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UNIVERSITY OF SOUTHAMPTON

**FACULTY OF HUMANITIES
DEPARTMENT OF MODERN LANGUAGES**

**A STUDY OF TEACHER FEEDBACK ON PEER FEEDBACK IN EFL WRITING
AND ITS RELATION TO SELF-REGULATION**

by

Kamonwat Phuwichit

Thesis for the degree of Doctor of Philosophy

September 2016

UNIVERSITY OF SOUTHAMPTON

ABSTRACT

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Feedback is considered one of the most important parts of teaching writing. Learners need to receive responses they can act upon to retain strengths and improve weaknesses of their performances. Feedback that is regular, immediate, sufficient, and, most importantly, of good quality is necessary in order to help the learners to develop. Improving the way feedback is provided is, therefore, as important as feedback itself. However, as research so far has suggested, there is no consensus on which is the most effective way to employ feedback. As a result, we still need more information to add to this controversial practice. Apart from that, in writing class with a large number of students, and with teachers who have heavy workload, giving feedback with such aforementioned characteristics is not always possible. These limitations bring peer feedback into light as it has been recommended as a fruitful solution. Peer feedback not only helps both the giver and the receiver improve writing quality but also helps them to become more self-regulated. However, for peer feedback to work effectively, students who give peer feedback need to be trained appropriately.

This study applies the concept of scaffolding as a mean to train the students to possess necessary skills on giving peer feedback. The research objectives are to investigate the effectiveness of using teacher feedback on peer feedback in helping the students to give more effective peer feedback and to become self-regulated learners. The teacher/researcher who acts as scaffolding provider gives feedback on students' peer feedback. The students' improvement of feedback ability is expected to help improve their writing quality. Twenty-six third year English major students were asked to take part in the study which is divided into two phases: the learning of argumentative writing and feedback training phase, and the writing of argumentative essays and the peer feedback phase.

Students' texts, questionnaires, video records of students' interactions, audio records of teacher-student conference, students' reflective diaries, and observatory comments from university colleagues were used as the data collection tools. The data was analyzed quantitatively and qualitatively.

The results of the study can be summarized as follows. 1) The teacher feedback on the students' peer feedback can help improve the students' feedback quality. By the end of the study, the participants were able to provide proper feedback that covered the agreed areas which include text organization, content, idea development, and language use comparing to the early stage of the study where they only spent time commenting on some areas especially grammar and content. 2) The feedback quality that has improved resulted in the writing quality that has also improved at the end of the study. The aspect which has been improved the most is text organization. The writing scores also suggested that the participants have made improvement on content and language use. 3) The use of teacher feedback on peer feedback enables the students to possess behaviours of self-regulated learners which include the ability to give detailed explanations to points at hand, identify writing problems and provide solutions to the problems, express clear knowledge of the writing genre, use proper strategies to deliver comments, evaluate both peers' and own writing quality, share knowledge of the genre, correct the giver's errors, and take over the talk from the giver. The students showed behaviours of other regulation as they asked for opinions and confirmations, and accept the giver comment with little intention to question the comment quality. The object regulation behaviours can be seen when the students went off the topic at hand, talked about their weakness of grammar, and mentioned the insufficient time for writing. 4) The students' opinions towards the research method were positive. The students were convinced that the research activities had helped them to write better, to have more confidence to evaluate and give comments to peers' writing, and to have self-study skills. They reflected that the activity was useful for their future career too.

The results also suggested that the participants sometimes made superficial comments on areas such as idea development, and language use. It also found that the students occasionally made rubber stamp comments. In terms of the pairing of the students, the findings suggested that the students no matter what level of proficiency they had received benefit from the activity. However, the interaction could be effected by pairs with different levels of language proficiency.

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DECLARATION OF AUTHORSHIP

I, Kamonwat Phuwichit declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

A STUDY OF TEACHER FEEDBACK ON PEER FEEDBACK IN EFL WRITING AND ITS RELATION TO SELF-REGULATION

I confirm that:

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3. Where I have consulted the published work of others, this is always clearly attributed;
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ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to Dr. Alasdair Archibald, my supervisor, for his guidance and invaluable assistance throughout the process of the thesis. His patience and willingness to guide me through from the very beginning to the end was obvious. The support and care he has given to me when I experienced some bad situations during my time in the campus was wonderful. Without him, this thesis would not have been accomplished. I would also like to thank Dr. Karin Zotsman for her kind helps and suggestions on the information sources and directions to which the study should go. She had helped me greatly during the viva examination too. My thanks also go to Dr. Julia Huttner for her valuable comments, suggestions, and helps during the hard time of my study. I thank Dr. Phil Scholfield for his kind comments and suggestions during the viva examination. His advice has helped make the thesis more complete.

A special thank goes to my friends, Dr. Khampee Noonkhan and Assistant Professor Dr. Komkrit Tachom for their help with the rating the students' essays. I also would like to express my gratitude to colleagues at Kamphaeng Phet Rajabhat University who, despite heavy workload of their own, were willing to observe the class and provide their valuable comments on the research activities. My thanks also go to the students who participated in this research study.

I should like to thank the Royal Thai Government for making this opportunity possible by offering me a scholarship.

Finally, I would like to express gratitude to my family for all of their support and encouragement. It was them who have been walking alongside me both in time of happiness and hardship.

Kamonwat Phuwichit

Chapter 1

Introduction

1.1 The Rationale of the study

Despite a wide variety of highly advanced communication technologies, writing is still an important and the most widely used mean of communication. Much of professional communication today is still primarily done in writing. In educational setting, writing is used extensively in almost every occasion and is very important in helping students to learn. They learn, when writing, how to make use of what has been taught to them. Writing gives them chances to make experiment with language. Also, they will have to get involve in new language, struggle to think for ideas to write, plan how to write them down, and think of a target reader. The close relationship between writing and thinking makes writing a valuable part of any language course (Raimes, 1983).

The importance of writing, therefore, highlights the importance of the ability to write well which is not a naturally acquired skill. Instead, writing must be practiced and learned through experience since it is a complicated activity which involves students' knowledge of textual features, writing process, and context (Archibald & Jeffery, 2000).

ESL students, especially those from oriental cultures, are often considered poor learners because of their writing skill (Wongsothorn, Hiranburana, & Chinnawongs, 2003). Even students who show general English proficiency on tests such as the Test of English as a Foreign Language (TOEFL) or the Test of Written English (TWE) still demonstrate lower than expected levels of writing proficiency (Carson, Carrell, Silberstein, Kroll, & Kuehn, 1990; Connor, 1996). Thai students who write in English are not an exception. Their writing proficiency is very much lower than expected according to The National Institute of Educational Testing Service (NIETS), who is responsible for testing and assessing every Thai student's academic aptitude in all subjects. The NIETS has released the year 2011 report of Thai students' average English test score which reveals a disappointing information to both the students themselves and educational providers. According to the report, there were 284,739 students who took the first round of General Aptitude Test (GAT) of the year 2011. The mean score for English was 50.45 from the total score of 150. In the second round of the test, 133, 639 students sat the test (students are allowed to take both rounds and use the best score to apply for a seat in university) and the mean

score was 52.98. As the score a student receives is used for university application, these figures have indicated that students who have entered into Thai universities possess low level of English proficiency despite several years of learning English. Regarding individual skills of English, the students performed, the report showed that the skill most students achieved best was writing. However, the score they achieved was still lower than expected.

Several research papers have also pointed out a similar situation and have emphasized that we need to find a way to help these students overcome their difficulty in writing. To help them to improve their language proficiency and become more confident in writing, instruction should provide students with ample amounts of language input and instruction, as well as writing experience (Blanton, 1999).

There have been attempts to reach a consensus to which model of teaching writing is the most effective. Educators and researchers have worked under different learning perspectives to construct pedagogies that work most effectively with writing classes. Several common elements of writing namely the input, the role of practice, the use of reinforcement and feedback, and assessment have been taken into consideration and several teaching models have been developed in order to help learners to master those components and to help instructors employ the components well in their teaching. Unfortunately, such attempt has not been successfully achieved since there are factors such as local contexts of the classroom and individual differences that need to be taken into account when teaching. As a result, there are no best methods under different circumstances.

Among the several components of teaching writing, assessment of writing is a key factor. Students' performances need be appropriately assessed. Here is where formative assessment comes into play. By giving formative evaluation, the teachers provide responses to the students' performance, the responses that they can act upon in order to improve their learning performance. Unlike its' counterpart, summative assessment which comes in form of grading the students' performance at the end of the learning process, formative assessment needs to be provided regularly and continuously during the learning course (Burke & Pieterick, 2010).

Among the many activities involve in formative assessment, feedback is considered by most teachers and students as one of the most essential elements. In writing classes, therefore, feedback is also considered a fundamental element. Feedback can be referred to as information from the reader to the writer given both during the writing process and after a piece of writing is completed. It is aimed to help learners to maximize their potential at different stages of writing, raise their awareness of strengths and areas for

improvement, and identify actions to be taken to improve performance (Burke & Pieterick, 2010). It can come in several forms such as comments, questions, and suggestions a reader gives a writer to produce 'reader-based prose' (Flower, 1979).

However, the practice of using feedback is a controversial issue still. Traditionally, teachers hold that giving feedback is a must do job and that it is pedagogically and ethically wrong if they do not provide students with responses to their performance. Students as well feel that they need some types of feedback from their teachers and they value it highly (Brick, 2004; Hu, 2002).

For researchers, however, the importance of giving feedback is not about it being traditional practice or about it being highly valued. Rather, they place interest on the benefit of feedback and on how it should be used. To address the issues, a large number of research studies have been conducted. As a result of this, there are researchers who have reported positive effects of feedback (e.g., Ashwell, 2000b; Cardelle & Corno, 1981; Fathman & Whalley, 1990; Ferris, 1997; Ferris & Roberts, 2001; Frantzen & Rissel, 1987). Some (e.g., Kepner, 1991; Polio, Fleck, & Leder, 1998; Semke, 1984; Sheppard, 1992; Truscott, 1999), however, are unclear whether feedback is effective, whether the students understand it, whether they will act upon it to improve their writing and learning, and whether they need it at all (Burke & Pieterick, 2010). Nevertheless, the debate is not over the feedback itself. Rather, researchers have shown interest on the issues such as how feedback should be provided, what type of feedback is the most effective, what aspects of writing we shall give feedback on (Hyland & Hyland, 2006) and how research should be designed (Ferris, 2004). It can, therefore, be said that the search for effective feedback practice continues so as to add more information to the debate.

Among the many different types of feedback (e.g., teacher's feedback, computer mediate feedback, and feedback through conference) peer feedback has recently been increasingly used in L2 writing (Haswell, 2005; Toegel & Conger, 2003). The benefits of peer feedback have been addressed by a number of scholars. Freeman (2000) emphasizes the benefits of peer feedback which is caused by cooperative learning. This is in accordance with the idea proposed by Vygotsky (1978) who states that the activity yields benefits to both the giver and the receive. It helps them to become independent writers, possess more self-regulation, have collaborative learning skill, and can create their own strategies to learning. In addition, peer feedback helps students possess similar evaluation skills as their teachers do (Sadler, 1989).

The 2000s has seen a large number of investigations on peer feedback. Researchers (e.g., Hirose, 2009; Jiao, 2007; Kamimura, 2006; Miao, Badger, & Zhen, 2006; Rollinson, 2005; Zeng, 2006) investigated the impact of peer feedback in L2 writing classroom and noted that it offers many ways to improve students' writing. Peer feedback also helps teachers who have to teach a class with many students which they do not have time enough to give feedback to individual learners, and are unable to give instant, frequent, and appropriate amount of feedback. These limitations are very obvious in universities in Thailand where there are more than thirty students in one class and where teachers are required to do both teaching and administrative jobs at the same time. Using peer feedback, therefore, can help solve the problems.

Despite positive effects of peer feedback, researchers have recommended that students need to be trained before they are able to give effective peer feedback. The reason for that comes from researchers' concern over the quality of feedback given by peers who are not well trained. Researchers (e.g., Leki, 1990; Min, 2005; Rosnida & Zainal, 2011; Williams, 1957) have noted that students, without proper training, may give low quality comments, use negative or sarcastic language, and repeat what they are told by the teacher to their friends. One major problem is the low feedback quality.

There is another important idea which is the role of the teacher as a scaffolding provider that comes into play when we train students to give feedback. The idea is originated by Vygotsky (1978) who proposes that between the actual performance where individual students start and the goal, there is a zone of proximal development (ZPD) and that it is the teachers' task to provide scaffolding to help the students close the gap and get to the goal. The teachers position themselves as helpers who assess individual students' actual performance, then set the platform for them individually, then the goal.

This present study seeks to investigate the effectiveness of a new practice of using feedback which is the use of teacher feedback on peer feedback. By applying the idea of scaffolding, teacher feedback functions as guidance from a more experienced figure that helps the students to close the gap between their actual performance (their feedback ability) and the set goal (the more effective feedback ability). Therefore, giving teacher feedback on the student feedback is a mean to train the students to enable them to give more effective peer feedback. To do so, the participants gave feedback on their colleague participants' writing. Teacher feedback, then, was given on the feedback the participants had provided to their friends' writing. The feedback given by the teacher is expected to help improve the quality of student feedback. As the students gain more information and comments on giving effective peer feedback, their knowledge of writing could grow, their confidence both in giving feedback and writing could grow higher. As a result, this could

have knock on effect on the students becoming self-regulated learners and finally improving their writing quality.

1.2 The purposes of the study

This present study was conducted under the following aims:

1. to investigate whether or not using teacher feedback on peer feedback helps improve the participants' peer feedback skills and in what way the participants improve their peer feedback,
2. to investigate whether the students have improved their writing quality and what aspects of writing are improved,
3. to investigate whether the method helps the participants to become more self-regulated learners,
4. and to investigate the students' opinions towards the research activities they participated throughout the course.

1.3 The research questions

1. Does the method help improve the quality of peer feedback and, if so, in what ways are the students' peer feedback improved?
2. Does the students' writing improve and, if so, what aspects of writing improve?
3. Does the method help the students to become more self-regulated learners?
4. What are the students' opinions towards the research activities they participated throughout the course?

1.4 The significance of the study

Research on feedback especially on how feedback should be given to learners still needs more study. So far we have seen a number of studies attempting to investigate the effectiveness of different types of feedback on revision. Other studies have been conducted to compare the effectiveness of explicit and implicit feedback as well as the use of different forms of feedback given on writing. In addition, there are researchers whose studies attempt to determine whether feedback should be provided on specific areas of writing such as grammar, mechanism, and content. Despite a large number of studies conducted so far, the results have shown little consensus or at least they have not provided people involving in using feedback with satisfactory answers. As a result of that,

both researchers and teachers still need more information so as to be able to apply feedback more effectively in different contexts.

Regarding the use of peer feedback, there are studies that attempt to compare the effectiveness of using peer feedback and teacher feedback in terms of how the students perceive, value, and use it. Other studies aim to determine whether different types of feedback that peers use have different effects on writing. Several studies try to investigate, between students with different levels of language proficiency, who can provide more effective feedback. The issue regarding the question who, between the feedback giver and receiver, gains more benefit from peer feedback has received a lot of attention as well.

It is interesting, however, to note that most of the studies conducted so far focus on the effectiveness of feedback directly given to the writer of the text. There are no studies, or if there are the number must be very small, that investigate the effectiveness of using teacher feedback on peer feedback. Therefore, this study can provide information about using feedback to researchers, teachers, and students.

For researchers, the results can be another piece of information to be added to the attempt to seek for approaches to utilizing feedback effectively in different contexts. Since this study, as far as I know, the first to be conducted in Thailand and in this particular context (where the students differ in terms of their language proficiency and where the class size is big), research literature on using teacher on peer feedback is rare in the country and probably so in the wider context. Thus, the results are hoped to extend our knowledge on using feedback in a context that has not been investigated.

For the teachers teaching writing, the results of the study can be used as an example of a new method of using feedback. It can be useful for teachers who have to teach writing in big classes as the method can save time and effort. Apart from that, it can solve the problems regarding delayed feedback. The study can also be used as a case study for teachers who prefer to adapt the method so it suits their needs in contexts specific to them. Lastly, as the literature so far has suggested that feedback has been extensively used in Thailand as a tool for error correction and a grammar exercise, this study, therefore, can provide teachers with a starting point to think about using feedback differently.

For students, this study can be an evidence to show that they themselves can be feedback giver regardless of what level of language proficiency they are at, that being a peer feedback giver gives advantages to them not just as a writer but as an evaluator, a better conversation partner, and a more self-regulated learner. They can also adopt this method in their future use especially those who are going to enter into teaching career.

1.5 The structure of the thesis

Since this present study mainly focuses on the use of teacher feedback on peer feedback in order to see if the method can help improve peer feedback quality and if having effective peer feedback skill can have a knock on effect on the improvement of writing quality, discussions on ideas and approaches related to the study are provided. Chapter two is dedicated to the discussions of three main topics: learning theories, formative assessment, and self-regulated learning. In chapter three, feedback on writing and genre based teaching approach to writing are explained in detail. Chapter four presents the details of peer feedback and peer feedback training. Then in chapter five, the research methodologies are explained. The findings regarding the four research questions are presented in chapter six to eight. In chapter six the findings in terms of the improvement of writing quality based on the scores given to the students' writing by the three raters are presented and discussed. In chapter seven, the findings concerning the students' behaviours of being self-regulated and the discussion are presented. The students' opinions towards their experiences in writing argumentative essay, giving peer feedback, and the activities presented to them during the course of study are presented and discussed. The final chapter, chapter nine, is given to the summary of the findings based on the research questions, the discussions of the findings in relation to previous research and literature are made. Applications of the study, limitations, and recommendations are also provided.

Chapter 2

The concepts underlying the use of feedback

Since this present study mainly focuses on the use of teacher feedback on peer feedback in order to see if the method can help improve peer feedback quality and if having effective peer feedback skill can have a knock on effect on the improvement of writing quality, discussions on ideas and approaches related to the study are provided. Chapter two is dedicated to the discussions of three main topics: learning theories, formative assessment, and self-regulated learning. In chapter three, feedback on writing and genre based teaching approach to writing are explained in detail. Chapter four presents the details of peer feedback and peer feedback training. Then in chapter five, the research methodologies are explained. The findings regarding the four research questions are presented in chapter six to eight. In chapter six the findings in terms of the improvement of writing quality based on the scores given to the students' writing by the three raters are presented and discussed. In chapter seven, the findings concerning the students' behaviours of being self-regulated and the discussion are presented. The students' opinions towards their experiences in writing argumentative essay, giving peer feedback, and the activities presented to them during the course of study are presented and discussed. The final chapter, chapter nine, is given to the summary of the findings based on the research questions, the discussions of the findings in relation to previous research and literature are made. Applications of the study, limitations, and recommendations are also provided.

The use of feedback to boost learning varies according to different learning theories. In the first part of the chapter, three major theories of learning, therefore, are reviewed. Then formative assessment which is considered as the frame work in which peer feedback falls into is discussed. The final part deals with the idea of self-regulation in relation to the use of peer feedback focusing on how using peer feedback can enhance it.

2.1 A brief summary of the three theories of learning

Within this century there are three major perspectives towards learning that have influenced the way we provide education. In this section, those three learning theories which include behaviorism, cognitivism, and constructivism will be discussed. The discussions in terms of their views towards learning and the roles of feedback in each view, are provided.

2.1.1 Behaviourism

Behaviourism is a belief that assumes a learner is essentially passive, responding to environmental stimuli. Behaviourists regard all behaviours as a response to a stimulus. According to this view, things around us produce particular kind of stimulus which makes us react to it in a particular way. Behaviourists place more emphasis on observable behaviours and on knowing which stimulus causes which response (Black & William, 1998). They claim that human do not possess innate behaviour; all behaviours, regardless of how simple or complex they are, are the results of us interacting to the outside environment. They also assume that the processes of learning are common to all species and humans learn in the same way as other animals. Some key terms for this theory include stimulus, response, and reinforcement (Leonard, 2002).

In education, in order to make learning occur, it is necessary that teachers separate knowledge into small bits and introduce them to learners bit by bit. Teachers need to set teaching objectives which can result in outcome behaviours that are observable, measurable, and controllable. Learners then must meet those objectives by showing expected responses to the objectives. Teachers can also provide learners with sets of stimuli (teaching activities and tasks carefully designed beginning from simple to more complex activities) in order to get particular behaviours responded by the learners. To assess learning achievement, instructors look at how learners elicit set of behavioural outcomes expected by the set objectives. And to shape the expected behaviour, they adjust the stimuli (learning activities) (Merrill, 1991).

Feedback is one of the most important parts in behavioural theory. It involves providing learners with instant information about their responses. It can be positive such as reward, negative such as punishment or neutral. Behaviourists focus on the role of feedback in making certain behaviours happen again or preventing them from happening. Thorndike, for example, has inspired the use of feedback as a reinforce and motivator (Burke & Pieterick, 2010). Learning will take place much more effectively particularly when the learner experiences, as a result of learning activities, satisfied feelings, emotions, or when s/he is given rewards of any forms. Learning is strengthened when it is accompanied by a pleasant or satisfying feeling and it is weakened when it is associated with an unpleasant experience, an experience that produces feelings of defeat, frustration, anger or confusion (Stolovitch, Clark, & Condly, 2002). One thing that should be noted about using feedback in behaviourism approach is that feedback should be given in appropriate moment. Behaviourists believe that feedback should be provided immediately after the learner has performed a response. They claim that the more immediate the feedback, the more learning is facilitated (Deterline, 1962).

Skinner (1985) has proposed a model for management of learning activities called 'programmed instruction'. He mentions four- step learning activity which includes the use of immediate feedback including:

Small Steps

Learners obtain small amounts of information and proceed from one task to the next in an orderly, step-by-step fashion.

Overt Responding

Learners must provide an overt response to a problem or step so that correct responses are reinforced and incorrect responses corrected.

Immediate Feedback

Learners are provided with an immediate response to let them know whether they have answered or performed correctly or incorrectly.

Self-Pacing

Learners are to work through the programmed learning activity at their own pace.

Since research has found that feedback based on this theory had no systemic effect of learning, research and theoretical model, therefore, shifted towards an emphasis on cognitive process. The cognitivist revolution replaced behaviourism in 1960s as the dominant paradigm. Cognitivism focuses on the inner mental activities – opening the “black box” of the human mind is valuable and necessary for understanding how people learn by exploring human mental process such as thinking, knowing, memory, and problem solving.

2.1.2 Cognitivism

Cognitivism is proposed as a response to behaviourism which, according to cognitivists, fails to provide clear understanding to how human mind works. Cognitivists believe that human thinking and learning are similar to that of computer information processing. To give an account of how human mind works when it experiences external information, they model human mental process as starting with the Sensory Register receiving information from the outside world through all senses (input). Then the information is sent to Short Term Memory (STM) where it is changed into symbolic form representing the properties of that information. The data then is sent to the Long Term Memory (LTM) where it is stored as a data base for future use (process). The information in the data base is called 'schema'. This schema helps accommodate our learning. When new information is

sensed, it will be stored together with previous information of the same type (if there is any previous one). If the information is completely new, it will have its own new room to be stored. New information therefore can be an extension of the old one (Interfere Effects), or it can be exactly the same (Transfer Effects), or totally new (Schema Effects). If information does not fit learners' schema it may be more difficult for them to remember and what they remember or how they conceive of it may also be affected by their prior schema. Therefore, meaningful information is easier to learn and remember (Good & Brophy, 1990). If a learner links relatively meaningless information with prior schema, it will be easier to retain. According to Good and Brophy (1990), symbolic representations in the mind that depict logically what is perceived in the external world are described through speech, writing, and drawing (in the output process).

In education, cognitivists view learners as active recipients of information and are capable of building their own understanding of the world. In instructional setting, teachers are considered the experts who are trying to get the knowledge across to the students. At the end of the lesson, students are expected to have the same knowledge as their teachers do. During classroom activities, teachers' job is to try to help learners construct knowledge from topics they are learning. To help the learners develop the understanding of the topics being studied, the teachers need to monitor the students' progress and ask a lot of questions as well as encourage the students to think deeply into the topics and ask a lot of questions.

The value of feedback is realized and emphasized in the cognitive information processing theory (Reiser & Dempsey, 2007). Feedback has two important functions in the cognitive information processing theory. These functions include: (1) feedback provides the learner with some type of response so that they know if their answer is correct or incorrect; and (2) feedback can be used to provide corrective answers/responses to incorrect answers/responses. The important idea of this perspective is that it places emphasis on ways feedback is processed, what happen when learners are given feedback, and what influence of feedback is on learners' cognitive and metacognitive process (Burke & Pieterick, 2010). Teachers send message to students telling them of their strengths and weaknesses. The students then interpret that information and act upon it. In applying this idea to research of feedback, researchers try to determine what types of feedback are the most effective for learning.

2.1.3 Constructivism

Constructivism can be defined as the idea that the development of knowledge requires learners actively engage in meaning making (Brader-Araje & Jones, 2002). This view explains how knowledge is constructed in the human being when information comes into

contact with existing knowledge that had been developed by experiences. Constructivists are interested in the study of changes in mental stages as opposed to changes in behaviours which behaviourists believe (Murphy, 1997). Learning is not stimulus-response phenomenon. It requires self-regulation and the building of conceptual structures through reflection and abstraction (von Glasersfeld, 1995). Unlike the behaviourists, constructivists set concept development and deep understanding as the goal of instruction rather than behaviours or skills. Learners construct new knowledge and understanding things based on what they already know or believe, and on their ways of thinking. Learners are believed to have some background knowledge and information of the world that they use as basis to build new knowledge upon. Constructivists also believe in the impact of social interaction on learning saying that learning cannot be separated from its context since the learner needs to construct meaning in response to social context or in order to apply that meaning to real world. In this aspect, constructivists place emphasis on the learner engaging in social interaction through the use of language.

In education, learning in the constructivist's view is a process not a product. The responsibility for learning is not of teacher alone but of both teachers and learners. Constructivism, therefore, very much emphasizes on active and collaborative learning. This happens when the students work in teams helping each other to solve given tasks prepared for them by the teachers. It places more importance on learners over instructors who act as facilitators, catalysts, coaches, or learning managers during the learning activity.

With constructivism, learner inquiry and discovery, learner autonomy, and self-motivation of the learner, and self-regulation are critical elements to the success of the learning process. The instructor needs to be aware where students come from, what their pre-existing knowledge is, what their beliefs and false beliefs are that they bring to the classroom. Also, they should try and encourage students to discover principles by themselves. The instructor and student should engage in an active dialog. The task of the instructor is to translate information to be learned into a format appropriate to the learner's current state of understanding (Bruner, 1996). Driscoll (2000) has concluded that instructional principles based on constructivist approach include providing complex learning situations, providing for social negotiation as an integral part of learning, providing multiple perspective of instructional context, providing access to multiple modes of representation, developing reflexivity, and emphasizing on student centered instruction.

Hein (1991) has listed nine principles of learning based on constructivism.

1. Learning is an active process in which the learner uses sensory input and constructs meaning out of it.

2. The learner needs to do something since learning is not passive acceptance of knowledge which exists out there but it involves the learner's engaging with the world.
3. People learn to learn as they learn. In this sense, learning consists of constructing meaning and constructing systems of meaning.
4. The crucial action of constructing meaning is mental. It happens in the mind. Physical actions, hand-on experience may be necessary but it is not sufficient. The teacher needs to provide activities which engage the mind as well as the hands.
5. Learning involves language. The language we use influences learning. Researchers have noted that people talk to themselves as they learn. Therefore, language and learning are inextricably intertwined.
6. Learning is a social activity. Our learning is initially associated with our interaction with others. Traditional education is likely to isolate the learner from social interaction. It considers learning as a one-on-one relationship between the learner and the objective material to be learned. Progressive education, in contrast, recognizes the social aspect of learning and uses conversation, interaction with others, and the application of knowledge as an integral aspect of learning.
7. Learning is contextual. We do not learn isolated facts and theories in separated from the rest of the world. We learn in relationship with what we know or believe, our prejudices, and our fears.
8. We need knowledge to learn. We cannot learn new knowledge without previous knowledge to build upon.
9. It takes time to learn. We need to revisit the ideas, ponder them, try them out, play with them, and use them. Motivation is a key component in learning.

There are many learning theories that are under the educational paradigm of constructivism. Among them, Lev Vygotsky's Social Development Theory is the one that has great influence on educational setting.

Vygotsky (1978) describes learning practice as a shared activity, not one directed exclusively by the teacher or the student. Both parties are responsible for learning. He proposes four key concepts of learning. Firstly, the learner can construct knowledge. Secondly, learning can lead development. Under this proposition, instruction is good only when it proceeds ahead of development. Then it awakens and rouses to life an entire set of functions in the stage of maturing, which lies in the zone of proximal development (ZPD). It is in this way that instruction plays an extremely important role in development. Thirdly, learning cannot be separated from its social context. This suggests that knowledge is first constructed in a social context and is then taken up by individuals (Bruning, Schraw, & Ronning, 1999) through the process of sharing each person's point of

view called collaborative elaboration (van Meter & Stevens, 2000) which results in learners building understanding together that would not be possible alone (Greeno, Collins, & Resnick, 1996). Fourthly, language plays a central role in learning.

However, the idea that has been widely adopted in educational setting is 'Zone of Proximal Development (ZPD)' and the term 'Scaffolding'. ZPD is defined as an area between the learner's independent performance (the ability to solve the problem independently without help from others) and the learner's assisted performance (the potential level of comprehension when given guidance or collaboration with more experienced people). Through a process of 'scaffolding' a learner can be extended beyond the limitations of their current ability to make the ZPD narrower until they reach the point where scaffolding can be removed (Vygotsky, 1978).

There are two key points to be taken into account here. One is to determine the learner's independent ability, in other words the learner's background knowledge and experience upon which we as the teacher would like to build. Learners should constantly be challenged with tasks that refer to skills and knowledge beyond their current level of mastery. This captures their motivation and builds on previous successes to enhance learner confidence (Brownstien, 2001). The other is to provide the learner with helps, referred to by Vygotsky as scaffolding. It is defined as a system in which assistance by more knowledgeable others is aimed above what the learner can do alone. It is necessary that the teacher has plan for accomplishing this along with a plan for removing scaffolding when possible. The teacher can start from providing supports during initial learning steps in order to allow the learner to enter the area of ZPD. As the learner develops the necessary skills and becomes more confident, the support is gradually removed and the learner takes over. Supports can also come from several sources other than the teacher. People around the learner, parents, peers, and internet can also provide helps. In classroom, peer with different skills and background can work collaboratively through constructive social interaction in order to understand tasks (Duffy & Jonassen, 1992). Peer collaboration is one significant implication of scaffolding which can help the learner reach the set ability.

The role of feedback in constructivists' view is that feedback needs to be formative and is given regularly during the learning process, and that feedback can be from various sources; it can be from the teacher, other people who involve in learning such as friends, other teachers, or even from outside schools.

Feedback, according to this view, functions differently in different learning environments. It should not only be feedback on learning but it should also be feedback for learning which is defined as information about the gap between actual performance and the target or goal

performance which is used by the learners to narrow the gap. Such information has to be meaningful, understood, and carefully acted upon. It is necessary that the teachers know what types of feedback are effective and appropriate for its context, and that the learners can make sense of the feedback from their experience and engage in self-regulated learning. There is also an idea of assessment that should go together with feedback. As Black and Wiliam (1998) have stated “assessment and feedback together can improve learning”. They conclude that learning development is achieved through the following conditions:

- Students are given feedback.
- Students actively engage in learning.
- Students recognize the influence of assessment.
- Students have self-assess ability.
- Teachers take into consideration the results of assessment.

Sadler (1989) has pointed out that there are three conditions to be taken into account in order to be sure that students benefit from feedback given to them. The first one is the students must know the target learning standard. The second is the students must be able to compare their current performance to the target performance. And the last one is that the students must be able to choose appropriate strategies for minimizing the gap between the actual and the target performance.

There are some feedback models that are built upon the constructivists’ perspective. Hattie and Timperly’s (2007) model of feedback is one example. It focuses on feedback purposes, meaning, and potential to boost learning. The model guides the teachers how to provide performance based related information and offers the students opportunity to consider learning possibilities for themselves. The model also identifies how feedback can focus on four levels:

- Feedback which is focused on the task
- Feedback which is focused on process
- Feedback which is about self-regulation
- Feedback which is about the person

Another model of feedback is proposed by Nicol and Macfarlane-Dick (2006a). They consider how feedback can be used to help student develop self-regulated learning. They emphasize the importance of internal and external feedback in moving students towards learning in a more self-regulated way. They propose six ways to support effective student learning including:

- Helping students to clarify what good performance is
- Helping student to learn how to self-assess
- Providing students with opportunities to act upon feedback
- Providing good quality information about their learning
- Supporting the development of learning communities
- Encouraging positive motivational beliefs and self-esteem.

Shute's (2008) guideline for good feedback practices attempts to highlight feedback complexity and to show how it led research to arrive at different conclusions about what constitute effective feedback. According to Shute, task level feedback should provide timely and specific feedback about students' responses to a particular task. Feedback in Shute's view has to be non-evaluative, supportive, genuine, and credible. To give formative feedback, current level of students' performance, and other related factors have to be taken into account.

Constructivism places greater emphasis on learners saying that they need to collaboratively work, acquire, share knowledge, and structure the knowledge among their colleagues, with the instructor acting as a guide, co-collaborator, and coach. Although closely engage in the learning activities, teachers might not be able to closely monitor all strength or weakness learners make during their tasks and might miss pieces of feedback, peer response, therefore, can help fill those missing pieces (Leonard, 2002). A constructivist learning activity that is used most often in a situated learning environment, dynamic assessment is a process whereby students self-assess and peer assess their own work, rather than have the instructor perform the assessment activity and provide a grade. To be an effective assessor, Sadler (1989) adds that the students need to have the same evaluative skills as their teachers. Similarly, Boud (2000) and Yorke (2003) have put that teachers should help their students develop self-assessment skills and provide them with good quality of feedback.

In conclusion, the constructivists believe that knowledge is constructed by the learners using their experience, beliefs, thinking strategies and other required information. They view feedback as a part of scaffolding information provided by tutors in order to help the learners learn. It helps the learners to be aware of their actual level of performance comparing to the target standard and know how big the gap is and what appropriate action they should choose to close the gap. The most helpful types of feedback focuses of the learning task, provides specific comments about task-related performance, and offer specific suggestions for improvement, as well as encouraging the learners to focus their attention on the task and their approaches to it rather than getting right answer to get a good grade. Effective feedback also promotes self-regulated learning. It helps boost students' motivation and confidence and promotes sense of control and ownership over learning.

2.2 Formative assessment

One of the important ideas that is closely related to constructionist's view is assessing learners' performance formatively. Formative assessment (FA), sometimes referred to as

'Assessment for Learning' (AFL), is assessment that is intended to help learners maximize success, rather than aiming to determine a quantitative mark or grade (Topping, Smith, Swanson, & Elliot, 2000) by giving them information or feedback about their performance (Yorke, 2003) specifically, about strengths and weaknesses. FA is in contrast to another form of assessment, referred to as summative assessment, which the main purpose is to "elicit evidence regarding the amount or level of knowledge, expertise or ability" (William, 2001, p. 169) and is often required for administrative purposes – e.g. to assign grades to students, to place them in appropriate class, and to decide on promotion (Genesee & Upshur, 1996). In addition, it tries to find out what the student does not know or partially knows in order that teachers will use this as feedback to design teaching plans and strategies to enhance learners' full understanding of what they are expected to know. Learners, similarly, can also use information of their performance to adapt their learning to reach learning goals (Black & Jones, 2006).

Formative assessment includes several activities. Garrison and Ehringhaus (2012) propose five activities that could help assessment become more formative. The first one is 'Criteria and goal setting'. Students need to know what the target of learning is and how to reach it. The second activity is 'Observations'. By observing class teachers will have evidence of their students' performance and can use the information for teaching planning and providing feedback. The third one is 'Questioning strategies'. Effective questions can come from teachers' own experience gained from their previous teaching. Also they may come from points students have problems with or from open questions which students can access from different ways. The fourth one is 'Self and peer assessment'. This helps to create a learning community within a classroom. Students who can reflect while engaged in metacognitive thinking are involved in their learning. When students have been involved in criteria and goal setting, self-evaluation is a logical step in the learning process. With peer evaluation, students see each other as resources for understanding and checking for quality work against previously established criteria. The fifth activity is 'Recording of performance'. By having students keep record of what have been done and achieved so far, teachers will have more information to monitor progress. Students can also similarly benefit from their record.

According to Black, Harrison, Lee, Marshall & William (2003) another important activity is teachers marking students' work. Traditionally, teachers try to put grade or level on students' work when marking. This is not a very useful way to learners. It does show them where they are at but not how to improve. Therefore, what teachers should do is to give comments on students' work which not only tell the quality of their performance but also what to do next to improve. The way teachers give feedback, therefore, affects how the students are feeling about what has been done and their self-esteem. If feedback tells

something about marks, about where a student is comparing to other students, or about being a winner or loser, it will not help self-esteem to occur. It is fine for top students but depressing for many others.

Although formative assessment is involved many different activities, it all comes down to feedback which is one very important activity of formative assessment. It is a key element in FA that tells how successfully something has been or is being done, and about the gap between the actual performance in relation to the expected target. Feedback can come from different sources with teacher feedback is the very obvious one. However, it is important learners need to learn independently without teachers and learn to learn with colleagues. One way to achieve that is to use peer feedback. If the students can use peer feedback well they will start to see themselves as someone who can make judgment about the quality of a piece of work and who can give advice on how to improve work. If they see themselves as someone who can do that they will become to be successful on their own work (Black et al., 2003).

2.3 Self-regulated learning

Another idea that has close relationship with the view of constructive approach to teaching and formative assessment is self-regulated learning (SRL). It is referred to as the development of knowledge, attitudes, and skills through the use of cognitive strategies, cognitive skills, and goals of learning (Boekaerts, 1999). Self-regulated learners are among the most effective learners as they are able to opt learning strategies (Butler & Winne, 1995), respond to feedback regarding their performance, and seek for new opportunities to learn (Zimmerman, 1990). It can lead to students being able to form good learning behaviours that suit themselves (Wolters, 2011); it can enhance students to effectively check and evaluate their performance and progress (de Bruin, Thiede, & Camp, 2001; Harris, Friedlander, Saddler, Frizzelle, & Graham, 2005), finally it leads to students having desired learning outcomes (Harris et al., 2005).

As SRL is a process, it thus involves different activities. There are a number of experts who have identified activities that should be made realized to the students in order to drive them to be more self-regulative. Researchers (e.g., Winne & Hadwin, 1998; Wolters, 1998) have agreed that the process often includes goal setting. Students can set their learning short term goals such as gaining good marks on a project or long term goals such as full understanding of a big topic. Encouraging students to set short-term goals for their learning is a way to help them check their progress and in the end achieve their long term goals. Zimmerman (2004) and Zimmerman and Riesemberg (1997) also include planning in the process. Planning and goal setting can be seen as complimentary to each other.

Planning can help students set their goals well and find effective strategies to meet the goals (Schunk, 2001).

Corno (1993), Wolters (2003), and Zimmerman (2004) add that the process includes self-motivation. Self-motivation is the result of the students independently using different strategies to move on in the right direction to achieve goals. It is important to the process of self-regulation because it requires learners to assume control over their learning (Corno, 1993). Zimmerman (2004) states that when students are able to motivate themselves without external incentives it is a good sign that they start to become more self-regulated learners. Students who can find internal motivation are more likely to engage in tasks that require big effort and time (Wolters, 2003).

Harnishferger (1995), Kuhl (1985), and Winne (1995) add attention control into the process. In order to be self-regulative, learners must be able to control their attention (Winne, 1995). To gain such control learners must keep monitoring themselves (Harnishferger, 1995). They should be able to get away from any thoughts that may distract them from tasks and find themselves in environment that supports their learning. (Winne, 1995).

Van de Broek, Lorch, Linderholm, & Gustafson (2001) and Winne (1995) include flexible use of learning strategies. Successful learners are able to apply alternative methods to accomplish tasks. At the same time, they need to be flexible when using those strategies (Paris & Paris, 2001).

Butler and Winne (1995) and Carver and Scheier (1990) include self-monitoring. In order for a learner to self-monitor their progress, they must set their own learning goals, plan ahead, independently motivate themselves to meet their goals, focus their attention on the task at hand, and use learning strategies to facilitate their understanding of material (Zimmerman, 2004).

Butler (1998), Ryan, Pintrich, and Midgley (2001) include appropriate help-seeking. Being self-regulated learners does not mean that students do every task on their own without seeking help from others (Butler, 1998). They should also get others to help them but with the purpose of making themselves more autonomous not only to finish the task (Ryan et al., 2001).

Schraw and Moshman (1995) include self-evaluation. The ability to evaluate their own performance is important for SRL to happen. It allows students to check and evaluate their learning, make changes to it, or adjust it in order to move on (Schraw & Moshman, 1995). Teachers can promote self-evaluation in the classroom by helping students monitor their

learning goals and strategy use, and then make changes to those goals and strategies based upon learning outcomes (Zimmerman, 2004).

Being able to implement different strategies effectively and comfortably requires time and practice and needs different forms of help from teachers such as modelling how to use new learning methods and providing sufficient scaffolding. In addition, formative feedback that gives information about students' progress and performance, that is easy to interpret, and that gives opportunity for students to negotiate is needed.

Because of this importance of being SRL learners, it is necessary that teachers understand factors that influence SRL as well as strategies to be used to promote it (Lindner & Harris, 1992). There are several models of SRL that illustrate the process of how to promote self-regulated learning behaviour. The one which is straight forward and easy to apply is designed based on the process of SRL proposed by Zumbrunn, Tadlock, and Roberts (2011). The model includes three phases: forethought and planning phase, performance monitoring phase, and reflection on performance phase.

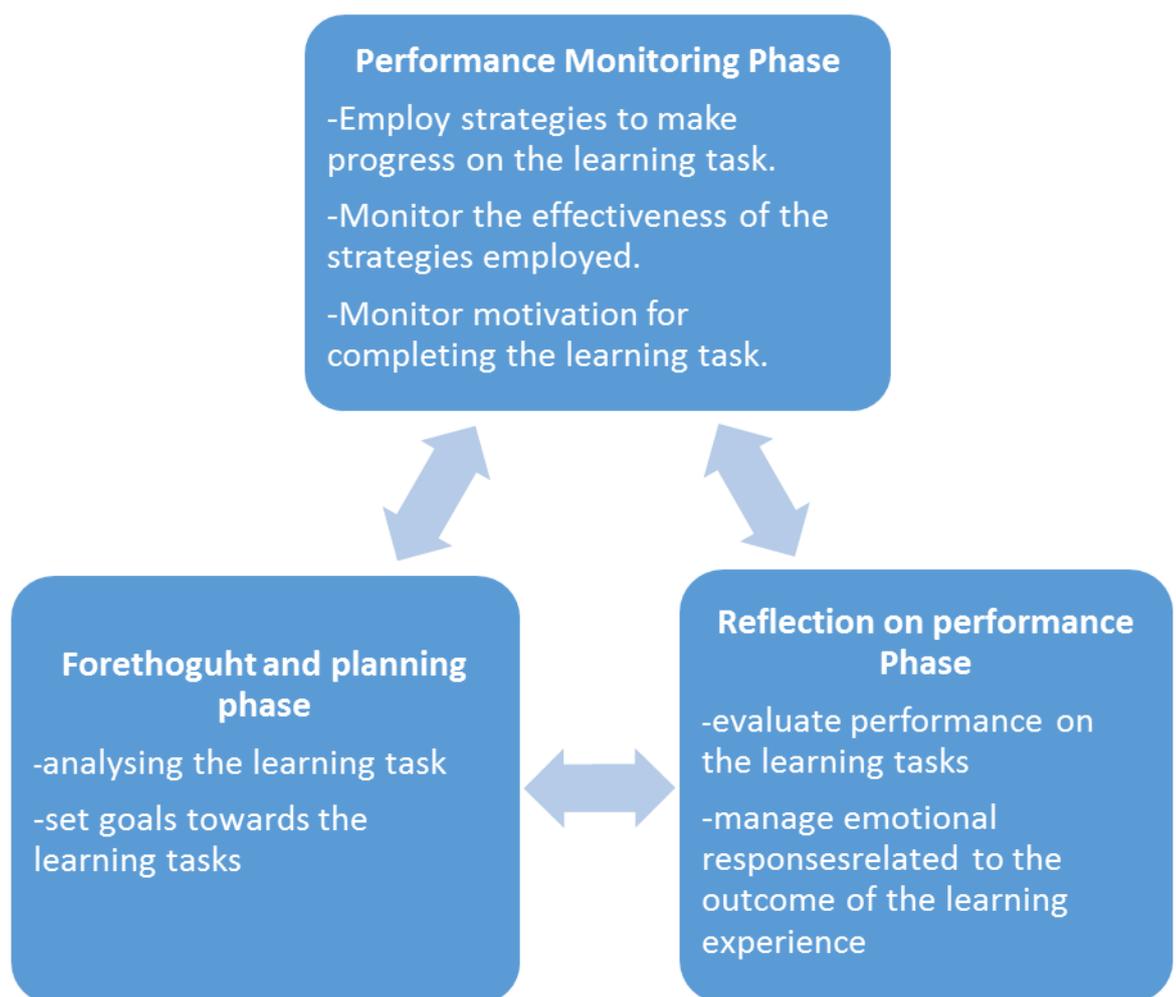


Figure 1. A model of self-regulated learning (taken from Zumbrunn et al., 2011, p. 6)

During the forethought and planning phase, students analyze the learning task in order to gain concepts of task requirements or standard. After that they set their learning goals from what they have analyzed as well as strategies to complete the task. The goals and strategies set by the learners may not concur with those expected by the teachers. This is where feedback can have a role to play (Zumbrunn et al., 2011).

