointed out that peer feedback is a valuable element in the writing process encouraging students to work collaboratively. However, students still need guidance from their teachers to make peer review sessions successful.

2.1.3 Advantages and Limitations of Peer Feedback

Many experts have suggested advantages of peer feedback. First of all, Chaudron (1984) proposed that through peer feedback, students as writers gained a sense of multiple authentic audiences rather than only a single audience that is the teacher. For the students as readers, group discussions while giving feedback enhanced their critical thinking about writing. Moreover, because the students were of equal status, when giving peer feedback this reduced writing anxiety. Chaudron also pointed out that despite the assumption that the teacher “knows more,” peer feedback might be more informative than teacher feedback because it was given at the learners’ level of language proficiency. As for teachers, peer feedback helped them save time and relieved their load of editorial tasks. Zamel (1985) noted that in terms of the thinking process, the students could practice thinking critically as they were reading and editing their classmates’ drafts.

Further, when receiving and giving feedback, the students learned how to convey their meaning while discussing with peers. The students also learned both in the role of writers and readers (Witbeck, 1976). As a writer, the student attempts to write and convey meaning understandably. As a reader, the student learns when correcting peers' work; the reader can comment on and apply the good points of their peers' work to his/her own work. Additionally, Harmer (2004) noted that paired-peer feedback encouraged students to be self-reliant in the editing process because their peers' feedback was less authoritarian than their teacher's feedback. Lastly, peer feedback was a more direct and spontaneous form of feedback since after exchanging papers, students reported to each other on good features of the writing and the aspects that should be improved (Lewis, 2006).

Even though peer feedback presents many positive benefits, a few limitations should be taken into account. However, these do not outweigh the advantages. According to Rollinson (2005), peer feedback session might consume a significant amount of time since the students have to learn a variety of basic skills and techniques in giving and understanding feedback. In the early stage of peer feedback, the students have to be trained to give and receive effective feedback by using guiding materials. Students must be trained in giving and understanding error codes (e.g. V = error in verb tense; S = spelling error; P = punctuation error) on the writing mechanics level, as well as at the organizational level or on the contents of the written work. After conducting peer feedback, the peer reader returns the draft to the peer writer. Then the peer writer rewrites the final draft. There could therefore be time constraints on the practicality of the peer feedback process. Another hindrance is that the learners' culture and background may influence the peer feedback process through issues such as peer trust and respect for the teacher. In some educational contexts, such as in Asian cultures and particularly in the Thai context, teacher feedback is more respected, and students may lack confidence in peer feedback. As Hyland (2000) suggested, students from some culture might prefer teacher guidance to peer feedback. The teacher is highly regarded so they do not feel threatened to lose their face. In addition, differences in language proficiency existing among learners can be problematic (Teo, 1986). Some students may give wrong feedback or suggest correcting what is already correct. At low levels of English proficiency, students

might not be confident in giving feedback on their peers' work or even in receiving feedback from them.

2.1.4 Peer Feedback Process

There have been a number of suggestions about how to create an effective peer feedback process and to motivate learners' participation.

2.1.4.1 Motivating Students to Join Peer Feedback

The idea of students giving feedback to one another might seem strange to a class the first time the idea is introduced. Students tend to ask whether it is the teachers' duty. However, once the idea is explained to the students, they will see that the process of peer feedback can be fun as well as useful and that this process can help them to improve their writing. Lewis (2006) has proposed many reasons to give students to motivate them to join peer feedback in a writing class.

Firstly, proofreading other people's work prepares the students for proofreading their own drafts. Peer feedback helps the writer and the reader to become better readers and editors of their own work. To give feedback on others' work is not correcting it, yet it is to interact with the texts and to cooperate with others and helps them to improve their drafts.

A second reason is that the students in a writing class will receive a greater variety of suggestions from their peers. The specific comments, questions, and suggestions will be truly helpful to the writer. If the students read their peers' draft carefully and do not skip those parts of the writing that they find confusing, their peers will benefit from the feedback they receive (Olsher and Hamlin, 1996).

2.1.4.2 Creating Effective Peer Feedback

From all the reasons above, peer feedback should and can be used in the writing class. The major factor that makes peer feedback effective is planning what to

do before, during, and after peer feedback. The following guidelines adapted from Witbeck (1976) and Liu and Hansen (2005) have been described.

Stage I: Before Peer Feedback

Before the peer feedback session, the teacher should consider when to insert teacher feedback, how to establish peer trust, and what materials should be used for successful peer feedback.

The teacher should plan when to insert teacher feedback in the writing process. It is more useful for students if teachers do not give feedback on the same drafts as students. Otherwise, students may pay more attention to the feedback received from the teacher and less to the peer feedback. It will be more beneficial if the teacher gives feedback after the students have revised their drafts.

Additionally, the creation of a comfortable environment for students to establish peer trust is another factor of concern. Peer trust can be created by discussing of peer feedback both in terms of students' prior experience and also of ways to give effective feedback. In the early stage, it is important to discuss students' prior experiences and their attitude towards peer feedback. Through knowing the students' opinion about collaborative activities and creating a suitable environment for students, the teacher can help establish peer trust. The teacher should also discuss the advantages the students will receive both when they are the givers and when they are receivers of feedback.

Stage II: During Peer Feedback

During peer feedback, peer learners requires two major sessions: a training session and a peer feedback session.

First of all, a peer feedback training session should be held to promote the effective giving and receiving of feedback. The objective of the training is to demonstrate and model the peer feedback method to the students. This training should be structured on two levels: local errors and global understanding. The first phase is training on giving and receiving feedback on local writing aspects. At this

level, the teacher guides the students in the use of a list of error codes, and samples of sentence-level writing can be provided to the students. The error codes can then be used for revising the local or linguistic errors such as in the use of vocabulary, grammar, punctuation, and spelling. For instance, if the peer readers find an error in verb tense, they will write the letter V under that error.

Thereafter the students are trained to review global aspects of writing at the paragraph-level. A demonstration should be given consisting of four steps: clarifying writers' intentions, identifying the source of problems, explaining the nature of problems, and making specific suggestions (Min, 2006). While trying to clarify the writer's intention, the teacher trains the students to ask questions like "Are you saying...?" and "Do you mean that...?" In training on reviewing global aspects, it is essential to provide students with example questions to be used prior to giving feedback because through their use, the students will be able to generate effective feedback for their peers.

After demonstrating how to clarify the writer's intention, the teacher models how to identify writing problems and to explain the nature of problems. In this step, a list of error codes accompanied by a peer feedback sheet can be utilized to give meaningful feedback. The peer feedback sheet is a checklist containing the instructions and questions guiding the students in reviewing the global aspects of writing (i.e., content, organization, layout, and style). For instance, when reviewing the content of a paragraph, the following instructions should be given: "Underline the sentences which are irrelevant to the topic", "What part(s) should be developed more?", and "Mark these with a letter D (Developed)". In addition, to review the organization of the writing, the peer feedback sheet should provide questions like "Are there opening and closing sentences in the paragraph?"

Similarly, Nakanishi (2007) trained students in the basic forms of peer feedback including the following points.

1. Marking a place where the meaning was unclear.
2. Underlining a topic sentence and a concluding sentence.
3. Writing comments on good points and points to be improved.

Finally, the teacher demonstrates how to make suggestions by giving specific feedback. In this step, written comments can be employed to enrich the paragraph. To

illustrate, the peer reader writes specific comments like “In the second topic sentence, you should elaborate the idea by giving an example.” or “Personally, I like your idea about...” Some positive comments should be given to encourage the peer writer about what is good in the paragraph.

The second session is a peer feedback session. There are no clear, definite rules which rigidly fix all the elements of the peer feedback session or their sequence. However, given recent research about how to do peer feedback (Witbeck, 1976; Paulus, 1999; Rollinson, 2005; Yang et al., 2006), it can be summarized that the notions of peer feedback session among these researchers have much in common. The basic session of this technique consisted of three steps. The first step starts after the writer has written a paragraph individually following which the students exchange their first drafts with their self-selected pair. In the next step, the peer reader is allowed to give feedback based on produced materials. These consist of a list of error codes for checking the local aspects of writing; and a peer feedback sheet reviewing global aspects. The students were to take feedback of error codes and symbols in the margins of the paragraph, for example, letter V for error on verb tense; letter P for errors on punctuation. In addition, peer feedback sheet contains the checklists asking about the global writing aspects, whether the paragraph has examples, details, and topic sentence or not. At the end of the paragraph, peer readers were allowed to leave some useful suggestions and overall comments for the peer writers. Finally, the peer writer rewrites the paragraph based on the error codes, peer feedback sheet, and written comments from the peer reader.

Stage III: After Peer Feedback

Teachers can add activities after the peer feedback session such as holding a teacher-student conference, linking peer feedback to other classroom activities, and re-grouping students to read each other’s final draft. Teacher-student conferences outside class can be held optionally either during peer feedback or after peer feedback. These one-to-one conferences between students and their teacher provide an opportunity to discuss the draft. The students are given the chance to comment on and raise questions about the good points of their writing and the points to be

improved. As a result of this discussion, the students will be led to a better understanding of points on which they have been corrected. It is also helpful to link peer feedback to other classroom activities and to make it more integral part of the course (Hansen and Liu, 2005). For instance, peer feedback can be linked to writing a journal in which students can keep track of difficulties encountered with the use of words.

Another suggested activity after peer feedback is to re-group the students to read each other's final drafts. Through this activity, the teacher can demonstrate to the students how their comments benefit their peers' drafts and thus make students realize the value of peer feedback.

2.2 Related Studies on Peer Feedback

Four main areas of the literature on peer feedback in writing are reviewed in the following:

- Peer feedback in writing class
- The effects of trained peer feedback
- Comparative studies of different sources of feedback
- Students' attitudes towards peer feedback

2.2.1 Peer Feedback in Writing Class

A number of studies have been conducted to examine the effectiveness of peer feedback (see, for example, Mendonça and Johnson, 1994; Villamil and de Guerrero, 1998; Baker and Lundstrom, 2009). They have found that giving peer feedback by discussion among peers helps the students to develop their ideas. For instance, Mendonça and Johnson (1994) found that most participants agreed that they gained multiple ideas from their peers and that peer feedback helped enhance their thinking process. The researchers indicated that 53% of the revisions of the essays studied were from peer comments during the peer feedback sessions. Rollinson (1998, cited in Rollinson, 2005) for example, found a high percentage of valid feedback among his college-level students with 80% of feedback from peer readers being incorporated

into drafts, and only 7% adversely affecting the writing. Similarly, Villamil and de Guerrero (1998) conducted a study analyzing the impact of peer feedback on L2 writing among 14 Spanish-speaking ESL college students; the results revealed that the students incorporated 74% of revisions into their final drafts. Results also showed that the students focused equally on grammar and content. The organization of the writing task was; however, the least attended aspect. The researchers also proposed that peer feedback was a real help to teachers in the writing classroom.

Accordingly, Hyland (2000) conducted the qualitative study on effects of peer and teacher feedback offered to 6 ESL writers. The researcher collected the data by using a questionnaire, an interview, and class observation. The resulted from these instruments showed that at the end of the course, peer feedback was found helpful by the students. Peer feedback supported them at various stage of writing process. Teacher and peer written feedback of all the students' writing tasks were also analyzed. It was found that teacher sometimes overrode the students' decision on use of feedback. As a result, the researcher suggested that teacher should allow the students to choose the source of feedback.

Apart from the effectiveness of peer feedback, problem of turn taking occurred in peer feedback groups were found in some studies. For instance, Zhu (2001) found problems with interaction and feedback in a mixed peer feedback group which included native and non-native speakers of English; it was found that the non-native speakers in each group took fewer turns in discussions or in giving feedback on writing tasks. Furthermore, Zhu reported that the non-native speakers' feedback seemed to often be interrupted by the native-speaker. Therefore, oral peer feedback might not be useful for students in mixed groups. To solve this problem, the researcher recommended that students grouped or paired with those of similar levels of oral and writing proficiency as in Paulus' study (1999). Another solution was for the researcher to allow the students to give and receive peer feedback in pairs because this gave the students greater opportunity for intensive discussion about their writing (Mittan, 1989 cited in Paulus, 1999).

2.2.2 Effects of Trained Peer Feedback

For peer feedback to be effective, the learners should be trained to give and receive useful feedback. Studies on the effect of peer review training have been conducted by a number of L2 researchers (see, for example, McGroarty and Zhu, 1997; Min, 2006). In McGroarty and Zhu's (1997) study of 169 students in a composition course, the researchers employed student training conferences. They concluded that training on giving and receiving peer feedback helped the students increase the quality of their writing; the instructors also agreed on the need to conduct peer revision training in writing classes. Min (2006) conducted an EFL writing class to train 18 second-year students in the use of peer feedback. She also employed the teacher-student conference technique, using both oral and written mediums to discuss drafts during peer feedback. The results showed that the students incorporated a significantly higher number of reviewer's comments into their revisions after peer feedback training, and this brought about an increase in the quality of their writings.

In addition, many studies have supported the idea that peer feedback is extremely effective for a variety of reasons when students were trained on how to give and use feedback (de Guerrero and Villamil, 1998; Baker and Lundstrom, 2009). For example, de Guerrero and Villamil (1998) trained their students on giving feedback by projecting sample student's essays onto a screen and the class revised them along with the teacher. Any doubtful areas were discussed and clarified together. Also, Baker and Lundstrom (2009) incorporated training sessions on how to use and give peer feedback four times throughout the semester occupied by their study. The students were taught how to provide suggestions and were guided on the use of questions and comments.

2.2.3 Comparative Studies of Different Sources of Feedback

Many researchers have conducted studies on the effects of feedback on revision (Chaudron, 1984; Tsui and Ng, 2000; Miao, Badger, and Zhen, 2006; Nakanishi, 2007).

In 1984, Chuadron conducted a comparative study of peer and teacher provided feedback in an advanced ESL composition class. She did not find any significant differences between teacher feedback and peer feedback, but she proposed that peer feedback made the students gain multiple senses of ideas from their peers. Also, the native and L2 learners had a great deal of opportunity to interact in the classroom during peer feedback sessions and they learned others' ideas from giving and receiving feedback. Chuadron stated that peer feedback could relieve the overworked teacher's editorial tasks. Similarly, Paulus (1999) investigated the impact of peer feedback and teacher feedback on 11 ESL students in an intensive English language course at a public university in the USA. The result showed that teacher feedback was likely to have more of an impact than peer feedback. Paulus' study was different from Chuadron's in that it analysed the revisions the students made in detail. The findings revealed that the majority of revisions the students made were at a surface-level (i.e., grammar, mechanics); however, peer and teacher feedback influenced meaning-level changes (i.e., content, development, cohesion, and organization). Furthermore, Tsui and Ng (2000) conducted research on the role of peer feedback and teacher feedback in a secondary school in Hong Kong. All the students incorporated a higher percentage of teacher feedback in their revisions than peer feedback. A similar result was found by Miao, Badger, and Zhen (2006) who also conducted a study in a Chinese EFL writing class; where the students were asked to write multi-draft compositions. They reported that teacher feedback lead to greater improvements than those resulting from peer feedback. Nakanishi (2007) investigated the effects of four different sources of feedback on revision: self-feedback, peer-feedback, teacher-feedback, and mixed peer and teacher-feedback. The result of this study was that the students improved after each type of feedback, and there was no significant difference according to the sources of feedback. Research stated above did not discover that peer feedback sessions helped students to improve their writing ability more than did teacher feedback.