Next, in the performance monitoring phase, students employ strategies to make progress on the learning task and monitor the effectiveness of those strategies as well as their motivation for continuing progress toward the goals of the task. Again, the strategies they adopt may not be effective or they may feel uncomfortable with. Teachers or peers can come in and help in terms of giving formative response which leads to future improvement (Zumbrunn et al., 2011).

In the final reflection on performance phase, students evaluate their performance on the learning task in order to decide whether or not the strategies they have employed are effective and if they need to make any changes. It is also important that the students are able to manage emotions resulted from the learning outcomes and experience (Zumbrunn et al., 2011).

2.4 Conclusion

Theories of learning provide the ground on which particular teaching methods are built. Based on behaviourists' view, learning activities are used as stimuli to make particular responses occur. Teachers take a role of stimulus providers. They create learning activities which should have clear target response and the response should be observable and measurable.

According to the cognitivists, human brain is believed to work in similar way as a computer. There must be an input from the outside world. The input, when enter into the brain, is processed and stored in specific rooms. A product of the processing that is related to an existing one is stored together with that old information. The one that is new is stored in a separate place. Learners learn more quickly if the information is related or similar to the existing one. However, it takes them longer to learn information that is totally new to them. Teachers take a role of an expert who put into the learners' brain information that is easy for them to process.

According to constructivists, learning is a construction of knowledge. Learners construct their own knowledge from activities given to them by teachers. They try to use different strategies in order to work on tasks given to them. They may work collaboratively with other learners or people involved. Teachers take a role of facilitators who monitor learning

behaviours and offer helps when necessary. Constructivists also emphasize the importance of social interaction as they believe that knowledge is acquired through interaction and language plays an important part in learning.

The view of constructivism includes the other two main concepts being employed for this study, formative assessment and self-regulation. Constructivists believe that learners need to receive assessment that tells their strong points of the performance which they should maintain as well as weak points which they need to improve. Such assessment is referred to as formative assessment. Instead of judging the learners' performance in order to tell them what grade they receive, formative assessors look back at the learners' performance and comments on it and give the students feedback that they can work upon.

Self-regulative behaviour is another focus of this chapter. It is important the learners who can construct knowledge show some behaviours of self-regulation. In writing classroom, successful students who can write well usually master self-regulation. They need to master self-planned, self-maintained (Zimmerman & Riesemberg, 1997), goal setting, self-monitoring, and self-instruction (Graham & Harris, 2002). Similar to other learning, self-regulation is seen as a crucial factor that influences writing quality. It is included as a part of many models of writing process (c.f. Flower & Hayes, 1980). Self-regulation is thought to enhance writing performance in two ways. First, self-regulatory mechanisms, such as planning, monitoring, evaluating, and revising, provide building blocks or subroutines that can be assembled along with other subroutines, such as procedures for producing text, to form a program for effectively accomplishing the writing task (Scardamalia & Bereiter, 1983). Second, the use of these mechanisms may act as change-inducing agents, leading to strategic adjustments in writing behaviour (Scardamalia & Bereiter, 1983; Zimmerman & Riesemberg, 1997). When self-regulatory mechanisms, such as planning and evaluating, are incorporated into writing, for example, they generate information that may influence not only their subsequent use, but other cognitive or affective processes as well.

The discussion made so far in this chapter has pointed out that in both constructivists' view of learning, formative assessment, and the idea of self-regulation, there is one element that is common in them which is feedback. Learners should receive good and sufficient responses. Unfortunately, teachers alone cannot meet this requirement. Even if they can, they may not be able to provide it timely. Good but slow feedback from teachers may not be very useful. Wait time can seriously limit the effectiveness of feedback because formative assessment even if it is of great quality and depth, is not useful to students once they have moved on to new topics (Cook, 2001).

With these issues in mind, researchers have recommended the use of peer feedback as an effective alternative to providing more timely feedback as well as encouragement for

self-regulation. The inclusion of peer feedback can also increase the amount and the quickness of response that meets the learners' need (Lui & Carless, 2006). This concept fits the situation of classrooms where the number of students is big and where teacher feedback cannot be regular and immediate enough. Feedback from peers who receive regular scaffolding, therefore, is an effective way to deal with the context.

This study, therefore, applied the idea of formative assessment in the process of teacher and student conference and during the student peer feedback sessions. The application of the concept was that the teacher, during the conference, used comments that aimed at identifying the students' current performance and providing comments that would help them to improve their feedback quality in the subsequent meeting with their peers. The use of appropriate language for commenting and the importance of making the meeting productive and friendly was emphasized. The teacher feedback on student peer feedback also functioned as scaffolding trying to train and help the participants to close gap between the current ability and the expected goal. Self-regulation is expected to be the result of the students having more knowledge regarding writing evaluation and confidence they gained from commenting on their friends' writing. Knock-on effect was expected to occur in the students writing ability.

In the next chapter, details of feedback in terms of its definitions, applications, and its relations to genre based approach to writing were presented. The main focus is on how feedback has been used in writing class with different purposes.

Chapter 3

Feedback on writing

In the previous chapter, the concepts of learning theories have been discussed especially the view of constructivists in which the use of formative feedback and self-regulation plays important parts. In this chapter, feedback on writing is discussed in detail starting with how practice of feedback on writing has evolved over time and how research on feedback has been conducted. The chapter begins with fundamental concepts of feedback on writing; then the development of feedback practice on writing is presented; in the last part, research on feedback on writing is discussed.

3.1 Basic concepts of feedback on writing

Feedback is widely accepted as one of the most important practice in educational setting (Hyland & Hyland, 2006). In all writing classrooms no matter what approach the teacher adopts, its importance has been emphasized. This leads to the importance of giving effective feedback. To enable people involving using feedback employ feedback appropriately and effectively, methods for giving effective feedback have been researched continuously. However, there are no thorough ones that can be said to fit well with classrooms that are different in many aspects. Despite that fact, teachers always feel compulsory to give feedback to their students' compositions. They also hold that leaving students' writing uncommented is ethically wrong; students should receive some reflections on their work from them. This is why giving formative and effective feedback is not an easy pursuit. Like most skills that are worth mastering, it takes hard work, dedication, and attention to all the details of the issue.

In writing classes, therefore, feedback is considered a fundamental element. Writing feedback can be referred to as information students receive both during the writing process and after they have completed a piece of writing. It is aimed to help learners to maximize their potential at different stages of writing, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance (Burke & Pieterick, 2010). It is an input from a reader to a writer with the effect of providing information to the writer for revision. In other words, it is the comments, questions, and suggestions a reader gives a writer to produce 'reader-based prose' (Flower, 1979).

Feedback on writing can take different formats such as written commentary, spoken comments which can come in several methods for instance a whole class conference, or

individual talking. It usually comes from different sources including teacher's feedback, writing conferences where tutors and students meet and discuss students' writing, peer feedback, and computer mediated feedback; each varies according to its advantages and disadvantages.

Regarding the preciseness, feedback can vary greatly according to its degree of clarity to learners. In this regard, feedback is often viewed on a continuum from implicit to explicit. Ferris (2009) classifies feedback into two types: direct or explicit and indirect or implicit. When giving a direct feedback in written form, teachers identify errors committed by the writers by means of underlying, circling, or highlighting the area needed to be corrected; then they also provide the writers with the target form. Students, when making revision, only need to transcribe the teachers' suggested correction into their texts. Indirect feedback, on the other hand, requires more work from the students. When giving feedback of this type, the teachers indicate to the students that an error has been detected and it is the students themselves who do the rest in working out what the error is and how to correct it.

In spoken form of feedback, recasts, clarification requests, repetitions, and confirmation checks are generally considered to be implicit and thus less obtrusive than other types of feedback, such as direct correction and metalinguistic feedback, which are considered to be more explicit. Clarification requests, repetitions, and confirmation checks, which are provided when a learner's utterance is not clear in terms of meaning, can be classified as negotiation moves. They may be due, for instance, to linguistic problems involved in a learner's utterance, or to the incompleteness of an utterance; often, they indicate that something needs to be addressed in order for communication to proceed. The effects of clarification requests such as 'I don't understand, what?' on L2 development have been explored in a number of studies (e.g., Loewen & Nabei, 2007; Lyster, 2004; McDonough, 2005; Nobuyoshi & Ellis, 1993). Results indicate that clarification requests gives learner opportunities to improve the learning outcome. Researchers for example Lyster (2004) suggests that feedback should be explicit enough to prompts learners to make changes to their performance. Other researchers (e.g., M, 2006) have suggested that different types of feedback may work in different ways for different learners in different contexts.

Nelson and Schunn (2009) classify feedback into cognitive and affective categories. Cognitive feedback focuses on the text. It summarizes and explains aspects of the work to be reviewed. This type of feedback can differently effect on performance depending on factors such as types of comment, types of task, levels of the learner, and how the feedback is communicated. Instant feedback can be more effective than delayed feedback; feedback given to correct response is better than that given to incorrect ones (Hattie & Timperly, 2007). Comments that are specific can work better than ones that are

broad or general (Ferris, 1997). Similarly, short, to-the-point explanations are more effective (Bitchener, Young, & Cameron, 2005) than lengthy, didactic ones (Tseng & Tsai, 2007). Comments given timely on each individual performance is more effective than those given to a group with different nature (Crooks, 1988). Finally, comments that identify problems and provide solutions are especially effective (Nelson & Schunn, 2009). Affective feedback, on the other hand, reflects the quality of the work. The reviewer employs praise or criticism or non-verbal language to convey points to the writer.

3.2 The development of feedback on writing

As approach to teaching writing has evolved over time, the practice of feedback on writing experiences changes. In this part, we will look more closely at feedback on writing after we have discussed feedback in general educational setting.

3.2.1 Feedback as an error correction tool

At the beginning of its course, writing was seen as a product. From this perspective, texts written by learners are seen as a representation of the writers' knowledge of language forms and their awareness of systems or rules to create texts (Hyland, 2002). Based on this view, teaching of writing placed great importance on language accuracy and the explicitness of ideas to be presented. For one part, writing is used as an exercise for grammar and general understanding of language. For the other, it is used for the writing purpose itself. Teachers' responses to writing in this perspective tend to focus on error correction of grammar and identification of writers' problems to control the language system. The Feedback on writing, therefore, was focused on giving error correction. As a result of this practice, feedback was seen as a must in revision of writing (Burke & Pieterick, 2010).

Within the second half of the 2000s, a substantial amount of the research on teacher written feedback in L2 writing contexts has been concerned with error correction and whether this benefits students' writing development. Research in this area has sought to explore whether error correction is effective and what strategies and treatments teachers use for error correction, and to discover the effects correction has on students' immediate revisions and their longer term development as writers (Hyland & Hyland, 2006). However, we have witnessed two groups of researchers whose view towards feedback on linguistic accuracy is against each other. The question whether or not feedback has positive or negative effect on such development is the center of the argument. Since then, it has been a growing number of studies conducted by researchers who are in favor of one of the two sides trying to prove the effectiveness of correction feedback. Several

researchers have produced studies which indicate negative effects of correction feedback on linguistic accuracy. At the same time, researchers with opposing view have tried to disprove the claim.

To prove that error correction has positive effect on the linguistic accuracy, Cardelle and Corno (1981) gave four types of feedback and concluded that the students made better progress when they were provided comments on grammar together with praise from the teacher than when they were given comments on grammar alone. However, in their study, they did not include the control group who received no feedback.

Also, there are researchers who wanted to test the helpfulness of the feedback providing that the students receive it over time. They post a slightly different research question: do students who receive error correction improve in accuracy over time? The researchers who studied this question include Lalande (1982) who studied sixty intermediate level students at a US university for over a semester. Lalande found that feedback had positive effects on accuracy. Nevertheless, the second group, who had to work on the errors themselves, produced fewer errors by the end of the semester.

In their study, Robb, Ross, and Shortreed (1986) compared four different types of corrective feedback over an academic year. In their study, a total of 134 Japanese college freshmen were put into four groups which the researchers claimed had no difference in terms of their proficiency level based on the cloze test but they did when tested by using composition. The study found that students who used an error code when revising their compositions made significantly greater gains than a group whose compositions were corrected directly by the instructor. They came to the conclusion that direct correction of surface error was no better than the other methods of corrective feedback. In this study, the control group was not included.

Fathman and Whalley (1990) conducted a cross sectional study of 72 students of an ESL collage writing class. The subjects were given in-class writing task which lasted 30 minutes. Four types of feedback were provided to the participants. The results suggested that those who received the feedback performed better accuracy than those who did not. Also, the researchers claim that there were no differences between the effectiveness of giving each type of feedback separately and giving them together.

Another study was conducted by Kepner (1991). In her longitudinal study Kepner had her students write journals for one academic year. During this period, the students were given two different types of feedback. One group was given grammar correction feedback and the other was given message related comments. Kepner found that message related comments worked better than grammar correction feedback both in terms of grammar accuracy and text quality.

Ashwell (2000) conducted a study based on the same research question: do students who receive error correction produce more accurate texts than those who do not receive error feedback? In his study, he asked 50 Japanese university students to write three drafts of writing each on a topic. He gave the participants content-focused feedback and form-focused feedback differently. The participants were divided into four groups. The first group were given content-focused feedback for their first drafts; form-focused feedback for their second drafts. The second group were given form-focused for their first drafts and the content-focused feedback for their second drafts. The third group received two types of feedback together for their first and second drafts. Group four was the control group and the students did not receive correction feedback. After the analysis of the final drafts (drafts 3), It was found that the recommended pattern of feedback did not produce significantly different results from the other two patterns in terms of gains in formal accuracy or in terms of content score gains. Ashwell concluded that students in two feedback groups who received error feedback had significantly fewer grammatical errors on a revised draft than groups who received only content feedback or no feedback at all.

In 2001, Ferris and Roberts studied 72 university ESL students at a US university. The researchers investigated the effect of three different types of feedback on the student ability to self-edit their own texts in order to find out how explicit the feedback should be if it was to help the students write more accurately. The participants were put into three groups with the first group receiving errors marked with codes from five different error categories (verb errors, noun ending errors, article errors, wrong word, and sentence structure); the second group errors in the same five categories were underlined but not otherwise marked or labeled; and the third group received no feedback at all. Again they found that error correction was helpful to students. The study revealed that group one and group two could make better self-edit than the no feedback group. However, they found the participants who received errors marked with codes and those whose errors were underlined but not coded or labeled showed no significant differences in their ability.

Chandler (2003) did two studies in order to see the effectiveness of different types of correction feedback on linguistic accuracy and see how the teacher should deal with feedback. In the first study, Chandler compared two groups of the students who received different treatments. Three research questions were asked 1) did the students who had been provided with the teacher's correction feedback during the experiment make fewer errors on their later writing? 2) did the students who had not received the feedback make fewer errors on their later writing? and 3) was there any significant difference in the improvement of the two groups? Thirty-one advanced ESL students most from the Asian countries who were taking a composition class participated in her study. The participants were divided into a control and an experimental group. Both classes were taught by the

same teacher-researcher using identical classroom activities and both received error feedback. The only difference was that the experimental group was required to revise each assignment, correcting all the errors underlined by the teacher before submitting the next assignment, whereas the control group did all the corrections of their underlined errors towards the end of the semester after the first drafts of all five homework assignments had been written. The final papers produced by the students of both groups were analyzed to see if they could reduce errors. The results showed that students' correction of grammatical and lexical error between assignments could reduce such error in subsequent writing over one semester and that the students who did revision during the experiment process made fewer errors on their final texts than those who did not make revision.

For the researchers who are in favor of 'no-error feedback', Truscott, the leading figure of this view, published, in the *Journal of Second Language Learning*, his reviewed article titled 'The Case Against Grammar Correction in L2 Writing Classes' urging the termination of error correction since he believes that it is harmful to students writing. In his article he cited several studies which showed that grammar corrective feedback is not only ineffective but also destructive. Also, he criticized weak points of those studies that the results were positive.

Polio et al. (1998) investigated whether students who received error correction produced more accurate texts than those who did not receive error feedback? In their study, they designed the research to test whether or not there are any differences in terms of linguistic accuracy between the students who received additional grammar exercises and editing on grammatical errors and those who received no feedback. Sixty-four students were grouped into control and experiment groups. The control group wrote four journal entries each week for seven weeks and received no feedback. The experimental group did four activities including 1) regular journal entry, 2) grammar review and editing exercises, 3) regular journal entry, 4) revision of one of the two entries. They were given error correction on both the editing exercises and the journal entries. The first drafts and the final drafts written by the students of the two groups were analyzed to see how the students of the two groups gained. It was found that both experimental and control group performed better in terms of linguistic accuracy over the semester. However, they did not see significant differences in the improvement between the two groups. They, so, concluded that additional grammar and editing exercises did not have any significant effects of the students' linguistic accuracy.

Frantzen (1995) investigated the value of supplementing a content course with grammar exposure. The 'grammar exposure' employed in her study consisted of a brief daily grammar review and error correction feedback on written work. She divided 44 subjects

into four classes with 11 students each. Two of the four classes were taught a content course and were supplemented with grammar and the other two were taught a content course only. Before the experiment started, the students were given a pretest on writing and after the experiment ended the four classes were asked to write again as a posttest. The results showed that both groups exhibited significant improvement over the semester in overall grammatical accuracy on both instruments. The plus-grammar group significantly outperformed the non-grammar group on the grammar-focused instrument but not on the integrative one. A few between group differences occurred on the essays, but there was no tendency for one group to outperform the other. The results suggest that a grammar review is a beneficial supplement to a content course when performance on grammar-focused tests is important, but that an intermediate level content course by itself can promote significant improvement in grammatical accuracy in writing in the target language.

Semke (1984) gave four kinds of feedback and found that there was no difference between the groups in terms of formal accuracy, but that the comments only group wrote more, made significantly more progress in general language proficiency and responded to the journal writing assignments more positively than the other groups. The overt correction of student writing tended to have negative side effects on both the quality of subsequent compositions and on student attitudes toward writing in the foreign language.

Hendrickson's (1981) study involved a heterogeneous sample of adult learners in an ESL class over a period of 9 weeks. No significant differences were found between the effects of comprehensive correction and correction of global errors only. The author did not present any numbers for absolute gains, so his results cannot be included in the meta-analysis. He was, however, quite negative about the outcome, suggesting that the effect sizes were small.

Lalande (1982) studied 60 intermediate German students at Pennsylvania State University. The purpose of this experiment was to test grammar accuracy of the compositions written by students who received different types of feedback and to determine whether the treatment was particularly effective on certain types of errors. He used two classes as experimental groups and the other two as control groups. The researcher made sure that both groups had no significant difference by looking at their GPAs as well as their pre-test scores. The control group participated in grammar review and read stories and the students were assigned to write essays. Their essays then were corrected in traditional ways and the students were required to revise their essays. The experimental groups did the same activities; the only difference was the way their essays were marked and the revise process. Lalande found that students who used an error code when revising their compositions made significantly greater gains than a group whose

compositions were corrected directly by the instructor. However, there was no significant evidence to show that the experimental and the control group were significantly different in terms of their accuracy at the end of the study.

In summary, the result of the argument seems to both sides after at least a decade of debating that the argument will continue. So it is more fruitful here to review things that have had been done. In her article 'The "Grammar Correction" Debate in L2 Writing: Where are we, and where do we go from here? (and what do we do in the mean time?),' Ferris (2004) noted that she and Truscott have come to some agreements about research on correction feedback. The first thing that the two agree upon is there is still insufficient research on correction feedback. The second one is that the burden of proof is with the side that is in favour of correction feedback. In the same paper, Ferris also gave reflection on the research that had been conducted so far saying that the results of the previous research are fundamentally incomparable because of inconsistencies in design'.

Inconsistencies in design may include the techniques the researchers use to select their participants in terms of their language proficiency level. Some studies employed careful techniques but some did not. The failure in confirming the sameness of the participant could undermine the reliability of the studies to a certain extent. The issue of ethic also plays a significant part in designing a research. How to be fair to the students when giving treatment can be a tough task. And since the length of the treatment can greatly affect the research outcomes, duration of the study is another point to be concerned. The type of feedback to be given to the student is another problematic business. Most research conducted in recent years has focused on giving implicit and explicit feedback. Yet, the results still vary due to the factors mentioned above. Despite the fact that we still do not have a clear explanation about what type of feedback we should use, how implicit or explicit it should be, how long the treatment should last, and how to control independent variables, there is one consensus about feedback; that is, it has some effect on writing. This situation affects researchers and teachers differently. For teachers they still do not have finished solution to hold on to about how to give feedback. For researchers, it is an opportunity to do more research, changing their methodologies, and defining their designs.

3.2.2 Feedback as a revision tool

Views towards writing shifted again in 1970s. During this period, writing is seen as a process. The important concept is that writing is a 'non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning' (Zamel, 1983, p. 165) Research has revealed that writing consists of planning and editing activities complex and recursive.

There are models based on cognitive process approach. One which has profound influence on research and teaching of writing is proposed by Flower and Hayes (1981, p. 25). Its main features can be summarized as follows: (1) Writers have goals. (2) They plan extensively. Planning involves defining a rhetorical problem, placing it in a context, then making it operational by exploring its parts, arriving at solutions and finally translating ideas on to the page. All work can be reviewed, evaluated, and revised, even before any text has been produced. Planning, drafting, revising and editing are recursive. Interactive and potentially simultaneous plan and text are constantly evaluated in a feedback loop. The whole process is overseen by an executive control called a monitor (Hyland, 2002, p. 25). Key questions are what writers do when they write, what thinking and problem solving strategies are used, and what skills are necessary for writing. Greater attention was given to having teachers and students talk about the students' texts, encouraging teachers to give feedback and supports through several drafts and to give them during the writing process rather than giving them at the final product. The form of feedback should also be various; it should extend beyond written comments on students' texts to cover conference between the teachers and their students (Hyland & Hyland, 2006).

Feedback was also influenced by interactionist theories (Hyland & Hyland, 2006). This perspective believes that writing should take into account individual readers rather than general audience. It also looks at how a sense of audience is developed in the writers' mind. It helps writing to be more focused if the writer knows exactly who the reader of the text being produced is. Therefore, the student is encouraged to ask for commentary from the reader. Responses from specific audience gain greater attention. Feedback from peers was therefore essential. Burke and Pieterick (2010) also add that feedback given based on this view should intend to help students write a more reader-based text and promote the use of process-based strategies for develop writing.

More recently a genre-based approach for writing has become more influential especially in L2 context where students are seen as having limited experience both in terms of social convention of writing and language proficiency. According to the genre- based approach, writing is viewed to embed in a social situation. A text is aimed to achieve a particular purpose which comes out of a particular situation. Writing, therefore, varies depending to social context in which it is produced (Badger & White, 2000). The main idea of this approach is that feedback has been considered as a key tool to help students grow control over writing skills.

3.3 The Genre Approach

Vygotsky proposed that learning is social interaction and that the process of learning language is comprised of levels of development as scaffolding: a level of independent performance, and a level of potential performance. The gap between these two levels Vygotsky called “the zone of proximal development” (ZPD) (Feez & Joyce, 2002: 25-26). Teachers can help students to develop their learning level in the performance and providing students with explicit knowledge about language, according to Vygotsky, can be an effective way of teaching. This idea can be considered to have influenced the change in the teaching of writing.,

During the mid-1980s, a new approach to writing gained considerable attention from scholars and teachers of writing alike. Developed from the notion of community of practice, different types of writing practice and conventions are applied. People of the same interest of different types of writing use this community to share and develop writing conventions of each specific types.

A genre-based approach placed great emphasis on the relationship between text-genres and their contexts (Hyon, 1996). New writers, in order to master the genre they are acquiring, therefore, need to learn within specific community. Teaching of writing based on this approach aims to help students become effective participants in their academic and professional environment as well as in their broader communities (Hammond & Derewianka, 2001).

In classroom setting, Hyland (2004, p. 24) emphasizes the importance of teaching of writing that tries to help the student writer to successfully get the idea in text across by emphasizing that both the writer and the reader need to be aware of the importance of context in which the text is written. In addition, Tribble (2003), who places importance on the purpose of the communication, states that the goal of communication cannot be achieved if the reader fails to identify it. Genre approach to teaching of writing, therefore, is social interaction which three participants are involved: the text, the reader, and the writer. Swales (1990) purposes similar idea as he defines genre as “a class of communicative events, the members of which share some sets of communicative purposes” (p.58). According to this definition, there are conventions or rules that are associated with the writer’s purposes of writing. Most genres use convention related to communicative purposes. Martin (1984) share similar idea about genre in that all genre control a set of communicative purposes within certain social situations and that each genre has its own structural quality according to those communicative purposes (p.309). In writing class, it is essential, thus, to identify both communicative purposes and structural features of each genre.

In writing class that apply the genre approach writers are presented with opportunity to apply, to their writing, both linguistic features and conventions and with a clear understanding of the rhetoric of text and metalanguage (Hasan,1996). For teachers, they can let the students to analyze and deconstruct texts to see specific characteristics of text of each type and its underlying assumption. Following are some characteristics of the genre-based approach that are applied in teaching of writing.

Firstly, the approach emphasizes the importance of analyzing the language use on a piece of text based on both social and cultural contexts. The context decides the purpose of a text, an overall structure of a text in terms of language features and text features often in the form of linguistic conventions (Hammond and Derewianka, 2001; Hyon, 1996). Students can only produce a composition to be successfully accepted by a particular English-language discourse community once they take context of a text into account into their own writing papers.

Secondly, the approach emphasizes the importance of the target reader of the text and linguistics features that the writers especially those who are new to the community need to follow in order for the text to be accepted (Muncie, 2002). This suggests that novice writers are expected to be able to produce a text that fulfills the reader's expectations in terms of the language use, text organization, and content.

Thirdly, according to Vygotsky's (1978) idea, writing is a social activity where students who learn to write can achieve by collaborating with others such as friends, teachers, and people around them. Social interaction, therefore, plays a key role in developing new knowledge. In writing classes, students are encouraged to engage in meaning exchange and negotiation with their more capable people such as peers and teacher. This helps student writers have positive reinforcements about the knowledge of linguistics, content and ideas in the composing of texts.

Fourthly, a genre-based approach to writing emphasizes the analysis of the communicative purposes of specific texts as they believe that the writer when writing a text has specific purposes and that the purpose governs the use of language, organization, and conventions. As Hyland (2003, p.18) has noted that we do not just write but do so to achieve some purposes. In this approach, student writers are encouraged to decide what purpose a specific type of text wants to achieve when they are writing a text.

Fifth, writer-reader interaction is another emphasis of genre based approach. To write a successful text, it is important that the write thinks about his/her intended readers so that he/she can anticipate the reader characteristics regarding what the reader already knows, what should be given, what language features should be employed, and etc. (Reid, 1995). Similarly, readers also have to ask similar questions such as what the purpose of the

reading, what the writers' attitude when writing the text, what language features the writer are likely to use etc. To recap, there always exist an interaction between writer and its readers in the form of written communication despite the absence of readers.

Sixth, the teacher's role in this approach is a facilitator who provides the learners with well-planned guidance and supports so that the student can become a more self-regulated learner (Rothery, 1996). At the same time, the teacher needs to set the learning target for the student and to get to the target helps from others are needed.

Lastly, this approach believes in teaching explicit linguistic features of specific types of text to novice writers (Christie, 1990). It is essential to make the learners realize that different types of text follow different features in terms of linguistic, organization, and style. In the classroom, teacher following genre orientation often employs the teaching-learning cycle which comprises the three phases, namely, modeling of a "sample expert" text, joint-negotiation of text with teacher, and independent construction of text by individual student (Cope & Kalantzis, 1993).

There are various practical applications of genre approach to the teaching of writing (Kim, 2006, p. 36). Hyon (1996) classifies the genre approaches to the teaching of writing into three groups including English for Specific Purposes (ESP), Australian Genre based educational linguistics, and North American New Rhetoric studies.

The English for Specific Purposes Approach (ESP)

In academic and professional settings, genre based approach is used as a tool to teaching spoken and written language to non-native speakers (Hyon, 1996). Genre for researchers and teachers of ESP is a text type that has specific communicative purposes and text characteristics which can make sense by means of social interaction. Swales is considered the most influential figure of this approach whose concept of discourse analysis is extensively adopted by both researchers and teachers (Kanoksilapatham, 2005). For Swales (1990), genre is based on a study of the constituent parts or moving structures of text, representing the writer's communicative purpose. He purposes that "a genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains the choice of content and style" (p. 58). Move analysis is probably his most well-known approach to discourse analysis which he develops for teaching linguistics and ESP to nonnative speakers (Kanoksilapatham, 2005).

The North American New Rhetoric Approach (NR)

A new emphasis on rhetorical context in composition studies has resulted in the birth of new approach of writing. The approach began to gain influence in the mid-1980s. The New Rhetoric (NR) view perceives knowledge as socially constructed in response to communal needs, goals, and contexts (Freedman & Medway, 1994a). Social constructionism views the composing of texts as part of the social process by which knowledge is constructed. A writer is perceived as continually engaged with a variety of socially constituted systems. The central questions for research taking the social perspective are those that concern the contexts in which texts are created (Faigley, 1985). Hyland (2004) states that NR considers genre as a guiding rhetorical strategy, not a linguistic structure. By focusing on socially constructed nature of genre, NR has helped make complex relations between text and context and how one reshapes the other (Hyland, 2004).

Australian genre-based educational linguistics

The Australian genre-based approach was first developed with three assumptions. Firstly, learning language is viewed as a social interaction (Noonkhan, 2012). Learning outcomes are achieved as the teacher and students collaborate during the learning activity. Secondly, explicit teaching approach can make learning more effective as it meets students' expectations. So the approach develops a dynamic pedagogy for language teaching that aims to provide students with explicit knowledge about language without ignoring the value of the social interaction between teacher and students, and between students.

Under the influence of Halliday's systematic functional grammar, attention is paid on the relationship between language and its functions in social situations (Hyon, 1996). Texts are analyzed by looking at their specific use of language features. Different types of text, therefore, employ different linguistic features. According to Christie (1991) texts can be understood only when they are interpreted within contexts. Context works at two levels as one is trying to make meaning of a text: register and genre. At the first level, context includes field (social activity), tenor (interpersonal relationships among people using language) and mode (the part played by language in building communication). These influence the writer on choosing linguistic features in his/her writing. At the level of genre which concerns with the communicative purposes, linguistic choice is influenced by the purposes of the text being written. Whatever instance of language a genre is selected and particular choices are made in regard to field, mode and tenor (p. 142).

There are various implications of this approach for writing. First, it helps students build awareness of discourse organization and view written discourse results ranging from a combination of small units of meaning to longer, clearly written text. Secondly, it helps students to identify their writing needs on the relevant topic. It is beneficial for teachers and students to survey their writing needs in the relevant categories. Students can work independently, applying skills learnt from the teaching and learning cycle (Noonkhan, 2012).

3.4 Conclusion

Despite the fact that feedback is seen as essential part of writing both by teachers and students, the value of feedback on writing is largely an unclear and controversial area. As Burke & Pieterick (2010) have put “we still wonder whether our feedback is effective, whether the students understand it, whether they will act upon it to improve their writing and learning, whether they need it at all.”

There has been a debate over the usefulness of feedback for over nearly three decades. On the one side, it has been indicated that feedback is highly valued by student writers especially those of L2 as a key element to help develop their writing quality (Hyland & Hyland, 2006). A number of research studies have also shown that feedback helps best with revision on grammatical errors. That is why teachers and students who are in favour of grammar teaching through writing have viewed it as highly productive.

On the other side, feedback can also be destructive to writing. Several studies have shown that feedback is discouraging leading to the urge to abandon feedback. Another criticism on grammatical feedback is that it is unclear or vague and is not providing advice or guidance (Ferris, 2009). There are indications that teachers and students perceive the effectiveness of the feedback process very differently (Carless, 2006; Higgins, Hartley, & Skelton, 2001). There are times when students view feedback as negative input, thinking of them as an unpleasant rather than a guiding piece of information. Some students simply ignore their teachers' comments because they do not understand the message the teachers send via their comments.

However, we have come to some very important agreements about feedback. Firstly, we all tend to assume that students will benefit from teachers' feedback which acts as a scaffolding. Secondly, we agree that not all comments are useful; some may even be damaging. Therefore, it is essential that teachers need to have good skills in giving feedback in order be sure that feedback given to students meets its intended purpose in helping students aware of how well they are on course to their target without making them feel that their confidence, motivation, and learning are being rendered (Burke & Pieterick,

2010). Thirdly, we agree on some features of good feedback. It should be facilitative rather than directive; less judgmental; and show respect for students' writing as well as their ideas and beliefs. It should be clear for the students so that they will know where they have gone wrong and how to improve it.

In short, it seems that the problem is not in the feedback itself since it is both ethically and pedagogically necessary task in teaching writing. Rather it is the issue how feedback is provided that is a problem (Hyland & Hyland, 2006). This suggests the need to find alternative ways of giving written feedback in the context of a more formative approach.

Regarding text type the students wrote in this study, argumentative genre was the focus. As genre based writing is considered appropriate for training novice writers to make them familiar with the writing convention of text of this type, the linguistic features of the genre, and the communicative purposes of the text, focusing on one genre at a time can be more beneficial to young writers than having them learn different types of writing at the same time. Argumentative genre was selected in this study due to two reasons. Firstly, argumentative is considered one of the most difficult genre that needs more attention than other text types. Secondly, the students' ability to write argumentative well could make it is easier for them to write other genres more easily.

In the next chapter, research studies on peer feedback and peer feedback training was discussed. Also, the approach to the identification of self-regulation behaviours was presented in detail.

Chapter 4

Peer feedback and peer feedback training

In recent years, peer assessment has been adopted as a strategy for formative assessment (Cheng & Warren, 1999; Sadler, 1989) and for involving students as active learners (Sadler, 1989; Topping et al., 2000) which allows students to take, in learning, an active role which is an essential component of self-regulated learning (Butler & Winne, 1995). In writing, peer feedback is defined as a formative developmental process that gives writers the opportunity to discuss with peers (Hyland and Hyland, 2006) who are at equal status in attempt to communicate comments on the work or performance by pointing out strong and weak points together with reflective discussing and negotiating for possible alternatives to solutions of the problem (Falchikov and Blythman, 2001). Peer feedback does not contribute to the assessee's final grade and has a qualitative output. The aim of using it is for further improvement (Black and Wiliam, 1998). Of great importance to this theoretical framework is the view that learning, as well as knowledge itself, is socially constructed, discovered and transformed among learners rather than between a person and artefacts (Vygotsky, 1978). It is the framework that emphasizes the social nature of language, knowledge-making, collaborative learning theory and writing theory (Flower & Hayes 1980; Vygotsky, 1978). In peer interactions, learners normally assume the roles and responsibilities usually performed by a tutor to comment on and critique each other's drafts in both written and oral forms. Accordingly, peer feedback can enable students to discover the writing conventions appropriate to their discipline and to develop audience awareness, which in turn can lead to the improvement of their writing through negotiating new meanings and effective means of communicating these (Tsui & Ng, 2000). Such practices can also be an important tool for empowering students to take advantage of assessment processes.

The positive effects of peer feedback on learning have been addressed by a number of scholars. Bruffee (1984), for example, has argued that such feedback creates valuable opportunities for learners to negotiate meanings, learn together the conventions specific to their discipline, and extend their critical thinking and reasoning skills as they take control of their own learning through interactions with peers.

Gielen, Peeters, Dochy, Onghena, & Struyven, (2010) have listed some psychological and cognitive impacts that peer feedback has on students. Firstly, it puts social pressure on students to perform well on assignments. Learners feel more embarrassed when their mistake is spotted by friends than by the teacher. So, they will put more effort on their

work knowing that it is going to be reviewed by their friend. Secondly, peer review is more understandable than teacher feedback according to research. Teachers' comments are considered to be too complicated due to their expertise and are misunderstood or misinterpreted. Thirdly, it increases the student's ability to have a clear view of goals, criteria, and standards of an assignment. Fourthly, peer feedback is quicker and save time. Fifthly, it can increase the number and frequency of response that could meet the need of the learner as teachers may not able to react due to time limit and work load. Another advantage of peer feedback that Gielen et al. (2010) mention is that it can address personal and specific need of individual learners. Peer feedback can elicit problems which learners may feel reluctant to discuss with the teacher. In addition, the value of peer feedback serves several elements of learning. It helps create collaborative social interaction among learners, supports the learners' internalization, boosts good attitudes towards learning, and helps them become self-regulated learners.

Regarding the benefit of peer feedback on writing quality and self-regulation, Tsui and Ng (2000) have pointed out that peer feedback is focused more on the learner's level of development or interest and is therefore more informative than teacher feedback. Also, it enhances audience awareness and enables the writer to see egocentrism in his or her own writing. In addition, learners' attitudes towards writing can be enhanced with the help of more supportive peers, and their apprehension can be lowered. Another benefit is that learners can learn more about writing and revision by reading each other's drafts critically, and their awareness of what makes writing successful and effective can be enhanced. Apart from that, learners are encouraged to assume more responsibility for their writing.

Krashen (1982) states that peer review for L2 learners provides students with the opportunity to use language in the classroom in a meaningful way, thus improving not only their writing but also allowing them to practice their listening and speaking abilities. Peer review sessions can teach students important writing skills such as writing to a real audience, seeing ideas and points of view other than their own (Paulus, 1999), and discussing how to revise texts effectively (Lee, 1997). Finally, peer review teaches students how to work in groups with their peers (Tang & Tithecott, 1999). According to Beach (1989), Ferris (2003), Thompson (2002), peer review can also be beneficial for the giver who develops critical evaluation skills to review texts and providing feedback may also help students on a global level making students better writers and self-reviewers. According to Villamil and de Guerrero (1996), peer feedback has benefits to both participants: the one who gives feedback and the one who receives it. For the writers, feedback from peers helps them to gain more self-regulation and become independent writer and reviser. As the readers, giving feedback to their partner helps them to grow in aspects of L2 writing and revising as well as in strategic assistance and collaboration.

When learning is based on cooperation, language learners look for helpful results for themselves and their peers (Freeman, 2000). In addition, peer feedback helps students possess similar evaluation skills as their teachers do (Sadler, 1989).

During the 2000s, we have seen a large number of investigations on peer feedback. Researchers like Miao, Badger, and Zhen (2006), Kamimura (2006), Jiao (2007), and Hirose (2009) investigated the impact of peer feedback in L2 writing classroom and noted that peer feedback offers many ways to improve students' writing. Rollinson (2005) summarizes the effectiveness of peer feedback over teachers' feedback stating that teachers' feedback is general while students' is more specific (p.26). Peer feedback, since it allows students to make negotiation of their strength and weakness where the students can make negotiation of ideas, comments, corrections, and suggestions (Jiao, 2007; Kamimura, 2006; Zeng, 2006), provides opportunities for the students to be better in writing, and also reading (Williams, 1957). So, when the students are asked to write with sense "to be read" by authentic audience (peers), their writing is better than when they are asked to write to be read by teacher. Rollinson (2005) states that peer feedback also trains students to be critical readers on their own writing. In addition to the benefits mentioned above, peer feedback can also help the learners to possess self-regulated behaviours, the qualities that see the writer able to plan, monitor, structure their writing to serve specific readers, and create their own writing strategies. Researchers have found that these behaviours can come from peer feedback and that both the feedback giver and receiver can all benefit. Another advantage of using peer feedback is directly related to the pedagogical issue. In classes where the number of the student is big, teacher feedback is limited to the lack of regularity, the immediacy, and the appropriate amount. Teachers are unlikely to provide response to writing regularly enough in big classes as it will take too much time. They are not able to give feedback immediately due to the same reason and they are not able to give detailed feedback as well.

Since the beginning of the 1980s peer review on writing has been increasingly used in writing class in both L1 and L2 settings (Zhu, 2001). Given that the shift in classroom activity has moved from teacher to student centered, using peer review in writing class appears to give teachers strong reason to adopt the technique.

4.1 Research studies on peer feedback

By reviewing through the previous studies, it can be said that the focuses have been placed on at least four strands (a) the research studies that have placed the focus on the describing the nature of peer feedback; (b) studies that have investigated the effect of peer feedback on revision and on overall text quality; (c) studies that have investigated

students' attitudes towards peer feedback (Ferris, 2003, p. 73); and (d) effect of peer feedback comparing to teacher feedback on the writers' revision and text quality.

Kamimura (2006) explored the nature and effectiveness of peer feedback in Japanese university EFL writing classrooms. The findings suggested that peer feedback had positive effects on both students with high and low language proficiency. The method made no different effect on students' fluency even though they tended to make longer rewrite version of the original text. The difference found in regards to the way the students made comments. The finding revealed that those who had high language proficiency tended to make global, discourse-level comments and to attempt more substantial revisions, whereas the low-proficient students tended to provide specific sentential comments and local revisions.

Hirose (2009) investigated the interaction made by Japanese students who had no previous experience in peer feedback. The study attempted to identify what the students focused on with each other in peer feedback activities. Both written and spoken peer feedback was analyzed. The results showed that the students made dynamic interactions and that the interaction varied. The interaction the students made included asking questions, giving additional related information, making suggestions, and reacting (responding) to numerous aspects of their peers' writing. The researcher also noted that the activities had positive effects on cooperative learning where both parties can benefit and can transfer the knowledge to improve their writing and skills in English communication.

Chaudron (1984) compared the effectiveness of teacher feedback with that from peers with English as their first language and those with English as their second language (ESL). The revised compositions of advanced and intermediate college ESL students were assessed for content, organization, vocabulary, language use, and mechanics. All students showed a similar pattern of improvement from first draft to revision, but it was stated that peer feedback was more cost-effective than teacher feedback.

Jacobs and Zhang (1989) worked with 81 college students of ESL in Thailand and Hawaii, to compare teacher, peer and self-assessment of essays. Results indicated that the type of feedback did not affect informational or rhetorical accuracy, but teacher and peer feedback was found to be more effective for grammatical accuracy.

Tsui and Ng (2000) looked at the impact of peer and teacher feedback on the writing of secondary school EFL students in Hong Kong. All students addressed a higher percentage of teacher feedback than peer feedback, but there were considerable individual variations. One of their case study students addressed 100% and 20% of teacher and peer feedback comments respectively, but for another the figures were 83%

and 78%. They also noted that some students reported that they benefited from reading other students' work as they prepared to give feedback and suggested that using peer feedback may contribute to the development of learner autonomy.

Connor and Asenavage (1994) examined the impact of peer response and teacher response on the revisions of university freshman ESL students as they wrote and revised an essay. The attempt of the study was trying to identify types of revision the students made in order to determine if the revision was the result of peers or teacher's comments or from other sources. To identify types of revision, Faigley and Witte's (1981) taxonomy of revision was employed. The results revealed that the students who made more changes to their writing made text-based revision. With regard to how much impact each type of feedback had on revision, it was found that few revisions were the result of direct peer and teacher feedback. Rather, it was from other sources. Seventy percent of the peer feedback based and 22% of teacher comment based changes were at meaning level.

Miao, Badger, and Zhen (2006) conducted a study in attempt to find a way to make teaching writing in China more process-based. Although the text book the teachers used in class was a process-based one, the researchers noticed that class size of over 50 students and limit class time has forced the teacher to finally end up with product based teaching and giving feedback. To help the teacher to keep on process based teaching, peer feedback technique was researched. In their study, two groups of students were compared. One group received teacher feedback and the other peer feedback. Revised drafts produced by the two groups were analyzed. The results showed that both groups incorporated feedback in their revised versions. However, teacher feedback was found used in greater amount and this led to more improvement of text quality. Although peer feedback was found less used, it was found to have helped the students to become more autonomous learners. The study has also indicated that peer feedback still has a role in helping students write better even in a culture where teachers have high authority.

Diab (2010) investigated the effects of peer feedback versus self-editing of errors on revised drafts. The aim of the investigation was to determine whether peer feedback and self-editing can reduce rule-based and non-rule-based mistakes of specific target language points, in this case subject-verb agreement and pronoun agreement. Forty students participated in the study and were put into experimental and control group. The experimental group was asked to take the role of reviewer while the control group was to do self-editing. Revised drafts produced by the two groups, questionnaires, editing forms, and a formula for calculating errors were used for data collection. The results showed that the students who performed peer editing committed fewer rule-based errors than those who did self-editing. The researcher argued that the fewer errors the students made was

the result of the interaction with peers and noted that the opportunity to negotiate possible solution to errors and by the students being made aware of errors by peers led to such decrease. With regards to non-rule-based errors, there was not sufficient evidence to indicate decrease in this type of error.

Nelson and Murphy (1992) conducted a study with four students who were from four different countries. The research was aimed at identifying types of comments the students made on their peers' writing and kinds of behaviour they acted during peer review. The FOCUS technique was used for coding the types of comments the students made. The results indicated that the types of comments found were study of language, procedure, life personal comments, and life general knowledge ranging from most to least frequent use respectively. Regarding the students' types of behaviour, four types were found including the attacker, the weak writer, the best writer, and the mediator or facilitator. Nelson and Murphy (1992) concluded that the group members were not acting as an ideal community where they were supposed to help each other. Comments from the attacker appeared to be harsh which could prevent collaboration. The weakest writer could lose confidence to share and comment while the strongest writer could gain more control over the session. The mediator could be the one who tried to compromise.

Lai (2010) investigated the effectiveness of automated writing evaluation program (AWE) comparing to peer evaluation (PE). Twenty-four students from Taiwan participated in a three phase course of study. In the AWE session, students submitted their compositions online, read through the immediate feedback and revised their draft online. Then, they posted their revised draft. In the PE session, students were divided into 11 peer groups, providing suggestions for peer writing by answering questions on reader response form. Based on the written peer feedback, the students revised their first drafts. Questionnaires and interviews were employed for the data collection. The results showed that the two groups incorporated types of feedback into their revision differently in terms of the frequency. The students in AWE group used CD (Content and development) most frequently followed by FM (Focus and meaning), OR (Organization), LU (Language use and style), and MC (Mechanic and convention) respectively. In contrast the PE group employed MC most frequently followed by LU, CD, OR, and FM respectively. The results further suggested that the students expressed positive attitudes towards these two forms of writing evaluation. However, they responded differently to the effectiveness of the two techniques. It was found that the participants preferred to use PE to AWE in terms of process, product and perceptions. Lai (2010) noted that the reasons for the preference of PE over AWE may be resulted from social learning, feedback strategies, computer anxiety and cultural impact.

Paulus (1999) investigated types of revisions the participants made to their later drafts as well as sources of comments- peer or teacher- they used for revision. Two research questions were posed: (1) how do peer and teacher feedback affect students' revision? and (2) does the revision lead to the improvement of the overall quality of writing? Eleven undergraduate international students who were taking pre- freshmen composition writing course at a US university participated in this study. The participants were taught to write at paragraph level and five paragraph essay in the end. After writing their first essay, the students were asked to provide feedback to their peers' writing which was audio recorded. Then they revised it. The teacher provided comments on the second draft. A think aloud protocol was applied during the students were revising their drafts based on peer feedback and the same was done when they were working based on teacher feedback. Types of revision were identified using Faigley and Witte's (1981) taxonomy of revision. To identify the source of comments the students used, each revision was coded and compared. The results revealed that teacher and peer feedback was mostly used to make surface changes. Regarding the source, it was found that majority of changes were caused by teacher feedback. The quality of writing was also reported to have improved. Paulus (1999) explained why peer feedback was used less as a source for revision stating that students may not feel their peers, who are also still themselves learning the language, are qualified to critique their work and may distrust their recommendations.

Gielen, Peeters, Dochy, Onghena, and Struyven (2010) conducted a study with 7th grade students to evaluate the role characteristics of feedback had on learning and assess the effectiveness of an a posteriori form to support learning. In their study, seven characteristics of feedback regarding content and style were evaluated in order to see if they were able to help improve performance and if they could improve feedback accuracy. The a posteriori reply form was also assessed to determine if it could enhance performance. The evaluation of feedback characteristics revealed that the presence of justification of feedback was the most important characteristic that could lead to better performance of students' writing. The researchers have noted that justification, referred to as suggestions for improvement, could be negative or positive comments or thought provoking questions. The study also revealed that accuracy of feedback was considered less important than the presence of justification. The account for this was the effect of 'mindful reception' which occurred when the students appeared to reserve peer feedback and seek for more confirmation by doing more research into the issue. This helped them become more independent learner. Using of a posteriori form was not found to have positive effect on improvement of performance.

Zhao (2010) has noted that most existing research mainly place focus on the amount of teacher and peer feedback the learners use when revising later drafts with less attention

on how much the learners understand the feedback they have employed. She thus conducted a study with 18 Chinese sophomores who were majoring in English. The study attempted to distinguish learners' use of feedback (both from teachers and peers) from their understanding of feedback. Besides the types the students used, the degree of understanding of those types and factors influencing the process of decision making when dealing with feedback were investigated. The participants were required to give and receive feedback from partners. The teacher also provided comments on the same drafts. Feedback types, revision activities, and interview data were analyzed. The results showed that the participants used greater number of teacher feedback (74 %) in their revision against 46 % of peer feedback was found incorporated. In terms of feedback understanding, it was reported that the participants better understood peer feedback (83 %) than that given by the teacher (58 %). The results in terms of the amount of feedback types used was not surprising especially in a classroom setting where teachers gain high respect as the one who know best. The result regarding the degree of understanding was quite interesting though. It reaffirmed the need for teachers to seek for more effective strategies to communicate their response.

Another study on peer feedback was conducted by Villamil and de Guerrero (1996). Instead of investigating the effect of peer feedback on revision, the researchers researched how learners interact during peer review session, what kind of activity they engaged during the interaction, and what aspects of social behaviours shape peer feedback. Since there are theoretical supports (e.g., those proposed by Di Pardo and Freedman (1985), and Vygotsky (1978)) that there is a close relationship between talk and writing, they seek to understand how social interaction can contribute to writing quality. Fifty-four students from an ESL course were selected as the participants. They were native speakers of Spanish with test score of LSLAT 500-599 and with less than a year experience in English speaking environment. The participants were taught narrative and persuasive plus an introduction of providing feedback. Then they wrote the first essay. They were randomly paired for peer feedback session after submitting the essay. The students who were given (by external raters) higher writing score received the role of reader while the partner whose score was lower took the role of writer. The students were not told how they were assigned the role. After that they entered peer feedback session which was audio recorded. Three main findings were reported. In terms of revision activity, seven types were found including reading, assessing, dealing with trouble sources, composing, writing comments, copying, and discussing task procedures. These activities had important role in overall peer review. For the strategies the students employed during interaction, five different methods were found. They included using symbols and external resources, using the students' first language, providing scaffolding, resorting to interlanguage knowledge, and vocaling private speech. The other finding was

that there were four main issues of social behaviour that were spotted including (1) management of authorial control which consisted of behaviours such as relinquishing, appropriating, respect for authorship, lack of respect of authorship, struggle for authorial control, and maintaining authorial control (2) collaboration which included collaborative and non collaborative (3) affectivity, and (4) adopting reader/writer role. Villamil and De Guerrero concluded that the interaction process among the participants was highly complicated which made fostering peer feedback equally complex.

Lundstrom, and Baker (2009) investigated the benefit of peer feedback in order to determine who made larger gains, the giver or the receiver or both, from participating in peer review discussion. The study also tried to identify what aspect of writing (local or global) has been improved if there was any development in the student writing at the end of the study. Ninety-one students from high beginning and high intermediate writing classes participated in the study. They were divided into a controlled and an experimental group which comprised both levels of proficiency. The first group (receiver group) received peer feedback but did not give. The second group (giver group) gave peer review on their peers' writing but did not receive it. Participants received training on peer review. The receivers were given exercises which focused on how to use feedback to revise a paper, whereas the givers were given instruction on how to give feedback. As pre- and post-tests, students were asked to write a timed essay. These essays were rated. The data included an overall score for each pre- and post-test essay, as well as the scores for the 6 aspects of writing: organization, development, cohesion, structure, vocabulary, and mechanics. The results showed that the giver group made greater improvement to their writing than those who received feedback. They showed better ability to transfer knowledge they had learned when they provided feedback to their peers' papers. Such knowledge as how to critically evaluate their own writing in order to provide useful comment to peers was found to occur. Lundstrom, and Baker (2009) have noted that the study supports the view of sociocultural theory in that the reviewers determined the aspects of writing to focus on and provided feedback that fill their ZPD. The receivers may gain less if their ZPD was at different level to the givers'. In terms of improvement of aspects of writing, the study showed that the givers especially those in high beginning level made greater improvement on both local and global aspects. They also noted that students with higher level of writing proficiency gain less than those who were at the lower level. This might be because inexperienced writers were more willing to make change to their writing than those who considered their writing was already well written and there was no room to develop. In other words, there was no ZPD in comments that could stretch their ability.

Lu and Law (2012) conducted a study of which the result has confirmed the argument that peer feedback is more beneficial for the giver and for the receiver. They aimed to identify if there is relationship between peer feedback activity and the writing quality and if there is relationship between types of feedback (cognitive feedback and affective feedback) and the writing quality. One hundred and eighteen students participated in this study. For peer assessment, students were divided into small groups of four or five. The students submitted writing assignments online and were graded commented by the group members. Comments were based on a given rubric and on the students' own opinions. The comments were recorded and were coded as cognitive or affective feedback. Cognitive comments were categorized as (1) identify problem; (2) suggestion; (3) explanation; and (4) comment on language. Affective comments were further coded as positive or negative. The findings showed that students who gave comments gained more benefits than those who received them. The researchers noted that although reviewers were found outperformed the writers, the reviewers who identified problems and suggested solutions to the problems were likely to benefit most from the activity. According to affective comments, this study found that students receiving positive feedback were more likely to perform better than those who did not. However, how assesses interpreted this positive feedback and how such feedback affected their learning performance was not discussed.

Topping, Smith, and Swanson (2000) conducted a study in order to determine the reliability and validity peer assessment of writing. They asked 12 post graduates who were training as a chartered educational psychologist to participate in the study. The subjects received training on how to evaluate academic reports. Then they were required to assess their classmates' academic reports using a feedback sheet. Along with the subjects' assessment, staff performed the same assessment using the same feedback form. When all the completed peer assessment forms had been gathered, each trainee was given the staff assessment feedback on their own report. Trainees then completed a follow-up questionnaire designed to solicit their views on the process and outcomes of the exercise. The results revealed that the reliability and validity of qualitative formative peer assessment in academic writing appeared adequate in this study although affected by the level of analysis. Staff and peer comments showed a very similar balance between positive and negative statements. Peers were less likely to be critical of the critical awareness shown by the writer, textual structure, and spelling, punctuation and syntax, and tended to avoid commenting on originality. The two staff assessors showed a similar level of agreement with peer assessments, and made equal numbers of positive comments, but one made more negative comments than the other. Subjective feedback from the students indicated that a substantial majority found the peer assessment process time consuming, intellectually challenging and socially uncomfortable, but effective in

improving the quality of their own subsequent written work and developing other transferable skills. Gains accrued from acting as assessor and from acting as assessee, but given that the peer assessment was reciprocal and all participants operated in both roles, making this distinction was probably difficult. Peer assessment had spontaneously prompted self-assessment in half of the trainees. This feedback suggested that the key mechanisms were increased time on task, engagement and practice, together with the inherent pressure to scrutinise, clarify and functionally apply the assessment criteria, coupled with the deployment of interpersonal communication and negotiation skills.

Considering that it is crucial for students who give either written or oral feedback on peer writing to first receive instruction in how to become a better reviser, van Steendam, Rijlaarsdam, Sercu, and van den Bergh (2010), conducted a study with 247 Business freshmen at a university in Belgium. The aims of the research were to determine the effectiveness of two teaching methods for revision (Observation v Practice) and two types of emulation of evaluative revision criteria and a revision strategy (Individual v Dyadic). The participants were put into four experimental conditions. The first group participated in observational learning with subsequent individual type of emulation (OI). The second group participated in observational learning with dyadic type of emulation (OD). The third group participated in practicing with subsequent individual type of emulation (PI). The fourth group participated in practicing with subsequent dyadic type of emulation (PD). The students in the O- condition groups observed two expert peers modeling a discussion on a peer's text. They identified problems, commented and reflected on the problems, and suggested revising strategies. In the P-condition groups, the students worked in pairs. They were required to propose a revision strategy and criteria for revision and apply them to the structure and content of the same text discussed in the O-condition. The four groups then exercised, as the emulation, criteria for giving feedback. Quality of peer feedback was determined by three variables: (a) detection, (b) revision, that is, the quality of corrective feedback of the detected errors, and (c) comments, namely the quality of the comments that students inserted. Results revealed that the students when detecting, and revising the text, mainly focused of word and sentence level with very little attention paid to holistic picture. The researchers noted that comments given by these inexperienced students may help peers to edit the text but did not help improve the text organization or content. The researchers therefore insisted that practice (the term they used to refer to instruction) was necessary. The effect of instruction depends on the setting of the subsequent type of emulation. Observation proves to be a powerful instructional strategy on the condition that consequent emulation is a collaborative undertaking. However, a more traditional practice-only instruction followed by individual emulation appears to be as productive or even more. Thus it cannot be concluded that Observation was more effective method than Practice. The condition where the students work individually or

dyadic played a crucial role in helping the students more effectively acquire revision strategies and evaluation criteria. The results also indicated that using PD could not help the students to perform as effectively as those who participated in both O-condition groups. This suggested that working with peer was not the factor that judged better performance. It was also reported that Observation was as effective as Practice. The factor that could differentiate the two methods was the use of dyadic or individual emulation. If emulation happens individually, then observation and practice are equally effective in terms of strategy acquisition. For dyadic emulation to be productive, it needs to be preceded by observation.

Poverjuc, Brooks, and Wray (2012) examined the experiences students had on providing and receiving peer comments while completing their writing assignments as part of their one-year Taught Masters course. One hundred and twenty questionnaires completed by EAL students who enrolled on one-year Taught Master's program at a major UK university were used to explore the perceptions of peer feedback held by both native speakers of English (NES) and EAL students. Among those participants, five students were interviewed using semi-structured interviews five to six times throughout the academic year. The case study participants expressed negative perceptions of peer feedback and reluctance about engaging with these practices, considering peers as less competent and tutors as the important source of credible feedback. This research showed that the participants underwent noticeable changes in their views of peer feedback throughout the academic year. At the beginning of the year they all held negative perceptions of the effectiveness of peer feedback and displayed resistance to participate in peer interactions; then later in the year, they began more often to seek their colleagues' opinions. Students turned to their peers and friends for affective support and help with clarifying task requirements, editing and proofreading written work, searching for reading materials, designing and conducting micro-studies. It has been suggested that the informal peer support mechanisms were viewed as an increasingly valuable provision among research participants.

4.2 Peer feedback training

Having agreed on the positive effects of peer feedback, there are researchers who point out some drawbacks of implementing the practice (Rosnida & Zainal, 2011). One major problem is the low feedback quality. Another is feedback givers might use critical and sarcastic tone in their comments which can cause negative results rather than the expected ones (Leki, 1990). Furthermore, students may tend to address surface errors and often fail to respond to problems in meaning (Stanley, 1992). Leki (1990) further points out that students who lack communication and pragmatic skills may not be able to

convey quality peer responses. Students may sometimes produce so called 'rubber stamp advice' by repeating what the teacher tells them to their friends (Min, 2005; Leki, 1990). Williams (1957), therefore, states that peer feedback failure is mainly caused by ignoring this aspect, preparation and that peer feedback generates positive impact if the students are ready and well-trained and prepared by the teacher. To minimize the possibility of students giving feedback in such manners, researchers, therefore, recommend that the students need to be trained to do the task.

There are a large number of research studies that investigate the effect of peer feedback training on writing quality. Stanley (1992), for example, provided lengthy training in peer evaluation to students in an ESL freshman composition class. Her training focused on familiarizing students with the genre of their classmates' writing and introducing techniques of effective communication. Employing a conversational analysis approach to categorizing the evaluators' responses, Stanley found that the coached groups made substantially more responses and more types of responses than the uncoached groups. A subsequent analysis of the drafts also revealed more revisions in response to peer evaluation in the coached groups than in the uncoached groups.

Zhu (1995) employed a small group conference approach to training L1 peer responders in university freshman composition classes. Both the experimental and control groups watched a demonstration video to learn some fundamental concepts about peer response. The experimental group, in addition, met with the instructors in groups of three, three times during the semester. Each teacher–student conference consisted of two phases—a read aloud by a volunteer student of his/her essay with peers reading along, followed by a discussion of the essay and suggestions for revision. During the discussion session, the instructors not only encouraged responders to critically mull over the merits and shortcomings of the essay and to provide specific suggestions but also demonstrated tactics writers could employ to illicit feedback and seek clarifications from their responders. Zhu (1995) reported that such peer response training had a significant effect on both the quantity and quality of feedback.

Another line of research has examined the effects of peer feedback training on the revision and text quality. Research papers that fall into this group focus on determining whether students who receive training outperform those who are not coached, whether there are any effective strategies for training peer feedback, and whether students who give feedback gain more benefit than those who receive it.

Berg (1999) conducted a quasi-experimental study with 46 intermediate ESL students from 19 different countries. The purpose of the study was to determine the effects of trained versus untrained peer review on revision quality. The students were divided into

experimental and control groups. They gave peer comments on 5 assignments. The students of the experimental group received feedback training and used a feedback form when giving comments. The control group students did not receive training and did not use the form. After the peer review session, both groups were asked to revise their drafts. The data analysis revealed 3 major findings. Firstly, it was found that the trained group performed greater number of revision in their revised drafts than those in the control group. Secondly, the results indicated that the trained response group made significantly more meaning changes than the untrained group and that language proficiency of the trained group has improved more as they gain higher writing score than those in the control group. Interestingly, the findings also indicated that students, regardless of what language proficiency level they were, have benefited from trained peer feedback both in terms of revision types and quality.

Min (2005) conducted a classroom study in attempt to find strategies for effective training peer feedback. As Min has argued, there are a number of research bodies that mention this issue; though, more research is still needed to address unanswered issues arising from the differences in terms of tasks, cultures as well as problems such as misunderstanding and interpreting of feedback. In her study, she posed four research questions: (1) do the participants provide more relevant and specific feedback after having received training? (2) do they give more feedback when reviewing texts following steps introduced to them? (3) do they provide more feedback on global features of writing, and (4) what benefits do they gain? Eighteen EFL sophomore students majoring English participated in the study. The study was conducted following two phases. In the first phase, students were asked to write first drafts. They worked through series of feedback training activity. First, the teacher modeled peer feedback following four steps: identifying writer's intention, identifying the problem, explaining the nature of problem, and making specific suggestions. The teacher then organized teacher-student conference where the students were given necessary helps that enable them to improve their comments. After the training session was over, the students were asked to write final drafts and submitted it for peer review. The researcher compared the comments the students made on the final essay to those they made on the first draft. The students' reflections were also analyzed. The results showed that responders could produce significantly more comments containing two or three characteristics and were able to produce more relevant and specific comments on global issues. Regarding the number of comments following the steps, it was found that while the students produced the same amount of comments that contained only 1 step, the number of comments per step increased which was the result of training. The students also commented more on global features after training. As a reviewer, the students gained many constructive patterns of interaction and were able to give scaffolding to peers. As a writer, they gained multiple perspectives when dealing an

issue and language acquisition. Min's (2005) study confirms that without instruction L2 revisers frequently tend to focus on local editing issues. This study also supports the contention that in order to be able to communicate advice to a peer about higher-order concerns in their writing, students should be able to detect a structural or content problem, identify or diagnose it and should also know how to resolve it. Thus, training in giving higher-order feedback should in the first place be instruction in three basic mental operations inherent to most revision models (Scaedamalia and Bereiter , 1983): (a) critical reading and evaluation of text and problem detection; (b) diagnosing problems, and (c) resolving them. Students' failure to address more global problems in a peer's writing can be explained by a lack of experience with revision and lack of knowledge of revision criteria and strategies.

Sluijsmans, Brand-Gruwel, and van Merriënboer (2010) investigated the effect of a course-embedded peer assessment training on: (1) students' assessment skill; (2) task performance in the domain of the course; and (3) perceptions regarding a redefined course. The subjects were allocated into two control groups and two experimental groups. Four peer assessment tasks of one hour each were designed for the two experimental groups. In Task 1, students were introduced to the meaning of peer assessment and the product that they were going to peer assess at the end of the course. In Task 2, the skill "defining criteria" was addressed. Task 3 was the discussion of the purpose and guidelines for giving constructive feedback. In Task 4, the students were trained in the third main skill of the peer assessment model, namely "judge the performance of a peer". At the end of the course, students from both groups had to assess the videotapes of the creative lessons of three peer groups on a peer assessment form. To analyze the quality of the peer assessments that were written by the students, a rating form was developed. Three independent research assistants scored the peer assessment forms with a rating form. To measure an effect of the peer assessment training on the task performance of students, the marks on the end products given by the teacher were analyzed. Before and after the course, the students filled out a questionnaire about their perceptions on instruction and assessment. The results regarding the aspect of students' assessment skill, indicated that the training had helped improve the peer assessment skill. In terms of task performance, it was found that the students in the experimental groups outperformed those in the control groups. The results of the analysis of the questionnaire revealed that the participants indicated a positive change in their view on several aspects of assessment, instruction and the role of the teacher.

4.3 Villamil and de Guerrero's (1996) Self-Regulation framework

In order to explore stage of regulation that emerged when the participants engaged in peer feedback discussion, Villamil and de Guerrero's (1996) framework of self-regulation was applied as a tool for identifying behaviours of SR in the students' talks. The terms Self-Regulation (SER), Object Regulation (OBR), and Other Regulation (OTR) were used to categorize types of language use. The language use during the interaction that suggested leadership, self-assurance, and willingness to share knowledge was categorized as SER. Examples of comments from a participant who showed SER were:

"let's read from the beginning so we can get the ideas."

"with this sentence you can start another paragraph because you see...this is something else you are going to talk about."

Just check and tell me it what you understood is what I meant."

The language use that suggested the student's lack of interest in the task at hand, need to justify limitation by avoiding the task or by turning to jokes or off-topic behaviour was categorized as OBR. The language that suggested OBR was for example:

"I don't know, detail you mean?"

"To tell you the truth, all of this writing in English and Spanish (starts singing) ...I always do so bad."

"I don't care about details, I am not a good observer, besides, I don't like to say much."

The language use that suggested degree of hesitancy, a need to be taken by hand, and despair when not knowing what to do was categorized as OTR. Examples of language that suggested OTR were:

"And how can I explain that?"

"But this is in the past, do you think it should be in the present?"

"We can change this word, feel, well, I don't know, I really don't know"

"Oh God, I have an idea...that this goes here, but...Oh my God, what is this?"

4.4 Conclusion

From the discussion made so far, points can be made in order to pave ground for the design of this present study. It is reasonable to start first with formative assessment which has gained more attention in the late three decades. Although the way we evaluate students' learning has not shifted completely from summative to formative, more attention has been increasingly placed on formative assessment as a form of giving information for learning. The basic concept of formative assessment is that students should be given information that can lead to improvement of their learning rather than be given judgment

or grade of their performance, the activity which is seen as summative. More importantly, formative assessment is an on-going process which moves along with learning process. It allows related parties to continuously feed in feedback during the course of learning. This is in contrast to assessing summatively which is usually executed at after the learning course is over. This approach of assessment therefore serves well especially when we view learning as a process rather than product.

Similar to other learning, self-regulation is seen as a crucial factor that influences writing quality. The evidence of the effectiveness of peer feedback in promoting SRL can be seen in a number of research studies (e.g. Liu, Lin, Chiu, & Yuan, 2001; Patrick, Ryan & Kaplan, 2000). In writing classroom, successful students who can write well usually master both low levels and high levels of self-regulation. Students need to master self-planned, self-maintained (Zimmerman & Riesemberg, 1997), goal setting, self-monitoring, and self-instruction (Graham & Harris, 2002). Self-regulation is thought to enhance writing performance in two ways. First, self-regulatory mechanisms, such as planning, monitoring, evaluating, and revising, provide building blocks or subroutines that can be assembled along with other subroutines, such as procedures for producing text, to form a program for effectively accomplishing the writing task (Scardamalia & Bereiter, 1983). Second, the use of these mechanisms may act as change-inducing agents, leading to strategic adjustments in writing behaviour (Scardamalia & Bereiter, 1983; Zimmerman & Riesemberg, 1997). When self-regulatory mechanisms, such as planning and evaluating, are incorporated into writing, for example, they generate information that may influence not only their subsequent use, but other cognitive or affective processes as well. It is important as well that we need to help the students to become self-regulated learners.

Peer feedback has recently been increasingly used in L2 writing (Toegel & Conger, 2003; Haswell, 2005). The benefits of peer feedback on both the giver and the receiver have been confirmed by a number of scholars and empirical studies. For the writers, feedback from peers helps them to gain more self-regulation and become independent writer and reviser (Villamil & de Guerrero, 1996). As the readers, giving feedback to their partner helps them to grow in aspects of L2 writing and revising as well as in strategic assistance and collaboration. Peer feedback helps make students possess similar evaluation skills as their teachers do (Sadler, 1989). Thanks to the shift from traditional view of learning to sociocultural perspective where learning is considered culturally constructed (Vygotsky, 1978) and working cooperatively with peers can significantly enhance performance.

Even though studies provide a preliminary understanding of the benefits of peer review on writing ability, challenges have also been made against the use of this technique. Researches also show that peer feedback sometimes does not work especially in situations where the receivers doubts the giver's ability to provide helpful comments,

where peers do not feel comfortable to criticize or to be criticized, where language and culture may add unanticipated challenges, and where teacher feedback is considered the better source by students. This concern has brought feedback training to light. Peer feedback generates positive impact if the students are ready and well-trained and prepared by the teacher to be effective reviewer. It can be assumed that peer feedback failure is caused by ignoring this aspect, preparation.

Without training students mainly address lower-order concerns and surface errors and feel at a loss as to how to comment on a peer's draft because of lack of critical skills and knowledge about criteria. The majority of studies on peer feedback, both oral and in writing, stress the need for training to enable students to give adequate feedback. Most highlight the importance of training students to enable them to give polite, non-judgmental feedback. From the expert-novice paradigm it becomes clear that in order to learn how to give more global feedback on peers' writing, students should be explicitly instructed in becoming better revisers. As a result, they should be able to detect more global problems in a peer's text, diagnose the problems adequately and to suggest appropriate revisions. One approach is to teach students evaluative criteria and revision strategies since these have proved effective in guiding students in revision assignments. Novice, less-skilled and FL writers and revisers could all benefit from procedural knowledge of the revision process when having to revise a text for higher-order concerns. The benefit of peer feedback will be mutual if the students feel confident enough that they can effectively provide feedback to their peers, they will also have the ability to monitor their own work and improve it.

By reviewing through the previous studies, it can be said that research on peer feedback fall onto one of the four strands. One major area of research has placed the focus on the effect of peer feedback comparing to teacher feedback on the writers' revision and text quality. Studies that fall into this category have sought the answer to the questions such as how effective peer feedback is comparing to that of the teacher, what types of feedback most found in peer comments, how different types of feedback effect types of revision, and what perception students have towards peer feedback. Another line of research has examined the effects of peer feedback training on the revision and text quality. Research papers that fall into this group focus on determining if students who receive training outperform those who are not coached, if there are any effective strategies for training peer feedback, and whether students who give feedback gain more benefit than those who receive it. There are researchers whose interest is on how, during peer review session, the participants interact, what types of language and behaviours they have used, and how to boost collaborative interaction. The last strand of research studies on peer feedback is those of which the focus is on cultural and linguistic issues that influence the way in which peer feedback is performed, viewed, and accepted.

Interestingly, most studies conducted on peer review so far focus mainly on revised text, very rare empirical studies have been done in L2 research to show the effect of peer feedback on new text produced by both writers and readers, how using peer feedback as an exercise for evaluation skill can help reviewers become more self-regulative, and how students perceive the benefit of being a giver comparing to being a receiver. This gap needs to be filled.

This present study seeks to investigate the effectiveness of a new practice of using feedback which is the use of teacher feedback on peer feedback. By applying the idea of scaffolding, teacher feedback functions as scaffolding that helps the students to close the gap between their actual performance (their feedback ability) and the set goal (the more effective feedback ability). Therefore, giving teacher's feedback on the students' feedback is a mean to train the students to enable them to give more effective peer feedback. To do so, the participants gave feedback on their colleague participants' writing. Teacher's feedback, then, was given on the feedback the participants had provided to their friends' writing. It is hoped that this method would help develop the participants' evaluation skills, self-regulation, and finally improve their writing quality.

The effect of teacher feedback on peer feedback in relation to self-regulation was investigated by looking at the students' use of language during their peer feedback meeting and the approach for identifying types of self-regulation behaviour proposed by Villamil and de Guerrero (1996) was employed.

Chapter 5

Research methodologies

The intervention applied in this study based largely on the notion of constructivist view of learning. Constructivism very much emphasizes active and collaborative learning. This happens when the students work in teams helping each other to solve given tasks prepared for them by the teachers. It places more importance on learners over instructors who act as facilitators, catalysts, coaches, or learning managers during the learning activity. With constructivism, learner inquiry and discovery, learner autonomy, and self-motivation of the learner, and self-regulation are critical elements to the success of the learning process.

Regarding collaborative learning, peer feedback fits the view of constructivism well in that it allows the learners to work collaboratively in order to discover new knowledge. This activity provides good opportunity for students to gain learner autonomy as they need to take a lot of responsibilities as a reader such as reading their peer's writing in order to deliver comments, evaluate the writing quality, and provide suggestions for further improvement. It also gives the students opportunity to improve their communication skill since the activity involves the students using language during the peer feedback and conference with the teacher.

This chapter provides details of the research methodologies. It begins with the detailed explanations of the research objectives and questions. In the following section, the research methods employed in this study are discussed where action research and case study are mentioned. The detail of how specific research activities fit action research and case study characteristics are given here. Next, the information regarding the context in which this present study was conducted is discussed. Details of the course, the students who participated in the research, and the colleagues who agreed to observe the class and provide their opinions are presented. In the following section, the tools for data collection are discussed. Justifications for the implementation of those tools are made. In the final section, details of the lesson plan and the implementation of research activities are presented.

The study also fits well with constructivists view, especially with the idea of scaffolding, as it allows, during the conference with the teacher, the students to gain helps from a more experience person in order to close the gap between their current performance and the target performance.

5.1 Research objectives and questions

According to reports released by the National Institute of Educational Testing and surveys conducted by both government agencies and researchers, it appears that writing skill of Thai students of all levels is far from what the curriculum requires; they cannot write well. Many have pointed out that there should be changes in curriculum and teaching strategies. I agree that there should be changes. However, curriculum is not to be blamed since it is required by law that curriculum is refined regularly. Teaching strategies, instead should be improved to make them best help students learn.

In Thai universities, writing instruction is likely to be based on one of the three major approaches: the product approach, the process approach, and the genre approach. Despite having more freedom to choose any approach to teaching in higher education, most instructors in the country appear to prefer the product method over the others (Tagong, 1991) (Sakontawut, 2003). They employ writing as a tool for both grammar exercise and for writing purpose itself. Adopting of one teaching approach as the basis for curriculum design is one element in teaching writing. Though, other important elements of writing seem to receive less attention. Utilizing effective practice of feedback is among those that has not been paid much attention in Thai university writing class. As Noonkhan (2012) has observed, feedback was not employed properly. Students do not receive regular feedback during the class; they receive feedback from teacher only, and feedback come to the student at the end of the semester which they do not have chances to act upon it.

Feedback is accepted as a crucial part of every approach to teaching writing. It helps students determine their progress based on the set goal. Among the different types of feedback, peer feedback has become a popular technique to many areas including writing. There have been a large amount of empirical research on this subject and the results have shown positive effect on writing quality. Peer feedback is, therefore, worth implementing into writing class.

However, there are some issues that need more study. The first one is about the knock on effect of giving peer feedback on the giver's writing quality. It is interesting whether giving feedback to a peer's writing can help the one who gives feedback improve the writing quality of his/her own. However, to be able to give peer feedback effectively, the students need to be trained which is the second issue this study tries to address. To train students to be able to provide effective feedback, the idea of scaffolding is adopted by means of the teacher commenting on feedback the students give to their peers' writing. This activity is hoped to help the students provide more effective peer feedback and to have a knock on effect on the quality of texts when these students write. The third issue is about how

peer feedback can help students become more self-regulated learners who can demonstrate control and confidence during feedback session, adopt the feedback to suit specific peer meeting situations at hand, and transfer those behaviours to control their own writing.

5.1.1 The research questions

This study investigated the effectiveness of using teacher's feedback on peer feedback to see if it could help students develop feedback quality, improve their text quality, and help them to become more self-regulated learners. The research project, therefore, aimed at determining the following four issues: whether or not using teacher feedback on peer feedback helps improve peer feedback skills, whether the students' writing quality improve, whether the method helps the participants to become more self-regulated writers, and the students' opinions towards the activities they participated throughout the course. To address the four objectives, four research questions were posed.

1. Does the method help improve the quality of peer feedback and, if so, in what ways are the students' peer feedback improved?

This question can be divided into two sub-questions: (a) does the method help improve the quality of peer feedback and (b) if so, in what ways are the peer feedback improved? According to the first sub-question, the improvement in peer feedback quality means the better quality of feedback the students provide to their peers' texts by comparing the performance at the beginning of the course to that at the end. The quality will be determined based on how effectively the students provide feedback which complies with the agreed criteria and areas. Based on the second sub-question, the analysis will be focus on determining if the students cover their comments on all the agreed areas including the organization, the content, the idea development, and the grammar and cohesion, how they spent time on each area, and how the comments on each area changed over time.

2. Does the students' writing improve and if so, what aspects of writing improve?

This question can be divided into two sub-questions: (a) does the students' writing improve? and (b) if so, what aspects improve? According to the first sub-question, improvement was determined based on improvement of writing scores given to the assignments. According to the second sub-question, the 'the aspects of writing that have been improved' is explained by means of giving descriptions of the aspects that have improved based on the results of the discourse analysis gained from the first sub-question.

3. Does the method help the students to become more self-regulated learners?

To be judged as a self-regulated writer, the students need to show during the peer review sessions the ability to detect weaknesses and strengths of their peers' texts, willingness and confidence to communicate what their thoughts are, and the ability to provide solutions to problems. These qualities can be detected from the interaction through using different patterns of interaction which the students expressed both during peer review sessions and short conference with the teacher/researcher.

4. What are the students' opinions towards the research activities they participated throughout the course?

This question is straightforward. The opinions of the participants which can be drawn from the questionnaires and students' reflective diaries are about the effectiveness of the technique in helping them write better, the usefulness for future use, as well as any issues that they might want to raise.

5.2 Research methods

It is contextually appropriate that the research methods employed in this research project are the combination of an action research and a case study. As a whole research process, the study can be considered to have some characteristics of action research. However, the research activities within each step of the action research can be considered more case study like. In the following section, brief theoretical concepts of both action research and case study are provided. Then the research activities that illustrate how action research and case study fit in the process are presented.

5.2.1 Action research

There are a number of definitions of action research. Some useful ones include that of Watts (1985) who defines action research as a process in which participants examine their own educational practice systematically and carefully. We conduct action research in order to improve, change, or develop our practice, to find new things as well as to gain better understanding of our practice. Wallace (1998) similarly maintains that action research is the process of systematic collection and analysis of data in order to make changes and improvement in order to solve problems. Reason and Bradbury (2008) define action research as an approach which is used in designing studies which seek both to inform and influence practice. Teachers can see changes and improvements in their classroom problems by means of using action research (Ferrance, 2000). Elyildirim and Ashton (2006, p. 4) suggest that action research can improve the current teaching

situation in terms of boosting teachers' professional development, teacher training and presenting to and institutional evidence for the need to change. This kind of research can be explained as a review of current practice or the aspects that researchers want to improve or try out. The process can be modified from the start of the plan, and it will be evaluated and modified until it is satisfactory. O'Halloran (2006) suggests that action research helps researchers find the evidence through the research and investigation, apply theories during planning and action and then reflect and discuss the interpretation. Lier (1994, p. 36) suggests that 'action research leads to a re-evaluation of our reality and the goals of teachers, of students' needs and aspirations and 'of the contextual (social, institutional, political, etc.) constraints and resources that facilitate or inhibit our work'. The definitions presented above highlight some of the unique features of action research. The key concepts include a better understanding, participation, improvement, reform, problem finding, problem solving, systematic process, and modification.

Regarding its advantages, Fraenkel and Wallen (2008) have mentioned three advantages that action research provides. Firstly, the method can be applied in educational institutes at all level. Secondly, by conducting action research, teachers and administrators can level themselves up in terms of professional competence. The third advantage is that it helps people involving in the issue to be able to identify, solve problems, and improve the condition in their organization.

To bring the concept of action research into practice, action research is described as a sequence of step, typically represented as a spiral which involves self-reflective cycles of planning, acting, observing, and reflecting (Kemmis & McTaggart, 2000, p. 595). The figure below shows how action is conducted.

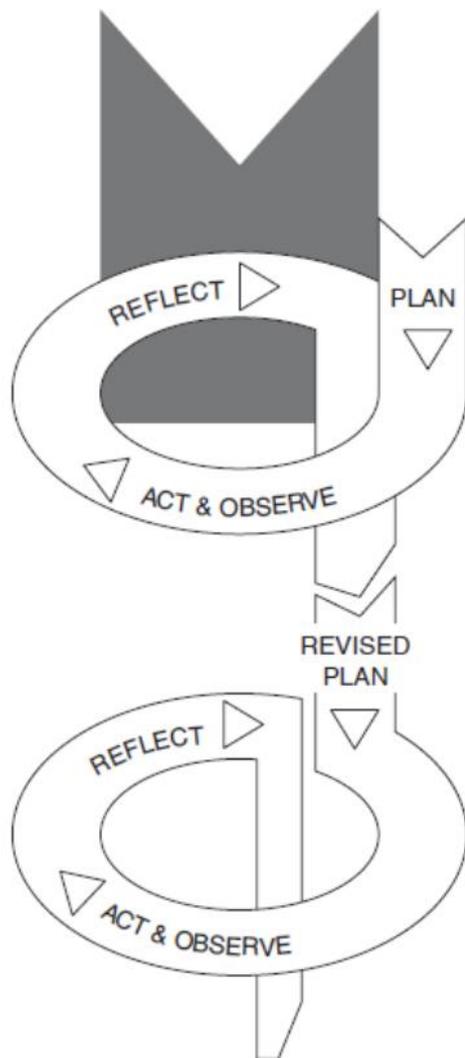


Figure 3.1: Kemmis and McTaggart's action research spiral

This study, however, did not implement all the elements of action research. Only one cycle of the research activities was applied. Repeated cycles of activities did not follow. Despite that fact, I believe that single cycle of action research can allow me to investigate the effectiveness of using teacher feedback on peer feedback, important interaction and writing behaviours that help boost the self-regulation, students' opinions towards the teaching method, and staff comments on the teaching.

There are two reasons why I believe that one cycle fits this study well. Firstly, I employed various data collecting tools within each sequence of the action research process. For one activity, for example, students' diary, staff comments, and questionnaire were used to document the data. The data from each source then was analyzed qualitatively and quantitatively then triangulated to get more reliable results. Therefore, I am confident that there is enough information to identify if the method works effectively with the students.

The other reason that this study did not apply the repeated cycle of the action research is that the first aim of the research is to examine if a new teaching method works effectively

with the participants. If it does, this method then will be introduced to the university staff for them to adopt to their class. One cycle of the action research in this case should yield substantial data for the judgment. The second cycle of the research, I believe, should begin after the first judgment has been made and after the staff have adopted the method for some time. It is at this point when a revised plan can be made; the teaching based on the revised plan gets started; reflects are made and move on to the next cycle of the action research.

Elements of action research applied in this study

In this study the overall design of the research activity applied some steps of action research as follows:

1. Planning step: Researcher identifying problem and organizing a new teaching method

Students' ineffective writing of argumentation has been identified as one of the biggest problem in writing class in Thailand. As a number of researchers in the country have suggested, improvement in teaching writing should be made. After the identification of the problem, a new teaching method is planned.

2. Acting and observing step: researcher teaching a class and gathering data

At this step, the research taught a class as planned for one term (16 weeks). During the teaching data was collected using several data collecting tools. Two sets of questionnaires were used: one before the commencement of the teaching and the other after the teaching ended. Students also wrote diary to reflect their experience during the course of the study. The video recording was used to record students' interaction with peers during peer feedback sessions. Audio recording was used to record the conferences the students had with the researcher. The students' essays were collected for the analysis of text features. Comments from colleagues who work in the English department were collected for further analysis of opinions towards the teaching method.

3. Reflecting step: researcher analyzing and interpreting data

At this step, the researcher analyzed, interpreted and discussed the obtained data using several methods including qualitative and quantitative approaches. The results then were evaluated in order to determine if the teaching method introduced to the students worked effectively. Activities that needed to be maintained, revised, or improved were made.

Action research, thus, is hoped to help me, as a teacher and researcher, determine if there is improvement in student writing quality and if the improvement caused by the

teaching that was implemented. The concept of cycle of action research which involves planning, acting and observing, reflection and revision would allow me to develop a teaching method that fits the context well.

As mentioned earlier, the overall process of the research has elements of action research, although partly. The research methods within each sequence of the action research, however, are case study. The following section gives brief information about case study followed by the details of case study activities applied in the study.

5.2.2 Case study

There are multiple definitions of the case study. According to Bromley (1990, p. 302), it is a “systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest”. The unit of analysis can vary from an individual to a corporation. According to Yin (1984), case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. According to Stake (1995), case study is the study of the particularity and complexity of a single case. A case is referred primarily to people. However, a case can be an institution, organization, or a community. According to Dornyei (2007), a case can be anything provided that it has single entity and clearly defined boundaries. One very crucial feature of case study is that it is conducted within context and it cannot be separated from context. As Hartley (2004, p. 323), has pointed out, ‘case study consists of a detailed investigation often with data collected over a period of time, of phenomena, within their context. The phenomenon is not isolated from its context but it is of interest precisely because the aim is to understand how behaviour and/or processes are influenced by and influence context.’ Therefore, the aim of case study, according to Hartley (2004, p. 323), is to provide an analysis of context and processes with illuminate the theoretical issues being studied.

Stake (cited in Dornyei, 2007, p. 152) has classified case study into three types including intrinsic case study, instrumental case study, and multiple or collective study. Researchers conduct intrinsic case study in order to understand unique features of a particular case which in itself has its own value or specialty. The case does not illustrate something or represent other cases. Researchers who conduct instrumental case study intend to use a case to give clear information to wider issue or something else with the case itself receive less interest than that of intrinsic case study. For researchers who use multiple or collective case study, the aim is to use a number of cases which are studied jointly in order to explain a phenomenon or general condition. This type of case study is fairly typical for social scientists. That is because it helps the researchers to secure their chance

of getting needed information even if there are some participants withdraw from the study. Yin (2003) classifies case study into explanatory, exploratory, or descriptive. The explanatory type of case study can be used to answer a research question that tries to explain presumed causal links in interventions that are too complicated to use survey or experiment. The exploratory type of case study is used to explore those situations in which the intervention being evaluated has no clear, single set of outcomes. The descriptive type of case study is used to describe an intervention or phenomenon and the real-life context in which it occurred.

The elements of case study applied in this study.

In this study, I applied case study to investigate deeply into specific activities within the step of the action research I have explained earlier. The case study method was implemented in the following activities.

1. The analysis of students' writing features

The score given to the students' writing may suggest to some extent if there is development in writing quality. However, in order to gain more details about the texts produced throughout the course of the study, it was worth looking at features that were dominant. To do so, a multiple case study technique was applied. Texts written by 26 students were analyzed.

2. The analysis of students' interaction during peer feedback sessions

The features of students' interactions while they were performing peer feedback conferences were studied in detail using multiple case study technique. To do so, videos of students' peer feedback were studied individually. Codes were given to words, phrases, and sentences that represented different types of utterance relating to students being self-regulated. The data obtained then was interpreted and discussed.