Nevertheless, writing improvements from using peer feedback have been found in other studies. Li's (2006) study revealed that the students improved their writing proficiency after receiving peer feedback in a writing class. The researcher worked with 68 Chinese freshmen majoring in English. She found that peer feedback

enhanced the students' awareness of errors when correcting drafts and helped them improve their own writing ability.

Although not all of the cited studies showed greater improvement in writing ability than was found to result from teacher feedback, peer feedback was found useful in terms of enhancing autonomous learning, developing a sense of audience, raising student awareness of errors through reading peers' writing, and fostering ownership of text (Tsui and Ng, 2000; Miao, Badger, and Zhen, 2006).

Therefore, it would seem crucial that peer feedback and discussion process should be introduced to EFL students in writing classes since it will develop students' thinking skills and leads to improvements in writing ability.

2.2.4 Students' Attitudes towards Peer Feedback

Several studies have been conducted to survey the students' attitudes about peer feedback in writing classrooms (see, for example, Lockhart and Ng, 1993; Jacob et al, 1998; Zhang, 1995; Roskams, 1999). These studies indicated that the research participants had positive attitude towards peer feedback. For example, Lockhart and Ng (1993) conducted a survey of 56 L2 students' attitudes of the usefulness of peer feedback. They noted that the sessions were well-received by the students; the data from questionnaire indicated that students found peer feedback useful. In addition in interviews to clarify the students' attitude towards peer feedback, they reported that peer feedback not only helped to enhance their sense of audience, but also helped them improve their reading ability and critical thinking skills. Furthermore, Jacob et al (1998) and Roskams (1999) surveyed the attitude towards peer feedback of the Chinese EFL students in their study. The researcher found similar findings; the students reported that peer feedback in their writing class was generally accepted as valuable.

However, there have been some studies indicating that students prefer teacher feedback to peer feedback. Zhang (1995) conducted a survey examining the affective advantage of peer feedback in the ESL writing class. The findings showed that the high figure of 94% of the students preferred teacher feedback to peer feedback. Similarly, Chinnawongs' (2001) studied on three writing feedback strategies: peer

comment, self-evaluation, and teacher reformulation among 25 Thai students enrolled in an English course; the results from the questionnaire revealed that the students preferred teacher reformulation to peer feedback and self-evaluation. The researcher suggested that the Thai culture of learning might have an influence on the students and that teacher feedback might be regarded more highly by students since they would not feel threatened or lose face. Nevertheless, the students claimed that they perceived peer feedback to be a useful technique in the writing process. The students stated that they enjoyed collaborating with their peers and that they tried to provide positive comments and softened their critical tone when giving advice.

Furthermore, Nakanishi (2007) conducted research on four different types of feedback: self-correction, teacher feedback, peer feedback, and peer accompanied with teacher feedback. The results from questionnaires revealed that the students using peer feedback accompanied with teacher feedback reported that the peer feedback helped them improve local writing aspects, whereas teacher feedback assisted them with global writing aspects. Thus, the researcher suggested that peer feedback and teacher feedback were complementary, and both were useful in helping in revision.

To the researcher's knowledge, there are not many studies in this area investigating lower proficiency learners who might also benefit from peer feedback. As supported by Baker and Lundstrom (2009) in their recent article, reviewing other students' papers is a viable and important way to improve one's own writing. Therefore in the researcher's opinion, it is useful to explore the use and effects of peer feedback on EFL student writers at different levels of English proficiency leading study to examine the effectiveness of peer feedback in both the low and high proficiency students in Thai EFL writing classrooms.

CHAPTER 3

METHODOLOGY

A quasi-experiment was designed to determine the effect of paired-peer feedback on EFL high school students' writing ability and their attitudes towards the use of such feedback. The results were derived from the identical pre-test and post-test conducted before and after training they had experienced paired-peer feedback. Then, a questionnaire was administered after the post-test, enquiring about the learners' attitudes towards paired-peer feedback.

This chapter presents the research methodology including research subjects, research instruments, data collection procedures, and data analysis.

3.1 Subjects

The population of this study was 80 Matayom Suksa 6 students in the first semester of the 2008 academic year at Princess Chulabhorn's College School, Trang province. Thirty-seven students were chosen to participate in this study. All the students were homogeneous in culture and were Thai native speakers aged 17-18. These students had never been trained in the use of paired-peer feedback.

The students were divided into two groups: the low and the high proficiency groups. They were set into two groups by using GPA from four English courses they previously studied: two Foundation English courses (6 credits) and two Speaking and Listening courses (4 credits). Nineteen students which were in the top quarter of the population were placed in the high proficiency group, and 18 students in the lowest quarter with the lowest English GPA were put into the low proficiency group. The average English GPA of the high proficiency and the low proficiency groups were 3.64 and 2.53 respectively as shown in Table 3.1.

Table 3.1: Subjects' English Proficiency

Subjects	Female	Male	Total	\bar{x}
Low English proficiency group	11	7	18	2.53
High English proficiency group	6	13	19	3.64

3.2 Research Instruments and Other Materials Used in the Study

The study employed two research instruments; namely, identical pre-test and post- test, and the questionnaire which can be illustrated as follow.

3.2.1 Identical Pre-Test and Post- Test

Identical pre-test and post-test were used in order to compare the English writing ability of the students. Both the low and the high proficiency students were asked to write a paragraph of up to ten lines within 20 minutes. Both the pre-test and the post-test were on the same subject: *“Introducing Myself to a New Friend”* (Appendix D).

3.2.2 Questionnaire

Before constructing the questionnaire, the researcher reviewed related literature and studies to get information about paired-peer feedback in terms of procedure, advantages, and problems. The information obtained from the review was used as a basis in writing the questionnaire items. Most of the information in the questionnaire was adapted from that of Teo (1986).

3.2.2.1 Construction of Questionnaire

The questionnaire probed into the students' attitudes towards paired-peer feedback. The students were presented with both open-ended and closed-ended

questions. This questionnaire was written in Thai to ensure that the intended meaning was conveyed. The questionnaire consisted of two parts functioning to elicit students' attitudes towards paired-peer feedback.

The first part aims to know if they like paired-peer feedback while the following open-ended questions were designed for them to express what they like and dislike. The last questions asked for problems of paired-peer feedback. The responses to the first part were collected before the second part was administered. This is to ensure that the students have a chance to think and say something of their own words. In other words, it is desirable to have the students express the attitudes, which come purely from them without being influenced by the statements in the second part.

The second part was composed of 20 statements about aspects of paired-peer feedback. It was aimed at exploring the students' opinions about the technique. This section was presented in the form of a four-level Likert scale. Each statement ranges from 4 "strongly agree" through 3 "agree" and 2 "disagree", to 1 "strongly disagree". The first 6 items (items 1- 6) reflected students' attitude towards improvements in global aspects and language. The next 5 items (items 7-11) concerned their preferences and confidence in giving feedback. The next three items (items 12-14) related to materials and techniques used in the training such as the list of error codes and the peer feedback sheet. Three items (items 15-17) asked the students about learning from their peers; for example, whether they learned from their peers' errors. The last three statements (items 18-20) concerned discussions in pairs.

3.2.2.2 Pilot of Questionnaire

This questionnaire was commented on by the researcher's supervisory committee and revised by the researcher before being piloted. In order to ascertain the reliability of the questionnaire, a draft questionnaire about attitudes towards paired-peer feedback was initially piloted with 40 M.6 students from Princess Chulabhorn's College School, Trang Province. They had the similar characteristics as the students participating in the current study. These students had been trained to use paired-peer feedback for three weeks before the administration of the draft questionnaire. The results of the questionnaire revealed that they had positive attitudes towards the

technique. Based on the results, the researcher revised and improved the questionnaire to obtain the final version (see Appendix E).

Other materials, namely peer feedback forms were also used in the study and a rating rubric was used for assessing the pre-test and the post-test writing products. These materials are presented as follows:

3.2.3 Peer Feedback Forms: List of Error Codes and Peer Feedback Sheet

The post pre-test procedure was divided into two levels of writing: sentence-level and paragraph-level. During sentence-level writing, both the low and high proficiency students were trained to give feedback using a list of error codes (Appendix B). These codes were employed to correct the language errors in a sentence such as grammar, vocabulary, punctuation, and spelling. In paragraph-level writing, the students were trained to use codes accompanied by a peer feedback sheet (Appendix C) when correcting their peers' paragraph. The form of the peer feedback sheet were intended to guide the students to give feedback in respect of global aspects of the writings, namely, content, organization, layout and style.

3.2.4 Rating Rubric

To assess the writing proficiency of the students, a grading rubric adapted from the Cambridge University teacher's writing evaluation scale was used in this study (see Appendix A). This scale was adapted to suit the students' work in terms of the kind of writing, their writing level, and the general standard of English writing proficiency. The students were assigned a total score of ten points. The scoring guide is based on 5 points for the global writing aspects: content, organization, layout, and style. Another 5 points is used for measuring local aspects: grammar, vocabulary, punctuation, and spelling.

3.3 Data Collecting Procedure

Data were collected during the first semester of the 2008 academic year from May to August. The data collecting procedure was divided into three main stages: the pre-test, paired-peer feedback training, and the post-test. All the stages were conducted for one full hour per week over the three-month course; there were totally 12 hours as follows:

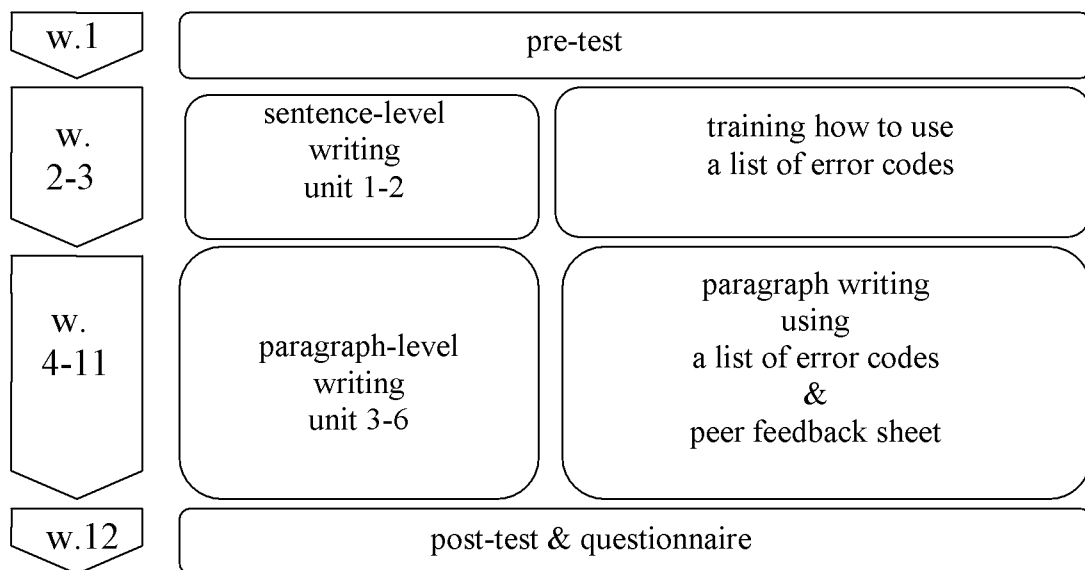
3.3.1 Pre-Test

In the first week of the study, the writing pre-test was conducted to investigate the students' existing writing ability. Within 20 minutes, all the participants in both the low and high groups were asked to write a descriptive paragraph on the familiar topic of '*Introducing Myself to a New Friend*'. The test was graded by the teacher of the course and the researcher using the Cambridge University Teacher's Writing Evaluation Scale; the inter-rater reliability between the two raters was calculated.

3.3.2 Paired-Peer Feedback Training

The training in and use of paired peer feedback was conducted during ten 50-minute classes (from week 2 to week 11) separately for the low and the high proficiency groups on the same day. The stage of giving and receiving feedback was divided into two phases: sentence-level writing and paragraph-level writing (see Figure 3.1).

Figure 3.1: Data Collection Procedure



3.3.2.1 Sentence-Level Writing Feedback Training

After the writing pre-test, both the low and high ability students were trained to give feedback at the sentence-level writing for 2 weeks according to the tentative plan in receiving and giving paired-peer feedback (see Appendix F). The students were asked to write sentences related two assigned topics: *“Working a part time job while I go to school”*, and *“Plans to do in the future”*. For instance, if the topic is *“Plans to do in the future”*, the students have to write 5 sentences describing their plans. When the students had finished writing, the researcher displayed one student’s sentences on the board, and then asked the class to correct them together. In this phase, the list of error codes was exploited to correct the language errors in the sentences such as errors in grammar, vocabulary, punctuation, and spelling. For example, the letter “S” was marked to indicate a spelling error, the letter “V” for an error in verb form, and “Art” for an article error. The researcher encouraged the students to give feedback and provided guidance in the discussion as requested by the students or as necessary. The errors from the sentences were discussed in the class. Then, the students exchanged their completed sentences with their self-selected partner, and the peer reader gave feedback using the list of error codes. Lastly, the

peer reader returned the edited draft to the peer writer to rewrite it into their final draft which was then submitted to the teacher.

3.3.2.2 Paragraph-Level Writing Feedback Training

After the completion of training in correction at sentence level, the second phase of paragraph-level writing feedback training was conducted. The students monitored by the researcher performed paired-peer feedback procedures (adapted from Witbeck, 1976; Liu and Hansen, 2005). At this stage, the students started to write a paragraph individually under three topics: *“My favorite hobby”*, *“My favorite animal”*, *“What is love?”*, and *“What I want to be in the future”*. When finishing writing, the students exchanged their tasks and gave feedback employing the list of error codes and the peer feedback sheet. The error codes were used for reviewing the local aspects of writing (i.e., grammar, vocabulary, punctuation, and spelling). Each pair further read and gave feedback on global understanding to his/her partner by using the peer feedback sheet adapted from Miao, Badger, and Zhen (2006). This form guided the students to give feedback on global aspects such as content, organization, layout, and style. For instance, in the first section of the peer feedback sheet, the students were asked to underline the sentences which were irrelevant to the topic of the paragraph as a means of reviewing content. In addition, to review paragraph organization, the students would check whether each paragraph contained a topic sentence or not. The students shared and discussed their ideas with each other, gave comments, and then edited their peers' work; this took around 15 minutes. While the students performed these tasks, the researcher acted as a monitor and counselor. After conducting paired-peer feedback, the peer reader returned the corrected draft and the peer feedback sheet to the peer writer to rewrite the final draft. The edited paragraph was submitted to the teacher and the researcher for grading.

3.3.3 Post-Test and Questionnaire

The post-test, which lasted for 20 minutes, was conducted at the end of the whole training. The low and the high proficiency students were asked to write a

paragraph on the topic “*Introducing Myself to a New Friend*” which was the same as the pre-test. The test was graded by the teacher and the researcher using the same scale; the inter-rater reliability was calculated. After the post-test, a questionnaire asking about paired-peer feedback was administered to both groups.

3.4 Data Analysis

The change in the students’ English writing ability and their attitudes towards the use of paired-peer feedback were computed by the SPSS version 11.0 computer program. To answer each research question, the following analyses were conducted:

Research Question 1: Does the English writing ability of the low and the high proficiency students improve after paired-peer feedback?

To answer the first research question, the change in the students’ English writing ability was analyzed. The mean writing scores of the low and the high proficiency students from the pre-test and the post-test were calculated. The mean scores of each group were then compared using paired sample t-tests to determine whether there had been any improvement in the English writing ability of the members of each group after the paired-peer feedback training.

Research Question 2: Do the low and the high proficiency students show a significantly different degree of improvement in writing ability after paired-peer feedback?

The mean score differences between the pre-test and the post-test of the high and the low ability groups were compared using an independent sample t-test to determine if there was any significant difference in writing ability shown by the two groups.

Research Question 3: What are the low and the high proficiency students' attitudes towards paired-peer feedback?

Finally, the survey of attitudes towards peer feedback in writing was carried out. The data derived from the two-part questionnaire were analyzed for means and percentages. The data obtained from the first part of the questionnaire which consists of open-ended questions were grouped and tallied according to the similarity, and the frequency was calculated into percentages.

For the second part of the questionnaire, the participants' level of agreement with the 20 statements based on the four-level rating scale was interpreted item by item. The mean scores of the students' attitudes were interpreted as follows:

3.51 – 4.00	=	Strongly agree
2.51 - 3.50	=	Agree
1.51 – 2.50	=	Disagree
1.00 – 1.50	=	Strongly disagree

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents the research findings followed by a discussion. To answer the research questions, the analysis of the data on the writing ability of the two groups of subjects are presented along with the findings as to their attitudes after experiencing paired-peer feedback.

The research questions put forward for investigation in this study were:

- 1.) Does the English writing ability of the low and the high proficiency students improve after paired-peer feedback?
- 2.) If so, do the low and the high proficiency students show a significantly different degree of improvement in writing ability after paired-peer feedback?
- 3.) What are the low and the high English proficiency students' attitudes towards paired-peer feedback?

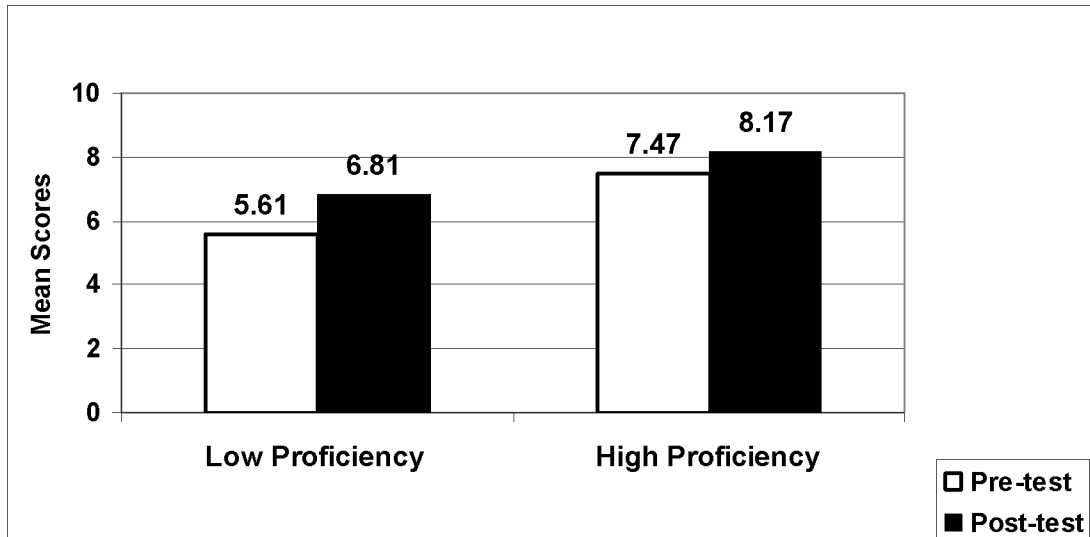
4.1 Comparison between Mean Scores of Low and High Proficiency Students

The first section of this chapter answers research question 1 asking if the English writing ability of the low and the high proficiency students improve after paired-peer feedback.

The answer to this question was based on the scores from the pre-test and the post-test writing, which the inter-rater reliability ranged from 0.799-0.812 indicating moderate reliability. The mean from the tests scores of each group were compared, and then paired sample t-tests were used to determine whether there was any significant difference in the English writing ability of the members of each group.

The comparison of the means scores of the pre-test and the post-test of the low and the high proficiency students is shown in Figure 4.1.

Figure 4.1: Subjects' Pre-Test and Post-Test Mean Scores



As can be seen, both the low and high proficiency students' writing scores improved after receiving and giving paired-peer feedback. As shown in Figure 4.1, the low proficiency students' mean scores in the pre-test and the post-test were 5.61 and 6.81 respectively, whereas the high group's mean scores were 7.47 and 8.17.

The pre-test and post test scores were compared using paired sample t-tests, and as can be seen from Table 4.1 the increases in the mean scores of both the low and high groups after performing paired-peer feedback were both significant different ($p < .001$).

Table 4.1: Comparison of Mean Scores between Low and High Proficiency Students

Groups	Pre-test scores		Post-test scores		t-values	Sig. (2-tailed)
	\bar{x}	S.D	\bar{x}	S.D		
Low (N=18)	5.61	.509	6.81	.755	-8.570	.001**
High (N=19)	7.47	.687	8.17	.898	-4.575	.001**

** Significant at 0.001 level

It can therefore be concluded that following paired-peer feedback the writings of both the low and high proficiency students were significantly improved.

4.2 Comparison of Improvement in Mean Scores of Low and High Proficiency Students

This section answers research question 2 whether the low and the high proficiency students show a significantly different degree of improvement after paired-peer feedback in case the feedback can improve the students' writing ability.

In order to answer this research question, the mean score difference of the low and the high proficiency students were compared. An independent sample t-test was employed in order to establish whether the degrees of improvement achieved by the two groups were significantly different.

The comparison of the improvement in mean scores of each group after undertaking paired-peer feedback is shown in Table 4.2.

Table 4.2: Comparison of Improvement in Students' Mean Scores

Subjects	Improvement in mean scores	S.D	t-value	Significance (two-tailed)
Low English proficiency	1.20	.591	2.103	.043*
High English proficiency	0.70	.687		

* Significant at 0.05 level

According to Table 4.2, the improvement in mean scores of the low proficiency students was found to be 1.20 whereas the improvement recorded by the high proficiency students was 0.70. Therefore, while both groups of students could write more effectively after receiving and giving paired-peer feedback, the increase in mean scores was greater in the low ability group and this difference was found to be significant by an independent sample t-test ($p < .05$). This result confirms that the low

proficiency group's scores increased to a significantly greater degree than those of the high proficiency group after experiencing paired-peer feedback.

4.3 Students' Attitudes towards Paired-Peer Feedback

This section answers research question 3 which aimed to find out what the low and the high English proficiency students' attitudes towards paired-peer feedback were. The opinions of the students from both the low and high proficiency groups about paired-peer feedback were collected after the post-test through the two-sectioned questionnaire.

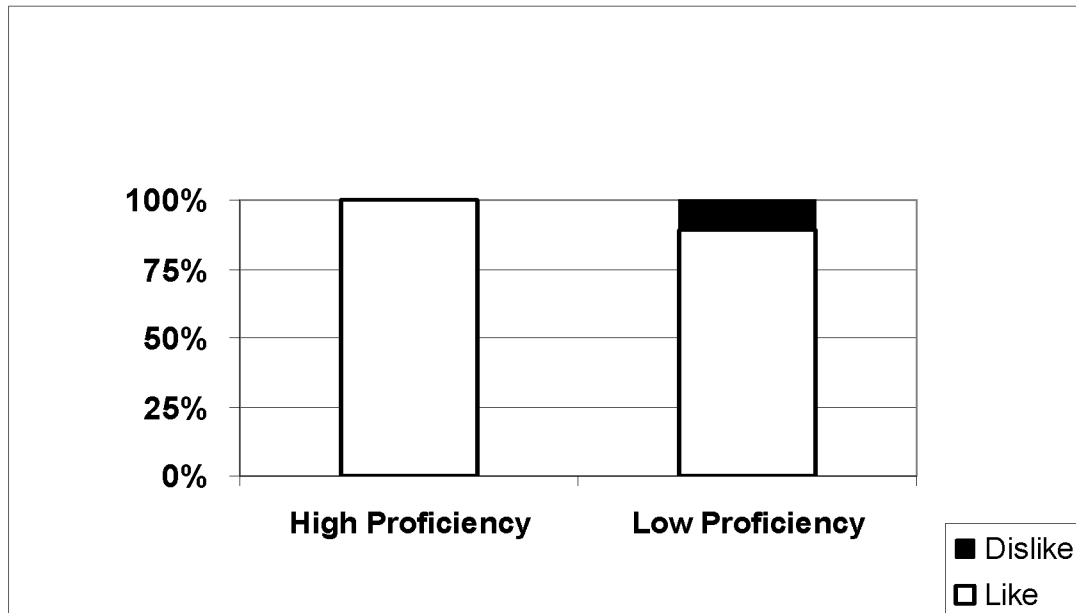
The first section was composed of one closed-ended and three open-ended questions asking about attitudes towards paired-peer feedback, students' favorable attitudes, students' unfavorable attitudes, and problems on this technique identified by the students.

4.3.1 Questionnaire Section I

4.3.1.1 Attitudes towards Paired-peer Feedback

The first question of section I, which is the closed-ended question, aimed to determine if the students liked or disliked paired-peer feedback. Overall, it was found that 35 out of 37 students in both the low and high proficiency groups liked paired-peer feedback. That is, the result indicates that 88.89% of the low proficiency students liked paired-peer feedback, whereas 100% of the high group liked this technique (see Figure 4.2).

Figure 4.2: Students' Attitudes towards Paired-Peer Feedback



In order to clarify the reasons why the low and the high proficiency liked and disliked paired-peer feedback, the open-ended questions were established. Both the low and high proficiency students expressed similar responses, which are written in italic statements presenting in Table 4.3 – Table 4.8. At the same time, some opinions were expressed differently by each group.

4.3.1.2 Students' Favorable Attitudes towards Paired-Peer Feedback

The second question, asking what the students liked about this technique, was focused. The findings indicated the benefits the low and the high proficiency students gained from using the technique. All responses reported by the low and the high proficiency students were grouped according to the similarity and were calculated in percentages. The favorable attitudes of the low and the high proficiency students are shown in Table 4.3 and Table 4.4 respectively. The similar responses stated by the low proficiency group were grouped into ten statements as follows:

Table 4.3: What Low Proficiency Students Liked about Paired-Peer Feedback

No.	Statements	Occurrences	Percentage
<i>1</i>	<i>I learned through my errors and corrected them.</i>	8	20.51
<i>2</i>	<i>I could practice reading and writing a paragraph.</i>	7	17.94
<i>3</i>	<i>I got multiple ideas in writing from my peers.</i>	6	15.38
<i>4</i>	<i>I learned more about grammar and idioms.</i>	4	10.25
<i>5</i>	<i>I learned vocabulary through paired-peer feedback</i>	3	7.7
<i>6</i>	The spelling in my work was corrected.	3	7.7
<i>7</i>	My written work was improved.	3	7.7
<i>8</i>	I practiced working systematically.	2	5.13
<i>9</i>	I learned how to write well from my peers' works.	2	5.13
<i>10</i>	<i>I felt free to ask my peers about my errors.</i>	1	2.56
Total		39	100

All the responses were synthesized into ten statements. The major positive attitude expressed 20.51% of the occurrences was that paired-peer feedback helped them to identify errors and correct them appropriately. This accorded with the four-point scale rating on question # 15, in which the students agreed that they learned from the errors in their classmates' work. Further, 17.94% of the occurrences noted that they could practice reading and writing a paragraph and 15.38% stated that they were able to get many ideas from their peers' work and adapt them to their own writing. Some respondents also mentioned that they were fond of this method because it enabled them to learn more about language use such as the use of grammar, idioms, and vocabulary.

The following table presents what high proficiency students liked about paired-peer feedback. The similar responses of the students were grouped into 10 statements.

Table 4.4: What High Proficiency Students Liked about Paired-Peer Feedback

No.	Statements	Occurrences	Percentage
1	<i>I got multiple ideas in writing from my peers.</i>	16	33.33
2	<i>I learned through my errors and corrected them.</i>	9	18.75
3	<i>I could practice reading and writing a paragraph.</i>	6	12.5
4	<i>I felt free to ask my peers about my errors.</i>	4	8.33
5	<i>I learned more about grammar and idioms.</i>	3	6.25
6	I remembered knowledge gained from my peers' work.	3	6.25
7	<i>I learned vocabulary through paired-peer feedback</i>	2	4.17
8	I had good interaction with my peers during paired-peer feedback.	2	4.17
9	I practiced thinking systematically.	2	4.17
10	It was a pleasure to read my peers' work.	1	2.08
Total		48	100

As can be seen from Table 4.4, the high proficiency students expressed ten responses. It presented that 33.33% of the occurrences said that they could get multiple ideas from their peers' works and 18.75% of the occurrences mentioned that they learned through their errors and were able to correct them. They also noted that they could practice writing and reading skills (12.5%) and that when giving feedback, the students felt free to ask their peers about the errors identified (8.33%).