3. The analysis of conference between students and researcher

By using multiple case study, individual audio recording of conference between the researcher and the students was studied. Themes emerging from the conversation were documented. Then, important information gained from individual students was concluded to get big picture of students' opinions, and practice.

4. The analysis of students' diaries and colleagues' reflections

The data gained from these sources was studied in detail using multiple case study technique. Themes emerging from the sources were documented. Then, important information gained was concluded to get big picture of opinions, and practice.

5.2.3 The use of qualitative and quantitative method

In terms of data analysis, both qualitative and quantitative methods were employed. As we cannot say which approach is better between qualitative and quantitative method, it depends on which one is suitable for which situation. Therefore, the researchers themselves have to choose the most suitable one for their study which can help them deal with the research questions. Typically, it is always possible that the researchers combine the two approaches together. The ideal is to eliminate the weak points of both methods and increase their strengths in combination. Darlington and Scott (2002) propose that there is a rationale for researchers to make a choice. Researchers may want to corroborate or look for the convergence in different approaches, by using one method to help develop the other. Besides, the inspiration for selecting both methods comes from the need to clarify one method by employing the other.

As Uwe (1998) has pointed out, qualitative research allows researcher to firstly explore and develop their studies from different perspectives. It also allows the researchers to give their opinions, feelings, and impressions through the observation. Similarly, Gibbs (2006) maintains that qualitative method gives the researchers opportunity to view their studies from holistic viewpoint as it is considered by Gibbs (2006) as an approach focusing on interpretive philosophy. Qualitative approaches aim to understand the perceptions of individuals and realize insights rather than using statistics as tools to identify judgments in order to interpret the results of the study.

Quantitative research, on the other hand, focuses on the quantitative methods to investigate the facts of specific area without individual subjective judgment (Nunan, 2006). Bell (2005, p. 7) explains it as a method that gives an opportunity for researchers to study facts and relationships to generate possible conclusions.

Using quantitative approaches may not create an equal environment, for participants cannot be set equally, especially when doing experiments involving test-taking, because there are other factors that may influence the participants that cannot be ignored by researchers (social or individual factors). Qualitative approaches can be a good option to take these factors into account. Nunan (2006, p. 4) suggests that a qualitative approach is concerned with the understanding of human behaviour from 'the actor's own frame of reference'.

The choice of using qualitative or quantitative approach depends on the particular context and the type of information needed, because each approach has its own weaknesses and strengths. Johnson and Onwuegbuize (2004, pp. 14-15) explain why both approaches

can be valid. Both qualitative and quantitative are useful. The purpose of selecting a particular approach depends on the aims to and purposes of the study.

In this study, therefore, the qualitative method can provide an opportunity to explore and understand students' behaviour, and establish what they think about the teaching approach I used in class. The quantitative method, allows me to have big picture about the students' feedback behaviour, writing characteristics, and opinions they expressed.

5.3 The context of the study and research participants

5.3.1 The details of the module

This research lasted one semester (16 weeks) and was conducted at Kamphaeng Phet Rajabhat University, Thailand. The participants were from a third year English major class who were seeking for their teaching qualification. As requires by the National Commission on Higher Education, in order to finish bachelor degree in education in English, B. Ed (English), students must gain the minimum of 169 credits which they acquire from four different areas of subject including general education (30 credits), teaching education (53 credits), English education (80 credits), and teaching apprenticeship (14 credits). The course Essay writing (1214202) which was used for this research study, falls into the English education category and is a compulsory module. The course places the emphasis on persuasive or argumentative writing which is considered one of the most difficult genres to achieve and which requires more advanced skills to write. The reason for choosing this course for the research project comes also from the aforesaid characteristics of this type of writing and from an expectation that the students would be able to transfer skills they gained from engaging in persuasive writing to other kinds of writing which, as has been said, are easier to write. Below is the detail of the course where the study took place.

5.3.2 The details of the participants

5.3.2.1 The students

The participants of this study were 26 third year teacher students majoring in English from faculty of education at Kamphaeng Phet Rajabhat University, Thailand. They were aged between 20-21 years. They had taken some English courses for example English syntax, formulaic writing, and critical reading. All of the participants had never experienced living or studying in English speaking countries. Although they have entered the programme for two years, their levels of language proficiency were different. The main reason is that they have been accepted to the programme without taking an entrance examination.

5.3.2.2 The university colleagues

There were two staff members, one male and one female, from the department of English who were invited to observe the class and were asked to provide their opinions towards the activities. The male colleague has earned a master degree in English and has been teaching in the university for seven years. He has good knowledge in teaching techniques and in learning behaviours. The female teacher also earned a master degree in English with 4 years of teaching experience. She has good experience in teaching techniques. Both teachers have been responsible for teaching writing courses. However, they have never used peer feedback technique and training of peer feedback in their class before.

5.4 The details of the research activities

This section explains how the class was conducted and intervened. The study lasts one semester, 16 weeks, and is divided into two main stages: the teaching and feedback training stage and the peer feedback and teacher-student conference stage. During the first stage (week 1-7), the students participated in series of classroom activity which aim at providing knowledge regarding argumentative writing, evaluation of the writing, and training of the evaluation and feedback giving. During the second phase, the participants performed writing tasks, feedback meetings, and feedback conference with the researcher. The weekly class plan is summarized in the table. The detailed descriptions of each week activities are provided afterwards.

Table 5.1: The summary of research activities

Week	Topics	Classroom activities	Data collected
1	Orientation	Introduction to the course	1. Pre questionnaire 2. Students' writing
2	Getting to know argumentative	Task input phase	1. Students' diary
3	Getting to know argumentative (continued)	Pedagogical task phase	1. Students' diary
4	Getting to know argumentative (continued)	Target task phase	1. Students' diary
5	Evaluation of argumentative writing and feedback training	Step 1: making the students realize some basic thoughts of evaluating and giving feedback	1. Students' diary
6	Evaluation of argumentative writing and feedback training (continued)	1. Step 2: The modelling of giving feedback on four specific areas which include content, development of ideas, organization, and cohesion and grammar 2. Step 3: practicing peer feedback	1. Students' diary
7	Evaluation of argumentative writing and feedback training (continued)	Step 4: practicing communicating feedback orally	1. Students' diary

8	Writing of 2nd essay	Giving written PFB	1. Students' diary 2. Students' writing
9	Peer feedback session and conference with researcher	1. Meeting with peers to discuss feedback 2. Meeting with researcher to receive feedback (whole class conference)	1. Students' diary 2. Video record 3. Audio record
10	Writing of 3rd essay	1. Writing of 3rd essay 2. Giving written PFB	1. Students' diary 2. Students' writing
11	Peer feedback session and conference with researcher	1. Meeting with peers to discuss feedback 2. Meeting with teacher/researcher to receive feedback	1. Students' diary 2. Video recording 3. Audio record
12	Writing of 4th essay	1. Giving written PFB	1. Students' diary
13	Peer feedback session and conference with researcher	1. Meeting with peers to discuss feedback 2. Meeting with teacher/researcher to receive feedback	1. Students' diary 2. Video recording 3. Audio record
14	Writing of 5th essay	1. Writing of 5th essay 2. Giving written PFB	1. Students' diary 2. Students' writing
15	Peer feedback session and conclusion	1. Meeting with peers to discuss feedback 2. discussion of activities the students engaged	1. Students' diary 2. Video recording
16	Post-test	1. Writing the final essay 2. Completing the research questionnaire	1. Students' writing 2. Post questionnaire

5.4.1 Detailed descriptions of activities

This section is the detail description of the classroom activities. It gives the details of how the teacher/researcher taught his class, what the students did in each class, and how the data was collected.

Week 1: orientation, questionnaire filling, and pre-test essay writing

In this week, course description, objectives, classroom activities, and evaluation of the achievement were discussed. The participants were invited to discuss any concerns they had before the course started. The next activity was the students answering the first questionnaire. Then, the research asked them to write an essay to respond to a topic given to them (Please see appendix 2). Each student was given a piece of blank paper to write on. During the writing session, the participants were allowed to use any vocabulary sources either hard copied or electronic ones. However, they were not allowed to use online sources to help them write the essay.

Week 2: getting to know argumentative

In this week, examples of texts were introduced. Students were encouraged to work out three important concepts of argumentative writing: context of situation, convention, and linguistic features. To discuss the context, students discuss the issues such as what are the purposes of the text and the content that is presented?, who are involved in the written communication?, what might their roles and statuses be?, how may these roles and statuses affect the way they write?, how might the reader interpret the linguistic choices

the writer used? To discuss convention and linguistic features, the students were encouraged to identify how text is organized and what linguistic features are found. Activities during this class are Q&A, group work, and presentation.

Week 3: getting to know argumentative (continued)

In this week, the students were encouraged to explore deeper into examples in order to identify any alternatives in rhetorical choices which are influenced by the reader and the purpose. The students were assigned to work in groups to write a text for different readers but the same purpose and for different purpose but the same reader. At the end of this stage the students should be able to discuss how their rhetorical choices have changed when their reader and purpose change. Classroom activities at this stage include group work, group discussion, and presentation.

Week 4: getting to know argumentative (continued)

In this week, the students were assigned to write an argumentative essay individually applying what they have learnt so far. Topics were given to them and the target audience was provided.

Week 5: Training peer feedback

In training the participants for feedback giving, the technique used by Min (2006) and Stanley (1992) was applied. According to Stanley (1992), evaluating writing and comments should be made on specific areas and with proper order. She suggested that the students look at a text to know its content first, then structure, development, and grammar and cohesion. In modeling the students of how to do so Min (2006) employed a four-step procedure: Clarifying writers' intentions, identifying the source of problems, explaining the nature of problems, and making specific suggestions (Min, 2006). Then I designed the training session which includes the steps as followed.

Step 1: Making the students realize some basic thoughts of evaluating and giving feedback

At this step, the participants were asked to role played in pairs, one student reading and responding to a sample text written by a student who took this course in the previous year the other student reporting what he or she had got from the evaluation (Stanley, 1992, p. 221). After that, the class discussed strategies of giving effective feedback which special focuses are on making the students realize the importance of knowing what to evaluate and how to effectively give comments. Thoughts about giving praises and critics, the use of hedge and indirect questions and suggestions, and the thoughts about what elements of the text the participants should comment on were discussed.

Week 6: Training peer feedback (continued)

Step 2: The modelling of giving feedback on four specific areas which include content, development of ideas, organization, and cohesion and grammar

The instructor first distributed to the students the guidance sheet and a copy of an essay composed by a former student. Then, he used the think aloud method to demonstrate how to make comments by using a four-step procedure: Clarifying writers' intentions, identifying the source of problems, explaining the nature of problems, and making specific suggestions (Min, 2006). While trying to clarify the writer's intention, the instructor articulated questions like "Do you mean that. . ." and "Are you saying . . ." when he was relatively certain of what the writer was trying to convey. When he was uncertain of the writer's intention, the instructor would model the pointing technique (Stanley, 1992), locating the trouble source (e.g., specific phrases or cohesive gaps) and raising questions such as "What do you mean by . . .?" or "I do not get this" to prompt the writer to explain or revise his/her ideas.

Next, the instructor modelled how to identify problems and explain the nature of problems. If the instructor was certain of the writer's intention, he would identify the problem and explain why he thought it was problematic. If he had no idea of the writer's intention, he would refer to the sentences immediately preceding or following the problematic area and articulate what he expected to read given the surrounding contexts. The instructor emphasized to the reviewers that they needed to have logical reasoning to explain why they thought a certain part problematic to convince the writer to accept their comments. Without solid reasoning, even good suggestions are likely to be ignored.

Finally, the instructor demonstrated how to make suggestions by giving specific examples. Depending on the problems, he would provide a specific definition of a misused phrase and a more appropriate one according to the context, remind the writer to discuss ideas from the same personal perspective, or suggest a specific idea to enrich the content. The instructor informed the students that writers might not adopt their suggestions. Yet, they may have noticed the problems and could work out a solution by themselves.

Step 3: Practicing peer feedback

After the modelling, students were asked to form peer-review dyads on their own, follow the probing questions on the guidance sheets (Please see appendix 3) and the four-step procedure, and write and number their comments on paper according to the order of occurrence of potential problems in the draft. By using the essay, they had written previously, the students were required to review an essay written by a classmate and give the written commentary before the class ended. In addition to making comments on the

essay, the reviewers were required to use a feedback form (Please see appendix 4) to summarize their comments. The reviewers were informed that their commentary would be graded in order that they would realize that they were responsible for the comments and to ensure their effort to help each other so that all could progress as writers in class.

Week 7: Training peer feedback (continued)

Step 4: practicing communicating feedback orally

At this step, the students first made a plan of how they would tell about their response to the essay. They would need to refer back to the discussion they had made in the first step of the training session in order to effectively ask questions, use praises and critics, make indirect requests, and so on. After the plan has been made, the students (now acting as a reviewer) met with their partner and started giving oral feedback. In order to make the students keep to their plan and spend time carefully, they were required to limit their time of the meeting to 25 minutes. They were also asked to video record their conversation so that they could review it and reflect on their performance.

Week 8: Writing 2nd essay and providing written feedback

This week the participants wrote the second argumentative essay. Four different topics (Please see appendix 2 for writing topics) were provided and the students chose one to write about. The rationale for providing the students with different prompts was two folds. Firstly, by giving choices could minimize the possibility that students might have difficulty with writing about a topic that they had little knowledge about since the research aimed at identifying development of writing skills not knowledge. Secondly, having freedom of choosing a topic that interest each individual most would encourage the students to write more about the topic than writing a topic that they were not interested in or the one that they had negative attitude towards.

Each student was given a piece of blank paper to write on. During the writing session, the participants were allowed to use any vocabulary sources either hard copied or electronic ones. However, they were not allowed to use internet to help them write the essay. The time allotment for the writing session was 120 minutes. After they had finished, the researcher collected the essays. Each essay then was given a number running from 1 - 26. This number represented each student and was used as a system for pairing the participants in the feedback session. The students were not informed what number s/he was given to. After that, the researcher photocopied the essay. The name of the writer was covered so it did not appear on the copied version.

In the final hour of the class, the students performed the written feedback activity. Each student was given a copy of an essay together with the feedback form. The essay written by student 1 (S.1) was given to student 2 (S. 2). The essay written by S. 2 was given to S.3. The essay written by S.3 was given to S. 4. and so on. They were required to carefully read through the essay and write comments on the essay itself and the summary of the comments in the feedback form. They were reminded that the activity was similar to what they had practiced in the previous class and that they needed to refer to the guidance sheet given to them earlier. After finishing their feedback giving session, the essays and the feedback form were collected. The researcher then made photocopies, kept the original version, and then gave the copied version back to the students. They were reminded that they need the copies in order to plan for oral feedback session which would take place the following week.

The rationale why each pair did not take turn in giving and receiving peer feedback is to minimize the possibility that they might not feel comfortable to fully express their opinions especially the negative ones fearing that they would be commented negatively.

Week 9: Peer feedback session and conference with researcher

This week, the participants performed peer feedback orally. The researcher paired the students based on the number assigned to them in the previous week. Before the session started, the researcher informed the students that they would have to do two sessions of peer feedback discussion. One session, they would take the role as a reader who would give comments to the essay given to them the previous week which they had already written comment on and planned for oral discussion; and the other session as a writer who would receive comments from a friend. The researcher also reminded the students that the time for the peer feedback discussion was 25 minutes and that they should finish their discussion within this time limit. They were also reminded that the conversation would be videotaped. The students were also invited to discuss any concerns they might have before engaging in the discussion. After the administrative issues had been done, the teacher told the students who they were going to work with as the feedback giver and receiver; then the participants performed the first round of peer feedback session. When the session was over, they formed a new pair and performed the second round of peer feedback session.

After the peer feedback session was over, the researcher arranged a conference with the individual students. The students picked a time slot which they were free to have a short conference with the teacher. During the conference, the teacher discussed with the students the peer feedback session that they had performed previously. The researcher emphasized that the peer feedback be planned carefully and that the students should use

the written feedback form as their guide through the process. The researcher also discussed with students in detail about how they should comment on organization, development, coherence, and grammar. The students' performance from the VDO record was discussed. The students were encouraged to discuss and ask as many questions as they wanted. The students were also reminded that they need to keep their journal up to date. During the conference, audio record was made.

Regarding the language for discussion, the students' native language, Thai, was used instead of English. The reason for this was that it allowed the participants to fully express their thoughts without being retarded or obstructed by the ability to use the English language. This idea was suggested by Villamil and de Guerrero (1996) who allowed their students to perform peer feedback in Spanish for they realized that using English only in peer review sessions would not help promote students' self-regulation.

Week 10 – 15: Repetition of week 8-9 activities

The activity for week ten to week fifteen repeated steps conducted in week eight and nine. In week ten, the students wrote their third essay, and gave written feedback. In week eleven, they performed peer feedback sessions and had short conference with the researcher individually. In week twelve, the students wrote the fourth essay and gave written feedback. Then in week thirteen, they performed peer feedback sessions and met with the researcher for short conference. In week fourteen, the students wrote the fifth essay and gave written feedback. In week fifteen, they performed peer feedback sessions and met with the researcher.

Noted also that the topic for their writing and the partner that the students worked with were different each week. Also, in week 15 the students performed the final peer feedback session without having short conference with the researcher.

Week 16: writing post-test essay and filling post questionnaire

This week, the students wrote their final essay which was used as the posttest. They also answered the second questionnaire.

5.4.2 The writing prompts

During the course of the study, the students were asked to write the total of six essays on given topics. In each writing task, more than one essay prompts were available to the students. The rationale for providing choices for the students to choose is to minimize the possibility that the writers had very limited knowledge of the topic and did not have information to write about. The topics available were also about general issues that are

common to them. The essay prompts explicitly called for the writer to provide an opinion, reasons for the opinion, and supporting details in the essay. Details of the topics are provided in Appendix 2.

5.5 The details of marking procedure

Determining which type of rating scale should be used is a major decision for educators (Hamp-Lyons, 1991). This is because, according to Weigle (2002), we use this for making 'decision and inference about writers' (p. 108). Rating scales can be grouped into two categories according to approach and scoring method. Cooper (1977) classifies rating scale according to holistic approaches and analytic approaches. Holistic scoring gives students a single, overall assessment score for the paper as a whole. Although the scoring rubric for holistic scoring will lay out specific criteria just as the rubric for analytic scoring does, readers do not assign a score for each criterion in holistic scoring. Holistic approaches are further divided into three sub-categories including multiple trait scoring, holistic scoring, and primary scoring according to Cooper (1977). Multiple trait scoring involves assigning sub-scores to individual traits or dimensions such as content, organization, and language. Then the rater sums up those scores to make overall score. Holistic scoring, on the other hand, the rater considers every trait of the writing but decides one score to reflect the performance. For primary scoring, the rater assigns one score to an essay according to how effectively the writer has addressed a specific requirement of the task for example language, content, or organization.

Analytic scoring provides students with at least a rating score for each criterion, though often the rubric for analytic scoring offers teachers enough room to provide some feedback on each criterion. As Weigle (2002) has stated, analytic scoring approach provides educators with more details of the writer's performance as individual aspects of writing for instance content, organization, cohesion, grammar, and etc. are assessed and assigned a score. Apart from this, it is more useful in rater training as it is easier for inexperienced raters to understand and apply the criteria in separate scales. For the writers, analytic scoring helps them to be able to analyze their own performance according to the descriptor within each score. Analytic scoring is also more reliable than the holistic approach and the reliability tends to be improved by the scoring scheme in which multiple scores are assigned individually (Hamp-Lyons, 1999). The only disadvantage of analytic scoring might be that it takes longer time to rate than its counterpart.

As it is the most contextually appropriate, scoring approach of this study is based on analytic method. The rating scales used in this present study was adopted from the assessment framework used by Mei (2010). The raters assign one score to individual

dimensions which include content, organization, and language. Then the holistic score is summed and divided by three to make an overall score for each essay. The overall content of the essay emphasizes the persuasiveness of the essay which is defined as its potential to influence readers to take some action or change their thinking about a controversial issue. The rubric considers whether the written argument includes a clear opinion about the topic, provides one or more reasons for the opinion, includes an elaborated reason i.e., reason with supporting details, and addresses the opposing position. The essay prompts for this study explicitly called for the writer to provide an opinion, reasons for the opinion, and supporting details in the essay. As such, the inclusion of these elements represents the organization of the essay. For the language use, the degree of accuracy is determined.

The essays were marked analytically with the guide of a descriptor and a rater training session prior to the marking process. Essays were assessed for the three major categories of Content, Language, and Organization with bands ranging from 0 to 6, 0 being the lowest and 6, the highest band. Each band in each category has an accompanying profile description which essentially stipulates key features to focus on with respect to particular categories and their corresponding bands. The rationale for providing a thorough description of each level of the scoring rubric was to limit the ambiguity of the scale, and to connect the scoring ratings with the specific task of the prompt. As the students participating in the study used this scale as a guide line to judge and comment their peer writing, detailed explanations of the element and the criteria within each band would help the students understand the scale more easily. Below is the detail of the criteria used for judging text quality.

The analytic descriptor for essay scoring

Band	Content—ideas, arguments & evidence	Organization—communicative quality, coherence & cohesion	Language—vocabulary, grammar & sentence structure
6	excellent interpretation of the set Q main and supporting ideas are extremely original, interesting, relevant and excellently and fully developed, demonstrating maturity in handling the topic's complexity	focused introduction with an excellent thesis statement <ul style="list-style-type: none"> ▪ ideas are very clearly organised with an extremely clear relational pattern (e.g. comparison/contrast, sequence, cause/effect, 	excellent sentence variety—excellent blend of simple, compound & complex sentences <ul style="list-style-type: none"> ▪ extremely fluent & very sophisticated ▪ excellent vocabulary & word choice with very

		<p>order of importance, etc.)</p> <ul style="list-style-type: none"> ▪ conclusion addresses the thesis excellently with much thought and is in sync with the rest of the essay ▪ extremely cohesive—excellent use of transition elements 	<p>accurate use of idiomatic expressions</p> <ul style="list-style-type: none"> ▪ almost no grammar, punctuation and spelling errors
5	<p>good interpretation of the set Q</p> <ul style="list-style-type: none"> ▪ main and supporting ideas are interesting, relevant and well developed, showing recognition of the topic's complexity 	<p>focused introduction with good thesis statement</p> <ul style="list-style-type: none"> ▪ ideas are well organized with a clear relational pattern ▪ conclusion addresses the thesis fully and is in sync with the rest of the essay ▪ very cohesive—good use of transition elements (connections are generally successful with minor problems only) 	<p>good sentence variety—good blend of simple, compound & complex sentences</p> <ul style="list-style-type: none"> ▪ highly fluent & fairly sophisticated ▪ good vocabulary & word choice with flexible use of idiomatic expressions ▪ few grammar, punctuation and spelling errors
4	<p>fairly good interpretation of the set Q</p> <ul style="list-style-type: none"> ▪ main ideas are sensible & interesting but ideas can still be better focused and developed 	<p>fairly focused introduction with clear thesis statement</p> <ul style="list-style-type: none"> ▪ ideas are fairly well organised with a relational pattern but they could be more effectively explained at the 	<p>fairly good sentence variety—fairly good blend of simple, compound & complex sentences</p> <ul style="list-style-type: none"> ▪ fairly fluent ▪ fairly good vocabulary & word choice

	<ul style="list-style-type: none"> ideas are mostly relevant 	<p>macro, paragraph and sentence levels</p> <ul style="list-style-type: none"> conclusion addresses the thesis partially but is still in sync with the rest of the essay cohesive — fairly good use of transition elements (connections are not always successful) 	<p>with some idiomatic expressions inaccurately used</p> <ul style="list-style-type: none"> some grammar, punctuation and spelling errors which occasionally obscure intended meaning
3	<p>some interpretation of the set Q</p> <ul style="list-style-type: none"> main ideas are partly related to the topic & are not very successful to focused. ideas are loosely relevant 	<p>board introduction with a clue of thesis statement</p> <ul style="list-style-type: none"> ideas are organized and developed in a way that is hard to follow or illogical manner conclusion does not address the thesis or is likely to discuss another issue cohesive – fairly use of transition signals with some missing or unsuccessfully used 	<p>limited use of sentence variety—dominant use of simple over other sentences</p> <ul style="list-style-type: none"> influent limited use of vocabulary & word choice with rare idiomatic expressions many grammar, punctuation and spelling errors which often obscure intended meaning
2	<p>little interpretation of the set Q</p> <ul style="list-style-type: none"> main ideas are broad & lack of focus ideas are not relevant 	<p>vague or missing of introduction with no thesis statement</p> <ul style="list-style-type: none"> ideas are noticeable but failed to be organized and developed 	<p>very limited use of sentence variety- rare use of sentences other than simple ones</p> <ul style="list-style-type: none"> struggle to produce sentences

		<ul style="list-style-type: none"> ▪ no concluding part ▪ cohesive—failed to use transition elements where necessary or misuse them 	<ul style="list-style-type: none"> ▪ rare use of vocabulary & word choice with rare idiomatic expressions ▪ struggle with using correct grammar, punctuation with spelling errors which obscure intended meaning
1	A true non writer who has not produced any assessable strings of English writing. An answer that is wholly or almost wholly copied from input text or task is in this category.		
0	This band is given to a writer who does not produce any readable text.		

(Mei, 2010, p. 96)

5.6 The data collection tools

5.6.1 Students' reflective diary

As suggested by Nunan (1992), diary is among the many useful instruments for research in language. Reflection is the process of thinking back. The participants placed themselves again into the learning situation, in order to form the image of experience. For many centuries, people have used diaries as a reminder of events they have experienced in their everyday lives. However, it was not until 1970s that this tool has been used as a research data collection method. In applied linguistics, the technique has become a research tool in around 1980s (Dornyei, 2007). Diary, in research, is personal accounts that reflect learners' experience of language learning produced at the request of the researcher. It is considered to be able to elicit information needed by the researcher more systemically than using personal diaries which sometimes fail to meet research purpose and raise ethical issue. Bolger, Davis, and Rafaeli (2003) classify diary according to interval contingent diary which they explain as a report of experience written at regular intervals, signal contingent diary which they explain as an account of experience written when predetermined signals are shown, and event contingent diary which they explain as a report written each time a specific event occurs. Dornyei (2007) has listed at least five

advantages of using diary in research. Firstly, it allows the research to access into people' lives without interfering them. Secondly, it allows the researcher to draw the insider's (the informant) own descriptions and interpretation of events and experience. Thirdly, it enables the researcher to monitor changes in experience and behaviours in relation to time. Next, diary provides ongoing background information that can help resolve ambiguity regarding causal direction between variables. Lastly, it can ensure that the participant does not have to remember things which are likely to be forgotten when time has passed.

Mckernan (1996, p. 86) has listed key principles for using diary. Firstly, diary should be kept regularly in order that the important information will not be forgotten. Secondly, the data should be dated and cross referenced to other information. Thirdly, diary should contain both facts and interpretation.

In this study, the students were asked to write reflective diary on the activities they engaged in during the course which included peer meeting, conferencing with the teacher, their feelings about learning, and their strong and weak points. (By using theme emerge technique this source is expected to tell what they have benefited from teacher feedback, peer feedback, as well as difficulties they have faced).

5.6.2 Colleague's observation comments

As discussed above, reflective diary is a personal document that can be used to recall important events that occur during the course of the research. It allows researchers to make appropriate changes, process, and thoughts (McKernan, 1996). It has been widely used in language research.

The purpose for inviting colleagues to observe class was to gain information and opinions that they had towards the class activities. The information gained could be used to determine the usefulness of the method, and its practicality based on the university context.

5.6.3 The Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, is relatively quick to collect information and often have standardized answers that make it simple to compile data, information can be collected from a large portion of a group.

According to Dornyei (2007, p. 102), questionnaires can yield three types of data about the respondent, as follows:

1. Actual questions are used to find out certain facts about the respondents, such as demographic characteristics (age, gender, education level, and race), residential location, marital status and so on.
2. Behavioural questions are employed to find out what the respondents are doing or have done in the past. It may focus on actions, life style, habits and personal history.
3. Attitudinal questions are used to find out what people think, covering attitudes, opinion, beliefs, interests and values.

Hyland (2007) also points out that questionnaires are a kind of instruments of data collection useful to elicit information on students' personal goals, attitudes and backgrounds, but it is important to construct the questions carefully to avoid ambiguity, and researchers should be aware of the balance between collecting sufficient data and not overburdening respondents.

For this study, the students were asked to complete two questionnaires: one at the beginning of the course in order to obtain background information about the students and their attitudes towards the studying English writing, for example, experience about writing, experience about evaluating writing, and giving/receiving feedback. The other was used at the end with the aims of eliciting the participants' opinion towards the activities they have done during the course, the improvement they have made, and the benefit the gain from teacher feedback and peer feedback.

The information gained from the two questionnaires would give answer to research question 4 which focuses on students' opinions towards the technique introduced to them throughout the course. They also provide evidence for answering the first research question which focuses on determining if the technique could help the participants give better peer feedback. Research questions 1 and 3 could also be answered by using the data from the questionnaires.

5.6.4 Video recording

Some information cannot be drawn from what the informant says or writes only. The use of a digital recorder is the most common method of recording data because it has the obvious advantage of preserving the data for later analysis. Messages are sometimes sent out through nonverbal expressions such as body positioning, eye movement, face making. These behaviours can be the indicator of how the participants feel and think in a

specific situation. It is better therefore to have a set of data that include information that is expressed verbally and nonverbally.

Video recording gained from peer feedback was used to analyze how the participants interacted during peer feedback. This data could help answer research question 3 which tried to determine if the participants have shown any signs through language use and through other nonverbal behaviours that could lead to the development of self-regulation.

5.6.5 Audio recording

Audio record is useful in that it helps make easier for researchers to gain as much data as they need in a limit time. Writing down what they get from talks would consume too much time and it is likely that they may leave out some important information. In this study, audio recording was used during short conference between the researcher and the students. The data from the record will be used as evidence added to the findings from the other instruments.

5.6.6 Students' writing

The essays were used to analyze if there was any development in writing quality. Scores from independent raters were used to judge the improvement and discourse analysis was employed to identify what aspects had been improved.

The information gained from the students' writing was mainly used to answer research question 2 which tried to determine if there was any development in writing quality and what aspects of writing were improved. The focuses of the analysis were on the development regarding the content, organization, and language use. In order to judge if there was any development made by individual participants throughout the course of the study, scores from three raters were computed. A textual analysis was also implemented in order to identify which aspects of writing the participant had been improved.

5.7 The linkage between the data collection tools and the research questions

The table below is the summary of how data was analyzed and which question each data set answers.

Table 5.2: The linkage between the data collection tools and the research questions

Data collection tool	How the data is analysed	Question answered
Students' diary	Theme emerge	RQ 1 / RQ 2 / RQ 3/ RQ 4
Questionnaire	Basic statistics	RQ 3 / RQ 4
Video recording/ Audio	Villamil and De Guerrero's (1996) the patterns of language use	RQ 1
Students' writing	Discourse analysis	RQ 1 / RQ 2
Colleague's reflection	This data will be included in the discussion of the implementation of the research results.	

5.8 Data analysis

The data was analyzed as follows:

5.8.1 Analysis of the student writing.

Texts written by the students was analyzed by comparing the mean score of the pre-test and the post-test essay. The mean scores of the essays written during the course were compared to see if there was any development in the writing quality. The discourse analysis then was applied in order to determine features that were outstanding in the students' essays.

5.8.1.1 The analysis of the use of moves

In order to explore how the subjects organized their essay, an analysis of move employed in the essay was employed. The move analysis of a genre aims to determine the communicative purposes of a text by categorising diverse text units according to the particular communicative purpose of each unit. Each one of the moves where a text is segmented constitutes a section, revealing a specific communicative function, but this is linked to and contributes to the general communicative objective of the whole genre.

Hyland's model (1990) served as a starting point for analysis of these argumentative essays. Genre analysis was conducted from two aspects: move analysis and linguistic features. Hyland's model was taken as a framework in move analysis of the argumentative essays written by these two groups of students. According to this model, the English argumentative essay is characterized by a three stage structure (Thesis, Argument and Conclusion) which represents the organizing principles of the genre. And each stage contains several moves, some of which are optional elements.

Table 5.3: Elements of structure of the argumentative essay

Stage	Move
<p>1. Thesis Introduces the proposition to be argued.</p>	<p>(Gambit) Attention Grabber – controversial statement or dramatic illustration.</p>
	<p>(Information) Presents background material for topic contextualization.</p>
	<p>Proposition Furnish a specific statement of the position which defines the topic and gives the focus to the entire composition.</p>
	<p>(Evaluation) Positive gloss – brief support of proposition.</p>
	<p>(Marker) Introduces and /or identifies a list.</p>
<p>2. Argument Discusses grounds for thesis. (four move argument sequence can be repeated indefinitely)</p>	<p>Marker Signals the introduction of a claim and relates it to the text.</p>
	<p>(Restatement) Rephrasing or repetition of proposition.</p>
	<p>Claim States reason for acceptance of the proposition. Typically based on: Strength of perceived shared assumptions. A generalization based on data or evidence. Force of conviction</p>
	<p>Support States the grounds which underpin the claim. Typically: Explicating assumptions used to make claim. Providing data or citing references.</p>
	<p>(Marker) Signals conclusion boundary</p>
<p>3. Conclusion Synthesizes discussion and affirms the validity of the thesis.</p>	<p>Consolidation Presents the significance of the argument stage to the proposition.</p>
	<p>(Affirmation) Restates proposition.</p>
	<p>(Close) Widens context or perspective of proposition.</p>

Hyland's Model (1990, p. 69)

Examples of moves

I. The Thesis Stage

1. The Gambit Move:

Love is beautiful and everyone needs love. Love can come from friends, family, and lovers.

2. The Information Move:

A recent survey shows that there are more lovers who try family life by living together before getting married. And people who do this are in their young age.

3. The Proposition Move:

Even though at present, some lovers try family life by living together before they get married but it isn't my way to do like that.

4. The Evaluation Move:

They may be forgotten the best culture in Thailand like idiom that 'Soon ripe soon rotten' and it may have many problems to become.

II. The Argument Stage

1. The Marker Move:

My first reason is...

2. The restatement Move:

Another reason why I disagree with living together before getting married is....

3. The Claim Move:

It destroys women's self-esteem.

4. The Support Move:

...women are the first to be blamed if the relationship does not last long because Thai culture expects women to have only one relationship.

III. The Conclusion Stage

1. The Marker Move:

In summary

2. The consolidation Move:

Because living together before getting married causes a lot of social problems and destroys women' dignity,...

3. The Affirmation Move:

I strongly believe that it is a bad decision for lovers to do so.

4. The Close Move:

You can learn each other without living together and it will make you proud of your self-esteem and give you opportunity to make better decision.

Example of coding system: Individual moves used in each essay

Essay 1

Name	Thesis stage	Argument stage	Conclusion stage	Total
1 Sai	1p	1s	1a	3
2 Kate	1p	1s	2ma	4
3 Mean	1p	1s	2mcl	4
4 Tiger	1p	1s	2acl	4
5 Supat	1p	1s	1a	3
6 Amp	1p	1s	-	2
7 Wila	1p	1s	2ma	4
8 Nueng	1p	1s	2ma	4
9 Pornka	1p	1s	-	2
10 Sunsa	1p	1s	-	2
11 Titty	1p	1s	-	2
12 Sarinya	1p	1s	-	2
13 Supawa	1p	1s	-	2
14 Piro	1p	1s	-	2
15 Pailin	1p	1s	-	2
16 Natee	1p	1s	-	2
17 Arnon	2ip	1s	1cl	4
18 Tip	1p	1s	1cl	3
19 Kanja	1p	1s	-	2
20 Sukan	1p	1s	-	2
21 Natta	1p	1s	2 mcl	4
22 Sudarat	1p	1s	2ma	4
23 Kotcha	1p	1s	2ma	4
24 Kassie	1p	1s	2mcl	4
25 Forme	1p	1s	2mcl	4
26 manchu	1p	1s	2mcl	4
Total	27	26	26	79

Thesis stage: i = information g = gambit p = proposition
e = evaluation m = marker

Argument stage: m = marker r = restatement c = claim
s = support

Conclusion stage: m = marker a = affirmation c = consolidation
cl = closing

5.8.1.2 The analysis of the use of metadiscourse

According to Hyland and Polly Tse (2004), metadiscourse refers to the ways writers use linguistic features including cohesive and interpersonal devices to project themselves into their discourse to signal their attitudes towards both content and the audience of the text. Metadiscourse allows the researchers to see how writers use devices to organize text, engage readers, and signal their attitudes towards both the content and the reader. By using metadiscourse effectively, the writers are able to make a dry text into a coherent and reader friendly one. They are also able to link the text to its context, indicate their stance and certainty, and show their reader awareness.

Researchers categorise metadiscourse differently using different terms. However, there are a lot in common in terms of the functions of each types of metadiscourse. Halliday (1973) proposed that language performs three primary functions. The ideational function corresponds to content and will not be considered in this article. The textual function consists of those features of language which generate text and includes the metadiscourse categories of connectives, code glosses, and illocutionary markers, while the interpersonal function refers to the social role of language and includes narrators, hedges, emphatics, attitude markers, and commentaries.

In order to explore how the subjects used metadiscourse in their essays, a method adopted by Hyland and Polly Tse (2004) is employed. The table below shows how metadiscourse elements are categorised.

Table 5.4: The model of metadiscourse in academic texts

Category	Function	Examples
Interactive resources	Help to guide reader through the text	
Transitions	Express semantic relation between main clauses	<i>In addition/ but/ thus/ and</i>
Frame markers	Refer to discourse acts, sequences, or text stages	<i>Finally/ to conclude/ my purpose here is to</i>
Endophoric markers	Refer to information in other parts of the text	<i>Noted above / see Fig/ in section 2</i>
Evidentials	Refer to source of information from other texts	<i>According to X/ Y (2000)/ Z states that</i>
Code glosses	Help readers grasp functions of ideational material	<i>Namely/ e.g./ such as/ in other words</i>
Interactional resources	Involve the reader in the argument	
Hedges	Withhold writer's full commitment to proposition	<i>Might/ perhaps/ possible/ about</i>
Boosters	Emphasize force or writer's certainty in proposition	<i>In fact/ definitely/ it is clear that</i>
Attitude markers	Express writer's attitude to proposition	<i>Unfortunately/ I agree/ surprisingly</i>
Engagement markers	Explicitly refer to or build relationship with reader	<i>Consider/ note that/ you can see that</i>
Self- mentions	Explicit reference to author(s)	<i>I / we / my / our</i>

(Hyland & Polly Tse, 2004, p. 169)

Coding method of metadiscourse use

Table 2: Metadiscourse used in the essays

Essay No.	Interactive resources					Interactional resources					total	T-unit	ratio
	T1	T2	T3	T4	T5	Tn1	Tn2	Tn3	Tn4	Tn5			
1	10	-	-	-	1	-	4	-	-	9	24	15	1.60
2	10	3	-	-	-	-	1	-	1	15	30	22	1.33
3	14	4	-	-	1	-	-	-	2	6	27	31	0.87
4	24	1	-	-	1	-	-	-	-	20	46	37	1.24
5	27	3	-	-	2	1	1	1	12	5	52	40	1.30
6	21	1	-	-	3	-	3	1	8	10	47	39	1.20
Total	106	12	-	-	8	1	9	2	23	65	226	184	
	46.90	5.30	0.00	0.00	3.53	0.44	3.98	0.88	10.17	28.76	100		

Interactive resources:

T1= Transitions T2= Frame markers T3= Endophoric markers T4= Evidentials
T5= Code glosses

Interactional resources:

Tn1= Hedges Tn2= Boosters Tn3= Attitude markers
Tn4= Engagement markers Tn5= Self-mentions

5.8.2 Analysis of the questionnaire

The data from the questionnaire was interpreted according to items in the questionnaire. Frequency and percentage was employed for the data analysis. Then important findings were discussed.

5.8.3 Analysis of the video recording

The data from the video recording was analyzed according to the model of patterns of interaction proposed by (Villamil & de Guerrero, 1996). Important findings were interpreted and discussed (Please see appendix 9 for full explanations).

Patterns of interaction

In order to explore stage of regulation that emerged when the participants engaged in peer feedback sessions, the terms Self-Regulation (SER), Object Regulation (OBR), and Other Regulation (OTR) were used to categorize types of language use. The language use during the interaction that suggested leadership, self-assurance, and willingness to share knowledge was categorized as SER. Examples of comments from a participant who showed SER were:

“let’s read from the beginning so we can get the ideas.”

“with this sentence you can start another paragraph because you see...this is something else you are going to talk about.”

“Just check and tell me it what you understood is what I meant.”

The language use that suggested the student’s lack of interest in the task at hand, need to justify limitation by avoiding the task or by turning to jokes or off-topic behaviour was categorized as OBR. The language that suggested OBR was for example:

“I don’t know, detail you mean?”

“To tell you the truth, all of this writing in English and Spanish (starts singing)...I always do so bad.”

“I don’t care about details, I am not a good observer, besides, I don’t like to say much.”

The language use that suggested degree of hesitancy, a need to be taken by hand, and despair when not knowing what to do was categorized as OTR. Examples of language that suggested OTR were:

“And how can I explain that?”

“But this is in the past, do you think it should be in the present?”

“We can change this word, feel, well, I don’t know, I really don’t know”

“Oh God, I have an idea...that this goes here, but...Oh my God, what is this?”

Excerpt from Hyland & Hyland (2006, p. 28)

5.8.4 Analysis of audio

The audio record was analyzed using theme emerge. Importance information in the data set was discussed in relation to other research instruments in order to triangulate the results.

5.8.5 The analysis of students and colleagues’ reflections

The data from these sources was analysis base on theme that emerge during the course of the study. Important information was discussed and the results were used to triangulate with the other instruments.

Chapter 6

The findings: Evidence of text quality improvement

This chapter presents the findings based on the analysis of the students' writing. In the first section, it presents the scores given to the six essays by the three raters. The presentation of the writing score is aimed at determining whether or not there is improvement in the writing quality as a whole. The next section presents the findings based on the analysis of the essays using Hyland (1990) approach to the analysis of argumentative writing. The next section presents the use of metadiscourse in the essays. It statistically shows text characteristics of the essays 1-6 written. Lastly in this chapter, the discussion of changes or development occurred in the essays throughout the course of the study is made.

6.1 The improvement of essay quality: the writing scores

To compute the final score to each essay, the scores from the three raters were added up together and the result was divided by 3. As they had worked together by discussing the rating scale, doing mock rating, and comparing their scores with each other, the interater reliability was high (See appendix 6).