Interestingly, items 1-5, 10 from the low proficiency group presented in Table 4.3 and items 1-5, 7 from the high proficiency group in Table 4.4 are identical, which are italicized. This means that the low and the high proficiency students held the neutral attitude towards using paired-peer feedback. Both groups reported that they gained various ideas during giving and receiving feedback. They also learned through the errors they made and learn more about grammar, idiom, and vocabulary.

The findings from the questionnaire revealed that most of the students had favorable attitudes towards paired-peer feedback. Furthermore, the students mentioned the various benefits they gained from employing this technique. However,

some negative attitudes and practical problems from using paired-peer feedback in the class also emerged from the findings of the questionnaire.

4.3.1.3 Students' Unfavorable Attitudes towards Aspects of Paired-Peer Feedback

Next, another open-ended question, asking what students disliked about paired-peer feedback, was obtained. Again, the students' responses were grouped according to the similarity. They were then tallied for frequency which was calculated in percentages. The unfavorable attitudes of the low and the high proficiency students are presented respectively in Table 4.5 and Table 4.6. From the data collection, the low proficiency students proposed the similar unfavorable responses, which were grouped into 6 statements.

Table 4.5: What Low Proficiency Students Disliked about Paired-Peer Feedback

No.	Statements	Occurrences	Percentage
1	<i>I did not feel like correcting my peers' work.</i>	8	38.10
2	<i>I had too little knowledge to correct my peers' work.</i>	5	23.81
3	<i>I was not confident in correcting my peers' work.</i>	4	19.05
4	I had too much work to do.	2	9.52
5	My peers were not consistent in correcting my work.	1	4.76
6	I was not confident about being corrected by my peers.	1	4.76
Total		21	100

There were some aspects of paired-peer feedback which the students disliked or complained about. In Table 4.5, the data reveal that 38.10 % of the occurrences did not feel like giving feedback to their peers because paired-peer feedback involved complicate stages, and there were too many materials to use. Another 23.81 % of the

occurrences complained that they had too little knowledge to correct their peers' work, and 19.05 % of them were not confident in correcting their peers' work. Table 4.5 also presents that 9.52% of the responses expressed the view that doing paired-peer feedback presented them with too much work to do. Also, 5% of them commented that their peers lacked consistency in correcting their work, and 4.76 % of them said that they disliked paired-peer feedback because they lacked confidence in their peers' ability to make correction.

The following table presents what high proficiency students disliked about paired-peer feedback, grouped into 6 statements.

Table 4.6: What the High Proficiency Students Disliked about Paired-Peer Feedback

No.	Statements	Occurrences	Percentage
1	<i>I was not confident in correcting my peers' work.</i>	9	42.87
2	<i>I had too little knowledge to correct my peers' work.</i>	6	28.57
3	The technique was sometimes complicated.	2	9.52
4	Paired-peer feedback took too much time to do.	2	9.52
5	<i>I did not feel like correcting my peers' work.</i>	1	4.76
6	I was not confident that the corrections I suggested for my peers' work were correct.	1	4.76
Total		21	100

Table 4.6 shows that about 42.87% of the occurrences admitted that they were not confident in correcting their peers' works and 28.57% of them complained that they could not correct their peers' drafts with their limited writing proficiency and writing knowledge. About 9.52 % of the occurrences commented that the paired-peer feedback technique entailed complicated procedures, and another 9.52 % added that the procedure took too much time to do.

Again, some responses reported by the low and the high proficiency students' unfavorable were identical; that is the items 1-3 in Table 4.5 and items 1-2, 5 in Table

4.6, which are italicized. Both groups complained that they had too little knowledge and were not confident in correcting peers' drafts; they also did not feel like correcting works.

In addition to the positive and negative attitudes expressed about paired-peer feedback, a number of problems with this technique were identified, which are explored in the following section.

4.3.1.4 Problems Identified on Paired-Peer Feedback

The final question of the questionnaire Section I asked about problems experienced by the low and the high proficiency students when using paired-peer feedback. All the respondents provided responses to this question. The problems with paired-peer feedback identified by the low and the high proficiency students are listed respectively in Tables 4.7 and 4.8.

Having analyzed the responses reported by the low proficiency group, the researcher found five groups of problems.

Table 4.7: Problems Identified by Low Proficiency Group

No.	Statements	Occurrences	Percentage
1	<i>I did not have enough knowledge or understanding of English, so I could not correct my peers' work.</i>	7	43.75
2	My peers and I are at the same level, so we could not detect each others' errors.	4	25
3	<i>My peers corrected what was already correct.</i>	2	12.5
4	<i>My peers were not consistent in correcting works.</i>	2	12.5
5	There were too many correction codes.	1	6.25
Total		16	100

Table 4.7 shows the major problems with paired-peer feedback experiencing by the low proficiency students. Almost half (43.75%) of the occurrences stated that they did not have enough knowledge and understanding of English, so they could not

understand their peers' drafts. Twenty-five percent of the occurrences reported that they and their peers were at the same level, so they could not detect their peers' errors therefore unable to correct their work. Additionally, 12.5% of them complained that their peers corrected what was already correct, and a similar number posited that sometimes their peers were not consistent in correcting their work. Finally, one person (6.25%) revealed that there were too many correction codes and that they were too complicated.

Besides, the problems identified by the high proficiency students were investigated and grouped into 6 statements.

Table 4.8: Problems Identified by High Proficiency Group

No.	Statements	Occurrences	Percentage
1	<i>I did not have enough knowledge and understanding of English, so I could not correct my peers' work.</i>	11	50
2	<i>My peers corrected what was already correct.</i>	4	18.18
3	I did not know enough vocabulary to understand what my peers wrote.	2	9.09
4	I was not confident that the corrections I suggested for my peers' work were correct.	2	9.09
5	My peers lacked the confidence to correct my work.	2	9.09
6	<i>My peers were not consistent in correcting works.</i>	1	4.55
Total		22	100

The data presented in Table 4.8 indicate the problems the high proficiency students encountered with paired-peer feedback. Half of the high proficiency students (50%) mentioned that they did not have enough knowledge and understanding of English. The result also indicates that 18.18% of the responses complained that their peers corrected what was already correct. Additionally, 9.09% of them complained that they did not know enough vocabulary, so they could not understand what their

peers wanted to tell the readers. Another 9.09% of the responses said that they were not confident that the corrections they suggested for their peers were correct, and 9.09% lacked the confidence in correcting peers' drafts.

The identical problems stated by both the low and the high proficiency students, which are italic statements, were that they did not have enough understanding of English. They also complained about the peers' consistency in correcting the works, and their peer sometime corrected what was already correct.

4.3.2 Questionnaire Section II

The second section of the questionnaire was intended to determine the degree agreement or disagreement with 20 statements about paired-peer feedback based on a four-point rating scale representing strongly agree, agree, disagree, and strongly disagree. Their attitudes were coded and the mean scores and standard deviations were calculated using SPSS Version 11.00. The results of the second section of the questionnaire yielded positive responses to 19 out of the 20 statements. The students agreed and strongly agreed that aspects of paired-peer feedback were beneficial when carrying out writing tasks and resulted in improvements in language and increases in their confidence. They also had positive views about the materials and techniques used in the training, as well as about the opportunity of learning from their peers, and discussing with them in pairs.

To clearly understand the responses of this section, the findings will be presented in detail in 5 parts.

- 4.3.2.1 Attitudes towards improvement in local and global aspects (items 1-6)
- 4.3.2.2 Students' preference and confidence when using paired-peer feedback (items 7-11)
- 4.3.2.3 Attitudes towards materials and techniques used in the training (items 12-14)
- 4.3.2.4 Attitudes towards learning from peers through paired-peer feedback (items 15-17)
- 4.3.2.5 Attitudes towards discussions in pairs (items 18-20)

4.3.2.1 Attitudes towards Improvement in Local and Global Aspects (items 1-6)

The first part (items 1-6) of the second section relates to the students' attitudes towards improvements in local and global writing aspects after paired-peer feedback training. It is divided into four items of local writing aspects: vocabulary, spelling, grammar, and punctuation, and another two items of global aspects: organization and content are presented. The results from the questionnaire are presented in Table 4.9 below.

Table 4.9: Attitudes towards Improvements in Local and Global Aspects (items 1-6)

Items	Low (N=18)			High (N=19)		
	Mean	S.D.	Level of Agreement	Mean	S.D.	Level of Agreement
1. Vocabulary	3.17	.514	Agree	3.32	.582	Agree
2. Spelling	3.11	.583	Agree	3.26	.562	Agree
3. Grammar	3.22	.647	Agree	3.11	.567	Agree
4. Punctuation	3.06	.725	Agree	3.21	.631	Agree
5. Organization	3.17	.707	Agree	3.26	.653	Agree
6. Content	3.33	.594	Agree	3.16	.765	Agree
Average	3.18	.628	Agree	3.22	.627	Agree

As shown by the students' responses to questionnaire items 1 to 6 in Table 4.9, it was apparent that the students found paired-peer feedback useful. It helped them to improve a number of aspects of their English writing such as their use of vocabulary, spelling, grammar, punctuation for local writing aspects; organization, and the content for global writing aspects. The average mean rating on the 6 questions dealing with these aspects falls between 3.06-3.33 for low group's response and 3.11-3.32 for those of the high group. Both the low and the high proficiency groups' responses represented the "agree" level.

4.3.2.2 Students Preference and Confidence When Using Paired-Peer Feedback (items 7-11)

The next part (items 7-11) related to the students' preferences and their confidence when using paired-peer feedback. Their confidence in being corrected by the others who were more or less able than themselves was examined, as was their perceived ability to ask their peers about their errors and the satisfaction they felt in using this technique.

Table 4.10: Students' Preference and Confidence When Using Paired-Peer Feedback (items 7-11)

Items	Low (N=18)			High (N=19)		
	Mean	S.D.	Level of Agreement	Mean	S.D.	Level of Agreement
7. I feel free to ask my peer about my errors.	3.33	.686	Agree	3.47	.697	Agree
8. I feel confident about being corrected by others who are more able than me.	2.67	.767	Agree	3.21	.713	Agree
9. I feel confident about being corrected by others who are less able than me.	2.39	1.037	Disagree	2.47	.772	Disagree
10. I like the way that my classmates give feedback.	3.00	.686	Agree	3.00	.745	Agree
11. I feel satisfied with my final product after giving and receiving feedback.	3.28	.575	Agree	3.16	.602	Agree
Average	2.93	.750	Agree	3.06	.706	Agree

Table 4.10 shows that the average scores of the low proficiency students were between 2.39 to 3.33 ranging from the "disagree" to "agree" levels, whereas the average scores of the high proficiency students were between 2.47 to 3.47 ranging from the "disagree" to "agree" levels. Neither group of students agreed that they felt confident about being corrected by others who were less able than they are. The highest mean in this section was in item 7, indicating that they felt free to ask their peers about their errors (low=3.33; high=3.47). This was in line with the open-ended question in the first section (see Tables 4.3 and 4.4).

4.3.2.3 Attitudes towards Materials and Techniques Used in the Training (items 12-14)

The students' responses to the questionnaire items 12 to 14 were analyzed to discover the students' attitudes towards the materials and techniques used in the paired-peer feedback procedure. The materials and the techniques employed in the training were the peer feedback sheets, the list of error codes, and the written comments given on their work.

Table 4.11: Attitudes towards Materials and Techniques Used in the Training (items 12-14)

Items	Low (N=18)			High (N=19)		
	Mean	S.D.	Level of Agreement	Mean	S.D.	Level of Agreement
12. The peer feedback sheet is a beneficial tool in giving feedback.	3.28	.461	Agree	3.32	.582	Agree
13. Using a list of error codes in giving feedback helps me to improve my work.	2.83	.786	Agree	3.21	.713	Agree
14. Written comments from my peers help me to improve my work.	3.67	.485	Strongly Agree	3.47	.612	Agree
Average	3.26	.577	Agree	3.33	.636	Agree

The results in Table 4.11 show that the low proficiency students' response ranged from 2.83 to 3.67, falling within the agreement and strong agreement level. Those of the high proficiency students' response falls between 3.21-3.47, generally representing "agree" level. Both the low and the high proficiency students agreed that the peer feedback sheets, the list of error codes, and the written comments were beneficial in giving feedback. The highest score in this section was on item 14 on which the low proficiency students recorded a mean score of 3.67, defined as "strong agreement". They clearly accepted that the written comments from their peers helped them to improve their work.

4.3.2.4 Attitudes towards Learning from Peers through Paired-Peer Feedback (items 15-17)

The responses to questionnaire items 15 to 17 were examined to establish the students' attitudes towards learning from peers through paired peer feedback. This section relates to the advantages of learning from peers' language errors and writing styles as illustrated in Table 4.12.

Table 4.12: Attitudes towards Learning from Peers through Paired-Peer Feedback (items 15-17)

Items	Low (N=18)			High (N=19)		
	Mean	S.D.	Level of Agreement	Mean	S.D.	Level of Agreement
15. I learn from the errors in my classmates' work.	3.50	.618	Agree	3.42	.692	Agree
16. When I discuss the errors, I remember them and do not make them again.	3.28	.575	Agree	3.11	.658	Agree
17. Reading peers' writing helps me to think critically.	3.39	.502	Agree	3.42	.607	Agree
Average	3.39	.565	Agree	3.31	.652	Agree

In regard to the scores in items 15 to 17 shown in Table 4.12, the average mean rating of the low proficiency students' attitudes ranges from 3.28 to 3.50, falling under the "agree" level, and those of high group ranges from 3.11-3.42, representing "agree" level. They all agreed that when giving feedback, they learned from their peers in terms of both errors and writing style. When conducting paired-peer feedback, they agreed that discussion helped them to remember errors and not to make them again. Additionally, both the low and the high proficiency students agreed that reading their peers' drafts helped them to think critically.

4.3.2.5 Attitudes towards Discussion in Pairs (items 18-20)

The final part of the second section of the questionnaire relates to the discussions in pairs. In conducting paired peer feedback, the students were able to have the opportunity to interact and discuss with their peers. The result gained from the questionnaire is presented in Table 4.13.

Table 4.13: Attitudes towards Discussions in Pairs (items 18-20)

Items	Low (N=18)			High (N=19)		
	Mean	S.D.	Level of Agreement	Mean	S.D.	Level of Agreement
18. Discussion with my peers allows me to practice communicating understandably.	3.39	.502	Agree	3.26	.806	Agree
19. Discussion with my peers helps me to be an open-minded person.	3.39	.778	Agree	3.58	.607	Strongly Agree
20. Discussion with my peers provides me with a sense of multiple ideas from my peers.	3.61	.502	Strongly Agree	3.63	.597	Strongly Agree
Average	3.46	.594	Agree	3.49	.670	Agree

The last part of the second section of the questionnaire contained three items asking the students about the discussions in pairs. It was found that the low proficiency students' average mean ratings ranged from 3.39 to 3.61; those of the high proficiency students' response were between 3.26 and 3.68, generally defined as "agree" and "strongly agree" levels. The low and the high proficiency students accepted that discussion with their peers allowed them to practice communicating understandably. Interestingly, the high group strongly agreed that discussion with peers made them open-minded ($\bar{x} = 3.58$). Both the low and the high group strongly agreed that they got multiple ideas in writing paragraphs from the discussions with their peers (low: $\bar{x} = 3.61$; high: $\bar{x} = 3.63$). The findings are in line with the positive attitudes presented in Tables 4.3 and 4.4.

In conclusion, the analysis of the data from the questionnaire suggested that paired-peer feedback was considered a satisfactory technique by both the low and the high proficiency students. This technique created positive attitudes towards giving feedback and most students viewed paired-peer feedback as a useful means of improving their written work. Gaining a sense of multiple ideas from peers and learning through errors are the advantages which gained the highest level of agreement from the students. There were some problems of students lacking knowledge and confidence while giving feedback.

To conclude, the major findings of this study are as follows:

1. Paired-peer feedback was able to help the high and the low proficiency students to significantly improve the quality of their writing ability.
2. After experiencing paired-peer feedback, the low proficiency students' writing improved to a greater degree than that of the high proficiency students.
3. The students experiencing paired-peer feedback generally had positive attitudes towards paired-peer feedback and accepted it as a useful technique to help them generate an effective writing product.

The findings presented above will be discussed in the next section.

4.4 Discussion of Findings

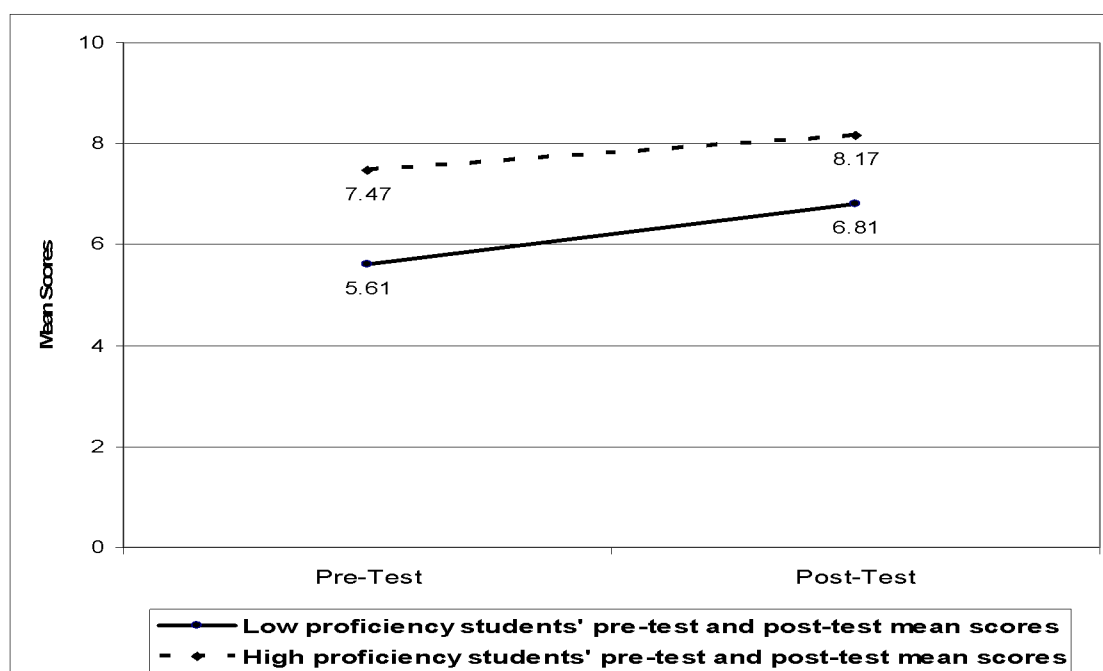
The discussion of findings from the study is presented in this section. The information in the findings section will be reviewed first, followed by these from the questionnaire section.

4.4.1 Discussion of Findings from Paired-Peer Feedback Training

The results of this study appear to show that writing classes utilizing the paired-peer feedback technique can bring about significant improvements in students written work. The low proficiency students' writing mean scores in the pre-test and the post-test were 5.61 and 6.81, representing an increase of 1.2, whereas the high group's mean scores were 7.47 and 8.17, representing an increase of 0.7. The results

from the paired sample t-tests showed that the increases in both the low and the high groups' writing mean scores after performing paired-peer feedback was significantly higher ($p < .001$). Interestingly, the low proficiency group's scores increased significantly ($p < .05$) more than the high group's as illustrated in Figure 4.3.

Figure 4.3: Low and High Proficiency Groups' Mean Scores in Pre-Test and Post-Test



At least two factors come into play with this result. Firstly, the low proficiency students probably made more errors than the high proficiency students in the pre-test, so they were able to learn more from such errors they and their peers made. As Teo (1986), noted in her study of peer correction and its effects on learners' subsequent written work that the students were able to increase their knowledge through discussion of the errors they made. Additionally, Chun-xian (2007) suggested that peer feedback activities generally help the students to correct errors, which cannot only improve the students' language proficiency, but also promote their idea of enriching the language used in writing. It is possible that the more errors the low proficiency students made, the more their awareness is raised of what makes a good composition. Correcting others' errors seems to help students avoid making the same errors themselves.

The second possible reason why the low proficiency students made more improvement than the high group was that there was more room for improvement. The improvement in the scores of the low proficiency students was greater than that of the high proficiency students since their starting scores were lower. In this study, it was likely that the range of score increases achieved by the low group would be greater after paired-peer feedback because the pre-test mean score of the low proficiency students was at a lower level ($\bar{x} = 5.61$) than that of the high group, which was rather high ($\bar{x} = 7.47$). This is consistent with Baker and Lundstrom's (2009) study on the benefits of peer feedback at different English proficiency levels. The researchers suggested that one possible reason was that students at the lower proficiency level had less-developed language skills, so they had more room for improvement than the higher proficiency group. Therefore, the effects of the new skills they developed resulted in a greater improvement in their writing ability. It is possible that this is why the low group gained more benefit from paired-peer feedback than did the high proficiency group.

In the current study, both the low and the high proficiency students took 20-minute pre-test and post-test on the same topic "*Introducing Myself to a New Friend*". It is clearly noticeable that the low proficiency students, who had less-developed language skills, improved their writing markedly after conducting paired-peer feedback.

Four examples below from the low and the high proficiency students' pre-test and post-test demonstrate how the low proficiency group made greater improvements in their writing in the post-test than the high proficiency group. The following paragraphs were selected as illustrations from those students who made the greatest improvement between the two tests.

Example I**Pre-Test Writing of Student A (Low Proficiency Student)***Introducing Myself to a New Friend*

Hello, sir, my name is Fearn. I live in Suratthani, but I study in Trang. There are 4 people in my family, father mother sister and me. On weekend I and my sister usually go to my grandparents's house for cooked. For example, last Sunday, I and my sister cook Pad-Tai. In my freetimes, I always read magazines and cartoon books. I like to listen to rock music. My favourite singer is Avril and Westlife. I interested in Art. I like to draw about nature. More over, I ever 3 times in drawing contest.

(Average mark assigned to Student A by two raters:
global writing aspects = 2.5 and local writing aspects = 2.5)

It can be seen from this paragraph that the global aspects of writing, which are content, organization, layout and style were good. However, the paragraph did not contain enough information. In terms of writing organization, there was no concluding sentence; this made the writing task incomplete. For the local writing aspects, the spelling was good. However, punctuation and use of capital letters were weak. The writer used some simple structures correctly even though some sentences contained grammatical errors, for example, the incorrect possessive adjective, tense, article, and verb form.

Post-Test Writing of Student A (Low Proficiency Student)

Introducing Myself to a New Friend

Hello! I think you're thinking who am I?

Yeh, my name's Fearn. I'm 18 years old. I have a younger sister, her name's Fine, she is 11 years old. My hobbies are collecting stamps, cards and CD. On weekend I usually read books, listen to rock-music such as songs of Linkin Park. In the day that the weather is fine, I and my friends always play sports or water the trees. Sometime I like to draw picture about nature, because I like blue of sky and green of field.

Somebody asks me about my future. I tell her that I want to be a volunteer, because I love to do things to other people. If I have more money, I will use it for poor children and give knowledge to them. Because I believe knowledge can make their life better.

What's about yourself? tell me about your freetime and your future. I hope we will be good friends.

(Average mark assigned to Student A by two raters:
global writing aspects = 4 and local writing aspects = 3)

From the analysis of the same students' writing paragraph after the treatment, it was evident that the global aspects were better. The paragraph organization was improved because the writer added the introductory and conclusion sentences. Moreover, she attempted to elaborate more details and examples in each idea. For the local writing aspects, the sentence structure and the style of writing were much improved and more interesting. There were some errors such as preposition, and tense. Some errors on sentence structure such as fragment and run-on were detected.

Example II**Pre-Test Writing of Student B (Low Proficiency Student)***Introducing Myself to a New Friend*

My nickname is Benz. I am a male. I am 18 years old. Now, I am a student at PCC.TRG. I like to play football, watch TV, listen to music and sleep in my freetime. I like football very much. I can play guitar, but just a little. In the future, I want to be an engineer. How about you? Please write about yourself to me. I wish we'll be nice friend together.

(Average mark assigned to Student B by two raters:
global writing aspects = 2.5 and local writing aspects = 3.5)

Globally, this paragraph was easy to understand; the writer's ideas and content were organized logically. There was a concluding sentence at the end of the paragraph. Despite the concluding remark, the provided information was too brief without elaborating details or examples. The writer used the correct level of formality with some errors. In local aspects, the writer used the simple sentence structure correctly. He also used a good range of vocabulary. Punctuation, spelling, and use of capital letters were good.

Post-Test Writing of Student B (Low Proficiency Student)

Introducing Myself to a New Friend

My name is Jitti Kakhong, Benz. I'm 18 years old. I come from Krabi. I have one little brother, Beat. He was 16 years old. Now, I study at PCC.TRG. in M. 6/2. I like my school very much. I have many friends. They are fantastic. In my free time, "I like to sleep or play football with my friends." Sometimes, I play computer game at computer room, I like FM so much. It's a great game. In the future, I want to be an engineer. In fact, I want to be an astronaut but It's difficult to be. So engineer is another way I choose.

(Average mark assigned to Student B by two raters:
global writing aspects = 4 and local writing aspects = 4)

In students B's post-test writing, it was clearly evident that the global writing aspects: content and organization was much improved because the writer elaborated more supporting detail, which are details and examples. In local aspects, personal pronouns such as "*he, they, and it*" were used to link sentences to their antecedents and adjectives such as "*fantastic, great, and difficult*" were also used to clarify the meaning of the sentences. This means that he employed a good range of vocabulary. The writer also attempted to use commas to combine the simple sentences to create more complex and varied sentence patterns. Despite this, however, there were still some grammar errors and errors in punctuation.

As can be seen from these examples from two low proficiency students' pre-test and post- test writings (Students A and B), three main factors can be identified. Firstly, the low proficiency students' produced longer paragraphs in the post-test than they did in the pre-test. This suggests that the low proficiency group had gained

confidence in their writing. After experiencing paired-peer feedback, the low proficiency students might have had more confidence to write because they had learned from the many errors they and their peers made. Secondly, within the same time provision (20 minutes) in the pre-test and the post-test, the low proficiency students showed much improvement in the organization of the information. The low proficiency group writers developed their ideas by using opening and closing sentences and provided more supporting details in the post-test writing. In this way, global aspects of writing such as content and organization were improved, and the paragraph contained more information. Thirdly, since the low proficiency students wrote longer texts, a greater variety of words and modifiers were used. Tense, punctuation, pronouns, and subject-verb agreement were employed more effectively and generally more accurately. Generally, local aspects of writing had been improved.

On the other hand, the high proficiency students' also improved but not to such a marked degree since they started from a higher level. Their pre-test scores were already approaching the maximum level because they wrote well before performing paired-peer feedback. The following two examples are the paragraphs written by two of the high proficiency students.

Example III**Pre-Test Writing of Student C (High Proficiency Student)***Introducing Myself to a New Friend.*

Hi! My name is Lalita. I'm 17 years old. I'm studying at Princess Chulabhorn College, Trang. I live with my family in Trang, Thailand. I like rock music. Linkin Park is my favourite band. I also like reading all kinds of books. I think reading books is a good way to learn more knowledge. On holidays, I always travel around my city. I am good at cooking too. I cook food for my family everyday. I have many friends at school. I love them so much. and I want to be your friend too.

(Average mark assigned to Student C by two raters:
global writing aspects = 3 and local writing aspects = 3)

In global writing aspects, student C's paragraph provided much information, and some sentences contained some supporting details. The writer communicated meaning understandably, and the writer employed simple sentence structure correctly. In local writing aspects, she employed a range of vocabulary, and the spelling was good. However, there were some punctuation errors and also some misuse of capital letters.

Post-Test Writing of Student C (High Proficiency Student)

Introducing Myself to a New Friend

Hello friend! Let me introduce myself. My name is Lalita. I'm 17 years old. I was born on 10th February at Trang hospital. I have lived in Trang for 17 years. There are 4 people in my family, my mom, my dad, my brother and I. In my free time, I like reading literatures and cooking Thai food. I always cook for my family. If you come and visit me, I will cook a delicious dish for you. I'm really interested in Politics. I hope to solve political problem in Thailand. I am studying in M.6 at Princess Chulabhorn's College, Trang. I have many friends. I wish you'll be my new friend.

(Average mark assigned to Student C by two raters:
global writing aspects = 4 and local writing aspects = 3.5)

Writing on the same topic, Student C's paragraph was elaborated more content and information. The paragraph organization was improved. There were opening and concluding sentences in the paragraph. The ideas were also supported by more details. Moreover, in local writing aspects, a greater variety of words was used, and she employed complicated structures correctly as well as employing various kinds of tense.

Example IV**Pre-Test of Student D (High Proficiency Student)***Introducing Myself to a New Friend*

Hello! My name is Kritteporn Manasuth. I found your name on the internet and I think that it would be great if we can be friend.

So first of all, I would like to introduce myself. My nickname is Krit. I live in Trang, it is located in south of Thailand.

Now I am studying in M.6 at Princess chulabhorn's college, Trang.

I enjoy travelling especially at the beach. And I am interested in latin dancing I used to be a latin dancer and joined the competition, it was such a great time. Above of these, I am friendly and kind.

Lastly, I would be glad if we can keep in touch. I hope you will write me soon.