Table 6.1: Average score by the three raters

Student	Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6
1 Sai	2.00	2.66	3.00	2.00	3.00	3.00
2 Kate	3.00	3.00	2.66	3.00	3.00	3.00
3 Mean	3.00	3.66	3.66	4.33	4.66	4.66
4 Tiger	2.33	3.33	3.00	3.33	3.66	4.00
5 Supat	2.33	3.33	3.00	3.66	3.66	4.33
6 Amp	2.33	3.00	3.00	3.33	3.66	3.00
7 Wila	2.33	3.66	3.66	4.00	3.66	4.66
8 Nueng	2.33	3.33	3.00	3.66	3.66	4.66
9 Pornka	3.00	3.33	3.00	3.66	3.66	3.66
10 Sunsa	2.33	3.33	3.00	3.66	3.66	3.00
11 Titty	2.33	3.00	3.00	3.00	3.00	3.00
12 Sarinya	2.33	3.66	3.66	3.66	3.66	4.33
13 Supawa	2.33	3.66	3.66	3.66	4.00	3.66
14 Piro	2.33	3.33	3.33	3.33	3.66	3.66
15 Pailin	2.33	3.00	3.33	3.66	3.66	3.66
16 Natee	2.33	3.00	3.00	3.33	3.66	3.00
17 Arnon	3.33	3.00	4.33	4.66	4.00	4.33
18 Tip	3.00	4.00	4.00	4.00	4.33	4.00
19 Kanja	2.33	3.33	3.00	4.00	3.00	4.00
20 Sukan	2.00	3.00	3.00	3.33	4.00	3.66
21 Natta	3.33	4.00	4.00	3.33	4.00	4.66
22 Sudarat	3.00	3.66	4.00	4.00	4.00	4.66
23 Kotcha	2.33	3.33	3.00	3.66	4.00	4.00
24 Kassie	2.33	3.33	3.00	3.00	3.00	3.66
25 Forme	2.33	3.00	3.33	3.00	3.33	3.00
26 manchu	2.33	3.33	3.33	3.66	4.33	4.00
Total	65.27	86.26	85.95	91.91	95.91	99.25
Mean	2.51	3.31	3.30	3.54	3.69	3.82

Table 6.2: Comparison of scores of each trait of the writing

Students	Comparison of mean score of each area																	
	Content						Organization						Language					
	Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6
1 Sai	2.00	2.58	2.75	2.00	2.50	3.00	2.00	3.17	3.50	2.00	3.50	3.00	2.00	2.25	2.75	2.00	3.00	3.00
2 Kate	3.50	3.00	2.25	2.50	2.50	3.00	2.00	3.00	3.08	3.50	3.50	3.00	3.50	3.00	2.67	3.00	3.00	3.00
3 Mean	3.00	3.67	3.33	4.00	4.67	4.67	2.00	3.67	4.00	4.33	4.67	4.67	4.00	3.67	3.67	4.67	4.67	4.67
4 Tiger	2.50	2.83	2.50	3.00	3.50	3.75	2.00	3.83	3.50	3.33	3.83	4.25	2.50	3.33	3.00	3.67	3.67	4.00
5 Supat	2.50	2.67	2.50	3.50	3.50	4.25	2.00	3.83	3.50	4.00	3.83	4.33	2.50	3.50	3.00	3.50	3.67	4.42
6 Amp	2.50	2.50	2.25	3.00	3.67	2.50	2.00	3.50	4.00	3.83	4.00	3.50	2.50	3.00	2.75	3.17	3.33	3.00
7 Wila	2.50	3.17	3.25	4.00	3.25	4.17	2.00	4.17	4.17	4.50	3.75	5.17	2.50	3.67	3.58	3.50	4.00	4.67
8 Nueng	2.50	2.67	2.75	3.50	3.42	4.67	2.00	3.83	3.50	4.17	4.17	4.67	2.50	3.50	2.75	3.33	3.42	4.67
9 Pornka	3.50	3.17	2.50	3.50	3.67	3.67	2.00	3.50	3.50	4.17	3.67	3.67	3.50	3.33	3.00	3.33	3.67	3.67
10 Sunsa	2.50	3.00	3.00	3.50	3.33	3.00	2.00	3.67	3.25	4.17	3.33	3.00	2.50	3.33	2.75	3.33	3.33	3.00
11 Titty	2.50	2.75	3.00	2.50	3.00	3.00	2.00	3.33	3.25	3.50	3.00	3.00	2.50	2.92	2.75	3.00	3.00	3.00
12 Sarinya	2.50	3.33	3.25	3.50	3.67	4.33	2.00	4.00	4.08	3.83	3.50	4.33	2.50	3.67	3.67	3.67	3.83	4.33
13 Supaw	2.50	3.33	3.33	3.58	4.00	3.67	2.00	4.00	4.08	4.17	4.25	3.75	2.50	3.67	3.58	3.25	3.75	3.58
14 Piro	2.50	3.00	3.00	2.83	3.67	3.00	2.00	3.67	3.58	3.83	3.67	3.50	2.50	3.33	3.42	3.33	3.67	3.50
15 Pailin	2.50	2.75	3.33	3.67	3.92	3.58	2.00	3.25	3.67	4.17	3.67	3.83	2.50	3.00	3.00	3.17	3.42	3.58
16 Natee	2.50	3.00	3.00	3.33	3.67	3.00	2.00	3.25	3.25	3.83	3.67	3.00	2.50	2.75	2.75	2.83	3.67	3.00
17 Arnon	3.83	2.00	3.83	4.67	3.50	4.33	2.33	2.00	4.42	4.58	4.00	4.33	3.83	5.00	4.75	4.75	4.50	4.33
18 Tip	3.50	3.50	3.75	4.00	3.50	3.75	2.00	4.50	4.50	4.75	4.50	4.25	3.50	4.00	3.75	3.25	4.00	4.00
19 Kanja	2.50	3.00	2.75	4.25	2.75	3.75	2.00	3.67	3.50	4.50	3.25	4.25	2.50	3.33	2.75	3.25	3.00	4.00
20 Sukan	2.00	2.75	2.75	3.08	3.92	3.67	2.00	3.50	3.50	3.42	4.08	3.67	2.00	2.75	2.75	3.50	4.00	3.67
21 Natta	3.83	3.50	3.75	2.83	3.92	4.67	2.33	4.50	4.25	3.83	4.08	4.67	3.83	4.00	4.00	3.33	4.00	4.67
22 Sudara	3.50	3.33	3.75	3.50	4.00	4.33	2.00	4.00	4.25	4.50	4.00	5.00	3.50	3.67	4.00	4.00	4.00	4.67
23 Kotcha	2.50	3.25	3.00	3.58	4.00	3.50	2.00	3.67	3.25	4.17	4.00	4.50	2.50	3.08	2.75	3.25	4.00	4.00
24 Kassie	2.50	3.08	3.00	2.75	2.75	3.67	2.00	3.83	3.25	3.50	3.25	3.67	2.50	3.08	2.75	2.75	3.00	3.67
25 Forme	2.50	2.75	3.17	3.00	2.83	3.00	2.00	3.50	3.75	3.00	3.67	3.00	2.50	2.75	3.08	3.00	3.50	3.00
26 manch	2.50	2.83	2.67	3.67	3.67	4.00	2.00	3.83	3.67	3.67	4.67	4.00	2.50	3.33	3.67	3.67	4.67	4.00
Average	2.74	2.98	3.02	3.36	3.49	3.69	2.03	3.64	3.70	3.89	3.83	3.92	2.78	3.34	3.21	3.37	3.68	3.81

According to the analysis, the overall scores of the final essays of all the students were higher comparing to the first writing. It can, therefore, be assumed that there was improvement in the essay quality. The mean score of the first 26 essays was 2.51, that of the second was 3.31, third 3.30, fourth 3.54, fifth 3.69, and the final 3.82 respectively.

Regarding the score given to each area of the score descriptor which includes content, organization, and language use (See appendix 6), the results also suggest that there was improvement in individual areas. The students performed better on providing content of the text according to the descriptor. In the first writing task, the mean score of the content was 2.74 out of 6, in the second writing task it was 2.98, the third 3.02, the fourth 3.36, the fifth 3.49, and the final was 3.69. By placing the mean score on the band, the students' first writing score on content falls on band 2. However, in the final task their score moved up one level to band 3. This can be evident that the students have made improvement on their content of the text.

The next descriptor is organization. The score the students received on the area has also improved. In the first writing task, the mean score was 2.03. Then it increased to 3.64 in the second writing, to 3.70 in the third, to 3.89 in the fourth. The score dropped a little in the fifth writing to 3.83. Then went up to 3.92 in the final writing task. By placing the score on the band, their performance was initially on band 2 when they first wrote the pre-test essay. It then moved up one level to band 3 when they wrote their final essay.

The last area is language use and the result suggests that there is some improvement on this area too. In their first writing, the mean score of language use was 2.78. Then it

moved up to 3.34 in the subsequent writing. It then dropped to 3.21 in the third writing and moved up again to 3.37 in the fourth writing. The score increased to 3.68 in the fifth writing and 3.81 in the final essay.

Therefore, by looking at the score both as a whole and as individual descriptor, the results suggest that the students have made improvement in their writing quality.

However, in order to determine if there are any dominant features in the essays and if there are any changes in terms of those features throughout the course of the study, analysis of text organization (the use of stages and moves) and the use of metadiscourse are made.

6.2 Development of essay quality: textual organization

The analysis has revealed points that can be the indications of the development of the writing ability. Firstly, it was found that the students were able to produce text with all stages included. Secondly, the number of the moves used in each stage has increased. Thirdly, the students showed more skill in manipulating moves within each stage. The following sections, therefore, are presenting the main findings with evidences taken from the students' text.

6.2.1 Texts with all stages included

According to Hyland's (1990) model, the English argumentative essay is characterized by a three stage structure (Thesis, Argument, and Conclusion) which represents the organizing principles of the genre. Each stage contains several moves, some are compulsory and some optional. The analysis of the students' writing has revealed that in their first assignments, the students did not write with stages that can clearly be identified (See appendix 8.1). However, in the later essays they were able to produce argumentative texts with all stages included.

In the first essays, it was found that almost all the students started the texts with the answer to the essay prompt which can be considered as the proposition according to Hyland's model (1990). Here are a few examples taken from the sample essays.

(Proposition) I think knowledge from experiences is better than from book (E1/Tiger).

(Proposition) I think knowledge from experiences is better than from book for me (E1/Supat)

This is how the students started their essays with the first sentence giving the answer to the prompt. This characteristic was very common among the students' writing. Once the

prompt has been answered, the writers moved straight to giving reasons for their proposition. Here is an example.

(Proposition) I think knowledge from experiences is better than from book **(Support)** because experiences is everything for knowledge. Experiences is knowledge that you studied by yourself. It is knowledge that no limit. You try open your mind. You will know around yourself is biggest experiences..(E1/Tiger).

After the prompt has been answered (*I think knowledge from experiences is better than from book*), the students moved straight forward to provide reasons to support the proposition (*because experiences is everything for knowledge. Experiences is knowledge that you studied by yourself. It is knowledge that no limit. You try open your mind. You will know around yourself is biggest experiences*). This characteristic can be considered as support.

However, in the later essays, the students were able to organize the texts according to argumentative pattern. Specifically, they included all the stages in their writing. The example below illustrates how the student produced the essay in the subsequent assignments.

(Information) At the present time our world have to progress technology, learning. Some country have education difference a teaching, dressing and time in motion. Which Thailand has difference Europe. But some people have idea conflict from congregation. **(Gambit)** Why we wear casual in the study. Learning have good GPA irrelevant dress. If you are to select related? **(Proposition)** But if I am to select wear student uniform. I have my reason.

(Marker) My first reason **(Claim)** I think that students have order and beauty. **(Support)** In learning we can variety dress. But when people look out then it don't have appropriate or agreeably. So in learning we must to been spectacular dress. **(Marker)** Addition I have second reason. My second reason **(Claim)** is symbol students **(support)** because somebody has difference occupation such as police, doctor, nurse, soldier and student because dressing

(Marker) So **(Affirmation)** we wear student uniform it a good thing because we have been spectacular addition we have agreeably. Finally is symbol Thailand student not the same in the world. (E2/Sai)

In the above sample text, the writer produced the essay that included all the three stages. The writer clearly separated the first part of the essay, the thesis, from the rest, the argument, and the conclusion. She started the thesis stage by giving some general information about the topic. Then drew the reader's attention to the topic when she wrote 'Why we wear casual in the study. Learning have good GPA irrelevant dress. If you are to select related? The writer ended the stage with the statement of her proposition by saying 'But if I am to select wear student uniform'. She then moved to the next stage, the

argument, starting with a marker 'My first reason'. Next, she provided the claim by saying 'I think that students have order and beauty' followed by the support to her claim in the following part. The writer then moved to the next stage, the conclusion, giving a marker 'so' to guide the reader to the new stage. She then restated the thesis statement (the affirmation). However, she did not properly provide the consolidation and the close to her writing. Another example of similar pattern is provided below.

(Information) At long ago, Education of Thai people may appreciate a few important of English. \\ So many students fall into using English skills. \\ Difference from other country such as Myanmar, Cambodia, and Singapore etc.\\ those have using English language better.\\ English is interlingua that have so important\\ and ASEAN community make English have important for everybody.\\ the university has a new policy about using English language teaching stating that all English subjects must be taught in English.\\ **(Proposition)** I think I agree with this policy.\\

(Marker) My first reason is **(Claim)** the student get language English skills more. \\ **(Support)** Firstly, Most students have interested language truly.\\ Learning English in classroom is foundation of students \\ thus it may help students get language English skills in communication that well and efficiency.\\ In addition, students can applied in everyday of life. \\ Moreover, students can helped communicate with foreigner.\\

(Marker) My second reason is **(Claim)** students understand the culture in English.\\ **(Support)** For example, they understand culture of life in the school and house of people English such as etiquette of eating, courteous greetings etc. \\ Etiquette of eating bread, ham and coffee morning will be mostly for comfortable. \\ The evening will consist of mainly meat.\\

(Marker) In conclusion, **(Affirmation)** I think I agree with this policy **(Consolidation***incomplete) \\ because using language English in classroom help develop English skills more. When appear many situation in daily life about communicate language English. \\ **(Close)** What do you think about this topic?\\ 21(E2/Nueng)

Similar pattern can be seen in the sample text above. The three stages were clearly set out in this student's second writing. Instead of answering the prompt, the writer began her thesis stage giving some information about the topic. She then moved to her proposition in the last sentence of the paragraph saying 'I think I agree with this policy.' The writer then moved to the next stage giving an obvious marker 'My first reason' to signal the reader that she is now presenting her argument. After that she made the claim 'the student get language English skills more' followed by the support. The writer did the same in the second argument paragraph giving a marker 'My second reason' followed by the second claim 'students understand the culture in English' and then the support. In her conclusion stage, the writer provided the marker 'In conclusion' before she made the affirmation and provided the consolidation which was not complete. Unlike the first sample text, this student was able to include the close to her essay by asking the reader the question 'What do you think about this topic?'

In their subsequent essays (See Appendix 7.2), the students were able to write their text which included all the stages. As the students wrote their second essay in week eight after they had been participating in series of classroom activity, the writing with all stages included can be the result of the students' participating in classroom activities alone. The development in the use of all stages therefore, is not the contribution of peer feedback.

6.2.2 The increase of numbers of moves

Considering the total number of the moves the students used in the first until the final essays, it was found that the figures have increased in the final writing comparing to the previous ones.

Table 6.1: The total number of moves used in the essay

Essay no.	THESIS STAGE										ARGUMENT STAGE					CONCLUSION STAGE				
	Total	INFO	GAM	PRO	EVA	MAR	TOTAL	MAR	RES	CLA	SUP	TOTAL	MAR	AFF	CON	CLO	TOTAL			
1	79	1	0	26	0	0	27	0	0	0	26	26	10	8	0	8	26			
2	214	19	7	25	0	11	62	21	1	25	24	73	20	24	18	18	80			
3	225	16	11	26	1	13	67	23	3	26	26	78	20	22	19	19	80			
4	217	9	18	25	0	12	64	20	4	24	26	74	18	21	21	19	79			
5	231	9	16	25	4	11	65	21	3	25	25	75	23	21	23	25	92			
6	244	11	18	26	1	15	71	21	8	26	26	81	22	25	22	23	92			

The table shows the total number of moves used in each stage in the essays. In the first essays, it was found that only 79 moves were used in the 26 essays. Then in the later assignments, the number of moves used have increased to 214 in the second writing, 225 in the third, 217 in the fourth, 231 in the fifth, and 244 in the final writing.

Among the 79 moves used in the first writing, 27 of them were categorised as the thesis stage, 26 as the argument stage, and 26 in the conclusion stage. In the thesis stage, nearly all of the moves (26) were proposition which is the obligatory move according to Hyland's model (1990). To be more specific, there were 25 students who wrote the thesis stage with only proposition included. Below are the examples of how the thesis stage looked like in the 25 essays.

(Proposition) I think that knowledge from experiences better knowledge from book (E1/Sai)

(Proposition) I think knowledge from books are as good as knowledge from experiences (E1/Kate)

There was only one student who produced the thesis stage with the obligatory move, proposition, and one optional move which appeared to belong to the information move. Here is the thesis stage produced by the only student.

(Information) Knowledge is everything that you see, find and learn from everywhere not only in your classroom, your books but knowledge can from your experiences, but I think knowledge from books is a part of experience that I call learning experiences. **(Proposition)** So if I want to comparison between knowledge from books and from experiences I think knowledge from experiences is better than knowledge from books..(E1/Arnon)

In the first assignments where the students wrote in one paragraph from the start to the end, the argument stage can be found right after the proposition. There was only one move identified in this stage which is the support, an obligatory element of the stage. The other required move, the claim, was not found in any of the 26 essays. Moreover, no other optional moves were used. Below is another excerpt to illustrate how the paragraph looked like in most of the first essays.

(Proposition) I think about knowledge from books is an important and knowledge from experiences is an important same. **(Support)** Different of knowledge books and experiences; knowledge from books is we can read books everyday if we want to read But someone dislike to read books because someone think that very boring. But knowledge from experiences is we can study every day and everything of around the world. We can study from true everything. The experiences is study at appear in life of everybody and make to everybody understand thing that happen to in life so simply and good remember. So we can comprehension from place and around the world; example people and everything etc. (E1/Nueng)

In this example, the student began, in her thesis stage, the essay with the answer to the prompt which is the proposition. Then in her argument stage she started giving the supports to her proposition without providing marker, restatement, and most importantly the claim which is one of the required moves of this stage. The resemblance of the pattern can be seen in almost all the essays written by the other students.

In the conclusion stage, there were 10 students who finished their writing straight after they have provided the supports to their proposition. Therefore, they wrote without this stage. The following examples show how the students wrote without the conclusion stage.

(Proposition) I think knowledge from experiences better knowledge from books **(Support)** because experiences help train skill the all. If we are use English everyday will make our English very good. Knowledge from experiences have to train usually and understand language too but knowledge from books have important equal experiences because books to be necessary with student. If we are read English book everyday it is help in the word. Otherwise I think important the all about English and if we attentive English can train all the time, example, listen to English music, speak English with friends, read English book and write English in diary of your. It help in the word and good remember of English.
(E1/Kanjana)

Sixteen students included elements which appear to belong to the concluding part. However, regarding the use of the obligatory moves (affirmation, consolidation, and close), no students could include every required move. There were 8 students who restated their proposition using the affirmation move and 8 students who provided the reader with the final remark by using the close move. For the use of the optional move, the marker, only 10 of them used the marker move to signal the concluding parts of the essays. In the excerpts below, 'therefore' and 'so' were the only markers that that the students used. After the marker, the students went on by giving opinions towards the prompt without providing the obligatory moves which are affirmation, consolidation, and close.

(Marker) Therefore I think that everybody should be learned from books and experiences together. Because both in the toppic have important for everybody very much. I think that. (E1/Manchu)

(Marker) So I want to tell everybody that knowledge from books and knowledge from experiences are important knowledge so much for life.
(E1/Nattawa)

There were eight students who included the required moves in the conclusion stage. The examples of the text are provided below.

(Marker) In my summary **(Affirmation)** I think knowledge from experiences better knowledge from book. (E1/Sudarat)

(Marker) So **(Affirmation)** knowledge from experience more important than knowledge from books because knowledge from experiences is value and meaning don't necessary read your books. (E1/Kotcha)

It should be noted also that even though there were some students who were able to use the marker, the affirmation, and the close in the writing, it was not the same student who used those moves in the same essay.

In their subsequent writing, the students have made changes. In the final writing, there were 244 moves used in total of which 71 moves were used in the thesis stage, 81 in the argument stage and 92 in the conclusion stage respectively (Please see table 6.1).

The first different feature is that all of the students were able to employ the moves more effectively in the thesis stage. As the table shows, all the 26 students included the 'proposition move' which is the required move in this stage. Moreover, all of them were able to include optional moves which means in the final writing, the students employed at least one optional move together with the proposition.

There were 10 students who used the proposition move together with one optional move (Student 1, 3, 5, 11, 17, 19, 22, 23, 25, and 26), 13 students who used the proposition move together with other two optional moves (See appendix 8.3, Essay 6) (Student 2, 4, 6, 7, 9, 10, 12, 13, 14, 15, 16, 20, and 21), and 3 students who were able to use the proposition move together with the other three optional moves (Student 8, 18, and 24). Below is an example of the thesis stage showing a paragraph with the compulsory move used together with one optional move.

(Gambit) "Money" we can't deny it's not important for our life, \\ even though someone had said "Money can't buy everything, but almost everything need the money". \\ Everyone needs more money \\ if you have more money the social will look at you as a rich man, no matter you have more money or less money\\ I want to ask how do you manage your money? \\ **(Proposition)** Investing on something is a good sounds I suggest. (E6/Arnon)

From the above excerpt, the writer employed one optional move, the gambit, and the compulsory, the proposition. The writer used the gambit to gain the reader attention using old expression. He then raised the issue of the present topic by asking the readers what they would do with the money they had, save it or invest it on something. Finally, he stated his proposition.

The example below shows a paragraph where the writer used the compulsory move together with two optional moves.

(Gambit) In the present, people have to raise a lot of money. There have the rich and the poor. Which they do not choose to take birth, but they can rich when to work. I believe, everybody need some money.
(Proposition) If I have money I will invest my money on something.
(Evaluation) I think it wonderful that stable in life have a good system of money and appending money for the best in future. (E6/Kate)

Before the proposition is stated, the writer employed the gambit move in order to draw the readers' attention to the topic. After that she stated her proposition and the evaluation to the proposition she took.

Another excerpt of the introductory paragraph provided below shows the writer who included in her thesis stage the obligatory move and other three optional moves including the information, the gambit, the proposition, and the marker move.

(Information) Nowadays, Education has varied degree for instance, primary education, high school education, and university education. These things make they must do a report or a project. So all Thai students usually get a report or a project to study. **(Gambit)** However, some teachers believe that it is better to have their students write it by hand rather than type it on the computer. In contrast, there are teachers who believe that requiring the students to write the project by hand is wasting time, thus is not beneficial to the pupils at all. **(Proposition)** As a future teacher, I agree that the students should have freedom to type on the computer. **(Marker)** I have 2 reasons to support my opinion. (E6/Nueng)

The writer began the paragraph giving some information about the key word relating to the topic. Then she raised the reader interest in the issue to be discussed in the essay by using the gambit move. After that, she stated her thesis statement (the proposition move) followed by a marker 'I have two reasons to support my opinion' (the marker move)

In the argument stage, all the students were able to write with the required moves (the claim and the support) included (See appendix 8.3). There were three students (Student 17, 18, and 26) who employed only the obligatory moves. There were 17 students who used the two obligatory moves together with one optional move (Student 1, 2, 3, 5, 6, 7, 9, 11, 13, 14, 16, 19, 20, 21, 22, 23, and 25). There were 6 students (Student 4, 8, 10, 12, 15, and 24) who used the two moves together with two optional. It is worth noting that among the optional moves used, nearly all of the students used the marker move in their argument stage. Among the 26 students, there were 21 of them who used markers to help signal the concluding part of the writing.

The following sample text shows the writer who used only the two required moves in the paragraph.

(Support) I know that most students don't like the writing. \\ But I will try to make them familiar with writing. \\ Because writing can be practice reading, thinking and remember skills together. \\ Moreover, when they wrote a report completed. And they are read a report again. They will remember what is in written. \\ **(Claim)** You can be seen that the writing help to practice all three skills. \\ (E6/Manchu)

The sample text below shows an example of a writer who employed the two obligatory moves together with one optional move.

(Marker) My first reason is **(Claim)** fast for working. \\ **(Support)** First of all, when the teacher instruct report, we can search from internet \\ and while we see this we can copy it to be easy. \\ Nevertheless, if we do not want to use some of shape, we can cut out on the computer. \\ Second; quality of the working, report has quality which we can see from copy

work by internet. \\ We can choose a lot of work from internet \\ we mix both inferior quality and high quality \\ and bring a new work to be better than the past. \\ Last, we can untie when we type wrong work. \\ (E6/Piro)

The writer began with the optional move, the marker '*My first reason*'. Then he moved to the two obligatory move, the claim '*fast for working*' followed by the support to his claim.

The sample text below is an example of a writer who employed the two required moves together with two optional moves.

(Marker) My main reason **(Restatement)** that make me prefer to the students write a report by hand is **(Claim)** "Ability". \\ **(Support)** Of course! We can type the report on the computer. \\ And I believe so, \\ more students prefer type the report on the computer more than write by hand \\ because they may think writing by hand is wasting time \\ and they want convenience \\ but you don't know, \\ writing by hand can make you have ability such as ability in various skills. For instance, remember skill. \\ If you usually write report by hand it help you can remember material that you write better than type on the computer. \\ Advantages of remember is make you pass. \\ Moreover, it can make you to share knowledge to your friend also \\ because writing by hand make you understand material more than type on the computer. \\ Certainly! Sometime type the report on the computer it's not our idea \\ because we can copy from various website. \\ (E6/Sarinya)

The writer began the paragraph giving a signal that guided the reader to the argument by using a marker '*My main reason*'. She then gave the restatement of the thesis statement saying '*that make me prefer to the students write a report by hand*'. Then stated her claim '*ability*' followed by the support. Comparing to the previous essays, more restatement moves were also used among the final writings. There was none of it used in the first essays. Only one student used the move in the second writing.

(Restatement) Maybe somebody think, English teaching to Thai students should be use Thai language for easy understanding or convenient the communication to Thai students. It is normal that they find only good reason until they overlook the better reason of teaching all English subjects in English. **(Claim)** Teaching all English subjects in English will help Thailand can be the same other country where can use English fluently. (E2/Mean)

Three students used it in the third writing. Below are some examples.

(Restatement) Working alone is better **(Claim)** because about thinking of work alone is better in the idea of project (E3/Porn)

(Claim) More people more problem **(Restatement)** this word makes me sure why I want to work alone when I have assigned an assignment. (E3/Arnon)

Four students used the move in the fourth essays and three in the fifth. The examples below show how the students used the move. The first two examples belong to the fourth assignment and the other two belong to the fifth writing task.

(Claim) The relation of friend has never ended. **(Restatement)** That is my first reason that I think, friend is more important than money. (E4/Mean)

(Marker) My main reason **(Restatement)** that make me choose freedom is **(Claim)** happiness.(E4/Srinya)

(Marker) For my first reason **(Restatement)** I don't agree to use social media sites at work is (E5/Natee)

(Restatement) Besides, living together before they got married is bad as it increase divorced problem, **(Claim)** I have more reason..(E5/Sudarat)

However, in the final writing, eight students used this move in their texts. Here are some examples.

(Marker) My first reason **(Restatement)** that the students should have freedom to type on the computer to efficiency a report or a project is **(Claim)** to get a tidy report. (E6/Nueng)

(Restatement) I agree; the students should have freedom to type a report or a project on the computer because **(Claim)** I think it make a report or a project be neat. (E6/Sunsa)

In the conclusion stage, which there are three required move: the affirmation, consolidation, and close, there were 19 students (Student 1, 3, 4, 7, 8, 10, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 24, 25, and 26) who were able to employ the three obligatory moves. There were 7 students (Student 2, 5, 6, 9, 12, 17, and 23) who failed to use all the three move.

Among the 19 students, there was one student (Student 26) who employed all the three required moves with no other optional moves. The text below is the concluding paragraph written by this student.

(Affirmation) Most books have been written by hands. Before it was published. \\ If I was a teacher in the future. I think that writing by hands better a type on the computer, \\ **(Consolidation)** because writing ban be helps a practice three skills for my students. \\ Furthermore writing by hands have a prevent from copying of information from websites. \\ These is my reason. \\ **(Close)** I want to my students to gain knowledge and understanding in the report through writing than typing on the computer. Although I have tired to read a handwriting of my students. (E6/Manchu)

There were 18 of them who employed all the required moves together with one optional move which is the marker. Below is an example of the concluding paragraph with all the three compulsory moves included together with one optional move, the marker.

(Marker) In conclusion, **(Affirmation)** I agree doing report by typing computer. \\ **(Consolidation)** First, it is fast for working, \\ we must not type all \\ but we can copy from internet. \\ Second, we have a beautiful letter when we type on the computer. \\ And last, our work have a high quality. \\ **(Close)** Therefore, "Typing by computer is better" \\ how do you think like me? \\ (E6/Piro)

(Marker) In conclusion, **(Affirmation)** doing the successful report has many way to do but it has only best way to do is doing by hand.
(Consolidation) Both of my reasons are good ways to make teachers determine easier. These are students get many processes for doing their report by hand and teachers can give them some feedback easier. **(Close)** It is not too late that teachers will see the good thing form doing the report by hand. (E6/Mean)

From the example above, the writer used 'in conclusion' as her signal to the ending part. Then, she moved on to the required elements of the stage, the affirmation, consolidation, and the close.

Among the seven students who failed to use all the three required moves, one student (Student 2) used two moves: the marker and the close, one student (Student 5) used two moves: the affirmation and the close, one student (Student 9) used three moves: the marker, the affirmation, and the consolidation, two students (Student 6 and 12) used two moves: the affirmation and the consolidation, and two students (Student 17 and 23) used three moves: the marker, the affirmation, and the close.

In the conclusion stage, majority the students were able to employ all the obligatory moves including the affirmation, consolidation, and close. Comparing to the first writing where the students failed to use required elements of the stage, it was found that 25 students wrote with the affirmation move; 22 had the consolidation move in their writing, and 23 of them had the close move included in the texts. It was also evident that the use of the optional move, the marker, has increased. In this final writing, 25 students used the marker move to signal the concluding part of their essays comparing to the first writing where only 8 students gave a marker to the concluding part.

6.2.3 Better employment of moves

It is evident that within each stage the students showed some improvement in putting moves together. They looked more confident to move around the moves in order to make their text flow smoothly. The following example shows how the student did an experiment to put the elements in different order from what she did previously.

(Information) Over the past 60 years, public schools and universities have required students to wear uniform. In Thailand have both students that support and oppose the requirement to wear student uniform,
(Proposition) but I am support's group. **(Marker)** I have 2 different reasons. (E2/Srinya)

(Information) Sports can be of two types are individual and team sports. Some people prefer to play individual sports, but some people prefer to play team sports same me. **(Marker)** I have 2 different reasons
(Proposition) that make me prefer to play team sports. (E3/Srinya)

The structure of the introductory paragraph produced by this student is an evidence that indicates the student's confidence to move around elements within the paragraph. In her second writing, the writer structured her paragraph starting with information – proposition-marker. However, in the third writing, she started with information, the element that is likely to often come before other moves. Instead of stating her proposition, the student opted to put first the marker that signal the body of her essay. Then she provided the reader with the proposition. There are several students who have shown this in their writing. The following are some more examples.

(Marker) In conclusion, **(Affirmation)** I agree with watching T.V. is bad for children **(Consolidation)** because it destroy both cognitive development and development of the body or behavioral problem. **(Close)** Between machine and man. What is more appropriate to teach children? (E4/Wila)

(Marker) In summary, **(Consolidation)** from the important of consistency and many social problems, **(Affirmation)** I disagree with topic from many reason of all. **(Close)** Before you try family life while you never get married either you get married before try family life or try family life before get married is better. How many you have consistency in honesty and responsibility of your lovers? (E5/Wila)

This student has done an experiment to put the moves within the conclusion in different order to what she previously did in the fourth writing. In her fourth writing, the student began her conclusion using the marker '*in conclusion*'. Then she made the affirmation of the thesis statement followed by the reasons from the main body (the consolidation move). In the final part, she put the final remark (the close move). In her later writing, the student, however, placed the consolidation move before restating the thesis statement. Then she closed her essay giving the final remark. This indicates that the student had clear understanding of the function of each element and the relationship between each. As she appeared to realize that by swapping the position between the affirmation and the consolidation move, her paragraph would still send the same message but look more beautiful and show the writer's confidence.

(Marker) In conclusion **(Affirmation & Consolidation)** I have two reasons of Watching television is bad for children about problem of health and behaviour. **(Close)** So we should mind in this problem, the parent should give the good comment when see the television together and parent don't inattention the children watching television alone but if you can avoid the children don't watching television in childhood for avoid the problem in the wind. I think that you don't want see you child has problem from watching television. Am I think right? (E4/Pornka)

(Marker) In conclusion, the reasons of living together before getting married are three choices, **(Consolidation)** the first way you can living together until you ready to married. The second ways you can stop your relationship if you cannot living together. The third ways you can adapt your life before you choice getting married or stop your love. **(Affirmation)** These ways make me agree with the idea of the lover living together

before they get married. **(Close)** I think that the married is the first step of wedlock and it is important, but however you choice which the ways, the love is beautiful and it cannot bend, it cannot make laws. It depend on the heart and the feeling, I think that on no account choice which the ways, you will self confident “Do you do your love best?” (E5/Pornka)

The above example shows another evidence of the students' more effective use of moves within stages of their writing. In her fourth writing, the student already showed that she was able to use the moves in several ways. Here she decided to put together the affirmation and consolidation in one sentence as the sentence reads '*In conclusion, I have two reasons of Watching television is bad for children about problem of health and behaviour.*' She stated the affirmation in the first half of the sentence '*I have two reasons of watching TV is bad for children*', then the consolidation in the rest of the sentence '*about problem of health and behaviour*' is the consolidation. Although the student should have written more of her consolidation, this character has indicated that the writer has confidence to try different ways of writing. In the fifth essay, the student has opted to give the reader the reasons she used to support her thesis statement straight after the marker '*in conclusion*'. After that she restated her thesis statement (the affirmation move). Then she gave the closing part of the essay.

6.3 Development of essay quality: The use of metadiscourse

In order to explore how the subjects used metadiscourse in their essays, an approach adopted by Hyland and Polly Tse (2004) was used. Metadiscourse refers to the ways writers use linguistic features including cohesive and interpersonal devices to project themselves into their discourse to signal their attitudes towards both content and the audience of the text. The analysis was made by examining the amount of metadiscourse used per t-unit. The ratio between the metadiscourse used and the number of t-unit was computed. The use of t-unit is considered appropriate way as some of the metadiscourse items are likely to be used to fix together the text in thought unit level rather than in word level. Although there are some metadiscourse items that are used in word level (interactional resources), using t-unit can also be appropriate.

Therefore, the results of the analysis are presented according to the ratio between the metadiscourse per t-unit in order to determine whether there were changes in the amount of the metadiscourse used throughout the six essays. After that, the results regarding how much each type of metadiscourse were used is presented.

Table 6.2: The ratio of the metadiscourse used per T-unit

Essays	Interactive resources					Interactional resources					total	T-unit	Ratio		
	T1	T2	T3	T4	T5	Tn1	Tn2	Tn3	Tn4	Tn5					
1	168	7	1	0	21	197	4	68	13	49	221	355	552	399	1.38
2	221	85	1	5	28	340	19	36	36	115	142	348	688	615	1.12
3	216	95	0	2	21	334	24	44	39	87	224	418	752	642	1.17
4	271	92	0	9	40	412	17	63	23	117	346	566	978	746	1.31
5	305	96	0	8	41	450	35	58	33	280	110	516	966	762	1.27
6	305	104	0	4	32	445	18	51	28	201	178	476	921	743	1.23
Total	1486	479	2	28	183	2178	117	320	172	849	1221	2679	4857	3907	1.24
	30.60	9.86	0.04	0.58	3.76	44.84	2.40	6.59	3.54	17.48	25.13	55.14	100		

Interactive resources

T1= Transitions

T2= Frame markers

T3= Endophoric markers

T4= Evidentials

T5= Code glosses

Interactional resources

Tn1= Hedges

Tn2= Boosters

Tn3= Attitude markers

Tn4= Engagement markers

Tn5= Self-mentions

6.3.1 The use of metadiscourse per T-unit

As the table shows, the ratio between the metadiscourse and the number of t-unit has decreased in the final assignment comparing to the first writing. In the first writing, it was found that metadiscourse was used 552 times in the total of 399 t-units with the ratio of 1.38. In the later writing, the ratio was 1.12, 1.17, 1.31, 1.27, 1.23, and 1.24 respectively. This means that in the first essay the students used one metadiscourse marker every 1.38 T-unit. And in the final essays, they used one marker in every 1.24 T-unit. This suggests that the students employed metadiscourse more frequently in the later assignment than they did in the first writing.

6.3.2 The use of each type of metadiscourse

In the previous part, the ratio between the number of metadiscourse markers used per T-unit was investigated and it showed that the students have used metadiscourse more frequently in their final writing than they did in the first assignments. However, the number cannot tell much whether the improvement in the score in the later assignments was the result of this difference. In this part, the findings regarding the use of specific types of metadiscourse are presented.

Table 6.3: The use of each type of metadiscourse

Essay	total	Interactive resources					Interactional resources						
		T1	T2	T3	T4	T5	total	Tn1	Tn2	Tn3	Tn4	Tn5	total
1	552	168	7	1	0	21	197	4	68	13	49	221	355
	100	30.43	1.27	0.18	0.00	3.80	35.68	0.72	12.31	2.36	8.88	40.04	64.31
2	688	221	85	1	5	28	340	19	36	36	115	142	348
	100	32.12	12.35	0.15	0.73	4.07	49.42	2.76	5.23	5.23	16.71	20.64	50.57
3	752	216	95	0	2	21	334	24	44	39	87	224	418
	100	28.72	12.63	0.00	0.27	2.79	44.41	3.19	5.85	5.19	11.57	29.79	55.59
4	978	271	92	0	9	40	412	17	63	23	117	346	566
	100	27.70	9.40	0.00	0.92	4.09	42.11	1.74	6.44	2.35	11.96	35.38	57.87
5	966	305	96	0	8	41	450	35	58	33	280	110	516
	100	31.57	9.93	0.00	0.83	4.24	46.57	3.62	6.00	3.41	28.99	11.38	53.43
6	921	305	104	0	4	32	445	18	51	28	201	178	476
	100	33.11	11.29	0.00	0.43	3.47	48.33	1.95	5.54	3.04	21.82	19.32	51.67

Interactive resources: T1= Transitions T2= Frame markers T3= Endophoric markers
T4= Evidentials T5= Code glosses

Interactional resources: Tn1= Hedges Tn2= Boosters Tn3= Attitude markers
Tn4= Engagement markers Tn5= Self-mentions

As the two types of the metadiscourse were investigated, it was revealed that the students have employed more interactional resources than interactive resources. The students employed 4,833 metadiscourse items throughout the six assignments with 2,163 of them belonged to the interactive type and 2,670 to the interactional. The percentage of the interactive resources was 44.75 and that of the interactional resources was 55.25.

By looking at individual assignments, however, there is a tendency that the use of interactional resources decreased throughout the six assignments. In contrast, there is a tendency that the use of interactive resources increased. The percentage use of the interactional resources was higher than that of the interactive resources in all the assignments. The percentage use of the interactional resources was 64.31 % in the first writing, 50.57 % in the second, 55.59 % in the third, 57.87 % in the fourth, 53.43% in the fifth, and 51.67% in the final. For the interactive resources the percentage was 35.68% in the first writing, 49.42% in the second, 44.41% in the third, 42.11% in the fourth, 46.57% in the fifth, and 48.33% in the final assignments respectively. This tendency can have some effects on the writing quality. That is to say, the text quality is improved when the writers used more interactive resources and less interactional resources. However, we

need to investigate deeper into the use of each type of marker to see if there is any evidence that can account for the quality that has improved.

The use of individual type of metadiscourse appeared to show that there is a relationship between the writing score that has developed throughout the six assignments and the use of metadiscourse.

Table 6.4: The percentage use of each type of metadiscourse

Essay	total	Interactive resources					Interactional resources						
		T1	T2	T3	T4	T5	total	Tn1	Tn2	Tn3	Tn4	Tn5	total
1	552	168	7	1	0	21	197	4	68	13	49	221	355
2	688	221	85	1	5	28	340	19	36	36	115	142	348
3	752	216	95	0	2	21	334	24	44	39	87	224	418
4	978	271	92	0	9	40	412	17	63	23	117	346	566
5	942	296	92	0	7	40	435	35	56	31	280	105	507
6	921	305	104	0	4	32	445	18	51	28	201	178	476
total	4833	1486	479	2	28	183	2163	117	318	170	849	1216	2670
%	100	30.75	9.91	0.04	0.58	3.79	44.75	2.42	6.58	3.52	17.57	25.16	55.25

Interactive resources: T1= Transitions T2= Frame markers T3= Endophoric markers
T4= Evidentials T5= Code glosses

Interactional resources: Tn1= Hedges Tn2= Boosters Tn3= Attitude markers
Tn4= Engagement markers Tn5= Self-mentions

The findings found that the particular types of metadiscourse that have been used more and less in the later writings could have contributed to the improvement in the writing quality. In particular, the increase of transitional markers, and the frame markers can have some positive effect on the writing quality that has increased in the later writing. Similarly, the decrease use of self-mentioned markers can also have the same effect on the text quality.

The percentage of transition markers that has increased in the subsequent assignments (30.43 % in the first assignment to 33.11% in the final writing) could help the writers get the information across more effectively. That is because the markers link the information together to make the message clearer to the reader.

The higher percentage use of frame markers (1.27% in the first essay to 11.29 % in the final essay) is one of the key features that could help the text easier to follow. That is because the frame markers signal the direction of the essay, mark the beginning of the argument, as well as indicate the end of the discussion. The following example

demonstrates how the student used more of frame marker tools and used them more effectively.