(Average mark assigned to Student D by two raters:
global writing aspects = 3.5 and local writing aspects = 4)

The global writing aspects, which are content, organization, layout, and style were good. This paragraph was smooth and easy to understand because the paragraph was well-organized by the use of the signal words such as “first of all” and “lastly”. In case of content of the paragraph, the writer elaborated the idea by giving details. For local writing aspects, the writer used complicated sentence structures correctly. A variety of tenses were employed correctly. The vocabulary and spelling were good, but there were some errors in punctuation and the use of capital letters.

Post-Test of Student D (High Proficiency Student)

Introducing Myself to a New Friend

My name is Krittaporn Monasuth, you can call me "Krit". I am a 18-year-old girl. I live in Trang, a small splendid town in South of Thailand, with my lovely family. I am studying at Princess Chulabhorn's college, Trang, it is my second home that I have received so many experiences there. My hobby is watching movie, I always feel absolutely relax. Moreover, I really enjoy dancing. Actually, I am a dancer and join the competitions. Therefore, dancing is my life, I could tell. My ambition is to be a good manager to manage my family's business. Above of these, I am a friendly, extrovert, reasonable and easy going person so I truly glad to know you.

(Average mark assigned to Student D by two raters: global writing aspects = 4 and local writing aspects = 4.5)

Writing on the same topic in the post-test, the writer clearly improved the organization of the ideas. The writer also improved the structure of her sentences as well as trying to employ more complex sentences. In local writing aspects, the writer used commas and relative pronoun to modify the sentences. Transition words were also employed to connect the ideas. In local writing aspects, the writer also used a very good range of vocabulary; she tried to use adjective such as "18-year-old", "splendid", and "lovely" to modify nouns. Use of punctuation and some capital letters was improved.

Based on these sample writings from two of the high proficiency students' (Students C and D), it can be seen that in the pre-test the high group produced good paragraphs in both global aspects of writing as well as in local aspects. In global aspects of writing such as content and organization, the high group provided the more information with more details and examples. Additionally, the high proficiency students employed a greater variety of vocabulary and expression, and the local aspects of writing were also good. As a result of producing good paragraphs in the pre-test, the high groups' post-tests did not therefore show such a great range of improvement in writing ability following the training in and use of paired-peer feedback.

4.4.2 Discussion of Findings Relating to the Students' Attitudes towards Paired-Peer Feedback

In addition to the foregoing discussion of the findings relating to the improvements in the student's writings following paired-peer feedback, this section also presents discussion of the findings derived from the questionnaire in which the students expressed their opinions about paired-peer feedback. The discussion is divided into two sections based on the content of the two sections of the questionnaire: Section I and section II.

4.4.2.1 Questionnaire Section I

In section I of the questionnaire, the students were asked whether they liked and disliked different aspects of paired-peer feedback. The results can be divided into three categories: positive attitudes, negative attitudes, and problems identified in paired-peer feedback. The following discussion treats these three categories separately.

Generally, most students held positive attitudes toward paired-peer feedback with 88.89% of the low proficiency and 100% of the high proficiency students stating that they liked paired-peer feedback as previously presented in Figure 4.2. Both

groups identified aspects of paired-peer feedback they liked in two main areas: gaining multiple ideas from their peers and learning through errors.

To begin with, 15.38% of the low proficiency students and 33.33% of the high proficiency students indicated that they like paired-peer feedback because they could get ideas and comments from their peers (see Table 4.3). Clearly, many of the students liked to share their ideas and to work with their peers. Since the students acted both as readers and writers, they were able to gain new ideas when reading their peer's drafts and to incorporate them when writing their own drafts. According to Rollinson (2005), while the students are writing their drafts, they learn to critically self-evaluate their own writing. Further, as a reader, they need to read and identify the errors each word and each sentence carefully.

Another positive attitude expressed by many students was that paired-peer feedback helped them to learn through the errors they and their peers made (low: 20.51%; high: 18.75%). Thus, both groups said that they learned about grammar and idioms (low: 10.25%; high: 6.25%) and vocabulary (low: 7.7%; high: 4.17%) while giving and receiving feedback (see Table 4.3 and Table 4.4).

Even though both low and the high proficiency groups suggested that they learned through errors they made, each group focused on different writing aspects. Noticeably, many of the low proficiency students tended to be more concerned about improvements in local (i.e., language use and mechanics) aspects of writing than in global (i.e., organization and content) aspects. As can be observed, 10.25% and 7.7% of the low group respectively liked paired-peer feedback because they learned more about grammar and vocabulary (see Table 4.3), while the high proficiency students were more worried about improvements in ideas and content of their writing. In the open-ended section of the questionnaire, the opinion shared by the highest percentage of members of the high group (33.33%) was that they got multiple ideas from giving and receiving paired-peer feedback. This might suggest that the high proficiency students tended to be more worried about global than local aspects of writing.

The findings of the questionnaire also revealed some negative attitudes towards paired-peer feedback. The largest number of complaints dealt with three areas: the students themselves, their peers, and the material and techniques used in paired-peer feedback. Firstly, the students admitted that they were not confident in

correcting their peers' work and it is interesting to note that the number of students expressing this opinion doubled in the high proficiency group (low: 19.05%; high: 42.87%) expressed this opinion. In fact, it might have been assumed that the high proficiency students would be more confident in their own competence than the low proficiency students, yet this was not true. Possibly, the high proficiency students had a greater awareness of what constituted good writing than the low proficiency students. A high percentage of both groups (low: 23.81%; high: 28.57%) said that they did not have enough knowledge and understanding of English, so they could not correct their peers' drafts. Many of the students expressed the opinion that they did not feel like doing paired-peer feedback, especially the low proficiency students (38.10%).

Other areas which the students identified as being disliked depended on their peers' knowledge and responsibility. In case of knowledge, only the high proficiency students were concerned that their peers would correct what was already correct. On the other hand, the low proficiency students (4.76%) complained about their peers' consistency when doing paired peer feedback. They sometimes ignored correcting their peers' works. Finally, 9.52% of the high proficiency group commented on the stages and the materials of paired-peer feedback; they found them too complicated, whereas 9.52% from the low proficiency group said that they had more work to do than before when using the paired-peer feedback technique.

Based on the opinions from the respondents, it can be concluded that some aspects of paired-peer feedback were problematic. These include lack of confidence, language confusion, and the work load involved in the technique which was the main problem identified. Surprisingly, 50% of the high proficiency students and 43.75% of the low proficiency students said that they were not confident in their knowledge when correcting their peers' drafts. Even though the high proficiency students seemed to be more able and to have more knowledge than the low proficiency group, a higher proportion of the high proficiency group expressed a lack confidence.

These problems can be linked to the unfavorable attitudes of the students; there were a large number of students who expressed a lack of confidence both in correcting others work and in having their work corrected by their peers. This might be because all the participants were EFL learners who were not familiar with the role

of correcting their peers' work. This problem could be solved by giving the students enough time to become familiar with paired-peer feedback procedures. Hansen and Liu (2005) suggested that teachers should ask students to establish their own rules such as time limits for reviewing papers and what to do if a student is late or does not have her/his paper for review.

Moreover, this lack of confidence resulted in the students complaining about language confusion because their English knowledge and skills were at the same level as those of the people whose work they were correcting. This problem arose both when the student's work was being corrected by a peer and when the student was correcting another student's work. In either situation, the students may not trust each other's suggestions or comments. To deal with this problem, teachers must be aware of confusion in the classroom and know how and when to intervene to help the students. Nevertheless, when the students are confused about language, the students themselves must be encouraged to resolve problems on their own. The students should be encouraged to use dictionaries or discuss problems with each other.

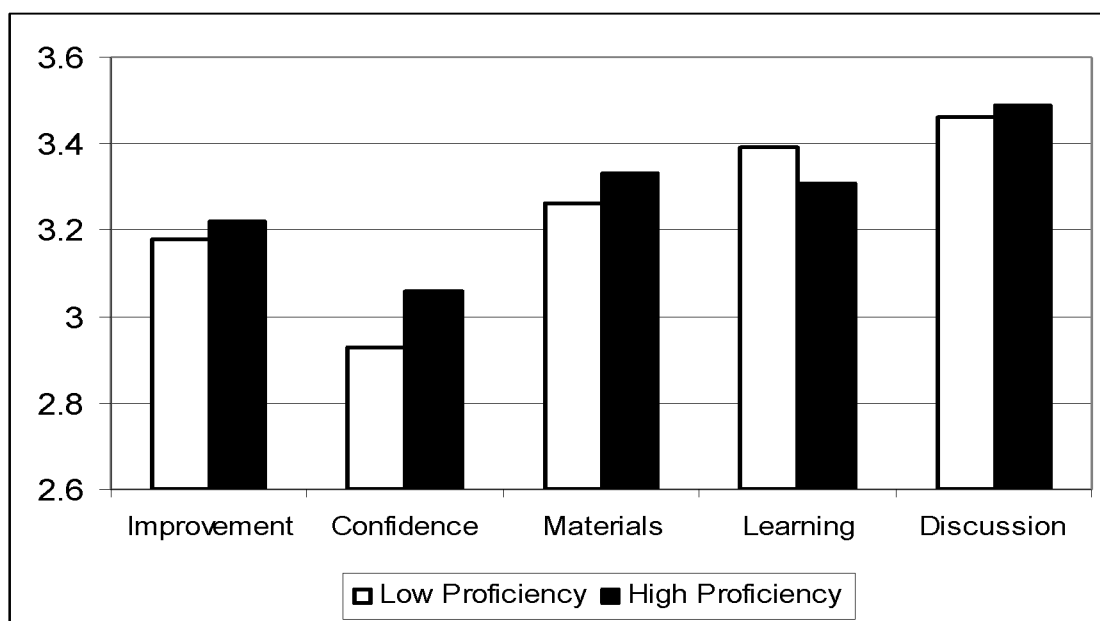
The negative attitude expressed by the students was that they felt that paired-peer feedback was too complicated and presented them with an excessive workload. This might be because the learning approach in Thailand mainly emphasizes the teacher as a resource. The students may trust and pay respect to teachers, who know more, and as a result may be reluctant to become more directly involved in the learning process.

4.4.2.2 Questionnaire Section II

Section II of the questionnaire asked the students about their attitudes towards paired-peer feedback in more detail. The main questions asked related to five aspects: improvements in local and global aspects of writing, confidence in giving and receiving feedback, the materials used during the paired-peer feedback training, learning through their peers and through their and others' errors, and discussion in pairs. This section was in the form of the four-level Likert scale, for each statement being ranged from 4 "strongly agree" through 3 "agree" and 2 "disagree", to 1

“strongly disagree”. The results of the questionnaire showed that the average scores ranged from the ‘disagree’ to ‘strongly agree’ levels.

Figure 4.4: Subjects’ Attitude towards Paired-Peer Feedback



As can be seen from the Figure 4.4, the low and the high proficiency students generally had positive attitudes towards paired-peer feedback.

Both the low and the high proficiency students agreed that their written work improved after paired-peer feedback. They stated that giving and receiving feedback from their peers helped their writing improve in terms of their use of vocabulary, spelling, grammar, punctuation, and in its organization, and content. This was consistent with the results of Lockhart and Ng’s (1993) and Mendonça and Johnson’s (1994) studies. Their research participants claimed that incorporating the paired-peer feedback procedure in the writing process helped them to improve their writing.

The students also said that they felt free to ask their peers about their errors, and since they were friends who are at the same level of language ability, they were able to discuss and communicate with them clearly. If they ask the teacher, they agreed that they feel uncomfortable. However, the students were not comfortable about being corrected by other students who were less able than they were. The reason was simply that the students wanted their work to be perfect and they

considered that they would benefit more from correcting and being corrected by those who were more able than themselves.

In regard to the materials used in paired-peer feedback, the students clearly accepted that the list of error codes, the peer feedback sheets, and the use of written comments helped them to improve their writing. This was consistent with the study conducted by Al-Hazmi and Scholfield (2007) on revisions with checklists and peer feedback in EFL writing. The researchers reported that all the participants agreed that a peer feedback sheet was beneficial because it guided the students in global writing aspects of which the students were not aware such as organization and content. In the current study, the students considered that using a peer feedback sheet and employing codes and symbols as well as written comments improved their writing. The peer feedback sheet was used for reviewing global writing aspects such as organization and content whereas the list of error codes and symbols was employed for revising local writing aspects such as grammar, vocabulary, spelling, and punctuation.

The example below was the students' writing using error codes.

Animal

Bird is my favourite animal. I like ^(Pron) they because I feel they are freedom. ^(N) Bird are bipedal, colorful, has wing. For food of bird is fruit, bean and seed; from this cause bird is ^(Art) a assistant of propagation for ^(Voc) plans. Besides bird has many advantages; In the past people used bird sent the secret letter, in the present bird is a pet ^(P) which make people enjoyable. All birds have forelimbs modified as wings and most can fly with some exceptions including penguins, ostrich. Some ^(N) bird can speak and sing a song such as gaon. We can discover bird from sea and forest. I think bird is a beautiful ^(N) animals we shouldn't take ^(Pron) their for pet. But if you want to feed, you will take care ^(Pron) their very well. At least ^(P) bird is a living being that has feeling want a person who to be interested in it and give love.

The low proficiency students, in particular, strongly agreed that written comments on their work, including suggestions and overall comments, helped them to improve their work. This might be because they realized that since they might have made a lot of errors, they needed help from their peers.

The example of written comments at the end of the paragraph is presented below.

From this passage, I think the writer has a very good skill of English. She expresses it in the interesting way. The readers can feel how smooth it is, when they read it. But in my opinion, it should have the conclusion about being a dancing teacher. Then it will be more complete.

Checked by Pichaya

When giving feedback, the students learned from their peers about both errors and writing style. As Chun-xian (2007) reported, errors do occur in EFL writing classes and that study found that the students learned from their peers' work because it raised their awareness of what made a good paragraph. In particular, by seeing specific errors in their peers' drafts, students might learn not to commit that kind of error in their own work. Thus, students should be encouraged to appreciate the advantage of getting feedback from less able peers.

In the peer feedback sessions, the students learned how to communicate, to be open-minded and to comment on others' work as well as to be corrected by peer learners with whom they interacted. At the same time, they also had the opportunity to clarify their intended meaning more effectively. Both the low and the high proficiency students agreed strongly that discussion with their peers provided them with many ideas. This finding accorded with the findings from the open-ended questions in section I and with the findings of Nakanishi (2007) that many students enjoyed receiving immediate feedback from their peers.

CHAPTER 5

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, implications and recommendations. To this end, the findings discussed in the previous chapter will be reviewed, and will then be summarized in order of the research questions; that is, the effects of paired-peer feedback on the low and the high proficiency students' writing ability will be summarized first, then the comparison of the improvements in mean scores between the two groups after experiencing paired-peer feedback, and lastly their attitudes towards this technique. Implications to be drawn from the study will be presented, and finally, recommendations for further study will be offered.

This study was conducted with 37 Mattayom Suksa 6 students at Princess Chulabhorn's College, Trang. The data were collected during the course of the three-month paired peer feedback training. This study aimed to determine if the paired-peer feedback procedure was equally effective for the low and the high proficiency students. Also, the students' opinions about paired-peer feedback were sought.

5.1 Summary of the Study

Three main conclusions can be drawn from this study based on the research questions. Research question 1 asked whether the English writing ability of the low and the high proficiency students improve after paired-peer feedback training. According to research question 1, the results from data collection revealed that paired-peer feedback could help enhance both the low and the high proficiency EFL students' writing ability. The low proficiency students' mean scores in the pre-test and the post-test were 5.61 and 6.81, and the high proficiency group's mean scores were 7.47 and 8.17. The results from paired sample t-tests confirmed that their writing ability was significantly improved after paired-peer feedback ($p < .001$).

Furthermore, research question 2 asked, in case both the low and the high proficiency students improve their writing ability, whether the low and the high

proficiency students show a significantly different degree of improvement in writing ability after paired-peer feedback. The result from the t-test indicated that the improvement in writing mean scores was significantly different at the .05 level. Therefore, it seems that paired-peer feedback can be employed in all proficiency students since in this study it appears to have benefited even the low proficiency students to a greater degree than the higher level students.

Research question 3 aimed to find out what the low and the high proficiency students' attitudes towards paired-peer feedback are. From the findings, the majority of the students (low: 88.89; high: 100%) stated that they like paired-peer feedback. The low and the high proficiency students reported that they gained various ideas and learned through errors they made during both giving and receiving feedback. Both further reported the problems they encountered with paired-peer feedback such as a lack of confidence in their knowledge in correcting their peers' drafts and language confusion.

5.2 Implications of the Study

On the whole, this study has shown that paired-peer feedback positively affected both low and the high proficiency students' writing ability. That is, the students' writings improved after paired-peer feedback. From this point, it can be concluded that giving and receiving paired-peer feedback is a beneficial process in an EFL writing class, and that EFL teachers and learners should pay more attention to this technique. Since learners have a good opportunity to talk to and learn from their classmates through giving and receiving peer feedback, this will help students to think critically, practice communicative skills, and improve their writing skills. Paired-peer feedback is therefore an alternative technique which can be integrated into the revision stage of the writing process. Paired-peer feedback sessions will also promote a learner-centered approach based on the students acting as a learning resource. Nevertheless, the teacher should act as a monitor and counselor during paired-peer feedback sessions and should move around the classroom in case the students need help for information.

The results of this study suggest that paired-peer feedback is a potential alternative method in the revision stage of the writing process to those currently employed by Thai students; however, to be used effectively and successfully in writing classes, the following factors need to be taken into account:

5.2.1 Modeling Technique

The idea of students giving paired-peer feedback to one another may be new to a class the first time the idea is introduced. Therefore, it is the teacher's job to make paired-peer feedback clear to the students. In the current study, the researcher began paired-peer feedback sessions by training the students in using the technique. The training can be done by demonstrating the paired-peer feedback method, for example, the teacher may provide a sample paragraph and ask the students to determine whether it adds supporting details, contains a clear topic sentence, and lacks coherence. In addition to conducting effective training, teachers should also demonstrate how to make suggestions by suggesting specific questions to enrich the content of a paragraph, like "Why don't you add some specific details for this topic sentence?" or "Isn't it better to include the closing sentence at the end of the paragraph?" More importantly, the teacher should give the students enough time to be acquainted with this new strategy.

5.2.2 Providing Relevant Guiding Materials

Good materials assist the students to cope with giving and receiving effective feedback; they also guide the students on some points which the students were not aware of. In this study, the students were asked to employ a list of error codes and a peer feedback sheet during the revision process. In the early stages, the students were able to practice using the error codes by correcting sentence-level writings. The list of error codes was used to revise the local writing aspects, which are vocabulary, spelling, punctuation, and capitalization. Later, paragraph-level writings were provided to the students to practice using the error codes accompanied by the peer feedback sheet. The peer feedback sheet consisted of a checklist inviting the students

to review the global aspects of the writing; namely, content, organization, layout, and style. This checklist included questions asking the students whether the paragraph contained a topic sentence, enough supporting details, and a closing sentence. In this way, the list of error codes and the peer feedback sheets helped the peer writer and the peer reader to write and read the drafts systematically. Paired-peer feedback works well when it is supplemented by a peer feedback sheet and the use of codes and symbols. Without these guiding materials, the students would not have been able to learn how to correct work effectively. To ensure that effective feedback is given and received, the teacher should keep in mind which materials address the kind of writing that they are teaching and teachers should design appropriate materials for their courses.

5.2.3 Students' Language Proficiency Level

As shown by the findings, the pre-test and the post-test scores of the low proficiency students increased significantly more than those of the high proficiency group after experiencing paired-peer feedback. From these findings, it could be implied that the feedback from peer learners appeared to be more effective in improving the low proficiency students' writing ability. It may be widely believed that low proficiency students cannot give effective feedback to each other because they lack English proficiency. Yet, the findings of the current study confirm that paired-peer feedback can help enhance the low proficiency students' writing ability. Therefore, it is worthwhile integrating this activity into the writing classes. Paired-peer feedback can be very effective in developing students' writing ability, particularly at lower proficiency levels. Teachers who teach writing should give students many opportunities to be engaged in the revision and proofreading stage.

5.2.4 Increasing Students' Confidence in Giving and Receiving Feedback

In the Thai educational context, students are not familiar with being involved in the writing process and being active learners. Thus teachers need to be aware that it

may not always be easy for the students to change from their old ways of learning. In order to make paired-peer feedback successful, teachers should be able to establish a comfortable environment to foster peer trust. In giving and receiving feedback, students' confidence in themselves and others in the class needs to be built up by continuing to practice paired-peer feedback and using error codes and peer feedback sheets. The teacher should always be available for consultation when the students are not confident about whether they are giving right advice to their peers, and this is another way to enhance the students' confidence.

5.2.5 Students' Attitudes towards Paired-Peer Feedback

The findings of research question 3 confirmed that the students in this study had favorable attitudes towards using paired-peer feedback in the writing class. From this, it could be implied that they were willing to participate in this activity, as Nunan (1991) proposed that to work with peers is a way of enhancing motivation and developing positive attitudes towards writing. Even though some aspects of paired-peer feedback were found to be problematic, these problems need to be solved. Otherwise, they will be a hindrance to integrating paired-peer feedback into the writing class. Despite the overall positive attitudes, the students may perhaps not be ready to integrate these new strategies to improve their writing. Therefore it is the teachers' role to devise means of teaching students how to give effective feedback, and teachers need to allow students sufficient time to become familiar with paired-peer feedback.

5.3 Limitations of the Study

There were some limitations inherent in the present study. The result of this preliminary study cannot be generalized to other contexts due to a lack of a control group, the small number of students involved, and time limitation.

First, it is possible that the frequency of revisions dealt with here was limited because of the course requirements. As both the researcher and the teacher, the researcher could not implement both experimental and control group settings, as she

would like to have done when the students were exposed to paired-peer feedback and the educational effects were considered.

Second, the study only examined a limited number of students. Therefore, the positive effects of paired-peer feedback found in this present study could be applied only to an EFL context in Thailand, where students can share their native language, that is, Thai, in paired-peer feedback session. The effect of bigger sample sizes should be investigated.

Third, possibly the time limitation, ten weeks, was too short to afford sufficient training in how to use error codes and peer feedback sheet effectively. A higher frequency of experience of the peer feedback technique should be examined.

Although there were some limitations, the combination of data collection and paired-peer feedback procedure used in this study provides some insight into one example of a typical EFL writing classroom feedback and revision process.

5.4 Recommendations for Further Study

Considering these limitations, future studies are needed to further investigate the effectiveness of peer feedback in the EFL writing classroom. Some examples of these studies might be:

1. A study that examines the effectiveness of paired-peer feedback and small-group feedback.
2. A study that analyzes the relationship between students' motivation and the effects of peer feedback, and
3. A study that investigates the effectiveness of paired-peer feedback on modes of oral feedback.

References

- Al-Hazmi, S. H., & Scholfield, P. (2007). Enforced revision with checklist and peer feedback in EFL writing: The example of Saudi University students. *Scientific Journal of King Faisal University*, 8(2), 237-267.
- Baker, W. & Lundstrom, K. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of Second Language Writing*, 18, 30-43.
- Brock, M.N., & Walters, L. (1992). *Teaching composition around the Pacific Rim: Politics and pedagogy*. UK. Multilingual Matters.
- Brown, D. H. (2001). *Teaching by principles: An interactive approach to language pedagogy*. NY: Longman.
- Chaudron, C. (1984). The effect of feedback on students' composition revisions. *RELC Journal*, 15, 1-14.
- Chen, R., & Hird B. (2006). How do Chinese students collaborate in EFL group work? *An Australian Journal of TESOL*, 21, 70-80.
- Chinnawongs, S. (2001). In search on an optimal writing feedback strategy. *PASAA*, 31. 25-39.
- Chun-xian, Z. (2007). A study of peer error feedback. *US-China Foreign Language*, 5(4), 25-29.
- Conrad, S.M., & Goldstein, L.M. (1999). ESL student revision after teacher-written comments: Text, contexts, and individuals. *Journal of Second Language Writing*, 8(2), 147-179.

- Hansen, J.G., & Liu, J. (2005). Guiding principles for effective peer response. *ELT Journal*, 59(1), 31-38.
- Harmer, J. (2004). *How to teach writing*. England: Pearson Education Limited.
- Hyland, F. (2000). ESL writers and feedback: Giving more autonomy to students. *Language Teaching Research*, 4(1), 33-54.
- Jacob, G. M., Curtis, A. Braine, G., & Huang, S. -Y. (1998). Feedback on student writing: Taking the middle path. *Journal of Second Language Writing*, 7(3), 307-317.
- Keh, C.L. (1990). Feedback in the writing process: A model and methods for implementation. *ELT Journal*, 44(4), 294-304.
- Lewis, M. (2006). Giving feedback in language classes. *RELC*. SEAMEO Regional Language Centre.
- Li, C. (2006). The impact of teacher involved peer feedback in the ESL writing Class. *Sino-US English Teaching*, 3(5), 28-32.
- Lockhart, C. & Ng, P. (1993). How useful is peer response? *Perspectives* 5(1), 17-19.
- McGroarty, M., & Zhu, W. (1997). Triangulation in classroom research: A study of peer revision. *Language Learning*, 47(1), 1-43.
- Mangelsdorf, K. (1992). Peer reviews in the ESL composition classroom: What do the students think? *ELT Journal*, 46(3), 274-284.
- Mendonça, C., & Johnson, K. (1994). Peer review negotiations: Revision activities in ESL writing instruction. *TESOL Quarterly*, 28, 745-769.
- Miao, Y., Badger, R., & Zhen, Y. (2006). A comparative study of peer and teacher feedback in a Chinese EFL writing class. *Journal of Second Language Writing*, 15, 179-200.

- Min, H. T. (2006). The effect of trained peer review on EFL students' revision types and writing quality. *Journal of Second Language Writing*, 15, 118-141.
- Nakanishi, C. (2007). The effects of different types of feedback on revision. *The Journal of Asia TEFL*, 4(4), 213-244.
- Nelson, G.L. & Murphy, J.M. (1993). Peer response groups: do L2 writers use peer comments in revising their draft? *TESOL Quarterly*, 27(1), 135-142.
- Nunan, D. (1991). *Language Teaching Methodology*. UK. Prentice Hall.
- Olsher, D. & Hamlin, T.F. (1996). *Words in motion: An interactive approach to writing*. NY. Oxford.
- Oshima, A. & Hogue, A. (1991). *Writing academic English: A writing and sentence structure handbook*. London. Longman.
- Paulus, T.M. (1999). The effect of peer and teacher feedback on student writing. *Journal of Second Language Writing*, 8(3), 265-289.
- Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT Journal*, 59(1), 23-30.
- Roskams, T. (1999). Chinese EFL students' attitudes to peer feedback and peer assessment in an extended pairwork setting. *RELC Journal*, 30(1), 79-121.
- Teo, A. (1986). *An investigation into learners' attitudes towards peer correction and its effects on their subsequent written work and their ability to self-correct*. Unpublished master's thesis, King Mongkut's Institute of Technology Thonburi, Bangkok, Thailand.
- Tsui, A.B.M., & Ng, M. (2000). Do secondary L2 writers benefit from peer comments? *Journal of Second Language Writing*, 9(2), 147-170.

- Villamil, O.S., & de Guerrero, M.C.M. (1998). Assessing the impact of peer revision on L2 writing. *Applied Linguistics*, 19(4), 491-514.
- Witbeck, M.C. (1976). Peer correction procedures for intermediate and advanced ESL composition lessons. *TESOL Quarterly*, 10, 321-326.
- Zamel, V. (1985). Responding to student writing. *TESOL Quarterly*, 19, 79-101.
- Zhang, S. (1995). Re-examining the affective advantage of peer feedback in the ESL writing class. *Journal of Second Language Writing*, 4(3), 209-222.
- Zhu, W. (2001). Interaction and feedback in mixed peer response group. *Journal of Second Language Writing*, 10, 251-276.

APPENDIX A

Teacher's Writing Evaluation Scale from Writing Extra by

Graham Palmer Cambridge University Press 2004

General Grade (out of ten) Global Aspects (5) + Local Aspects (5) = 10

Grade	Global Aspects of Writing
5 (Very Good)	Content: You have elaborated idea with full extent of supporting details. Organization: Your ideas are very well organized. Layout: You have used the correct layout. Style: You have used the correct level of formality.
4 (Good)	Content: You have elaborated idea with enough supporting details. Organization: Your ideas are well organized. Layout: You have used the correct layout with a few errors. Style: You have used the correct level of formality with a few errors.
3 (Average)	Content: You have elaborated idea with some supporting details. Organization: Your ideas are organized. Layout: You have used the correct layout with some errors. Style: You have used the correct level of formality with some errors.
2 (Poor)	Content: You have elaborated idea with few supporting details. Organization: Some of your ideas are organized logically. Layout: You have used the correct layout but with a lot of errors. Style: You have used the correct level of formality but with a lot of errors.
1 (very poor)	Content: You have not elaborated idea with supporting details. Organization: Your ideas are disorganized. Layout: You have not used the correct layout for this type of writing. Style: You have not used the correct level of formality.