Essay 1

(Proposition) I think^{Tn2} a knowledge from experience better a knowledge from books (Support) \\ because^{T1} whatever we^{Tn5} make by myself^{Tn5}, my^{Tn5} hands, my^{Tn5} brain It will make remember a long times. \\ Especially^{T5}, what ever will me^{Tn5} sad, happy, angry it makes us have remember from every feeling. \\ And^{T1} knowledge from experiences can improve yourself^{Tn4}, your^{Tn4} brain and knowledge. \\ I^{Tn5} was going camp. \\ In camp have many base such as^{T5} Direction base \\ It teach me^{Tn5} about word (next, opposite, near, between, in front of, in back of, etc.) \\ and^{T1} the next base is Time base teach about how to watch a times. \\ It make me^{Tn5} remember a long time. \\ when pass time I^{Tn5} remember yet. \\ Opposite^{T1}, a knowledge from books when I^{Tn5} read book. \\ I^{Tn5} get it but when a pass times xxxx I^{Tn5} can't remember. \\ However^{T1}, a knowledge from books is a basic of learning, \\ (Marker) so^{T1}, (Affirmation) both knowledge are important in learning, work, routine. \\ but^{T1} a knowledge from experience better. \\ 14

Essay 2

(Gambit) Since, many years ago in Thai, When students study in temples or schools. They does not ware uniform. \\ But^{T1} they can study. \\ Now, public schools and universities must be wear uniform. \\ Why? \\ Most student do not want to wear a uniform. \\ (Proposition) But^{T1} I oppose^{Tn3} with them. \\ (Marker) And^{T1} I have two reason^{T2} to tell you^{Tn4}. \\

(Marker) The first^{T2}, (Claim) the uniform is in order and honor. \\ (Support) When you^{Tn4} wear uniform the people can know you^{Tn4} be student or scholar. \\ The uniform practice you^{Tn4} be in order. \\ Such as^{T5}, when you^{Tn4} are teach you must be ware teacher uniform. \\ Like^{T5}, when you^{Tn4} are doctor you^{Tn4} must be wear doctor uniform. \\ However^{T1}, whatever you be you^{Tn4} must be uniform. \\ On the other hand^{T1}, it made you^{Tn4} be a reliable and honor man. \\ Such as^{T5}, when you^{Tn4} wear uniform. You^{Tn4} can't buy alcohol, \\ Like^{T1} you^{Tn4} can't go to cabaret or bar \\ because^{T1} uniform made you^{Tn4} can't do wrong. \\

(Marker) The second^{T2}, (Claim) the uniform made privilege for your^{Tn4} life. \\ (Support) When you^{Tn4} wear uniform you^{Tn4} get comfortable. \\ Such as^{T5}, when you travel in the natural park you^{Tn4} never pay money for fee. \\ Like^{T5}, when you^{Tn4} use public bus you^{Tn4} can pay half price \\ and^{T1} when you^{Tn4} watch the movie in cinema you^{Tn4} can pay be down, etc. \\ there are comfortable and privilege form the uniform. \\

(Marker) In conclusion^{T2}, (Affirmation) I support^{Tn3} requirement to wear student uniform. \\ (Consolidation) By two reason, the first^{T2}, the uniform is in order and honor. \\ Whatever you^{Tn4} be you^{Tn4} must be wear uniform and uniform made you^{Tn4} to can't do wrong. \\ The second^{T2}, the uniform made comfortable for you^{Tn4}. \\ (Close) There are benefits form the uniform. \\ Did you^{Tn4} know? \\ 29

Essay 3

(Gambit) I^{Tn5} hope everybody had worked with other people. \\ Some people feel more comfortable to work in group, \\ while other people to work alone. \\ (Proposition) But^{T1} in my opinion^{Tn2} I like^{Tn3} to work alone. \\ (Marker) The following one reason^{T2} will tell why. \\

(Marker) The one reason^{T2} is (Claim) more comfortable to work alone. \\ (Support) In everyday life, most people must be working all time. \\ Some occupation need to work alone such as^{T5} writer and art etc \\ The comfortable to work alone is concentration. \\ It is important for work. \\ When you^{Tn4} does not have it assignment or project may be^{Tn1} to mistake and assignment or project may be^{Tn1} damaged. \\ In addition^{T1}, when you^{Tn4} work alone you never get to exploitation \\ and^{T1} never tired from colleague. \\ You^{Tn4} will get a freedom life when you^{Tn4} work alone. \\ When you^{Tn4} have a free time you^{Tn4} can do work soon. \\

(Marker) In summary^{T2}, (Affirmation) I like^{Tn3} to work alone \\ (Consolidation) because^{T1} I^{Tn5} don't want to get a concentration or exploitation. \\ And^{T1} I^{Tn5} want to get a freedom life and comfortable to work alone. \\ (Close) How about you^{Tn4}? \\ You^{Tn4} agree with me^{Tn5}? \\ 19

Essay 4

(Gambit) Now, the word is full technology. \\ You^{Tn4} can see it in everywhere. \\ Television is one of technology \\ and^{T1} everyone have it. \\ Someone said "Watching T.V. is bad for children". \\ (Proposition) I agree^{Tn3} with them. \\ (Marker) The following two reason^{T2} will tell why. \\

(Marker) The first reason^{T2} is (Claim) health problem. \\ (Support) Watching T.V. is more bad result for your^{Tn4} children. \\ Firstly^{T2}, the cognitive development has lower. \\ The survey has found^{T4}. The children who watch T.V. for a long time have the neurological decline. \\ And then^{T1} is shiftless. \\ Moreover^{T1}, the children have the development of the body to be lower. \\ The research found^{T4}. they are weak \\ because^{T1} them doesn't move them body. \\

(Marker) The second reason^{T2} is (Claim) behavioural problems. \\ (Support) When children watch T.V. for a long time, they have behavioural problems. \\ The research found^{T4}, they violent temper to caused watching T.V. what have inappropriate information. \\ In addition^{T1}, watching T.V. result the children be anti-social behaviour \\ because^{T1} they doesn't meet other people \\ and^{T1} not learning with real people. \\

(Marker) In conclusion^{T2}, (Affirmation) I agree^{Tn3} with watching T.V. is bad for children (Consolidation) \\ because^{T1} it destroy both cognitive development and development of the body or behavioural problem. \\ (Close) Between machine and man. What is more appropriate to teach children? \\ 24

Essay 5

(Gambit) At the present, Thailand receive many foreign culture. \\ It have advantage or not. Such as^{T5} trying of lovers, \\ some lovers get married

before try family life\\ while some try family life by living together before they get married.\\ (Evaluation) They may be ^{Tn1} forget the best culture in Thailand like idiom that 'Soon ripe soon rotten'\\ and ^{T1} it may ^{Tn1} have many problems to become.\\ (Proposition) I disagree ^{Tn3} with some lovers family life before get married.\\ (Marker) Following two reason below ^{T2}.\\

(Marker) Firstly ^{T2}, (Claim) consistency in family life have important.\\ (Support) When you ^{Tn4} get married before try family life you ^{Tn4} will receive demand of law.\\ Besides ^{T1}, whatever will be you ^{Tn4} can still.\\ And ^{T1} you ^{Tn4} have great career and money a lot \\ because ^{T1} you ^{Tn4} have consistency.\\ On the other hand ^{T1}, if you ^{Tn4} try family life before you ^{Tn4} get married, you ^{Tn4} will never receive these good things.\\ Moreover ^{T1} this idea, I ^{Tn5} still a good idea just below.\\

(Marker) Secondly ^{T2}, (Claim) social problems happen to become. \\ (Support) If you ^{Tn4} try family life before you ^{Tn4} get married you ^{Tn4} must get any problems.\\ First ^{T2}, sexually transmitted diseases from changing playmate,\\ you ^{Tn4} never know that your ^{Tn4} lovers have it or not. \\ Moreover ^{T1}, the pregnancy is one of many problems.\\ Then ^{T1} you ^{Tn4} pregnancy while studying still. \\ From this thing ^{T2} may be ^{Tn1} come to miscarrying\\ and ^{T1} finally some people choose lazy the child.\\

(Marker) In summary ^{T2}, (Consolidation) from the important of consistency and many social problems,\\ (Affirmation) I disagree ^{Tn3} with topic from many reason of all.\\ (Close) Before you ^{Tn4} try family life while you ^{Tn4} never get married either you ^{Tn4} get married before try family life or try family life before get married is better.\\ How many you ^{Tn4} have consistency in honesty and responsibility of your ^{Tn4} lovers?\\ 27

Essay 6

(Gambit) In the study, we ^{Tn5} must accept that assigning a report or a project to students is importance for improve them to be best students.\\ Some teachers have their students write it by hand,\\ while some have their students type it by the computer. \\ Both thinking has well method (Proposition)\\ but ^{T1} in my opinion ^{Tn2} I agree ^{Tn3} with having their students write it by hand. \\(Marker) The following two reasons ^{T2} will tell why.\\

(Marker) The first reason ^{T2} is (Claim) development all many skills.\\ (Support) Writing by hand helps the students improve reading skill. Such as ^{T5} when the teachers assigning project to them.\\ Firstly of all ^{T2} is reading or researching. \\ Moreover ^{T1}, writing by hand help them improve writing skill from their writing again and again.\\ From both development reading and writing, it make the students thinking and debater man.\\ The last ^{T2}, when students have reading, writing and thinking skill they will have remembrance\\ because ^{T1} they often practice it by their self.\\ In the other hand ^{T1}, If students type it by computer them have not remembrance\\ because ^{T1} they do not practice it by their self.\\ Moreover ^{T1}, I ^{Tn5} have last reason will tell why.\\

(Marker) The second reason ^{T2} is (Claim) writing by hand make the students be good person.\\ (Support) Firstly ^{T2}, writing by hand will make students have trying\\ because ^{T1} they must make the project finish in fix

times. \\ From this ^{T2} they will have purpose in their working. \\ Secondly ^{T2}, writing by hand make them be honest man \\ because ^{T1} writing by hand will show personal character of the letter. \\ It make them must make by their self \\ and ^{T1} they do not cheat or dishonest. \\ In the other hand ^{T1}, if students type project by computer they may ^{Tn1} use copy and paste in program. \\ They will be dishonesty. \\

(Marker) In conclusion ^{T2}, (Affirmation) I agree ^{Tn3} that writing project by hand rather type the report on the computer. \\ (Consolidation) Because ^{T1} it helps students improve all many skills \\ and ^{T1} make students be good person of social. \\ (Close) Don't let technology is above ability of human. \\ Doing by your ^{Tn4} own is better.

In the above example, the student showed more effective use of frame markers. In her first writing, she did not use any of the frame marker which could cause problem to the reader to follow her development of the information. In the second to the fifth essays, the student was able to employ the markers to signal the direction of her argument. Most of the time she employed the markers to indicate the next section of her text. At the very end of the introduction, she informed the reader of the subsequent parts of the essay by using phrases '*I have two reason, the following one reason, the following two reason, the following two reason below*'. Although errors can be seen in those expressions, the writer successfully guided the reader through her information organization. In the final essay, the writer has shown more effective use of the frame markers. Not only that she continued the pattern she previously employed in the previous writings, she also employed the frame markers within paragraphs. The phrases such as '*firstly, secondly, and last*' were used. This characteristic enables the writer to organize her ideas within the paragraphs better. In addition, the accuracy in the use of those phrases was noticed.

The decrease in the use of some markers could also contribute to the improvement of text quality. Although the type was mostly employed, it was found that throughout the six assignments, the subjects used less of the self-mentioned markers (around forty percent in the first essay and twenty percent in the final). This shows that the students appeared to less centre the argument on themselves. Instead, they tended to focus more on the information being presented rather than mentioning themselves as the starting point of the argument.

Thirdly, there was no increase in the use of some markers. There was only a small percentage use of endophoric, evidential, code gloss, hedge, and attitude markers. Therefore, the improvement of essay quality could not be said to have come from the impact of the use of those markers. However, being unable to employ those tools has prevented the students to achieve higher score as the markers like evidential and code gloss are important as they can help provide stronger supports to their propositions by

citing authorities' opinions, research, reports and by giving examples, explanations, and definitions.

6.4 Discussion of the findings

It was found from the data analysis that there was a development in the writing quality. Considering the writing scores given to the essays by the three raters, the mean score of the final assignment was higher than that of the first writing. This can be an indication that the students have produced more effective argumentative essays by the end of the course. However, the score alone did not tell us in what aspects the texts have improved. Therefore, to identify what features of writing have improved, writing characteristics including the inclusion of all stages, the use of moves, the use of metadiscourse, and the skill the writers have shown through the employment of elements within the moves were investigated.

Regarding the writing stages in the text, the inclusion of all stages namely the thesis stage, the argument stage, and the conclusion stage in the later texts comparing to the first assignment can be interpreted that the students possessed the knowledge of argumentative writing pattern. As the finding has suggested, all the subsequent assignments contained all these stages. As one of the scoring criteria clearly emphasizes the organization of the ideas in effective pattern, the inclusion of all necessary stages of the writing convention can play a key role in the improvement of the score the students gained at the end of the course since this characteristic has met the description of scoring criteria the raters employed for essay rating. The improvement in this regard can contribute to the readability of the text as a whole. As a result, the texts were rated higher in the later writing tasks.

The participants' use of more moves both compulsory and optional in the later assignments means that they have learned more detailed features within each stage of the argumentative writing. As the organization is one of the areas that the raters considered as they rated the essays, the students' use of more moves could increase the readability of the paragraph which contributed to the readability of the text as a whole. Therefore, the improvement in the use of moves within the essay stages can account for higher score in the later tasks.

The students' ability to make experiment with moves within each stage by putting them in different positions in the subsequent assignments could mean that they have become more experienced writers and felt more confident to try new ways for presenting their ideas in the paragraph. It can be an indication that the students became more aware of appropriateness of arranging the moves so that their essays would have smoother flow of

content. Again this skill in moving the moves around instead of sticking to the pattern can contribute to the better text quality.

Regarding the use of metadiscourse, the number has suggested that the students used metadiscourse more frequently in the final essays than they did in their first writing. However, it cannot be said that the difference in the use of metadiscourse per T-unit is big enough to have an effect on the quality of the writing. Therefore, there is not enough evidence to state that the increase in the use of metadiscourse per T-unit can contribute to the higher scores of the subsequent writing. In the overall picture, the proportion between the number of the markers used and the number of T-unit may not provide solid evidence to conclude that the improvement of writing quality was resulted from the more frequent use of metadiscourse per T-unit.

However, the use of each type of metadiscourse gives more evidence to say something in relation to the improvement in the writing score. The use of individual types of metadiscourse appeared to show clearer picture of the relationship between the score that has developed throughout the six assignments and the use of metadiscourse.

Firstly, it was found that the percentage use of the interactive resources has increased in the subsequence assignments while the use of interactional resources has decreased in the subsequence writings. Interactive resources such as frame marker, transitions, and code gross are tools that play important roles in helping the writer to effectively organize their argument in the way that help the reader to follow the flow of the content more easily. Therefore, the increase of the use of this type of resources could be one indication of the improvement in the score of the subsequence writing. This can be said that the more frequent use of interactive resources can help improve the writing quality.

Secondly, the percentage of transition markers that have increased in the subsequent assignments could help the writers get the information across more effectively. That is because the markers link the information together to make the message clearer to the reader. It was found in the later assignments that markers that show the addition of the information such as moreover, in addition, furthermore, were used more in the text. Markers showing the contrast of the information such as on the other hand, however, nevertheless, in contrast were also employed more in the later assignments. Markers that indicate cause and effect including as a result, therefore, so, and thus were found used more as well.

The higher percentage use of frame markers is one of the key features that could help the text easier to follow. That is because the frame markers signal the direction of the essay, mark the beginning of the argument, as well as indicate the end of the discussion. In the later assignments, frame markers which signal the beginning of new ideas such as my

first reasons, my second reason, in conclusion, in summary, were found used by nearly all of the participants. In addition, frame markers signalling sequence of the ideas such as firstly, secondly, next, then, and finally were used more in the later writing too.

The decrease in the use of some interactional markers could also contribute to the improvement of text quality. The use of self-mentioned in particular decreased.

Throughout the six assignments, the subjects used less of the self-mentioned markers. This shows that the students appeared to less centre the argument on themselves. Instead, they tended to focus more on the information being presented rather than mentioning themselves as the starting point of the argument.

Thirdly, there was no increase in the use of some markers. There was only a small percentage use of endophoric, evidential, code gloss, hedge, and attitude markers. Therefore, the improvement of essay quality could not be said have come from the use of those markers. However, being unable to employ those tools has prevented the students from achieving higher score as the markers like evidential and code gloss are important as they can help provide stronger supports to their propositions by citing authorities' opinions, research, reports and by giving examples, explanations, and definitions.

It can be concluded from the findings regarding the use of stages, moves, and particular types of metadiscourse within the essay could be the evidence that accounts for the improvement in the writing score which means the improvement in the text quality. The more effective employment of the writing elements and metadiscourse directly relates to the more effectively the students organize their ideas. Therefore, it can be concluded that the aspect of writing that has improved throughout the course of the study is the organization. Although the scores regarding the content and the language use were found higher, the analysis of the use of writing stages, moves, and metadiscourse did not give details of how those areas were improved.

Chapter 7

The findings: Evidence of Self-Regulation

Chapter seven is the presentation of the findings from the analysis of the 201 peer feedback videos. The results of the analysis is presented in order to illustrate the features of the interaction based on the three characteristics of interaction including Self-Regulation (SER): utterances that suggested leadership, self-assurance, and willingness to share knowledge, Other Regulation (OTR): the language use that suggested degree of hesitancy, a need to be taken by hand, and despair when not knowing what to do, and Object Regulation (OBR): the language suggested the student's lack of interest in the task at hand by avoiding the task or by turning to jokes or off-topic behaviour. The analysis of the finding then is made to determine if there is any development in the interaction that could indicate the students possessing Self-Regulated behaviours.

7.1 The results of the analysis of student interaction

In order to identify whether the students possessed Self-Regulation (SER), Other Regulation (OTR), and Object Regulation (OBR), language the students used during the interaction was investigated.

The findings are presented in the following areas. Firstly, it presents the utterances that show the participants' self-regulated control as a giver and receiver. Then other regulated behaviours both as the giver and receiver are presented. Next, object regulated behaviours as both roles are presented. The final section of the chapter provides the discussion of the findings focusing on determining whether the participants have made any development in self-regulation.

7.1.1 Self-regulated behaviour as feedback giver

As feedback givers, the evidence that shows the participants have become more self-regulated learners throughout the four sessions includes the willingness to help their friends by giving detailed explanations, the identifying of deficits in peers' writing (without giving solutions), the asking of questions that allow the giver to provide more explanations, the expressing of knowledge of the genre, the evaluating of peers' writing quality, and the giving of solutions to writing problems.

7.1.1.1 Expressing willingness to help by giving detailed explanations

As feedback givers, there were cases where the students showed self-confidence by trying to give detailed explanations of points that they believed the receivers needed to have better understanding. In the later peer feedback interactions, there were more students who were able to express themselves by doing so. The following are examples showing how the students showed such willingness during the interaction.

Example 1

มาดู body เนาะ มีสองเหตุผล เหตุผลแรกโอเค students get English language skill more ตรงนี้ก็เขียน students get skill more อีก ถ้าจะใช้เหตุผลนี้ก็ต่อถามตัวเองต่ออีกว่า มันได้ทักษะเพิ่มขึ้นได้อย่างไรจากการที่เราเปลี่ยนมาใช้ภาษาอังกฤษในการสอนทั้งหมด มันยังไม่ดีตัวอย่างที่อธิบายให้เห็นชัดไง อ่านแล้วมันไม่ชัด เหตุผลหลักนะดีที่บอกว่าได้ทักษะเพิ่ม แต่มันได้อะไรนี่ต้องอธิบายเพิ่ม supporting detail มันยังน้อยไป อาจจะช่วยเวลา นี่ไงก็เอาตรงนี้มาใช้ ที่ว่า students can apply in everyday life. เอามาแตกออกไปอีก มันก็ยังไม่ออกนอกกรอบนะ เพราะว่าสอนอังกฤษเป็นอังกฤษ มันรับกับการเข้าสู่อาเซียน อันนี้เหตุผลที่เราเขียนเรียงความของเรานะ ของแกเหตุผลหลักมันแคบเราก็คงเขียนต่อไม่ได้ ถ้าอย่างของเรา เหตุผลกว้างเราก็คงเขียนต่อได้ยาว เช่นคนจะเข้ามาเยอะทั้งการค้า การท่องเที่ยว การศึกษา ดังนั้น การสอนเป็นภาษาอังกฤษก็จะเป็นการเตรียมเด็กไทยให้พร้อม คนไทยก็จะสามารถใช้ภาษาในชีวิตประจำวันได้ เพราะพออาเซียนเข้ามา คนแต่ละประเทศก็จะพยายามดึงผลประโยชน์ของมันและกัน การใช้ภาษาได้ก็จะทำให้เราเท่าทันเขา อันที่สองอยู่ต้องลงไปดูพวกคำเชื่อมใหม่เนาะ มันจะมีทั้งตัวเชื่อมประโยค เชื่อมย่อหน้าเชื่อมคำ เช่น to เชื่อม กริยา กับกริยา เชื่อมประโยคเข้าด้วยกันก็ลองดูพวก relative clause คำพวก who, what, when มันทำให้ ประโยคยาวขึ้น เหตุผลที่สอง นร. เข้าใจวัฒนธรรมอังกฤษ เราสงสัยว่าถ้าเราสอนเป็นภาษาไทย นร. จะไม่เข้าใจ วัฒนธรรมใหม่เนาะ เราว่าไม่ต่างกันนะ มันไม่ใช่เหตุผลที่ดีเท่าไร ต้องลองคิดว่าถ้าเราเป็น นร. หรือเป็นอาจารย์ เราจะได้อะไรจากการสอนแบบนี้ มันจะทำให้เราหาเหตุผลได้ง่ายขึ้น มันได้เยอะนะ นอกจากวัฒนธรรม เราลองทำตารางเปรียบเทียบ การสอนสองแบบ คือ สอนโดยใช้ภาษาอังกฤษ กับสอนโดยใช้ภาษาไทย แล้วลองลิสต์ข้อดีของทั้งสองแบบ ถ้าเหมือนกันตัดออก จนเหลือเฉพาะข้อที่อีกอันมี แต่อีกอันไม่มี แล้วก็เอาส่วนที่ดีกว่ามาเขียน โดยกล่าวว่า แบบนี้มันดีกว่าตรงนี้ คนอ่านจะได้คล้อยตาม มาดูตรงสรุปนะ อย่างที่บอกไปนะ ว่าสรุปต้องมี restatement of the thesis statement มีสรุปเหตุผลทั้งสอง และมี final remark Thesis statement มีนะแต่เราบอกประโยคเดิมมาเลย ใช่มั๊ย? แล้วก็ต่อด้วยว่าเพราะอะไร ตรงนี้ต้องเป็นสองเหตุผลที่สรุปมาใช้คำใหม่ ที่ยังคงความหมายเดิม ไม่ใช่ลอกของเดิมมา Final remark มันก็ยังไม่ชวนให้คล้อยตาม มันเป็นประโยคคำถามห้วนๆ what do you think about this topic? ลองเขียนอย่างที่เราบอกดูนะว่า “มันอาจยังไม่เข้าไปที่ กรรมการของมหาวิทยาลัยจะลงมติให้สอนภาษาอังกฤษเป็นอังกฤษ เพื่อจะได้พัฒนา...” เขียนในเชิงเหมือนตำหนิว่าที่ผ่านมามันล้มเหลว แต่ก็ไม่ได้พูดตรงๆ ก็หมดทุกอันแล้ว เรากถามนะ ถ้าไม่ใช่สองเหตุผลนี้ จะมีเหตุผลอะไรอีกที่เราคิดว่าควรสอนวิชาภาษาอังกฤษโดยใช้ภาษาอังกฤษ ใช่อาจจะเอาเรื่อง AEC มาพูดก็ได้

Let's look at the body. You have two main reasons. The first one is 'students get English skill more'. You have to ask yourself how the students will get the skills more by changing the teaching from Thai to English. You don't have any examples to explain your claim. I can see in your paragraph something that you can use as a support. Here 'students can apply in everyday life.' Can be used as the detail of your claim. Your problem is that your main idea is too small and you can't explain much about it. In my essay I claim that 'teaching in English will help prepare our students for the coming AEC'. Then I explain that there will be more movement of population, investment, tourism, and education. All these activities need English as the mean of communication. By teaching in English therefore will help the students familiar to the language and enable them to live up to the situation effectively. I also want you to work on the use of conjunctions. There are those that we use to connect words, clauses, and sentences. The use of relative pronouns such as who, what, when. This can help you write longer sentences. Your second reason says 'the students understand English culture more'. My question for you is how teaching all the subjects in English will help the learners able to do this. I think this doesn't make any differences. So this reason is not a strong one to support the policy. You may have to think of what the teachers and the students will get from implementing this policy. There are a lot of gains apart from culture. You can make a table of comparison and lists the benefits of teaching in Thai and in English. Then you may find things that you can only get when you teach in English. Now, let's look at the conclusion. As I said the conclusion should include the restatement of the thesis statement, the summary of the main ideas, and the final remark. You

should not use exactly the same sentences here. Try to paraphrase them. And the final remark is not very persuasive because you use question. You can use statement instead. For example, I use 'It is not too late for the university to change to new policy. It will help our students more than the use of the old method.' Point out that the students' achievement so far has proved that the old practice doesn't work well. (Mean 1)

In the above example, the giver pointed out that the writer's main idea needed more supports and that the main idea was too narrow making the writer unable to make further explanations. After she had pointed out the problem, the giver tried to help by mentioning her main idea that she used to support the thesis statement of her own writing. She did so in hoping that the receiver would gain some clearer ideas of how her main idea was too specific and how to make it broader which would allow her to explain it more with details and examples. She also pointed out that the writer needed to use conjunctions appropriately. After that she gave a brief summary of the use of conjunctions and pronoun references before she moved to the second main idea where she also identified the problem saying that it was not powerful enough to convince the reader. To get her thought across, she asked why the writer believed that learning culture was the benefit of teaching in English. She then advised how to get a more effective main idea before moving to the concluding paragraph where she suggested that the writer should include necessary elements and that she should paraphrase the main ideas previously stated. She also suggested that the writer use a more challenging statement instead of a question for her final remark.

Example 2

มาที่เราอยากแนะนำนะ ในส่วน body สามอันนี้ เราอยากให้อาเหตุผลที่สองไปรวมกับอันแรก เหตุผลทั้งสามข้อนี้อ่านเข้าใจหมดแต่มันเหมือนแกมี supporting detail น้อยมาก ถ้าเราอันสองไปรวมอันแรกคือสนใจใน social media มากกว่างานและทำให้งานไม่มีประสิทธิภาพมันก็รวมมาถึงที่พนักงานอ้างว่าใช้ social media ในการหาข้อมูลทำงาน แต่จริงๆเอามาเล่นโซเชียล? เรามองว่ามันเป็นเรื่องเดียวกันนะ เอามารวมกันได้แล้วมันจะอธิบายได้ดีกว่านี้ แล้วก็เพิ่ม supporting detail มากกว่านี้

I suggest that you combine your first and second main idea because they are very similar. Your first reason is the employees pay more attention to social media than their work and the second one you say that they claim that they use social media for working; instead they use it to chat. These reasons talking about the same thing. So combine them. Another suggestion is that you should add more details to your main reasons. Even though they are clearly stated, the detail you give is insufficient to convince the reader. (Supat 4)

The example above is another evidence that indicates the giver's confidence and willingness to help her friend fix a problem. The giver first pointed out the problem in the body paragraph where she believed the two main ideas were too similar to each other and that they could be combined into one main idea. Then she suggested that the writer need more details and examples to explain the claim. This type of talk can be found in many occasions when the students performed a giver role especially in the later stage of the study.

7.1.1.2 Identifying flaws in peers' writing without giving solutions

At times, the students were able to identify flaws in their friends' writing. However, they failed to give solutions to those problems. The examples below showed that the givers told what the problems were but did not help their friends solve them. Note also that this type of behaviour was found more in the first peer feedback interactions than in the later sessions.

Example 1

ที่อยากให้มีเพิ่มเติมคือส่วนเนื้อหาที่มันน้อยไป อาจเป็นเพราะเวลาจำกัดใช่มี๊ยย?? หลายเหตุผลมันดีแล้ว จะได้ว่ารู้ว่าสนับสนุนเหตุผลอย่างไร แต่ถ้าเพิ่มการสนับสนุนอีกก็จะดี

I suggest that you add more supporting details. Your main reasons are good but you need to explain more about them. (Supa 1)

Example 2

ใช่เราอ่านกับเธอเราเข้าใจ แต่คนอื่นอ่านเองอาจไม่เข้าใจ เพราะแกรมม่ามันไม่ เป๊ะ

I understand your essay but I don't know if others will because your grammar is not accurate. (Kanjana 1)

The first example shows how the giver was able to identify the writer's problem as she stated clearly what the problem was. However, she did not provide her partner with the solution to the problem. This could be because she was not confident enough to do so as this is the first peer feedback session. The second example shows that the giver informed her friend that grammar was the problem. She did not state specifically, though, what the grammar point it was. Also she did not show any solutions that could help her friend fix the problem.

7.1.1.3 Identifying writing problems together with solutions

As peer feedback givers, the students' self-assurance can be found as they were able to identify flaws in their friends' essays. Also they tried to help them solve the problems. The examples below show how the students did so in their talk. Note also that this type of utterance was found more in the later meetings than in the first and second ones.

Example 1

เหตุผลที่สองก็ยังคงแคบ และก็เหมือนกันกับเหตุผลแรก คือเรื่องเรียนถ้าทำการบ้านไม่ทันใช่มี๊ยย?? ใช่แก เห็นมี๊ยยว่าเหตุผลสองอันนี้มันก็เรื่องเดียวกัน? ดังนั้นแกน่าจะเปลี่ยนเหตุผลที่สองเป็นอย่างอื่น เช่นเพื่อนให้ความช่วยเหลือเรื่องอื่นที่นอกเหนือจากการเรียน เช่นเป็นที่ปรึกษาเมื่อเรามีเรื่องกังวลใจ ใช่แต่เราก็ต้องอธิบายให้มันเป็นคนละประเด็นกับเรื่องแรกที่เราเน้นไปเรื่องความช่วยเหลือเรื่องการเรียน ส่วนเหตุผลนี้ก็ต้องมุ่งไปเรื่องการให้คำปรึกษา การให้ความช่วยเหลือด้านกำลังใจ เป็นต้น

Your second reason is also too narrow. You write 'Friends help you with homework.' This is too general and too weak. As you can see it is similar to the first reason; it's about study. Can you think of other reasons that are not about studying in class? You focus your first reason on how friends can help you with your study. So in the second reason you should think of something else outside the class. (Kate 3)

Example 2

ที่นี้เหตุผลแรกคือมันเป็นการทดลองใช้ชีวิตด้วยกันก่อนใช้มั้ย? บอกว่าเป็นการเรียนรู้ซึ่งกันและกันได้ ศึกษาดูใจกันก่อนที่จะแต่งงานกันมันเป็นเหตุผลที่ดีนะ แต่มันไม่มีการอธิบายเพิ่มเติมเลยว่า การได้ดูใจกันก่อนจะตัดสินใจแต่งงานหรือไม่แต่งงานมันคืออะไร ใช้topic มันก็บอกอยู่แล้วว่าทดลองอยู่ก่อนแต่ง แล้ว main idea ของหวานมันก็ซ้ำกับ topic เลย ที่จริงหวานต้องต่อเหตุผลหลักอีกนิดว่าเป็นการทดลอง เพื่อให้เราได้ใช้เวลาดังกล่าวในการตัดสินใจว่าจะอยู่กันไว้หรือไม่ แล้วเราก็อธิบายต่อว่าระหว่างนี้ทั้งคู่ก็ได้เรียนรู้กัน ปรับตัวเข้าหากัน และหากผลการทดลองมันเป็นไปได้ด้วยดีก็จะได้แต่งงานกันต่อไป แต่ในทางกลับกัน หากลองแล้วมันล้มเหลวก็สามารถแยกกันได้ ดีกว่าที่เมื่อแต่งงานแล้วอยู่กันไม่ได้มาแยกกันทีหลังมันก็จะมามีปัญหาอื่นๆตามมาอีกมาก เวลาหวานพูดอธิบายนี้มันชัดเจนนะแต่การเขียนของหวานมันสื่อออกมาไม่ได้ มันยังเขียนภาษาไทยอยู่เพียงแต่คำศัพท์มันเป็นภาษาอังกฤษเท่านั้นเอง เราอ่านนะเราเข้าใจเพราะเราเป็นคนไทยรู้ไวยากรณ์ไทย แต่ถ้าไม่ใช่คนไทยอ่านมันสื่อสารไม่ได้เลย สรุปปัญหาคือ main idea มันยังไม่น่าจะใช้ แล้วก็หวานยังไม่สามารถให้เหตุผลสนับสนุน main idea ได้ เราเขียนแค่สามบรรทัดเนี่ยคิดว่าเหตุผลมันเพียงพอที่เขาจะเชื่อเรามั้ย?

Your main reason 'the opportunity to learn each other' is good but the problem is that you don't have explanation to your main idea. The topic itself clearly states that it is 'trial of family life'. So you have to explain more how living together before marrying will help the couple do better or have more successful family life. For example, you may say that the trial helps you decide whether or not you will marry. If the result doesn't go well you can stop the relationship. But if it goes well you can marry. This will result in the possibility of having marriage problems. When you explain to me your ideas are clear. But when you write it down you can't say what you want to because you write English with Thai grammar. I am a Thai so your writing make sense to me but not for foreigners. So your problem is with the main idea that doesn't work well. And the details that you use is not sufficient. (Tiger 4)

In the first example, the student expressed the confidence as she pointed out that the two main ideas given by the writer were similar. After pointing out the problem, she provided an advice for fixing the weakness. Similarly, the giver in the second example, firstly pointed out the weakness of the text due to the lack of a clear and powerful main idea. After that he gave a good amount of advice to improve the text. These behaviours of interaction were found a lot in many meetings in the later stage of the course than at the early stage.

7.1.1.4 Leading friends into giving further explanations

Instead of identifying the problem directly and giving solutions straight away, there were cases where the givers asked leading questions that allowed their peer to give more explanations. After that, they helped fulfil the information needed. The examples below showed how the students did so.

Example 1

แล้วก็ถ้าจะทิ้งท้ายที่ไม่ใช่ประโยคนี้คิดว่าจะพูดยังไง ไม่ต้องคิดเป็นภาษาอังกฤษก็ได้ อันนี้มันก็เหมือนจะโอเคนะ ที่ตั้งคำถามว่าคิดยังไงระหว่างเล่นกีฬาเป็นทีมกับกีฬาเดี่ยว แต่เราคิดว่าเราน่าจะเจาะลงไปเลยว่า...อันนี้มันเหมือนแบบว่า มันยังเปิดโอกาสให้คนอ่านเลือกรีไปล่า ว่าเออ ควรเล่นแบบไหนดี

How about giving a final remark that is not a question? You can say it in Thai. If you ask the reader their opinion towards team and individual sports it seems that you are not convincing them. You should focus on your thesis statement. (Kate 2)

Example 2

อย่างที่บอกว่าเหตุผลหลักสองอันที่ให้มามันยังดูไม่โน้มน้าวเท่าไร ที่นี้ถ้าจะให้ยกมาอีกหนึ่งเหตุผลว่าทำไมเราจึงควรสอนเป็นภาษาอังกฤษ(ก็จะบอกว่าอีกไม่นานเราก็จะรวมกันเป็น ASEAN Community นะ แต่ นร. ไทยเรายังไม่ได้ทักษะทางภาษาก็เลยอยากให้อสอนโดยใช้ภาษาอังกฤษทุกวิชาเพื่อเป็น

การเตรียมความพร้อมก่อนเข้าสู่ตรงนั้น เพราะมันต้องใช้ภาษาอังกฤษ) อ้อสรุปก็คือมันจะเป็นวิธีการที่มีประสิทธิภาพในการเตรียมความพร้อมให้เราเข้าสู่ ASEAN ได้อย่างดี ใช่ว่ามันต้องเขียนให้โยงกับการเรียนการสอนเป็นภาษาอังกฤษไม่ว่าทำไมเราถึงมองว่านโยบายนี้ดี ดีก็เพราะมันเป็นวิธีการที่ดีในการเตรียมความพร้อมเข้าอาเซียน แล้วเราก็อธิบายว่าอีกสองสามปีประเทศไทยเราจะ เป็นสมาชิก ASEAN Community แล้วนะ แล้วการเป็นสมาชิกเนี่ยมันจะก่อให้เกิดการเคลื่อนตัวของคนทั้งเราออกไปข้างนอกประเทศและทั้งคนนอกประเทศเข้ามาบ้านเรา ซึ่งการไหลเวียนของคนเนี่ยมันก็ต้องมีการสื่อสารกันเป็นสำคัญและเครื่องมือมันก็คือภาษาอังกฤษ ดังนั้นหากเราต้องเตรียมพร้อมด้านภาษาให้ได้ การเรียนการสอนโดยใช้ภาษาอังกฤษก็จะเป็นคำตอบที่ดีที่สุด เพราะทั้งครู นร. ก็จะได้ฝึกฝนจากตรงนั้นมากขึ้นกว่าปกติ มากกว่าการเรียนเป็นภาษาไทย ดังนั้นเมื่อใช้กันเป็นปกติมันก็จะเกิดทักษะและในที่สุดก็จะช่วยเราได้มากเมื่ออาเซียนเข้ามา มันต้องอธิบายแบบนี้

As I have said that the main ideas that you provided were not convincing enough. So if you have to give one more reason for this, what would it be? (I may talk about the fact that we are joining the AEC in the near future. But the problem is Thai students are not ready for this because of their lack of English communication skill. So teaching all subjects using English as the instructional media can help prepare the students for the coming AEC.) Right, you are saying that this is an effective way to prepare the student for the AEC. So you need to point out how important the English language will be when the AEC is opened and point out how this policy will help improve skills in English. Both teachers and students will benefit from this as they need to use English in class every day. So using the language regularly will result in the teachers and the students having better skills. This is how you should explain the reason. (Arnon)

In the first example, the giver found that the final statement should be changed. Instead of giving suggestion, he opted to ask his friend to share ideas first so that he could comment on the ideas and fulfil the information if necessary. Doing this allows more participation from the receiver than giving advice directly. Similar to the first example, the giver in the second example wanted to help the writer find a more effective main idea than the ones given to support the thesis statement. He encouraged his friend to give another reason so that he could comment on it and add his idea on the response his friend gave. Doing this demonstrates the giver's self-confident that he was able to adapt his comment even in a situation where his friend did not give response he had in mind.

7.1.1.5 Expressing of knowledge of the genre

One of the most outstanding behaviours that showed the students' self-assurance is when they expressed their knowledge of the genre during peer feedback giving. There was a good amount of evidence that showed how the students did so. The examples below are some of them.

Example 1

เนื้อหาที่เขียนมาสมบูรณ์ อ่านแล้วเข้าใจ โดยรวมเราก็ดู โครงสร้าง หรือ organization คือ ดู introduction, main body, conclusion ว่ามีครบหรือไม่ ในส่วน introduction เราว่าเริ่มเขียนได้จากการกล่าว general information ที่ไม่กว้างหรือ แคบเกินไป เริ่มจากการกล่าวถึงสังคมในปัจจุบันว่ามี การอยู่ด้วยกันก่อนแต่งงาน คือมันเข้า topic เลย เพื่อนบางคนก็เกริ่นมาโดยเริ่มจากที่กว้างเกินไป ของอันนี้ thesis statement ที่ชัดเจนว่าไม่เห็นด้วยกับเรื่องนี้ I disagree ใช่มั้ย?? แล้วก็บอกว่ามี เหตุผลสองเหตุผล ข้อแรกคือมันผิดวัฒนธรรม ข้อที่สองคือเรื่องศักดิ์ศรีของลูกผู้หญิง ที่ไม่เห็นด้วย หลักๆก็คือ หนึ่ง main idea แรกก็ คือมันทำให้ประเพณี วัฒนธรรมของไทยมันเสีย สองก็ศักดิ์ศรี ความเป็นผู้หญิงก็เสียไป ในส่วน main idea แรก เรา รู้สึกว่าเขียนยาวเกินไป ก็เข้าใจใจความหลักนะว่า มันไม่ดีต่อประเพณีและวัฒนธรรมไทย แต่เราว่าอันนี้ น่าจะยกเป็นคำใหญ่ๆ เลยแนะนำว่าน่าจะเอาคำนี้ มาใส่ดีมัย คือคำว่า 'against culture' มันจะดู รู้เลยว่าเราเห็นว่ามันผิดตรงที่มันขัดต่อวัฒนธรรม จากนั้นเราค่อยมาอธิบายว่าวัฒนธรรมไทยมันเป็นอย่างไร เพราะถ้า main idea มันควรเป็นคำใหญ่

ครอบคลุมรายละเอียด และตัวอย่างได้เยอะ การยกตัวอย่างประกอบ มี supporting detail อยู่แต่ ควรอธิบายและ ยก ตย. มากกว่านี้อีก จะได้ทำให้เห็นภาพชัดเจน ถ้าถามว่าเขียนดีมัย ก็โอเคแล้ว นี่เป็นแค่ข้อเสนอแนะเฉยๆ Main idea ที่สอง บอกว่า คักดิ์ศรี ของผู้หญิงจะเสียไปเพราะ ถ้าชาย-หญิงอยู่ด้วยกัน ก่อนแต่ง ผู้หญิงจะเป็นฝ่ายเสียเปรียบมากกว่า แล้วก็ยก ตย. มา แต่มันยังไม่มีการอธิบายเรื่องการที่ผู้หญิงเสียศักดิ์ศรีว่ามันเสียอย่างไร ดังนั้นมันจึงควรมีการอธิบายต่อว่าถ้าเลิกกันแล้วสังคมไทยมองว่าผู้หญิงเป็นคนไม่ดี เป็นหม้าย มาดูส่วน conclusion มีการสรุปมาอย่างชัดเจน มีการรวบรวมเป็นคำพูดใหม่ขึ้นมา มีการยกเหตุผลสองข้อกลับมาพูดอีกครั้งนี้ เป็นการทิ้งท้ายที่โอเค แต่ควรทิ้งท้ายที่มันเร้าใจกว่านี้ แต่นี่ก็ดี ที่เราพูดไปทั้งหมดเป็นแค่คำแนะนำเฉยๆ

The content is sufficient to understand. The organization includes introduction, body, and conclusion. I will see if the organization of the introductory part has appropriate general information which is not too broad and too narrow. You start by talking about the marriage life of people in the present society. This is very close to the topic you are writing. Some of our classmates give too broad general information which is too far from the topic and it will take long to get to the topic. You have clear thesis statement saying that you disagree with living together before getting married. Then you say that you have two reasons. The first one is that it is against the Thai tradition. The second reason is that it destroys women's dignity. I think that the first main idea is too long. I suggest that you find a big word such as 'against culture'. This will tell the main idea clearly that living together before marrying is traditionally wrong. After that you explain it in detail. You have some supporting details but you still need more examples to help make the point clearer. The second main idea is 'It destroys women's dignity.' You explain that women will experience more loss than men if the relationship goes wrong. But you have not talked about how the dignity is destroyed. So you need to explain a bit further that women will be considered bad if they become widows. Your conclusion is fine because you try to use new words for the same ideas. You have summarised the two main ideas and give a final remark. But your final remark should be more challenging. All I have said so far is just my suggestion. So you may ignore it and keep your version. (Pailin 4)

Example 2

โดยรวมแล้วอยู่ในเกณฑ์เกือบดี ไม่ใช่แค่ผ่าน แต่ก็ไม่ใช่ว่าดีเลย มาดูกันว่าเพราะอะไรถึงได้ในระดับนี้ มาดู organization ส่วน introduction ก่อน Introduction ของนายก็ดีเพราะมีการกล่าว general statement มาก่อน จากนั้นก็พูดถึง prompt ที่ได้มา เพื่อให้รู้ว่าเราจะเขียนถึงเรื่องอะไร แล้วก็มากล่าวว่า thesis statement คืออะไร บอกชัดเจน มาส่วนของ body ก็มี main idea ที่เราคิดว่าใหญ่เกินไปนิด จนทำให้ สนับสนุนเหตุผลที่ไม่ครอบคลุม main idea ที่นายยก คำสองคำนี้มานะ เราคิดว่าน่าจะเอามันไปเป็น main idea ได้เลย เอาอันนี้เป็น main idea ที่หนึ่ง อันนี้เป็นที่สอง ที่เขียนมามันยังไม่สามารถอธิบาย main idea ได้ทั้งสอง paragraph ตรงสรุป นายก็ทำตามขั้นตอนนายกล่าวถึง thesis statement นายสรุป main idea อีกครั้งแล้วก็กล่าวทิ้งท้ายโดยถามคนอ่านว่า จากที่อ่านไปคิดอย่างไร ส่วนคุณภาพของเนื้อหาเราค่อยมาดูกันอีกทีว่ามันเป็นอย่างไรบ้าง ตอนนี่พูดเรื่องคุณภาพของการเขียนตามโครงสร้างก่อน

As a whole the writing is rated fair. Why? Let's look at the organization first. The introduction is fine. You have general statement and then you state the prompt followed by the thesis statement. In the body paragraph, you have main idea which I think is too broad and you can't cover all the detail within that main idea. I can see some interesting points in the detail which you can use as the main idea. Here you can use this point as the first main idea and this one as the second. As I said the detail that you have given don't cover all the points because your main ideas are too big. In the conclusion, you write the thesis statement, summary of the main idea, and the final remark by asking whether the reads agree with you or not. Let's look at the quality of the content later. For now I want to look at the quality based on the structure first. (Sudarat 3)

The student in the first example showed through her talk how clearly she knew the writing pattern of the text type. Not only was she able to explain to her peer how each element should be put together she also told her friend how she would evaluate whether the writer was able to appropriately employ the elements. The student in the second example also evaluated her friend's writing quality based primarily on the organization of the

argumentative elements then on the content. This type of talk was found more frequently in the later meetings than in the beginning.

7.1.1.6 Evaluating peers' writing quality

The givers' use of language that demonstrates self-regulation can also be evident when the students evaluated their peers' writing quality. The following examples illustrate how they used the language.

Example 1

ถ้าพูดรวมๆก็คือมันดีในแง่ที่ว่าหวานรู้ว่าองค์ประกอบการเขียน essay แบบนี้มีอะไรบ้างและหวานก็พยายามเขียนให้ครบองค์ประกอบที่จำเป็นได้ ส่วนในแง่เนื้อหาที่ว่ามันดีแล้วว่ามันมีปัญหาอะไรบ้างและต้องแก้ยังไง ในแง่ภาษาปัญหาที่คือเราเปิด dictionary เอาคำศัพท์มาเรียงแต่มันเรียงกันแบบภาษาไทย หวานก็ต้องไปศึกษา grammar เพิ่มเติมว่าคำที่ใช้มันใช้แบบไหน วางตำแหน่งอย่างไร

The good thing about your writing is that you know what an essay should have in terms of the organization. In terms of the content, I have already commented and told you what you should revise. In terms of language use and grammar, I can see that you find words from dictionary and put them together without realising that you need to make them fit grammar rules. To be precise, you write according to Thai grammar. So you need to study more about the English grammar. (Tiger 4)

The first example shows that the giver possessed a clear concept of how to look at an argumentative text. He evaluated the text quality based on the organization first. Then he told his friend that he would look at the content and the use of language in the later stage of the talk. Being able to evaluate, the reader needed a clear understanding of the writing convention, the ability to judge the content as well as the knowledge about grammatical points that he had found in the text.

Example 2

งานเขียนชิ้นนี้สำหรับเรา เราให้ 3/4 เหตุที่ได้แบบนี้เพราะอ่านองค์ประกอบโดยรวมในส่วน organization มีองค์ประกอบครบถ้วน ในช่วง introduction อธิบายได้ดี แต่ยังไม่กว้างพอ แต่ก็สามารถบอก thesis statement ได้ชัดเจน สรุปภาพรวมของ introduction อยู่ในเกณฑ์ที่ดีแล้วก็ในส่วนของ body ก็มี main idea ที่ชัดเจน แต่ยังไม่ให้ detail ที่ไม่ลึกเพียงพอ คือรายละเอียดมันยังไม่โน้มน้าว ผู้อ่านนะ การอธิบายที่อธิบายได้ชัด แต่มันยังไม่ลึกพอในส่วน main idea ที่สอง ก็เช่นกัน มีความชัดเจน บอกผู้อ่านได้ว่าแอมต้องการสื่ออะไร แต่ว่าก็เหมือนกับ main idea แรกคือยังไม่สามารถอธิบายให้คมลึกได้พอที่จะโน้มน้าวผู้อ่านได้มากนัก มีการใช้คำเชื่อม เชื่อมระหว่างเหตุผลได้ดี เราชอบ นี่ตรงนี้ further more นอกจากนี้ ก็เหมือนว่านอกจากอันแรกแล้ว ก็ยังมีอีกเหตุผลหนึ่งคือ.. นี่เป็นการเชื่อมระหว่างเหตุผลได้ดีมาก ส่วน conclusion อันนี้ไม่มีอะไรดี มันสั้นแล้วก็แอมสามารถเอา main idea ทั้งสองมา support มันครบถ้วนในองค์ประกอบนะ เพียงแต่มันสั้นเท่านั้นเอง การนำ thesis statement กลับมากล่าวใหม่ ทำได้ดี

I will give you 3 out of 4 for this essay. That is because the writing has all essential parts. The introduction is good. You are able to state clearly the thesis statement. In the body, you have clear main ideas even though you still need more details. Your explanation of the main idea is clear but it lacks depth. The second main idea is also clear but the detail needs to be more insightful. You use conjunctions to connect the contents well like further more. In the conclusion, you have all the elements that are essential for the part. You can restate the thesis statement well and use the two main idea to support it well too. (Manchu 3)

Similar to the first example, the giver has shown the ability to evaluate the text quality based firstly on the organization of the writing elements within each stage of the writing.