Grade	Local Aspects of Writing
5 (Very Good)	Grammar: You use complicated structure correctly. Vocabulary: You use a very good range of vocabulary. Punctuation: Your punctuation and use of capital letters is very good. Spelling: Your spelling is very good.
4 (Good)	Grammar: You use complicated structure correctly with a few errors. Vocabulary: You use a good range of vocabulary. Punctuation: Your punctuation and use of capital letters is good. Spelling: Your spelling is good.
3 (Average)	Grammar: You use simple structure correctly but not complicated ones. Vocabulary: You use a range of the right vocabulary. Punctuation: Your punctuation and use of capital letters has some errors. Spelling: Your spelling has some error.
2 (Poor)	Grammar: You use some simple structures correctly. Vocabulary: You use some of the right vocabulary. Punctuation: Your punctuation and use of capital letters is weak. Spelling: Your spelling is weak.
1 (very poor)	Grammar: You do not use simple structure correctly. Vocabulary: You do not use the right vocabulary. Punctuation: Your punctuation and use of capital letters is very weak. Spelling: Your spelling is very weak.

Appendix B
A List of Error Codes

<i>A List of Error Codes</i>			
Code	Description	Explanation	Examples
V	Error in verb tense/ verb form	You need a different form of the verb.	F: He work in Tokyo. T: He works in Tokyo.
S	Spelling error	You have spelt something wrong.	F: I am studing English at university. T: I am studying English at university.
Art	Article/ other determiners	You have used the wrong article or an article is missing.	F: My office is in a city centre. T: My office is in the city centre.
WO	Wrong word order	The words are in the wrong order.	F: Those are red two pens. T: Those are two red pens.
^	Missing word	A word is missing.	F: I want learn English. T: I want to learn English.
P	Punctuation	You need some punctuation.	F: I want a good job more money and children. T: I want a good job, more money, and children.
Prep	Preposition	You need a different preposition.	F: He was looking to a postcard. T: He was looking at a postcard.
Pron	Pronoun	You have used wrong pronoun.	F: I love my father; she is kind. T: I love my father; he is kind.
Conj	Conjunction	You need a different conjunction.	F: He is rich, and she is poor. T: He is rich, but she is poor.
CL	Capital letter	You have error on capitalization.	F: I live in bangkok . T: I live in Bangkok.
N	Noun errors	You need the plural noun.	F: She has two child . T: She has two children.
Voc	Wrong word	You have used the wrong word.	F: He is a management . T: He is a manager.

The **bold words are ungrammatical.

Appendix C

Peer Feedback Sheet in Both Thai and English

Peer Feedback Sheet

เขียนโดย:..... ตรวจสอบโดย:

หัวข้องานเขียน:..... วันที่:

เนื้อหา

1. จิตเส้นได้ประโยชน์ที่คิดว่าไม่เกี่ยวข้องกับหัวข้อของงานเขียนนี้
2. ประโยคใดที่น่าจะขยายความหรือเพิ่มรายละเอียดได้อีก ให้เขียนตัว D (Developed) ไว้ท้ายประโยคและให้ความเห็นหรือคำแนะนำไว้
3. ประโยคใดที่อ่านแล้วนักเรียนไม่เข้าใจ ให้เขียนตัว C (Confused) ไว้ท้ายประโยค และให้ความเห็นหรือคำแนะนำไว้

องค์ประกอบ

4. มีประโยคนำหรือไม่ ไม่มี มีดังนี้

.....

.....

4.1 ระบุย่อหน้าที่ยังไม่มีประโยคนำ,,

5. มีประโยคนำเข้าสู่ย่อหน้าหรือไม่ ไม่มี มี ดังนี้

5.1 ความคิดเห็นเกี่ยวกับประโยคนำเข้าสู่ย่อหน้า

.....

6. มีประโยคสรุปย่อหน้าหรือไม่ ไม่มี มี ดังนี้

6.1 ความคิดเห็นเกี่ยวกับประโยคสรุปย่อหน้า

.....

การจัดวางและรูปแบบ

7. ในงานเขียนชิ้นนี้มีสิ่งเหล่านี้หรือไม่

รายการ	ใช่	ไม่
● หัวข้อเรื่อง		
● รูปแบบย่อหน้าที่ถูกต้อง		
● ความยาวพอเหมาะ		
● ความเป็นเอกภาพของงานเขียน		

8. ความคิดเห็นเพิ่มเติมเกี่ยวกับงานเขียนชิ้นนี้

.....

.....

Peer Feedback Sheet

Draft Written by : Feedback Provided by:

Topic of Writing: Date:

Content

1. Underline the sentences which are irrelevant to the topic.
2. What part(s) should be developed more? Mark these with a letter **D** (Developed).
Explain why you think this should be developed more and make some suggestions.
3. What part(s) are confusing? Mark these with a letter **C** (Confused).
Explain why you think they are confusing and make some suggestions for improvement.

Organization

4. Does each paragraph have a topic sentence? No Yes as follow:

.....

4.1 Point out the paragraph without topic sentences. Paragraph..... , ,

5. Is there an introductory sentence in the beginning of the paragraph? No Yes
as follow:

5.1 Make some suggestions about the introduction.

.....

6. Is there a conclusion in the final of the paragraph? No Yes as follow:

5.1 Make some suggestions about the conclusion.

.....

Layout and Style

7. Are there the following aspects in this writing?

Items	Yes	No
• Title		
• Correct paragraph format		
• Suitable length		
• Unity		

8. Comment the overall writing.

.....

.....

Appendix D

Writing Test

NAME..... CLASS..... NO.

Introducing Myself to a New Friend

Appendix E
Questionnaire in both Thai and English

แบบสอบถาม Paired-Peer Feedback ส่วนที่ 1

แบบสอบถามนี้ออกแบบเพื่อสำรวจความคิดเห็นต่อการใช้ Paired-Peer Feedback ของผู้เรียนใน
รายวิชาการเขียนภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 6 จึงขอความร่วมมือจากผู้เรียนรายวิชานี้กรอก
แบบสอบถามด้วยความจริง ขอรับรองว่าข้อมูลของนักเรียนจะเก็บเป็นความลับและคำตอบในแต่ละข้อนั้น
ไม่ส่งผลกระทบต่อนักเรียนเลย

วันที่ : _____

1. นักเรียนชอบ paired-peer feedback หรือไม่

_____ ชอบ _____ ไม่ชอบ

2. สิ่งที่ชอบเกี่ยวกับ paired-peer feedback

- 1.).....
- 2.).....
- 3.).....
- 4.).....

3. สิ่งที่ไม่ชอบเกี่ยวกับ paired-peer feedback

- 1.).....
- 2.).....
- 3.).....
- 4.).....

4. นักเรียนเห็นปัญหาที่เกี่ยวกับ paired-peer feedback หรือไม่ โปรดระบุปัญหานั้น

- 1.).....
- 2.).....
- 3.).....
- 4.).....

แบบสอบถาม Paired-Peer feedback ส่วนที่ 2

แบบสอบถามนี้ออกแบบเพื่อสำรวจความคิดเห็นต่อการใช้ Paired-Peer Feedback ของผู้เรียนใน
วิชาการเขียนภาษาอังกฤษระดับชั้นมัธยมศึกษาปีที่ 6 จึงขอความร่วมมือจากผู้เรียนรายวิชานี้กรอก
แบบสอบถามด้วยความจริง ขอรับรองว่าข้อมูลของนักเรียนจะเก็บเป็นความลับและคำตอบในแต่ละข้อนั้นไม่
ส่งผลกระทบต่อนักเรียน

ข้อความ	เห็นด้วยที่สุด (4)	เห็นด้วย (3)	ไม่เห็นด้วย (2)	ไม่เห็นด้วยที่สุด (1)
1. paired-peer feedback ช่วยแก้ไขการใช้คำศัพท์ของข้าพเจ้าให้ดีขึ้น				
2. paired-peer feedback ช่วยแก้ไขการสะกดคำของข้าพเจ้าให้ดีขึ้น				
3. paired-peer feedback ช่วยแก้ไขการใช้ไวยากรณ์ของข้าพเจ้าให้ดีขึ้น				
4. paired-peer feedback ช่วยแก้ไขการใช้เครื่องหมายวรรคตอนของข้าพเจ้าให้ดีขึ้น				
5. paired-peer feedback ช่วยแก้ไขการจัดลำดับความคิดในการเขียนของข้าพเจ้าให้ดีขึ้น				
6. paired-peer feedback ช่วยแก้ไขเนื้อหาในการเขียนของข้าพเจ้าให้ดีขึ้น				
7. ข้าพเจ้ากล้าซักถามเพื่อนเกี่ยวกับข้อผิดพลาดของข้าพเจ้า				

ข้อความ	เห็นด้วยที่สุด (4)	เห็นด้วย (3)	ไม่เห็นด้วย (2)	ไม่เห็นด้วยที่สุด (1)
8. ข้าพเจ้าชอบให้คนที่เก่งกว่าตรวจงานของข้าพเจ้า				
9. ข้าพเจ้าชอบให้คนที่อ่อนกว่าตรวจงานของข้าพเจ้า				
10. ข้าพเจ้าชอบรูปแบบในการตรวจงานที่เพื่อนตรวจให้				
11. ข้าพเจ้ารู้สึกว่าการงานดีขึ้นหลังจากที่เพื่อนตรวจทานให้แล้ว				
12. peer feedback sheet ช่วยชี้แนะแนวทางในการตรวจทานงานอย่างดี				
13. การใช้ code เป็นประโยชน์ในการตรวจทานงานของเพื่อน				
14. การเขียน comment จากเพื่อน ช่วยให้ข้าพเจ้าแก้ไขงานเขียนถูกจุด				
15. เมื่อตรวจงานของเพื่อน ข้าพเจ้าเรียนรู้จากข้อผิดพลาดที่เพื่อนของข้าพเจ้าเขียน				
16. เมื่อข้าพเจ้าอภิปรายเกี่ยวกับข้อผิดพลาดของงานเขียนทำให้ข้าพเจ้าจำและไม่ทำข้อผิดพลาดนั้นอีก				
17. การอ่านงานเขียนของเพื่อนช่วยให้ข้าพเจ้าฝึกคิดอย่างมีเหตุมีผล				

ข้อความ	เห็นด้วยที่สุด (4)	เห็นด้วย (3)	ไม่เห็นด้วย (2)	ไม่เห็นด้วยที่สุด (1)
18. Paired-peer feedback ช่วยฝึกให้ ข้าพเจ้าอธิบายและสื่อสารกับเพื่อนอย่างเข้าใจ				
19. Paired- peer feedback ฝึกให้ ข้าพเจ้าเป็นคนใจกว้างยอมรับความคิดเห็น ของเพื่อน				
20. Paired-peer feedback ช่วยให้ ข้าพเจ้าได้ความคิดและทัศนคติใหม่ๆจาก เพื่อน				

Paired-Peer Feedback Questionnaire, Part I

You are requested to answer the questionnaire below. This questionnaire asks you about your attitude towards paired-peer feedback. Please give your true answer to each item. This information will be kept secret; your response will not affect your grade.

Date: _____

1. Do you like paired-peer feedback?

____ Yes ____ No

2. What do you like about paired-peer feedback?

- 1.).....
- 2.).....
- 3.).....
- 4.).....

3. What do you dislike about paired-peer feedback?

- 1.).....
- 2.).....
- 3.).....
- 4.).....

4. Do you find paired-peer feedback problematic? If yes, in what way?

- 1.).....
- 2.).....
- 3.).....
- 4.).....

Peer Feedback Questionnaire, Part II

You are requested to answer the questionnaire below. This questionnaire asks you about your attitude towards paired-peer feedback. Please give your true answer to each item. This information will be kept secret; your response will not affect your grade.

Items	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
1. Paired-peer feedback helps me to improve vocabulary in my writing.				
2. Paired-peer feedback helps me to improve spelling in my writing.				
3. Paired-peer feedback helps me to improve grammar in my writing.				
4. Paired-peer feedback helps me to improve punctuation in my writing.				
5. Paired-peer feedback helps me to improve organization in my writing.				
6. Paired-peer feedback helps me to improve content in my writing.				
7. I feel free to ask my peer about my errors.				
8. I feel confident to be corrected by the ones who are more able than me.				
9. I feel confident to be corrected by the ones who are less able than me.				

Items	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
10. I like the way that my classmate give the feedback.				
11. I feel satisfied with my final product after giving and receiving the feedback.				
12. Peer feedback sheet is a beneficial guidance in giving feedback.				
13. Using codes in giving feedback helps me to improve my task.				
14. Written comments from my peer help me to improve my task.				
15. I learn from the errors of my classmates' tasks.				
16. When I discuss about the errors, I remember them and not make it again.				
17. To read peers' writing helps me to think critically.				
18. Discussion with my peer practices me to communicate understandably.				
19. Discussion with my peer helps me to be an open-minded person.				
20. Discussion with my peer provides me multiple senses from my peers.				

APPENDIX F

Tentative Plan of Giving and Receiving Feedback

Tentative Plan of Giving Feedback

Unit	Writing	Editing
Sentence-level writing		
1. Beginning to Work	<ul style="list-style-type: none"> - Writing a complete sentence - Identifying the topic of paragraph 	<ul style="list-style-type: none"> - Capital letter and final punctuation
2. My Future	<ul style="list-style-type: none"> - Writing topic sentences - Combine sentences using <i>and</i> and <i>but</i> 	<ul style="list-style-type: none"> - Logical explanation - Punctuation
Paragraph-level writing		
3. In My Free Time	<ul style="list-style-type: none"> - Writing a paragraph about places - Combining sentences containing adjectives - Develop paragraphs with descriptive details 	<ul style="list-style-type: none"> - Paragraph format - Idea related in paragraphs
4. My Favorite Pets	<ul style="list-style-type: none"> - Using adjectives in sentences - Writing paragraph about people - Writing concluding sentences 	<ul style="list-style-type: none"> - Capitalization - Topic and concluding sentences
5. Love	<ul style="list-style-type: none"> - writing paragraph about love - using transition words to cohere the sentences 	<ul style="list-style-type: none"> - Capitalization - Topic and concluding sentences
6. Career	<ul style="list-style-type: none"> - writing three-paragraph composition 	<ul style="list-style-type: none"> - topic and concluding sentences

VITAE

Name Miss Janejai Kasemwit

Student ID 5011120027

Educational Attainment

Degree	Name of Institution	Year of Graduation
---------------	----------------------------	---------------------------

Bachelor of Education (English) (First Class Honors)	Silpakorn University	2006
--	----------------------	------

Scholarship Awards during Enrolment

University Staff Development Scholarship from Prince of Songkla University, Trang Campus