She also judged the quality of the content along with the comment on organization. Being able to perform such evaluation, the student must have possessed a degree of self-confidence and knowledge of the genre. This use of language to judge the writing quality was more frequently found in the peer feedback meeting of the later stage.

7.1.2 Self-regulated behaviours as feedback receiver

The interaction between the feedback giver and receiver revealed some dominant characteristics that can be classified into five groups. The first group was the utterances where the receiver expressed their knowledge of the argumentative writing. The second group was the utterances when the feedback receiver corrected their peers' mistakes during the interactions. The third category demonstrates utterances the receivers used to clarify their essay content or their thoughts. The next category includes the talk when the receiver evaluated their own writing. And the last group includes utterances when the receivers provided detailed explanations to points raised by the givers.

7.1.2.1 Exhibiting knowledge of the genre

The evidence that indicates the feedback receivers' growth in self-regulation can be seen as they exhibited their knowledge of the writing convention in several characteristics of conversation.

Firstly, there were cases where receivers took over the talk from the givers and filled the rest of the information about the writing convention by themselves. They did not wait for the giver to finish talking when they interrupted their peers and fulfilled the rest of the message. This ability to anticipate the rest of the information and take over the talk demonstrates the students having good understanding about the genre and a high degree of self-confidence. The following examples taken from the video transcription are provided to illustrate how the interaction looked like. In some occasions it is necessary to include the giver's utterances in the bracket.

Example 1

(เรื่อง introduction มีการเขียนได้ตามหลักของการเขียนส่วนนำ คือ) เขียนจาก general to specific คือเริ่มจากประเด็นกว้างที่เกี่ยวกับ topic เพื่อโยงแคบเข้ามาหา topic นั้นและแคบลงไปถึง thesis statement

(You write the introduction that is in accordant with the convention which is...) writing from general to specific then mention the topic and the thesis statement. (Titty 4)

Example 2

(การพูดถึง topic แกมมีการ...ยังงัยอะ?? ในการพูดถึง topic อะ??) อ้อ..ในส่วน introduction ก็จะมี thesis statement ที่ชัดเจน ที่เราเลือกคือไม่เห็นด้วย แล้วก็มีเหตุผล

(When you mention the topic you ...How do it put it?!!) Ahh!! In the introduction, you must have a clear thesis statement (Pailin 3)

The above example shows that the receiver was able to anticipate and fulfil the rest of the giver's information. She knew that the giver was about to explain the structure of the introductory paragraph. Instead of waiting for the giver to finish the talk, the receiver broke in and gave the details herself. This shows that she was confident of her knowledge and was willing to let her partner know about it.

The takeover also happened in situations where the receivers realised that their givers were reluctant or uncertain. In the second example, the receiver helped her partner who was not sure how to get the idea across. The receiver knew what the giver wanted to say and that her giver was struggling. She, thus, took over the talk and explained the elements required in the introductory paragraph. The student's action indicates two things. One is the self-confidence to take part in the interaction and the other is that the student had good understanding of the writing pattern.

Secondly, there were cases when the receiver showed more confidence than the giver. As they were talking, the receiver occasionally reminded the giver to comment on areas that were not covered by the giver.

Example 3

แล้วส่วนที่สำคัญอีกส่วนหนึ่งล่ะ ที่เป็น อะไรนะ... ส่วนทิ้งท้าย final remark อะ

What about another important element: the final remark? (Mean 3)

Example 4

(คืออันนี้คิดไว้แล้ว thesis statement) เอา general statement ก่อนซี

(Let's look at the thesis statement?) Shall we talk about the general statement first? (Mean 4)

In example 3, the receiver asked the giver to give a comment on the closing part of the essay as she realized that her friend appeared to miss it. This indicates the receiver's knowledge of the genre as she was anticipating the giver to comment on this particular area of the text. However, the giver did not appear to do so. She, therefore, asked the question to remind her partner of the missing bit. This student did similar thing again in example 4. As she realised that the giver was not giving comment on the part she was expecting. She decided to remind the giver that he should comment on the general information before talking about the thesis statement. This can be an evidence indicating the receiver's knowledge of the writing convention.

Thirdly, there are cases when the receiver talked in detail about the organization of the essay and the elements within each particular parts.

Example 5

อย่างแรกคือต้องเลือก topic ที่เราอยากเขียนก่อน อาจารย์ให้มาหลาย topic เพราะต้องการให้เราเลือกที่เราถนัด เพราะถ้าเรื่องที่เรไม่ชอบเขียนเราก็จะไม่มีข้อมูล และคิดไม่ออก พอเลือกหัวข้อที่จะเขียนได้แล้ว เราก็ต้องตัดสินใจว่าเราเห็นด้วยกับมันมั๊ย หรือเราจะเลือกอะไรถ้าต้องเลือกระหว่างสองอย่างจากนั้นก็คิดถึงเหตุผลใหญ่ที่เป็น main idea หรือประเด็นหลักๆ ที่เราเห็นด้วย จะเอาอะไรมาสนับสนุนในรายละเอียด เสร็จแล้วก็ต้องสรุปเหตุผลหลักๆนั้นด้วยในตอนท้ายของ paragraph สุดท้ายก็เขียนส่วน conclusion โดยส่วนนี้ต้องทำให้ผู้อ่านรู้ว่าเราพูดอะไรมาตั้งแต่ต้น จนถึงตรงนี้ แต่เราก็เอาแค่ที่สำคัญๆ คือ กล่าวถึง topic ของเรา แล้วก็บอก thesis statement ของเรา แล้วก็สรุป main idea ที่เป็นเหตุผลหลักๆ มา แต่เราควรสรุปโดยใช้คำพูดที่แตกต่างจากเดิม และมี final remark ที่สำคัญอีกอย่างเราต้องใช้ cohesion ให้ดี เพื่องานจะได้ สละสลวย มีเอกภาพ แต่เราก็ยังมีปัญหาว่าเราจะทำอย่างไรให้งานเราดีกว่าเดิมให้ได้ แต่เราก็รู้แนวทางว่ามันต้องเขียนแบบนี้ ต้องใช้ cohesion ที่ดี หลากหลาย แต่มันต้องใช้เวลา ที่เราเขียนมากก็ยังไม่ดีนะ อย่างพอเราเขียนเหตุผลแรกเสร็จจะเข้าเหตุผลที่สอง เรารู้ว่าเราควรต้องเชื่อมโยงมันเข้าด้วยกัน แต่เรายังทำไม่ได้ แล้วก็ในงานนี้ เหตุผลที่สอง เราที่ตั้งใจว่าจะแตกออกเป็นเหตุผลย่อยๆ อีก แต่เวลามันไม่ทัน เลยเขียนไม่ค่อยชัดเจนเท่าไร แล้วตอนท้ายก็ต้องมีการสรุปเหตุผลด้วย เราเริ่มแต่เรายังคิดไม่ออก เลยเขียนได้ไม่ดี คิดว่าก่อนจะเขียนงาน เราก็ต้องเลือกหัวข้อ แล้วก็ มี thesis statement ที่ชัดเจน มี main body หลักๆ และก็ มี conclusion ที่ชัดเจน และคงความเดิมไว้ ไม่แตกประเด็นออกไปเป็นอย่างอื่นอีก เพราะมันจะออกนอกกรอบ thesis statement และ main idea ของเรา

Firstly, I choose the topic that I want to write about. It should be the one that you have some knowledge about so you can have things to write. After that I decide on the thesis statement: whether or not I agree with the statement or whether to choose one over the other. Then I think of main ideas and supporting detail. In the conclusion, I restate the thesis statement but I don't use the same sentence I have to paraphrase it. Next I put the main ideas after it. The main ideas have to be paraphrase as well. At the last stage I write a final remark. One important thing is I have to try to use cohesion to tie the content together. (Paillin 3)

In the above example, the giver asked a question about the thesis statement. To answer the question, the receiver talked in detail about the organisation of the essay in order to show how she came to the thesis statement.

Fourthly, students showed the knowledge of the genre when they evaluated and correct their own writing during taking a role as a receiver.

Example 6

(จุดอ่อนของแกก็คือ ในส่วนของบอดี มันมีเหตุผลน้อยไป เหตุผลที่ยกมาเขียนไม่ชัดเจน มันไม่มี main idea มันก็เลยเหมือนเป็นการเขียนไปเรื่อยๆ มันไม่สามารถควบคุมเนื้อหาได้) เหตุที่เลือกที่จะเขียนบรรยายแบบนี้ เพราะ prompt เขากถามว่าจะเลือกอะไรระหว่างสองอย่าง เมื่อเลือกแล้ว ก็บรรยายไปเรื่อยๆ ไม่ได้ ยกเหตุผลหลักที่เลือกเพราะ อันนี้ อันนั้นะ เราเขียนบรรยายโดยรวมไปเลย แต่ก็รู้ว่ามันผิดวิธีนะ เราต้องตั้ง main idea แล้วก็ตามด้วย supporting detail.

(The weak point is that you haven't got clear main idea and enough supporting detail. It looks like to write without any control of the idea.) The reason I don't have main idea is because the prompt says to choose between security and freedom. After I made my choice, I wrote on without main idea. I know this is not the right way to write this kind of essay. I should have stated the main idea and then gave supporting details. (Supat 3)

In the example above, the student accepted that the way she presented the information was not proper according to the pattern. After that, she corrected herself by telling the giver a proper way of presenting the body paragraph.

7.1.2.2 Recasting peers' mistakes

Another interactional behaviour that indicates the students' self-regulation when they took a role of feedback receiver is that the students made recasts on mistakes made by the giver. The examples of responses to incorrect comments are listed below.

Example 1

(ส่วนเหตุผลที่สอง เราอ่านแล้วงงนิดนึง คำนี้มันเป็น adv เนาะและมันน่าจะอยู่หน้า verb) อันที่จริง adverb ก้อยู่หลัง verb ได้ไม่ใช่หรือ adj เราถึงจะวางมันหน้า noun

(This word is adv. And it should be in front of the verb.) Actually, can an adv. be put after the verb? An adj. is put in front of a noun. (Sudarat 2)

Example 2

(ข้อเสียงานคือ มันไม่มี body มันไม่มีเหตุผล main idea) มี body แต่ไม่มี main idea รีเปล่า

(The weak point is the it doesn't have body and main idea.) It does have main body but it doesn't have main idea, you should say. (Supat 3)

The first example shows the receiver's confidence to correct the giver's mistake on a grammar point. She tried to make her disagreement softer by expressing it in a question form. By doing this, the receiver was able to avoid the possibility of embarrassing the giver and keep the atmosphere warm and friendly. In the second example, instead of correcting the giver error directly, the giver indirectly corrected the giver mistake by expressing it in a question form expecting the giver to reconsider her comment. Doing that can decrease disappointment that the giver might feel.

7.1.2.3 Clarifying text contents

The students showed self-regulated behaviour while being a receiver as they tried to make their thoughts clear to the giver. Here are the interactions where the receivers gave detailed explanations to their ideas.

Example 1

(ตอนแรกไม่รู้ว่าเราเข้าใจผิดรีเปล่าที่บอกว่าควรเอา main idea มาใส่ไว้ใน introduction หลัง thesis statement ตกลงมันไม่จำเป็นใช่มั้ย) ไม่จำเป็น แต่เกริ่นและบอกให้เห็นชัดเจนว่าเราอยู่ฝ่ายไหน แล้วส่วนเหตุผลเราก็ค่อยไปอธิบายในส่วนเนื้อหาเอา แต่เราอาจให้บ้ายบอกทางก็ได้

(I am not sure whether I misunderstood when I said that you should put main idea after the thesis statement. It is not necessary, is it?) Yes, you just state your thesis statement clearly. The reason for that is explained in the body. You may put some signal about your reason after the thesis though. (Sukanya 1)

Example 2

(ต้องเพิ่ม องค์ประกอบใน introduction ให้ได้มากกว่านี้นะคะ) ใช่เรารู้ว่ามันแคบไป แต่ถ้าเรามีเวลาไม่มาก เราคิดว่าเราสามารถพูดตรง prompt ได้เลยโดยไม่ต้องมี general statement ก็ได้ค่ะ

(You should have more elements in your introduction.) I know that I begin the paragraph without much general statement. But we don't have much time to write the whole essay. So I decide to go straight to the topic. (Kate 2)

In the first example, the receiver showed her self-assurance as she justified her organization of the introductory paragraph. In this case, the giver wanted the writer to add main reasons after the thesis statement. The writer, however, insisted that this element was not necessary as she would explain in detail in the body paragraph. She also added that the paragraph could contain signals to guide the reader after the thesis statement was stated. The second example shows also that the writer was certain that her text was written appropriately. In this case, the giver suggested that the writer give more general information before moving to the thesis statement. The writer, however, gave the reason why she did not provide much general information saying that this part could be omitted if the writer did not have much time to write. The receivers' ability to clarify and justify their text content is another indication of how they have grown into more self-assurance learners.

7.1.2.4 Evaluating own writing

As feedback receiver, the students showed self-regulated behaviour as they evaluated their own writing. The examples below illustrate how the students did so.

Example 1

(คำถามที่อยากถามเอคือ ถ้าได้เขียนงานชิ้นนี้อีกครั้งหนึ่งคิดว่าจะเขียนได้ดีขึ้นมั๊ย) คือถ้า ได้เขียนเพิ่มก็จะหาแหล่งข้อมูลมาสนับสนุนเหตุผลให้มากขึ้น เพราะเชื่อว่าเหตุผลสองข้อที่ได้ให้ไปมันค่อนข้างดีแล้ว แล้วก็เอา comment ที่แอมบอกไปเราก็สามารถที่จะเอามาปรับในการเขียนได้ และจะทำให้เขียนได้ดีกว่าเดิมได้

(If you have to write this topic again do you think you can do better?) Next time I will use more reliable source of information to support my argument. I think the main ideas are good enough. But I need to find good supporting details. The other thing is I will use the comment you give me to improve my writing. (Pornka 1)

Example 2

พอเรามานั่งดูอีกที เราคิดว่าสอง main idea เนี่ยมันน่าจะอยู่ด้วยกันนะ??

When I looked back again I think I should combine these two reason and make it one.
(Nattawa 3)

In the first example, the receiver was able to judge that her main ideas were effective enough. However, she realised that she needed to provide more supporting details to make her claim more solid. The second example also shows how the receiver evaluated her content as well as how she would do to improve the paragraph. This kind of utterance can be found in several occasions during the feedback interactions.

7.1.2.5 Providing detailed responses to points and questions

Another self-regulated behaviour the students showed during feedback receiving is that they were able to give detailed explanations of points or questions raised by the givers. The examples below show how the student did so.

Example 1

อย่างแรกก็ต้องเลือก topic ที่เราอยากเขียนก่อน อาจารย์ให้มาหลาย topic เพราะต้องการให้เราเลือกที่เราถนัด เพราะถ้าเรื่องที่เราไม่อยากเขียนเราก็จะไม่มีข้อมูล และคิดไม่ออก พอเลือกหัวข้อที่จะเขียนได้แล้ว เราก็ต้องตัดสินใจว่าเราเห็นด้วยกับมันมั้ย หรือเราจะเลือกอะไรถ้าต้องเลือกระหว่างสองอย่าง จากนั้นก็ต้องมาคิดเหตุผลใหญ่ที่เป็น main idea หรือประเด็นหลักๆ ที่เราเห็นด้วย จะเอาอะไรมาสนับสนุนในรายละเอียด เสร็จแล้วก็ต้องสรุปเหตุผลหลักๆ นั้นด้วยในตอนท้ายของ paragraph สุดท้ายก็เขียนส่วน conclusion โดยส่วนนี้ต้องทำให้ผู้อ่านรู้ว่าเราพูดอะไรมาตั้งแต่ต้น จนถึงตรงนี้ แต่เราก็เอาแค่ที่สำคัญๆ คือ กล่าวถึง topic ของเรา แล้วก็บอก thesis statement ของเรา แล้วก็สรุป main idea ที่เป็นเหตุผลหลักๆ มา แต่เราควรสรุปโดยใช้คำพูดที่แตกต่างจากเดิม และมี final remark ที่สำคัญอีกอย่างเราต้องใช้ cohesion ให้ดี เพื่องานจะได้ สละสลวย มีเอกภาพ แต่เราก็ยังมีปัญหาว่าเราจะทำอะไรให้งานเราดีกว่าเดิมให้ได้ แต่เราก็รู้แนวทางว่ามันต้องเขียนแบบนี้ ต้องใช้ cohesion ที่ดี หลากหลาย แต่มันต้องใช้เวลา ที่เราเขียนมากก็ยังไม่ดีนะ อย่างพอเราเขียนเหตุผลแรกเสร็จจะเข้าเหตุผลที่สอง เราคิดว่าเราควรต้องเชื่อมโยงมันเข้าด้วยกัน แต่เราทำไม่ได้ แล้วก็ในงานนี้ เหตุผลที่สอง เราก็ตั้งใจว่าจะแตกออกเป็นเหตุผลย่อยๆ อีก แต่เวลามันไม่ทัน เลยเขียนไม่ค่อยชัดเจนเท่าไร แล้วตอนท้ายก็ต้องมีการสรุปเหตุผลด้วย เรารู้แหละแต่เราขี้คิดไม่ออก เลยเขียนได้ไม่ดี คิดว่าก่อนจะเขียนงาน เราก็ต้องเลือกหัวข้อ แล้วก็ทำ thesis statement ที่ชัดเจน มี main body หลักๆ แล้วก็ conclusion ที่ชัดเจน และคงความเดิมไว้ ไม่แตกประเด็นออกไปเป็นอย่างอื่นอีก เพราะมันจะออกนอกกรอบ thesis statement และ main idea ของเรา

Firstly, I choose the topic that I want to write about. It should be the one that you have some knowledge about so you can have things to write. After that I decide on the thesis statement: whether or not I agree with the statement or whether to choose one over the other. Then I think of main ideas and supporting detail. In the conclusion, I restate the thesis statement but I don't use the same sentence I have to paraphrase it. Next I put the main ideas after it. The main ideas have to be paraphrase as well. At the last stage I write a final remark. One important thing is I have to try to use cohesion to tie the content together. (Pailin 3)

In this example, the receiver was asked to give more explanations of how she organized her writing. She was able to give detailed explanations of the point the giver had pointed out. She firstly, explained the structure of the essay and how to write each part. This shows her willingness to share her knowledge about the writing with her friend which also indicates the receiver's self-confidence and knowledge of the writing convention.

Example 2

(แล้วเวลาเขียนเรียบเรียงลงมาตามลำดับ มีวิธีการอย่างไรบ้าง) เราก็เขียน general statement ให้ง่าย แล้วก็ค่อยแคบลงมาจนถึง prompt แล้วก็บอก thesis statement แล้วก็เริ่ม main idea ของย่อหน้าแรกของ body และเราพยายามยก ตัวอย่าง เสร็จแล้วเราจะเริ่มเหตุผลที่สอง เราก็จะเขียนต้นย่อหน้าที่มีการกล่าวถึงเหตุผลแรกก่อนแล้วโยงเข้ากับเหตุผลที่สอง โดยใช้ transition ช่วย จากนั้นก็อธิบาย ในรายละเอียด แล้วก็สรุปเหตุผลที่สองในตอนท้ายย่อหน้า จากนั้นก็เขียน ย่อหน้าสุดท้าย คือ conclusion ของทั้งหมด

(How do you organize your contents?) I start with general statement. Then narrow the idea down to the topic and to the thesis statement. Then write the main ideas of the body paragraphs followed by supporting details. Before I start the next reason, I restate the previous main idea and link it to the next main idea. I also conclude each main idea at the end of each body paragraph. The last part is conclusion. (Mean 4)

This student was asked to explain how she organized the essay. In response to the request, she gave a brief summary of how she structured the text starting from the first

part to the conclusion. This evidence shows the students' ability to talk about her writing with confidence. The short summary she gave about the essay structure is also appropriate since this talk is the final peer feedback interaction where the student expected her partner to already have sufficient knowledge about the writing pattern. The action also indicates the student's good control of her response as she decided to give short response to the issue instead of giving a long explanation as she used to do in her previous interaction when she discussed the same issue.

7.1.3 Other-regulated behaviour as feedback giver

Other regulation behaviours were found in the form of asking for confirmation, correction, and as well as asking for advices and explanation.

7.1.3.1 Asking for confirmation

The students' lack of confidence as feedback giver was not frequently found in the student meeting. There are a few occasions where the students' use of language that can be viewed as other regulated behaviour. The following excerpts of interaction are the examples where the givers were not convinced whether or not their comments were correct.

Example 1

ถ้าเราผิดสักก็แย้งมาได้เลยนะ จริงๆ

If you think I was wrong, you can correct me. I mean it. (Sai 4)

Example 2

เราไม่แน่ใจว่าที่พูดไปเมื่อก็มันใช่รีเปล่า เราก็พูดตามที่เราเข้าใจนะ

I am not sure if the comments I just said was correct. I commented following my understanding.
(Kanjana 2)

In the first example, the giver was trying to lessen the pressure off herself by telling the receiver that she should express her objection at any time she felt the comment was not correct. This behaviour of language use can illustrate the student's lack of self-confidence. Similarly, the student in example two showed her uncertainty by telling the partner that she was not sure if the comment was correct. The receiver was able to infer, from the way the giver talked, that she needed to say something about that comment.

7.1.3.2 Asking for advices, explanation, and opinion

There were several cases where the students felt that they needed help from the receiver instead of giving helps. To achieve the purpose, they asked the writer to give advice,

explanation, or opinion. The following excerpts showed how the students behaved that way.

Example 1

แต่จุดอ่อนของเราจริงๆเลยคือการใช้ cohesion เวลาอ่านงานตัวเองแล้วมันเหมือนว่ามันไม่เป็นเนื้อเดียวกัน คำซ้ำก็เยอะจำเจ แล้วก็ตัดคำไม่เป็น ที่มันเป็นเทคนิค ellipsis เราก็พยายามไปอ่านนะว่ามันทำไ้ได้บ้างแต่พอมาเขียนก็ยังไม่ได้เหมือนเดิม โอ้แนะนำเราตรงนี้ได้มั๊ย?

My weakness is the use of cohesion. When I read my own writing I feel that it is not smooth and lack unity. There are too many repetition of the same word and sometimes it looks redundant. I tried to learn about ellipsis but still can't use it well. Can you help? (Amp 4)

Example 2

จะถามข้อหนึ่งคือ มีวิธีการอย่างไรในการเขียนที่ทำให้เขียนออกมาดี ผู้อ่านอยากติดตาม

What is your tip for writing good and convincing argumentative? (Pailin 2)

In the first example, the giver let the receiver know that she was not confident about how to use cohesion. Instead of comment on the topic, she decided to ask from the receiver suggestions. The student in the second example, however, wanted to learn from her friend about the techniques for making the text have more persuasive power. Thus, she gave the role of giver to her friend.

7.1.4 Other-regulated behaviour as feedback receiver

In the peer feedback meetings, throughout the study, other regulated behaviours were found less than self-regulation behaviours. In addition, these utterances were found more when the students took a role as receivers than when they were givers.

7.1.4.1 Showing agreement with comments

One Other regulated behaviour can be seen as the students accepted the givers' comments with little intention to doubt the usefulness of the feedback given to them. The examples below showed how the students reacted to comments during the interaction.

Example 1

(สรุปคือ องค์ประกอบการเขียนครบถ้วน อ่านเข้าใจ แต่เข้าใจตามภาษาของเรานะ ถ้าชาวต่างชาติหรือคนอื่นอ่านอาจไม่เข้าใจ เพราะแกรมม่ายังไม่เป๊ะเท่าไร เหตุผลที่หนึ่งมันแคบเกินไป เหตุผลที่สองใช้ไ้ได้ แต่ถ้าให้เหตุผลมากกว่านี้ก็ดีขึ้นเธอเปิดประเด็นได้โอเค) เออใช่ มันไม่โอเคเลยล่ะพูดตามตรง

(As a whole you have all the stages included in your essay. I can understand it because I am Thai. If the reader is a foreigner s/he might not understand it because the grammar is not accurate. The first reason is too specific and the second reason is fine but needs more explanation. The way you raise the point is just fine.) Yes, it is not really good. (Sai 1)

In this example, the giver explained to the receiver about her grammar and the quality of the main ideas. Although the giver did not give her suggestions to how to improve the

essay, the receiver did not appear to take it seriously and appeared to agree with the comment straight away.

Example 2

(Introduction เราจะเขียนว่า “ในปัจจุบันสังคมไทยเปลี่ยนแปลงไปมาก โดยเฉพาะในเรื่องการศึกษา มีการแข่งขันสูง.....การจัดการศึกษา การเรียนการสอนครูมีการให้ นร. ทำงานทั้งเป็นกลุ่ม และทำคนเดียว..” เสร็จแล้วแอมก็เอาของแอมมาจากตรงนั้นมันก็จะทำให้เนื้อหามันกว้างขึ้น) เออดี ๆ

(For the introduction, you can write 'In the present, Thai society is changing rapidly and a lot especially in education. There is a tough competition among students. In class, teachers give students assignments by having them work in groups and sometimes alone.' After that you put your bit here which will make the introduction broader.) Ohh..Good good. (Amp 2)

The receiver in this example showed that she was happy with the suggestion from her friend and agree to use it. This kind of behaviour indicates that the receiver was rely on the giver rather than taking it into account and decided.

7.1.4.2 Asking for opinions

There were cases where the students showed their uncertainty to particular parts of their text. In seeking for help, they asked the giver for opinion towards the points. The interactions below are the examples of Other-regulated behaviour of this characteristic.

Example 1

แล้วก็อยากถามแอนเรื่อง grammar ของเรา ในความคิดเรานะเราว่ามันแยอะ มันเป็นไงมั่ง?

How was the grammar? I think it's quite bad. What do you think? (Amp 2)

Example 2

เราก็ต้องถามแก้วว่าแกอ่านแล้วมันโน้มน้าวได้มัย??

Is it convincing enough? (Forme 4)

In the first example, the student was not confident about her grammatical accuracy. She, therefore asked her partner about her concern. The student in the second example was not certain if the argument she presented was able to persuade the reader. She therefore asked for help from her giver. The students' use of language of this characteristic demonstrates their dependence on their peers' helps.

7.1.4.3 Asking for advice and explanations

The behaviour of Other-regulation was also evident where the students requested advice or explanation on particular point of the text. The sample interactions below are the evidence of the behaviour of this characteristic.

Example 1

มันไม่กว้างเท่าไร เราต้องทำอย่างไร?

How do I explain it to make it (the main idea) broader? (Arnon 1)

Example 2

แล้วเราต้องอ้างอิงงานวิจัยหรือบทความอย่างไรอะ?

How do I refer to sources like research and articles? (Supa 4)

In the first example, the student needed help with his main idea which was too narrow according to the giver. He appeared to rely on the giver rather than trying to discuss the solution with the partner as he asked directly for advice. The use of language when the student in example 2 used when she asked for advice is similar to the previous examples. One interesting thing that emerges from this utterance is that the student seemed to ask for help about how to make her argument more solid by citing research articles. This suggests that she emphasised on details of her content rather than basic structure or grammar. In addition, this utterance was found in the final meeting. The student's emphasis on more detailed issues could be an indication that the student has had satisfying knowledge argumentative writing. In the later stage of the course the advice the receivers asked for was more content related than structure related.

7.1.4.4 Asking for confirmation

There were occasions where the students showed the uncertainty about particular parts of their text or about whether or not their understanding of comments was correct. As a result, they asked for confirmation from their feedback giver. The following excerpts of interaction are the examples of Other-regulated behaviour of this characteristic.

Example 1

อ้อ คือเราไม่ได้ให้เหตุผลที่ใหญ่มาเขียน แต่เอาเหตุผลเล็กมาใส่ ใช่ไหม เลยทำให้มันแคบไปใช่ไหม

I don't have the main reason and only have details. Is that what you are saying? (Sai 1)

Example 2

ก็คือ body เราจะดีขึ้นถ้าเราเปรียบเทียบให้เห็นข้อดีของเรา และข้อเสียของฝั่งเขา ใช่มั๊ย

So you mean my body will be better if I can compare between the two sides: what good point our side has and what bad things the other side has. (Sai 4)

There are occasions where the students asked for confirmation for their understanding of the comments given to them. However, in the later stage of the study the focus of the question has changed. In the first example, the student needed confirmation to the comment about text organization. However, in the later meeting the interaction shows that the focus changed from organization to content. As the second example shows, the receiver asked whether the giver wanted her to do compare and contrast between the two sides. This can indicate that the student has made development in her search for help from general organization to details of the content.

7.1.5 Object-regulated behaviour as feedback giver

As feedback givers, not a lot of OBR behaviours were found. The evidence includes the giver's asking unrelated questions.

Example 1

(สมมติว่ากลุ่มนี้บังเอิญถูกอาจารย์จับรวมเป็นทีมเดียวกันแต่บังเอิญไม่ถูกกันจะทำงานกันได้ไง) นี่เป็นเรื่องงานแล้วมันไม่ใช่เรื่องกีฬาแล้ว ทำยังไงໄໝ້ยย?? ก็คิดว่าน่าต้องคิดแยกแยะให้ได้นะว่าจะอะไรเป็นเรื่องส่วนตัวอะไรเป็นเรื่องทีม ต้องคิดถึงทีมก่อน ส่วนอดีตเป็นเรื่องส่วนตัว ก็ต้องแยกแยะให้ได้

(What if the team members don't like each other or have conflict before?) This is not about sports; it is about working. I think they have to be able to separate between personal and team matters. They should think of the team first and their personal matters last. (Kassie 2)

This student did different when she turned to Object-regulated behaviour. Instead of talking in detail about the topic like the two students above, she asked the giver questions that were not related to any of her main ideas or points she included in her essay. Her giver seemed to notice this as she tried to interrupt her by saying 'This is not about sports; it is about working' in attempt to get back to the point at hand.

7.1.6 Object-regulated behaviour as feedback receiver

As feedback receivers, the participants' behaviours which showed that they seemed to go off the topic include talking about their concerns of grammar weakness, time allowed for writing, and opinions towards the topic which were not mentioned in the essay at hand.

7.1.6.1 Talking about their concerns of grammar weakness

The Object regulated behaviour can be seen when the students acting as receiver tried to avoid talking about the issue within their text. They appeared to talk their giver into unrelated points.

Example 1

(ตั้งนั้นเหตุผลที่หนึ่ง มันควรต้องกว้างขึ้น) คือแบบ เราไม่ได้เรียน แกรมม่าด้วยใจ แก้วว่าเราจะได้เรียนแกรมม่าเยอะ ๆ กว่านี้มัยที่ผ่าน ๆ มาเราว่าเราไม่ค่อยได้เรียนแบบเข้ม ๆ เลยอะ

(So, the first reason should be bigger.) I have never studied grammar. (Sai 1)

Being commented on her problem about a particular main idea of the body paragraph, this student tried to find an excuse by saying that she had not studied grammar. Then she seemed to try to draw her friend away from the point by asking her friend's opinion towards learning more intensive grammar courses.

Example 2

(เรื่องจุด full stop ถ้ามีจุดแล้วก็ต้องขึ้นต้นด้วยตัวใหญ่ ໄໝ້ยย) เออใช่ เค้ามองข้ามม่งายๆ ไป คือตอนนั้นเค้าเขียนเป็นภาษาไทยก่อน แล้วเขียนเป็นอังกฤษ แต่ เค้าเขียนอังกฤษไม่ค่อยได้ ก็เลยเขียนได้นิดเดียว เค้าคิดว่าเค้าไม่ค่อยเท่าไรหะ คืองมมากเรื่องแกรมม่า

I wrote in Thai first but when I wanted to write in English I could not do it. I was struggling with grammar. (Sai 1)

Example 3

คือจะบอกว่าเรื่องแกรมม่า เราอะ อ่อนมาก การใช้คำ แล้วก็ คือ แบบ ไรอะ...เคาเปิด dictionary แล้วเอาคำมาใช้ โดยที่ไม่รู้แกรมม่า

My grammar is so poor. So I put words together without realising that it is grammatically incorrect. (Sai 1)

This student did similar thing again when she was commented on a point of grammar. Instead of asking for advice or solution to the problem, she talked about how she planned her writing and how poor she thought her grammar was.

7.1.6.2 Time allowed for writing

There were times where the students talked off the points at hand by mentioning that they did not have enough time to finish their writing. This behaviour of Object-regulation was used in some occasions in the interaction. The examples are shown below.

Example 1

มันมีเรื่องเวลามากกำหนดด้วยนี่ซีมันเลยต้องรีบ

Because we have to write within time limit, we have to rush. (Titty 1)

Example 2

เราก็คิดไว้นะเหตุผลที่สามแต่เวลามันไม่พอ

I planned to write the third reason but I didn't have enough time. (Kotcha 1)

7.1.6.3 Expressing opinions towards the irrelevant topics

Object regulation behaviour can also be found where the students talked about the topic at hand. However, they were likely to go beyond the point which was the focus of the talk.

Example 1

คิดว่าชุดนักเรียนดีที่สุด เรื่อยตรงไหนใครก็รู้ว่าเป็นนักเรียน เหมือนตำรวจที่เวลาใส่ชุดแล้วก็ไม่กล้าทำอะไรไม่ดี มันเป็นสัญลักษณ์อย่างหนึ่งที่ทำให้เราเป็นเด็กเรียบร้อย มองดูแล้วเราเป็นอันหนึ่งอันเดียวกัน สวย แล้วก็ป็นสัญลักษณ์ให้ รร. นั้นได้ด้วย

I think uniform is the best. No matter where you are people know that you are a student. This is similar to that we know a person is a police officer because he always wears uniform when on duty. When we wear uniform we will think twice before doing something inappropriate. Also it looks tidy and unity in uniform. Uniform also tells which school a student goes. (Sai 1)

Example 2

ในความคิดเราเนะคิดว่าคนอื่นน่าจะเชื่อ อย่างน้อยก็ส่วนหนึ่งเห็นด้วย เพราะปัจจุบันประเทศไทย ใช้กฎให้ นร. ใส่ชุดมาเรียน คิดว่าต้องมีคนเข้าใจความรู้สึก แล้วก็ ไรอะ..เข้าใจความคิดของเราที่ควรใส่ชุด นร. มาเรียน

I am positive that there are most people who agree with me if not all that wearing uniform to school is a good rule. (Sai 1)

In the examples above, the receiver talked at length about her reason for supporting wearing school uniform. However, the content of her talk was not included in the essay.

Example 3

ในความคิดเราประเทศอื่นก็ใส่ใช้ แต่ มันเป็นเหมือน ชุด นร. แฟชั่น นะ แต่ของไทยเราไม่ใช่ และอีกอย่างนะ แต่ละครดับก็ไม่เหมือนกัน ประถมก็แบบนี้ มหาลัยก็แบบนี้ เราว่ามันน่ารักกว่าที่อื่นนะ ที่อื่นเนี่ยกระโปรงสั้นมันไม่เหมาะสม น่าเกลียด เพราะคนไทยมันเป็นเรื่องมารยาท การแต่งกายก็ต้องเรียบร้อย ใส่แล้วคนอื่นมองว่าเราเป็น นร. นะ ถ้าอย่างโรงเรียนเอกชนที่ไม่ใส่ชุด นร. คนก็อาจคิดว่าทำงานแล้ว แต่ถ้ามีชุดคนก็รู้ว่าเรายังเรียนอยู่นะ เรียนที่ไหน ชั้นอะไร บางทีเราก็มีชุดพละของ รร. คนก็รู้ว่าเราอยู่ รร. ไหน มันดี ทำให้เราสามารถแสดงสถานะ ว่าเราเรียนอยู่

In my opinion, uniform worn in other countries are fashionable unlike Thai uniform. In our country, different uniforms tell different education level and different schools. Uniforms used in other countries are not appropriate in some ways such as some are too short. But Thai uniform look neat and tidy. Uniform also allows people to be able to tell that the person who is wearing it is a student, at which level, and from which school. (Sunsa 1)

Similar to the student above, this student discussed the issue of wearing school uniform in great detail. Although the content she presented to the giver was related to the topic in general, the information was not included anywhere in her essay. She intentionally did this to draw the giver's attention away from the essay content.

7.2 Discussion of the findings

As feedback receivers, the participants have shown the growing in self-confidence throughout the four meetings with their peers. The evidence can be seen from a number of cases as they expressed their knowledge of the genre, corrected their peers' mistakes during the talks, clarified their contents, evaluated their own writing, took over the talk from the giver, and gave detailed responses to points and questions raised during the meetings.

As feedback giver, the findings have suggested that the participants have clear knowledge of the genre as they could comment in detail on the organization of argumentative writing. As the sample excerpts have indicated, the participants were able to comment on this point very clearly. They were also able to discuss with their friends the compulsory moves within each part of the writing. For example, in the introductory paragraph, the participants could comment on the compulsory move which is the thesis statement (proposition). In the body paragraph, it was clear that the participants focused their discussion on the main ideas (the claim) and supporting details (support) which are the only two compulsory moves of the body paragraph. In the conclusion paragraph the students also commented on the use of consolidation and affirmation moves.

The self-regulation can also be found in the talk when the students evaluated their friend writing quality. There were several occasions where the students judged the quality of the writing by comparing their performance to the writing patterns. As proposed by several

researchers (de Bruin et al., 2001; Harris et al., 2005) that one indication of the learners' self-regulation is that self-regulation can enhance students to effectively check and evaluate their performance and progress.

There were cases that indicated the students' self-confidence as they were willing to help their friends to solve writing problems during the peer feedback session when they took the role as a giver. The sample transcriptions which show the participants trying to help their friends with the main idea, the supporting detail, the use of language, and cohesion can be the indication of this growing of self-confident which is one of the characteristics of self-regulated. One of the characteristics of self-regulation learners is the learners' action showing leadership. This behaviour the students have shown, therefore, can be another indication of them having self-regulation especially at the very end of the study where we witnessed this type of utterance more.

The leadership and willingness to help was found also in situations during the feedback giving where the students identify the writing problems and provided solutions. This type of behaviour is another indication of self-regulated behaviour.

There were cases where the givers felt reluctant to give detail explanation as well. The participants' failure to give solutions to the problems that they found in their peers' writing, might indicate that they were not feeling comfortable to go into the detail of the problems. The hesitation to discuss grammar in detail is another point that may indicate the unwillingness to talk. These situations, therefore, can suggest that the participants has less self-assurance. This hesitation to talk in detail about specific areas of the writing can still show that the students were self-regulated since they were able to identify the problem.

In terms of other regulated as feedback receiver, the participant had showed behaviours such as agreeing to comments, asking for advice, asking for detail explanation and advice, asking for opinions, and asking for confirmation. As feedback giver, the participants did not show much of other regulated behaviours. There were utterances such as asking for opinion and advice from the receiver that can be viewed as OTR behaviour.

Regarding OBR behaviour as feedback receiver, the students tried to go away from the issue at hand by talking about their concern of grammar and cohesion. In some occasions, they made complaint to the giver about not having enough time to finish their writing. There were cases when we can see the students tried to talk about the content that was not included in their writing. The behaviour of OBR as feedback giver was quite rare. However, there were a few cases where we can see the givers asked questions that were not related to the task. These types of utterance comparing to utterances that

demonstrate self-regulation was found less frequent in the interaction. Also, it was found used more by the receivers than by the giver. This could suggest that the students expressed more self-regulated behaviours when they took the role of giver than when they were receivers. Vice versa, they showed more other and object regulation when they took the role of receiver than when they were givers.

Although the analysis has revealed that there were more utterances demonstrating the students' self-regulation than the other types, most of the comments from the givers that show their growing in this respect were limited to the pattern of writing. The students have shown that they have a high degree of understanding of writing convention of argumentative essay. Comments on the other area of namely, the content of the text, the development of the argument, and the use of language and cohesion were relatively less developed. Although the students talked more in their later meetings about how to improve the text content, the development of the argument, and the language use and cohesion their comments did not go much further in depth than the prior meetings. Most of the comments are on general concepts of how the ideas should be developed to increase the readability of the text, how to handle grammar problems, and how to use writing tools such as cohesive devices and transition signals. Only a small number of the participants have shown depth in their comments on these areas. Those who were able to do this are the students who have higher writing score comparing to the rest of the participants.

The limitation of the students' comments on these areas therefore can be said to have been affected by their language level. It is reasonable to make this link between the ability to comment on the development of the idea and the use of language to the level of language proficiency the students had as the analysis revealed that those who were able to comment in further details on these areas in their later meetings were those who could write better. This is to say that the students who wrote better text could do better at commenting on proficiency-related areas.

The findings also suggest that pairing students can have an effect on peer feedback meeting. When the students with similar language proficiency were paired, the interaction between the two looked more natural and conversation-like than when a pair where the students with different level of proficiency worked together. On the other hand, the pair with partners of different language ability looked rather passive with the party who had higher ability appeared to have more control of the interaction especially when that student took the role of giver. When a student with higher language proficiency was a receiver, the giver appeared to lack confidence and be reluctant to comment. This finding was similar to the study made by Nelson and Murphy (1992) who concluded that the weakest writer could lose confidence to share and comment while the strongest writer could gain more control over the session. The mediator could be the one who tried to

compromise. This observation is important in a way that pairing students of different ability could have an effect on the feedback quality and the student's control of self-regulation behaviour. However, as Berg (1999) indicated that students, regardless of what language proficiency level they were, have benefited from trained peer feedback both in terms of revision types and writing quality.

Chapter 8

The findings: Evidence of comment improvement and the participants' opinions

Chapter eight presents the findings regarding the participants' opinions towards the research activities. The first section provides evidence which shows the students' implementation of the teacher's feedback into their peer feedback meetings. It presents developments the students have made as they commented on the agreed areas of feedback focus which include text organization, the content of the text, the development of the argument, and the language use. The next section provides the findings based on the pre and post-questionnaires which illustrate the students' experience about feedback and writing before and after the study and their opinions towards the course activities. The next section presents the students' opinion obtained from the audio records and the reflective diary. The discussion of the findings is provided in the final section.

8.1 The implementation of teacher's feedback in students' interaction

The feedback the researcher gave to the students during the meeting session focused on the 4 main areas. The first one is text organization. The meeting focuses on enabling the feedback giver to see if the writers structured their essays according the pattern of argumentative writing. During the meeting, the researcher commented on the students' feedback on the area in order to make the giver see if the writer had a clear opinion about the topic, provided one or more reasons for the opinion, included an elaborated reason i.e., reason with supporting details, and addresses the opposing position. The ability to analyse these areas would enable the feedback giver to realise weak and strong points of their comments and make improvement in the subsequent peer feedback sessions.

The next area of the focus is on the content of the text. The meeting aimed at making the giver analyse peer's essays to see if it demonstrated clear purpose of the writing in the thesis statement, the claims, and the supports to the claims (main ideas). The researcher emphasized the importance of the use of appropriate and relevant contents and powerful arguments, references, and examples. The meeting also focused on how the givers delivered comments regarding the content in order to make them learn their weak and strong points in the comments so they could make improvement in the later meetings. Another area is Development of ideas. The researcher focused on making the peer feedback givers to be

able to see if the ideas were developed in appropriate order and priority. The last area of the focus of the meeting with the researcher is the use of language which include grammar and cohesion. In terms of cohesion, the researcher focused the discussion on the use of some basic metadiscourse in their friends' writing including conjunction, synonym, pronoun reference, ellipsis, and substitution. Regarding grammar, the research encouraged the feedback givers to comment on grammatical errors as well as help their friends to correct the errors. The following table shows the proportion of time spent on this area during the three teacher-student meeting.

Table 8.1: The amount of time spent on discussing individual area of peer feedback.

Student	Organization			Content & Development			Cohesion & Grammar		
	TFB1	TFB2	TFB3	TFB1	TFB2	TFB3	TFB1	TFB2	TFB3
Sai	460	245	130	240	450	345	120	241	300
Kate	240	130	67	430	540	257	180	300	350
Mean	90	50	15	435	370	240	298	420	433
Tiger	164	110	40	105	390	337	175	277	311
Supat	178	95	30	276	405	355	180	289	321
Amp	150	90	30	228	400	320	195	300	343
Wila	190	95	50	305	450	300	138	280	350
Nueng	430	200	67	150	325	331	110	187	275
Pomka	124	65	35	310	280	215	205	322	340
Sunsa	310	185	94	127	300	280	124	255	266
Titty	260	200	68	125	330	280	115	235	239
Sarinya	190	100	45	266	315	265	185	377	383
Supawa	250	120	53	152	247	230	150	228	294
Piro	196	110	48	224	311	300	145	240	260
Pailin	150	94	50	245	328	295	207	270	300
Natee	220	100	54	127	255	220	155	237	288
Arnon	97	60	30	355	300	260	290	380	394
Tip	110	60	36	320	311	275	225	355	388
Kanjana	235	120	55	200	268	260	138	250	270
Sukanya	310	210	61	237	317	270	140	255	310
Nattawa	100	80	30	321	300	255	296	360	385
Sudarat	185	110	58	265	260	235	112	277	295
Kotcha	225	100	45	172	246	217	123	285	304
Kassie	250	120	56	160	265	239	117	290	312
Forme	175	135	55	215	290	236	190	295	320
Manchu	110	98	46	268	335	288	200	315	335
Total	5399	3082	1348	6258	8588	7105	4513	7520	8366
Percentage	33.49	16.06	8.01	38.65	44.75	42.24	27.87	39.18	49.7

The table above shows the amount of time spent on each area in second. It illustrates how the focus of the talk between the teacher and the students has changed from the beginning of the course of the study until the end. Firstly, the time spent on commenting on organization decreased over time. In the first meeting, the largest proportion of time spent was on organization (33.49%). In the second meeting, the time the teacher and the students spent on discussing feedback on organization dropped to 16.06% and 8.01% in the second and the third meeting respectively.

The amount of time spent on discussing peer feedback on content and development went opposite way. However, the increase did not go sharply. In the first meeting discussion on content and idea development received 38.65% of the total conference time. In the second conference, time spent on the area increased to 44.75% and in the third it dropped a little to 42.24% which was still higher than the first time meeting.

Regarding grammar and cohesion, the proportion of time spent increased steadily from the first meeting to the final. The teacher and students, in their first conference, spent 27.87% of the total meeting time on discussing grammar and cohesion. However, in the second and the third meeting, they spent more time on the area. In the final meeting, especially, nearly half of the meeting time (49.70%) was spent on discussing peer feedback on grammar and cohesion.

The analysis of time the students spent on peer feedback meeting revealed some relationship with time spent during teacher-student conference. After meeting with the teacher, it was found that the students focus their peer feedback on organization of the text more in the subsequence meetings. As table 8.2 suggests, the proportion of time spent on this area increased in the second and third meeting and dropped in the final meeting. Content and development received more time in the first meeting but less in the subsequence. Time spent on grammar and cohesion, in contrast, increased steadily from the first until the final meeting.

This relationship between suggested that, during the peer feedback conversation, the students have applied information they received from the conference with the teacher and have improved their feedback quality in the subsequent meetings. The first evidence can be seen from the better balance in proportion of time they spent to comment on each area. To calculate the proportion, the amount of time in second the students spent to discuss the four areas was counted and the sum was made. Then the total amount of time spent on each area was converted to percentage. Table 8.2 gives the amount and the percentage of time

individual students commented on the areas. Table 8.3 shows changes in the proportion the students have made.

Table 8.2: The percentage of the use of time on the main area of comment.

Student	Peer feedback 1						Peer feedback 2						Peer feedback 3						Peer feedback 4					
	ORG	CONT	DEV	GRM	OTH	TTL	ORG	CONT	DEV	GRM	OTH	TTL	ORG	CONT	DEV	GRM	OTH	TTL	ORG	CONT	DEV	GRM	OTH	TTL
Sai	1.35	86.91	0	11.72		99.98	14.57	70.39	0.46	14.57		99.99	39.1	31.01	12.05	17.83		99.99	10.95	60.5	8.4	20.14		99.99
Kate	8.33	50.96	0	40.69		99.98	7.11	70.53	0	21.34		98.98	8.35	49.12	18.78	23.72		99.97	15.25	60	20	4.7		99.95
Mean	5.35	59.53	7.91	27.2		99.99	13.38	43.3	13.26	30.04		99.98	15.17	32.52	8.27	44.02		99.98	21.47	47.33	14.43	16.75		99.98
Tiger	0	56.6	17.91	25.48		99.99	11.45	22.5	54.17	11.85		99.97	63.14	24.78	1.3	10.77		99.99	15.66	35.98	15.78	32.57		99.99
Supat	13.83	67.8	0	18.36		99.99	25.4	30.57	38.96	5.05		99.98	18.91	50.57	0	30.5		99.98	7.38	60.68	4.61	27.3		99.97
Amp	0	66.02	0	23.44	10.53	99.99	3.84	63.71	13.98	10.24	8.21	99.98	14.44	41.08	18.66	25.79		99.97	5.72	64.44	22.96	6.86		99.98
Wfla	19.46	39.12	10.49	30.91		99.98	5.25	66.3	22.75	5.68		99.98	31.45	58.89	0	9.65		99.99	7.67	47.59	13.92	30.8		99.98
Nueng	0	87.35	0	12.64		99.99	36.95	24.45	0	38.58		99.98	12.8	62.56	10.12	14.51		99.99	34.75	8.19	16.04	41.02		100
Pornka	39.65	42.13	7.43	10.79		100	20.23	55.95	0	23.8		99.98	13.21	46.34	4.66	35.76		99.97						
Sunsa	0	95.41	0	4.57		99.98	0	16.81	0	83.18		99.99	0	47.96	11.28	40.75		99.99	11.29	45.48	12.37	30.86		100
Titty	10.05	78.16	3.44	8.33		99.98	6.45	76.04	8.12	9.37		99.98	34.28	45	0	20.71		99.99	19.43	27.42	10	43.14		99.99
Sarinya	11.44	80.6	0	7.94		99.98	5.66	26.58	32.25	35.5		99.99	19.89	72.14	3.63	4.32		99.98	4.65	54.79	33.42	7.12		99.98
Supawa	10.48	67.09	0	22.41		99.98						99.98	28.05	25.15	17.64	29.14		99.98						
Piro	3.43	13.57	11.23	71.75		99.98	0	24.12	7.01	68.86		99.99	28.77	31.33	0	39.88		99.98						
Pailin	0	87.53	12.46	0		99.99	5.96	29.95	55.74	2.22	6.1	99.97	22.03	37.14	20.25	16.99	3.57	99.98	18.1	35.36	11.18	29.66	5.69	99.99
Natee	11.64	0	0	7.27	81.08	99.99	11.81	64.56	7.08	16.53		99.98	16.99	39.52	0	43.47		99.98	15	20.56	25.45	38.89		99.9
Amon	13.15	29.82	26.82	30.19		99.98	15.8	49.68	10.49	24.02		99.99	7.72	50.21	0	42.06		99.99	15	20.13	30.95	33.88		99.96
Tip	4.12	38.61	0	49.83	7.42	99.98	25	75	0	0		100	18.75	16.6	2.1	60.53	2.02	100	1.98	60.25	27.36	10.32		99.91
Kanjana	2.03	68.94	0	29.01		99.98	0	77.01	0	22.98		99.99	27.92	9.15	34.23	28.69		99.99	5.04	64.01	15.52	15.43		100
Sukanya	4.41	53.98	0	41.59		99.98	24.48	61.59	0	13.91		99.98	18.38	68.28	0	13.33		99.99	0	51.08	20.22	28.7		100
Nattawa	10.72	14.87	4.67	69.72		99.98	15.82	51.83	0	30.5	1.83	99.98	6.03	12.07	68.5	13.38		99.98	21.34	12.8	13.41	52.43		99.98
Sudarat	34.03	32.69	4.18	29.08		99.98	17.08	21.57	14.96	46.38		99.99	14.43	21.64	0	59.16	4.76	99.99	7.25	21	18.55	53.15		99.95
Kotcha	4.52	88.76	0	6.71		99.99	17.72	80.93	0	1.33		99.98	13.69	38.12	42.23	5.94		99.98	10.05	40	19.05	30.87		99.97
Kassie	5.9	71.69	0	22.4		99.99	10.42	73.92	0	15.64		99.98	5.01	7.24	51.81	35.93		99.99	1.27	19.09	18.64	61		100
Forme	0	65.14	0	34.85		99.99	0.2	12.01	47.75	40.03		99.99	35.74	21.29	24.54	18.41		99.98	6.79	10.98	13.02	69.19		99.98
Manchu	1.64	83.08	2.52	12.75		99.99	2.36	72.35	18.54	6.75		100	19.6	12.88	1.97	65.55		100	3.29	44.61	6.88	45.2		99.98
Total	215.53	1526.36	109.06	649.63	99.03		296.94	1261.65	345.52	578.35	16.14		533.85	952.59	352.02	750.79	10.35		259.33	912.27	392.16	729.98	5.69	
Percentage	8.289615	58.70615	4.194615	24.98577	3.808846	99.985	11.8776	50.466	13.8208	23.134	0.6456	99.944	20.53269	36.63808	13.53923	28.87654	0.398077	99.98462	11.27522	39.66891	17.05043	31.73826	0.247391	99.97522

Table 8.3: The comparison of the percentage of time spent on each area

Student	ORG				CONT				DEV				GRM			
	PF 1	PF 2	PF 3	PF 4	PF 1	PF 2	PF 3	PF 4	PF 1	PF 2	PF 3	PF 4	PF 1	PF 2	PF 3	PF 4
Sai	1.35	14.57	39.1	10.95	86.91	70.39	31.01	60.5	0	0.46	12.05	8.4	11.72	14.57	17.83	20.14
Kate	8.33	7.11	8.35	15.25	50.96	70.53	49.12	60	0	0	18.78	20	40.69	21.34	23.72	4.7
Mean	5.35	13.38	15.17	21.47	59.53	43.3	32.52	47.33	7.91	13.26	8.27	14.43	27.2	30.04	44.02	16.75
Tiger	0	11.45	63.14	15.66	56.6	22.5	24.78	35.98	17.91	54.17	1.3	15.78	25.48	11.85	10.77	32.57
Supat	13.83	25.4	18.91	7.38	67.8	30.57	50.57	60.68	0	38.96	0	4.61	18.36	5.05	30.5	27.3
Amp	0	3.84	14.44	5.72	66.02	63.71	41.08	64.44	0	13.98	18.66	22.96	23.44	10.24	25.79	6.86
Wila	19.46	5.25	31.45	7.67	39.12	66.3	58.89	47.59	10.49	22.75	0	13.92	30.91	5.68	9.65	30.8
Nueng	0	36.95	12.8	34.75	87.35	24.45	62.56	8.19	0	0	10.12	16.04	12.64	38.58	14.51	41.02
Pornka	39.65	20.23	13.21		42.13	55.95	46.34		7.43	0	4.66		10.79	23.8	35.76	
Sunsa	0	0	0	11.29	95.41	16.81	47.96	45.48	0	0	11.28	12.37	4.57	83.18	40.75	30.86
Titty	10.05	6.45	34.28	19.43	78.16	76.04	45	27.42	3.44	8.12	0	10	8.33	9.37	20.71	43.14
Sarinya	11.44	5.66	19.89	4.65	80.6	26.58	72.14	54.79	0	32.25	3.63	33.42	7.94	35.5	4.32	7.12
Supawa	10.48		28.05		67.09		25.15		0		17.64		22.41		29.14	
Piro	3.43	0	28.77		13.57	24.12	31.33		11.23	7.01	0		71.75	68.86	39.88	
Pailin	0	5.96	22.03	18.1	87.53	29.95	37.14	35.36	12.46	55.74	20.25	11.18	0	2.22	16.99	29.66
Natee	11.64	11.81	16.99	15	0	64.56	39.52	20.56	0	7.08	0	25.45	7.27	16.53	43.47	38.89
Arnon	13.15	15.8	7.72	15	29.82	49.68	50.21	20.13	26.82	10.49	0	30.95	30.19	24.02	42.06	33.88
Tip	4.12	25	18.75	1.98	38.61	75	16.6	60.25	0	0	2.1	27.36	49.83	0	60.53	10.32
Kanjana	2.03	0	27.92	5.04	68.94	77.01	9.15	64.01	0	0	34.23	15.52	29.01	22.98	28.69	15.43
Sukanya	4.41	24.48	18.38	0	53.98	61.59	68.28	51.08	0	0	0	20.22	41.59	13.91	13.33	28.7
Nattawa	10.72	15.82	6.03	21.34	14.87	51.83	12.07	12.8	4.67	0	68.5	13.41	69.72	30.5	13.38	52.43
Sudarat	34.03	17.08	14.43	7.25	32.69	21.57	21.64	21	4.18	14.96	0	18.55	29.08	46.38	59.16	53.15
Kotcha	4.52	17.72	13.69	10.05	88.76	80.93	38.12	40	0	0	42.23	19.05	6.71	1.33	5.94	30.87
Kassie	5.9	10.42	5.01	1.27	71.69	73.92	7.24	19.09	0	0	51.81	18.64	22.4	15.64	35.93	61
Forme	0	0.2	35.74	6.79	65.14	12.01	21.29	10.98	0	47.75	24.54	13.02	34.85	40.03	18.41	69.19
Manchu	1.64	2.36	19.6	3.29	83.08	72.35	12.88	44.61	2.52	18.54	1.97	6.88	12.75	6.75	65.55	45.2
Total	215.53	296.94	533.85	259.33	1526.36	1261.65	952.59	912.27	109.06	345.52	352.02	392.16	649.63	578.35	750.79	729.98
Total	8.289615	11.8776	20.53269	11.27522	58.70615	50.466	36.63808	39.66391	4.194615	13.8208	13.53923	17.05043	24.98577	23.134	28.87654	31.73826

Table 8.2 shows that in the first peer feedback meeting, the students failed to cover all the areas as the number '0' means that the students did not discuss the area. Most of the students did not comment on the development of the argument. Out of 26, only 11 students did comment on this element in the first meeting while 15 of them did not discuss it at all. There were 6 students who did not comment on text organization in the first meeting. There was one student who did not comment on content at all and who spent most of her time discussing unrelated topics, a little on organization and grammar. There was one student who did not discuss grammar at all in the first meeting.

In the second session, the area of idea development was still left out by several students. There were 10 students who did not give comment on this area at all. Four students did not discuss text organization and one student gave only little time talking about organization. There was one student who did not comment on grammar. The area of content, however, was commented on by all the 25 students who participated in this second peer feedback meeting (There was one student absent from the class this time).

In the third session, idea development was still the area that was left out by several students. In this meeting, 8 students did not discuss this topic with their receivers at all. There was a student who did not discuss organization in the third talk. However, all the 26 students commented on content and grammar in this meeting.

In the final peer feedback meeting, the areas of content, idea development, and grammar were commented on by all the 23 students who participated in the activity (Three students were absent.). There was one student who did not talk about organization in this final feedback conversation.

The findings have demonstrated that there was improvement in the students' comment as nearly all of the students have covered all the areas of the writing in their final peer feedback meeting comparing to the first one.

The second piece of evidence can be seen in the percentage of the time share. In the first peer feedback session (Please see table 8.3), the areas that received most and least comments were content, grammar and cohesion, text organization, and argument development respectively. The students spent 58.70% of their time discussing the content, 24.98% the grammar and cohesion, 8.28% the text organization, and 4.19% the argument development.

In the second peer feedback session, the priority stayed the same. The students spent 50.46% of the talk time on content which was approximately 8% less than their first meeting,

23.13% on grammar which was approximately 1% less than the first meeting session. They, however, spent 11.87% on text organization which was approximately 3% more than the first meeting and 13.82% on argument development which was around 10% more than the first session.

In the third meeting, similar tendency was found. The focus of the talk was in the same order. In the third meeting, the students spent 36.63% of the talk time on content which was nearly 22% less than the first meeting and 14% less than the second meeting. They spent 28.87% on grammar which was 3% and 5% more than the first and the second talk respectively. The students used 20.53% of the time on text organization which was nearly 12 and 9% more than the first and the second meeting respectively. Regarding the percentage of time spent on idea development, the students spent 13.53% of the talk time on the area which was nearly 10% more than the first meeting and almost the same percentage they used on the second occasion of their peer feedback.

In the final meeting the student still prioritized their talk on content, grammar, development, and organization. In this final session, the students spent 39.6 with 3% increase from the third meeting. They spent 31.73% of the talk time on grammar and cohesion which increased 3% from the third meeting. The students used 17.05% of their time talk on idea development which was around 3.5% more than they did in the third meeting. They spent 11.27% of the talk time on text organization which was approximately 9% less than the third meeting.

The findings presented above show three interesting phenomena. Firstly, the percentage of time spent on organization was low in the first meeting. In the second and third meeting, the students gave more time on the area. However, in the final meeting, the percentage dropped again. The fact that the percentage of time the students spent on organization increased throughout from the first peer feedback session to the third but dropped in the final was interesting and can be said to be the result of the students' ability to adapt the comment according to specific situations. That is to say, the students have made assumption of the receivers' knowledge regarding organization prior to the meeting. The evidence that accounted for the decrease in the percentage can be found in several occasions in the students' talk in their final meeting. The following is one of them.

Sample peer feedback 1

Peer feedback 1

ที่นี้เรามาดูกันใหม่ทีละประเด็นเลย มาแชร์ความคิดกันนะ Introduction อ่านตอนแรกก็เหมือนโอเคนะ แยกเลือก เห็นด้วยกับ prompt ดังนั้นเราน่าจะ เริ่มกว้างๆ เกี่ยวกับการสอน เริ่มตั้งแต่อดีตของมหาลัยเลย ว่าเป็นมาอย่างไร แล้วก็ชี้ให้เห็นว่ามันไม่พัฒนา ถ้าจะมีการเปลี่ยนแปลงอย่างที่ว่า ฉันก็จะเห็นด้วย เขียนให้กว้างๆ มากๆ แล้วค่อยแคบลงมาถึง prompt และ มาถึง thesis statement มาดู body นะ มีสองเหตุผล เหตุผลแรกโอเค students get English language skill more เหตุผลที่สอง นร. เข้าใจวัฒนธรรมอังกฤษ

Let's have a look at each part at a time. The introduction looks OK at the first glance. You choose to agree with the prompt. To make it better, you may mention the university's policy on English language teaching in the past. Then you may point out that this policy doesn't work. Then you can say 'If there is a change in the policy which requires the teachers to teach all English subjects using English as an instructional medium, you absolutely agree'. In the body paragraphs, you have two main reasons. The first one is 'students get English language skill more' and the second is 'the students understand English culture.' (Mean /PF1/ 4.10-5.10)

มาดูตรงสรุปนะ อย่างที่บอกไปนะ ว่าสรุปต้องมี restatement of the thesis statement มีสรุปเหตุผลทั้งสอง และมี final remark Thesis statement มีนะแต่เราบอกประโยคเดิมมาเลย ใช้มัย?หาทางพูดแบบใหม่ นะ แล้วก็ต่อด้วยว่าเพราะอะไร ตรงนี้ต้องเป็นสองเหตุผลที่สรุปมาโดยใช้คำใหม่ ที่ยังคงความหมายเดิม ไม่ใช่ลอกของเดิมมา

In the concluding paragraph, as I have said, you need to restate the thesis statement followed by the summary of the two main reasons and the final remark. You have the restatement of the thesis statement but you use the exactly the same sentence. Try to say it in a new way. Similarly, the summary of the main ideas should be said in a new way too, not a copy of the same sentences. (Mean /PF1/ 19.00-19.25)

Peer feedback 2

จากที่อ่าน essay นะก็มาดูข้อดีโดยรวมก่อน introduction เขียนได้โอเค คือพูดกว้างๆ ก่อนแล้วค่อยแคบลงมา จนถึง thesis แล้ว thesis statement ก็ชัดเจน ดังนั้นตรง introduction ดี ข้อดีในส่วนของ body paragraph คือ มี main idea ที่ support thesis statement ที่ชัดเจนทั้งสองอัน แต่ว่าเหตุผลมันจะคล้ายตามกันนี่เปล่า เดี๋ยวค่อยดูที่หลัง ข้อดีตรงส่วน conclusion คือดีตรงที่พยายามอธิบาย พยายามเอาเหตุผลสองเหตุผลลงมาพูด แต่อาจจะลืมนำ topic มากล่าวถึงก่อนที่จะพูดถึงเหตุผล คือมันดีตรงที่มี เขียนทั้งทำแบบให้คิดนิดหน่อย ส่วนข้อเสียในส่วนของ introduction ไม่มี ดูโอเคแล้ว แต่ในส่วน body มันยังขาดการยกตัวอย่าง และการใช้ transition ก็แทบไม่มีใช้เลย เห็นแค่คำเดียวคือ so ใช้มัย

From what I read, the introduction is OK. You started with the general information then move down to the thesis statement. And the thesis statement is clear. The good point of the body paragraph is that you have the two main ideas that can support the thesis statement. But I am not sure if the explanation within the supporting detail is relevant. Let's talk about that later. In the conclusion paragraph, you tried to mention the two main ideas but may have forgot the mention the topic and the thesis statement. (Mean /PF2/ 0.00-1.10)

อีกอย่างหนึ่งคือทั้งหน้าเลยที่ สมมติว่าคนอ่านที่ไม่รู้เรื่องโครงสร้างการเขียน essay มาก่อนก็จะไม่รู้เลยว่า ตรงไหน intro, body, conclusion เพราะไม่มีการใช้ transition บ่งบอกเลย อยู่ๆ ก็โผล่มา

Another thing is that it is hard to identify each part of the essay for those who are not familiar with this type of writing. This is because you don't use transition signals to guide the reader through the text. (Mean /PF2/1.57-2.20)

ส่วน conclusion ก็นั่นแหละเอา topic มาพูดถึงก่อนที่จะบอก thesis statement และ เหตุผล เออ..แล้วก็ final remark มาอันสุดท้าย

In the conclusion, as you know, you restate the thesis statement and then you summarize the reasons from the body paragraphs and close the essay with a final remark. (Mean /PF2/ 5.50-6.10)

Peer feedback 3

Ok...let's look at the first thing. First of all you have to understand the elements of the introduction. You start with general talking about the topic. Then you narrow the discussion down to the issue. Lastly, you state the thesis statement. Now the body. Each paragraph of the body must have the main idea. Then you support the main reason with examples, explanation, and things like that. The most important thing is you need concluding part of each paragraph. In the following paragraph, we need paragraph transition. For example, you can write 'in addition to the first reason which is, I think ..Blaa.... is another reason. This is how we connect paragraph. Similar to the previous paragraph, at the end of the paragraph, we need to conclude the paragraph. In the conclusion paragraph, the word 'so' should be changed to something else like 'in conclusion' although it means 'to conclude'. In this part, you have to restate your thesis statement followed by the two main reasons. Then you try to convince the reader once again by your final remark. So, from what you wrote, your introduction is ok. The body seemed to miss the concluding part. Right? right!! The second body paragraph didn't have transitional bit which link it back to the previous paragraph. Also, you didn't conclude the paragraph. In the conclusion, you lack the final remark of which the function is to finally persuade the reader. You agree? **(Mean / PF3/0.00-2.13)**

Peer feedback 4

จากที่ได้อ่านแล้ว เรามาดูเรื่อง องค์ประกอบภายในของทั้งสามส่วนก่อนเนาะ ข้อดีคือ เรามี thesis statement ที่ชัดเจน แยกพยายามที่จะให้ general statement ที่กว้าง เพื่อจะได้มาถึง thesis ของเรา แต่ general statement ก็ยังไม่ดีเท่าที่ควร Main idea ที่เป็นเหตุผลหลัก สองเหตุผลมีครบ มีการทิ้งท้ายใน conclusion ข้อเสียก็จะ เป็นเรื่อง general statement ที่ยังไม่กว้างพอที่จะพูดถึง thesis statement ได้ มันยังไม่สอดคล้องกันเท่าไร อาจเป็นเพราะ มันห้วนเกินไป พอมาถึง thesis แล้วมันไม่ smooth ส่วน body ข้อดีคือ main idea ที่ชัดเจน แต่ยังขาดเหตุผลสนับสนุน ที่สมเหตุสมผล น่าเชื่อถือพอ เหมือนเราเขียนบรรยายไปเรื่อยๆ ยังไม่ได้ยก ตย. ให้เห็นเป็นรูปธรรมเรายังไม่มีการสรุปท้ายย่อหน้าของเหตุผลแรก และยังขาดการ link ระหว่าง ย่อหน้าของทั้งสองเหตุผล ในส่วน body อันแรก เริ่มต้น ด้วย firstly เพื่อจะนำไปสู่เหตุผลแรก แต่พอเรามาเขียนเหตุผลที่สองเนี่ย เราไม่ได้ ใส่ secondly ในเหตุผลที่สองแต่มาใช้ first อีก มันจะทำให้ผู้อ่านงงว่า เอ๊ะเหตุผลแรก แล้วไหนเหตุผลสอง เพราะมี first ตรงนี้ก็

Let's have a look at the organization of the elements within the three main parts. The good thing is that you have a clear thesis statement in your introduction. It seems that you try to give some general statement in order to link it to the thesis statement. However, the general statement is not quite effective. It does not present the topic effectively since it seems not closely related to the topic. It seems too short for me. So you need to give more general statement and try to make smooth link to the topic and the thesis statement. In the body, you have two main ideas. But you lack sufficient supporting details to explain your reasons. And the argument to give is not very solid. It looks to me like you write without an aim of trying to support your claims. You may need examples in your supporting details. Another thing is that you should have a summary of the paragraph too. Also, you need to have some transitional signals in your body paragraphs such as 'firstly' to signal the first body paragraph and 'secondly' to signal the second. Instead, you use 'first' again in the second paragraph which confuses me. In the conclusion, you close the essay with final remark. **(Mean/PF4/0.00-2.20)**

ตรงนี้ลืมพูดไป ตรงที่จะ link ระหว่าง ย่อหน้า เวลาเรา link เราใช้ besides ก็ได้ คือ นอกจากปัญหาสังคมแล้ว เรายังมีปัญหาที่สองอีกคือ... นี่คือการ link ระหว่างย่อหน้า และอย่าลืมว่าเราต้องสรุป ย่อหน้า นั้นด้วย

I nearly forget to give you examples of link between paragraphs. You can use 'Besides'. And don't forget to give the paragraph summary too. **(Mean/PF4/9.07-9.27)**

เราคิดว่าหลักๆของทั้งนี้ เรายังขาดองค์ประกอบสำคัญไปเช่นการสรุป paragraph การ link ระหว่าง paragraph และการเขียน conclusion ที่มี thesis ที่ชัดเจน แล้วก็ introduction น่าจะเขียนให้กว้างกว่านี้ อีกนิดหนึ่งเนาะ general statement มันจะได้ชัดเจน พอมาเข้า thesis statement มันจะได้รู้เลยว่า เป็นเรื่องอะไร

I think your problem is that you forgot an important element which is paragraph transitions. You write the conclusion with clear restatement of the thesis statement. In the introduction, the general statement should be better set out in order to make smooth link to the topic and the thesis statement. (Mean/PF4/10.17-11.50)

In this example, the student focused on giving the pattern of argumentative essay in her first to third talking. In her first peer feedback she tried to tell her friend what an argumentative essay should have in terms of its element. In her talk, she tried to find whether her friend's writing consisted of the necessary elements touching a little on the information. In the second feedback, she did similar things to her first talk trying to see if there were necessary elements within the text. She gave a little comment on the message presented in each specific part as well. In her third meeting as a feedback giver, the student's emphasis was on checking the inclusion of essential elements of the writing. She talked her receiver through steps of writing essay of this genre. However, in her last meeting, the student's focus of this area was not on checking if her friend's writing included essential elements. When she said '*Let's have a look at the elements within the three main parts*', she assumed that her friend had already known what the three main parts were. After that she paid more attention to the quality of how the information within each element was presented rather than talking her friend through the steps of writing argumentative essay. This could be an indication that the student believed that her peer had had sufficient knowledge about the writing pattern. The change in the students' comment on text organization, therefore, can account for the change in the decrease of the proportion of time given to this area in the final meeting.

Secondly, the percentage of time spent on content decreased throughout from the first meeting to the final. The reason why time spent on content decreased can be firstly because they spent more time on other areas of the text. As can be seen in table 8.3 that in the later meetings, the percentage of time spent on idea development, grammar, and organization increased. This makes the percentage of the time on content decrease. The drop in the proportion of time, however, did not suggest that the students performed less effectively. There was a good amount of evidence from the videos when the students discussed the content more effectively with less time.

อันแรกมาดู introduction การขึ้นตรงนี้นี่จะหมายความว่า อิสระ ใช่มั้ยคือแพทเลือก topic นี้ใช่มั้ย?? คือใช้คำไม่ถูกมันเลยอ่านไม่เข้าใจ ตรงนี้มีมันไม่เกี่ยวกับหัวข้อ มันไม่สอดคล้องกัน แพทน่าจะเกริ่นเช่น "มนุษย์มีความต้องการแตกต่างกัน บางคนต้องการความมั่นคง บางคนอิสระ ขึ้นอยู่กับ เวลา ..." แต่ที่แพทเขียนมาไม่ไม่เข้ากับ topic หรือเราอาจจะโยนยังไม่ถึง ส่วน thesis statement เหมือนเรายังไม่ได้เลือกว่าจะเอาอะไร แพทน่าจะพูดชัดๆ เลยว่าเลือก อันนี้ละ แต่ตรงนี้นั้นยังไม่มีการเลือก มันเลยขาด thesis statement ที่ชัดเจนไป

Let's look at the introduction. You use this word to mean 'freedom', right? You misuse the word so it doesn't make sense. Here, this bit, the general statement, is not relevant to the topic. You should make change by saying things like 'Every human has different desire. Some people may want to have security in their life while others may want to have more freedom.' What you write here is not suggesting anything about the topic or you may have not provided enough information

to link this part to the topic. Also your thesis statement is still not clear. You don't state clearly what you will choose. So you have to state exactly what you will go for between the two choices to make your thesis statement clearer. **(Kanjana/PF3/0.50-2.50)**

แล้วมันก็ไม่สอดคล้องกับ main idea หรือ thesis statement เนื้อหาที่ให้มามันนอกประเด็นเยอะมาก ส่วนต่อมามันเหมือนพูดกว้างๆโดยรวมมากเกินไป เหมือนจะเป็น introduction ซึ่งมันก็ไม่ใช้ ถ้าเอาไปรวมกับ introduction ก็ได้ พอเราได้ thesis statement แล้วเราน่าจะตั้ง main idea ชัดๆ เช่นเหตุผลข้อที่หนึ่งของฉันคือสะดวกสบาย แล้วก็อธิบายต่อไปว่าการมีอิสระมันสะดวกสบายอย่างไร เช่นสะดวกเรื่องไปไหนก็ได้

Your details are also irrelevant to the main idea and the topic. The detail you provide here seems to go off the topic because it looks like you are giving general statement again in the body paragraph. So you may move this bit to the introduction to make your introduction more complete and relevant to the topic. After you have a clearer thesis statement, you need to make clearer claims too. For example, your first main idea is 'convenience'. You have to explain how freedom gives convenience and why it is better being convenient. **(Kanjana/PF3/4.55-6.30)**

เรื่องลำดับเหตุการณ์ก็ทำเหมือนกันกับส่วนที่เหลือเหมือนกัน ก็เรียงองค์ประกอบให้ถูกต้อง คือต้องเอาสิ่งที่เราเลือกไปไว้ที่ introduction แล้ว body ก็บอกเหตุผลที่เห็นก็มีเรื่อง convenient แล้วก็อธิบายมา

You do the same with the other parts. Put the thesis statement in the introduction. In the body paragraph, give the main idea, convenience, and its supporting detail. **(Kanjana/PF3/9.50-10.43)**

สรุปเนื้อหาอ่านแล้วเข้าใจได้แต่มันก็ต้องมานั่งคุยกันกว่าจะเข้าใจ ดังนั้นเวลาเขียนต้องเรียบเรียงดีๆ อะไรมาก่อนหลัง เช่นในส่วน เนื้อหาที่เราต้องมี main idea มาก่อน แล้วก็ตามด้วยเหตุผล คำอธิบายที่เพียงพอ ถ้ามันจำเป็นต้อง ยก ตย. ก็ยกตัวอย่างมา แต่บางที่เราไปกังวลเรื่องการยกตัวอย่างมากเกินไปทั้งที่มันไม่จำเป็น พอใส่เข้ามาแล้วมันก็กลายเป็นว่าไม่ทำให้เนื้อหาดีขึ้น อย่างกรณีเหตุผลที่สองที่เราพูดเรื่องการท้องนี้ถ้าเรา เรียบเรียงเหตุผลเช่นเริ่มด้วยปัญหาการตั้งท้องก่อนซึ่งเป็น main idea แล้วก็เอาความเห็นที่ฝ่ายตรงข้ามมาจะแย้งเรา แล้วเราก็เอาเหตุผลที่เราเผลอคิดว่ามันทำไมเป็นปัญหามาหักล้าง แล้วก็ถ้ามีตัวอย่างให้มองเห็นชัดๆก็ได้ ถ้าทำแบบนี้ การเรียบเรียงความคิดและเนื้อหามันก็จะดีขึ้นนะ

To sum up, I am able to get main message of the essay after you have explained things to me. So when you write you have to develop your content properly. Think what you should put first and last. For example, in the main body paragraph, the main idea has to be stated first. Then you give more explanation to make it is sufficient for the reader to agree with your main point. If necessary, you should give examples. Sometimes we worry too much about giving examples. There can be cases where examples are needed and cases where they are not needed. In the later cases, if you give examples, your essay will get worse instead of getting better. For example, in your second main idea which you talk about pregnancy, you can say something the opposition may use as their reason to support the other side. You discuss those reasons that you anticipate then proof that your reason is better. And if you think you need examples, you may give one. If you can do so, your essay will be much better. **(Kanjana/PF4/9.15-9.56)**

In the above example, we can see the development this student made in terms of content. In the third meeting, the student commented on the idea development in three separate occasions. She opted to talk about each paragraph at a time beginning with the introduction, the body which she pointed out the flaw in development of the main idea, and at the end talked again about the whole essay. She opted this method as she might have realized that her friend need to know one problem at a time and so she could provide the solution each time she commented on the point. However, in her final meeting, the student discussed this area in one occasion at the very end of her comment. The student may have considered that her friend need to know the whole process of developing the main body of the paragraph because the content was not put together well. This could show that the student was able to adapt her comment according to different needs of the receiver.

Thirdly, the percentage of time spent on idea development increased throughout from the first to the final session. This suggests that in the later stage of the peer feedback, the students have focused more on this area which would result in their ability to control their own writing.

เหตุผลแรกใน main body นะกล่าวไว้ว่า “เพื่อนช่วยเตือนเราในสิ่งที่เราทำผิด” supporting detail ของแกก็เข้าใจดีแต่มันน้อยไปมันต้องมากกว่านี้ แล้วก็ main idea ตัวนั้นมันยังแคบไปที่ว่าเพื่อนช่วยเตือนเวลาเราทำผิด ความมันแคบแล้วก็อธิบายต่ออะไรได้ยาก น่าจะลองเปลี่ยน main idea เป็นว่า “เพื่อนสำคัญกว่าเงิน เพราะเพื่อนช่วยเราได้มากกว่าเงิน” แบบนี้มันจะได้ขยายได้มากกว่า การเขียน body ก็น่าจะมีการสรุปย่อหน้านั้นด้วยก็จะดี เพราะว่าถ้าเราเขียนย่อหน้ายาวๆ บางที่อ่านๆไปแล้วอาจลืม main idea ได้ก็สรุปตอนท้ายอีกที พอเราเขียน main body ที่สองเนาะเราน่าจะมีการโยงกลับไปเหตุผลที่หนึ่งก่อน เช่น “นอกจากเหตุผลเรื่องเพื่อนช่วยเราได้มากกว่าเงินแล้ว ฉันยังมีเหตุผลที่สองคือ...” รายละเอียดก็เหมือนกันคือมันยังขาดการสนับสนุนอยู่นะ การใช้ cohesion ในการเชื่อมโยงขั้ดเกล้าเนื้อหาแหวกก็ยังไม่ใช้เนาะ มันเลยทำให้เนื้อหามันไม่ค่อยติดต่อกัน ในการสรุปเราคิดว่า อันนี้น่าจะเป็น thesis statement เนาะ แล้วก็เหตุผลที่สรุปมามันก็ยังไม่ค่อยชัดเจนเท่าไร น่าจะเขียนว่า ฉันเลือกเพื่อนเพราะฉันเชื่อว่า เพื่อนช่วยเราได้มากกว่าเงิน และเพื่อนอยู่กับเราได้ตลอดเวลา

The first reason you say 'Friends help warn you of doing wrong.' This main ideas is too narrow. You won't have a lot to say about this in the supporting detail. That is why you have so little support to this main idea. You may have to consider changing your main idea. For example you might say 'Friend is more important than money because a friend can help you better than money.' The main idea like this is bigger and more powerful. You will have a lot to explain in detail why friends can help more than money. At the end of your paragraph, you may need to give a summary of what you have said so far in this paragraph. That is because the reader may lose the main message after reading a long paragraph. Before you begin the next paragraph, you may have to refer back to the previous reason by saying 'Apart from the fact that friends can help better than money, I have another reason which is'. Similarly, you need more detail to support the main idea. You may need some cohesive devices to help tie your content together. Here I don't see many of the devices. This will make it hard for the reader to follow the argument. In your conclusion, I guess, this is your restatement of the thesis statement. The problem here is the summary of the main ideas is not very clear. You may write like 'I choose friends over money because I believe friends can help more than money and friends are with me all the time.'

(Manchu/PF3/1.17-4.23)

ในส่วน body เหตุผลแรก ที่เขียนว่า first reason เนาะ เรายากแนะนำว่า การเขียน body ถ้าจะให้คำพูดสละสลวย เอ็งไม่น่าเขียน คำว่า my first reason หรือ my second reason มันดูเป็นแบบขิ้นๆ เกินไปไง มันเขยแล้วอะ น่าจะเปลี่ยน เช่น “เหตุผลของข้าพเจ้าก็คือ..” แล้วพอจะเข้าเหตุผลที่สอง ก็ใช้ประโยคหลักประโยคหนึ่งเพื่อทำหน้าที่เชื่อมโยงเหตุผลที่สองจากเหตุผลแรก ให้มันเข้าเป็นเนื้อเดียวกันกับเหตุผลแรก เช่น “ไม่เพียงแต่การอยู่ก่อนแต่งจะทำให้เสียคุณค่าของผู้หญิงแล้วการอยู่ด้วยกันก่อนแต่งยังทำให้เราเสียความเป็นอิสระด้วย” แต่เขียนประโยคเหตุผลแรกไม่ให้ซ้ำกันนะ เขียนให้สละสลวย แล้วพอเขียน main idea ที่สองเสร็จก็ลองมาคิดว่าเราต้องอธิบายเพิ่มมันอย่างไร สนับสนุนมันด้วยเหตุผลย่อยๆ หรือตัวอย่างอะไรที่มันจะเพิ่มน้ำหนักความน่าเชื่อถือให้กับเหตุผลหลักของเรา อย่าลืมนะเหตุผลหลักมันต้องใหญ่และมีน้ำหนักมากๆ และเมื่อมันเป็นเหตุผลใหญ่มันก็น่าจะต้องมีเหตุผลย่อยๆภายในนั้นที่เราจะเอามาสนับสนุนมัน เรื่องลำดับการให้เหตุผลให้ดีๆ ให้มันไปตอบให้ได้ว่าทำไมเราพูด main idea ไปแบบนั้น ว่าการอยู่ก่อนแต่งมันทำให้ขาดอิสระอย่างไร การขาดอิสระมันมีผลเสียต่อชีวิตคู่อย่างไร และทำไมมันจึงดีกว่าที่เราควรอยู่แยกกันก่อนแต่ง อย่าให้มีช่องว่างที่ฝ่ายตรงข้ามจะโจมตีได้

In the body paragraph, you use 'my first reason' as a transition signal. I suggest that you can look for other signals. There are more to use aside from 'my first reason, my second reason'. I have seen so many people use these two phrases and think that they are a bit plain. Also it looks to me that the essay is block-like. I meant the pattern of the writing is too obvious to the reader. So it lacks beauty. You may say 'Why I oppose with the idea of living together before marrying is firstly because'. And when you begin your second reason, you may need a transitional sentence like 'Not only that living together before marrying makes women lose their worth, it also limits their freedom.' However, try not to use the same sentence as you use before. After you have your main idea, you need to think how you are going to support it. What smaller reasons or examples you

are going to use to make your main reason more solid. Don't forget that the main reason must be big and powerful which means that you always have to explain more in details. And when you give details, you should put each detail together properly. Your aim of giving the detail is to answer why you think that women lack freedom if they live together with their men before getting married, why having less freedom has bad effect to their life, and why it is better to live separately before getting married. Try to cover all the point that the opposition would use as their counter reasons.
(Manchu/PF4/3.44-5.30)

The above example shows the student's growth in feedback skill as she considered the need of the receiver and went deeper in her comment on idea development. In the third feedback the student commented on rather general idea of how to develop writing content. However, in the final conversation, she appeared to go deeper into the detail as she tried to encourage her friend to try new ways of putting the content together to make the text look more beautiful and show the writer's knowledge of language use.

Fourthly, the percentage of time spent on grammar was high in the first meeting. Then it slightly decreased in the second. Then it went up again in the third and the final meeting. This is the result of the students' spending less time on the other areas in the early feedback meetings and then they spent more time on the other areas in the later meetings. There were a lot of evidence from the videos that showed parts of conversation where the students discussed their grammar. However, they were not able to make very precise and detailed explanations of grammar points at hand. Most of the comments on grammar appeared to be general. Also the students did not spend much time on cohesion.

ส่วนเรื่อง grammar ก็ต้องไปดูเรื่องการเรียงคำในประโยคตามไวยากรณ์อังกฤษ เพราะว่าเราคิดนี้เราคิดเป็นภาษาไทยแล้วเราก็อธิบายตามไวยากรณ์ไทย ฝรั่งอ่านไม่เข้าใจแน่ แต่เราคนไทยเรารู้เรื่องการใช้ conjunction ในการเชื่อมโยงเนื้อหาเข้าด้วยกันเราไม่ค่อยเห็นแอนใช้นะ นอกจาก because คำเชื่อมเช่น in addition, moreover, however, therefore พวกนี้มันจะช่วยร้อยเนื้อหาเราเข้าเป็นอันหนึ่งอันเดียวกันที่เราเรียกว่าทำให้เนื้อหามันมี unity แล้วก็เครื่องมือตัวอื่นๆ ที่อาจารย์ใช้คำว่า cohesion เช่นการใช้ pronoun แทนนามที่ใช้มาแล้ว การใช้ synonym เพื่อหลีกเลี่ยงการใช้คำซ้ำๆ การตัดคำที่เราละได้ในฐานที่เราเข้าใจแล้ว พวกนี้เราต้องฝึกเอามาใช้ มันจะได้ทำให้งานเรามีความสละสลวยมากขึ้น ใช่ และก็อาจเอาข้อเสียของเขาที่แน่นอนว่าเขาอย่าไม่พูดถึงมาพูดในงานเรา ของแอนก็มีอยู่นะ เช่นที่บอกว่าเวลาทำงานกลุ่มมันยุ่งยากทั้งเรื่องการบริหารคน การแบ่งงานกัน การนัดเวลาการทำงานกัน และบางทีมันก็เกิดความขัดแย้งกัน พวกนี้เรายกมาพูดได้ แล้วก็เปรียบเทียบให้เห็นว่าการทำงานคนเดียวจะไม่เจอปัญหาแบบนั้น ก็เปรียบเทียบเรื่องเดียวกันไปที่ละประเด็นๆ

You seem to write using Thai grammar which is not possible for foreigners to understand. So you have to work more on your English grammar. Next is the use of cohesion such as conjunction. You should try to use new ones that you have never used before such as in addition, moreover, however, therefore. If you can use them properly your writing will be harmonious. Other types of cohesion include synonym, pronoun reference, ellipsis, and substitution. These can help your writing more beautiful. (Tiger 2)

In the example above, the giver wanted the receiver to improve grammar and cohesion. She, however, did not point out particular grammar points that were problematic. Instead, the giver only provided general principles of how to put sentence elements together in English grammar. Similarly, when the giver commented on cohesion, she only gave general ideas about how to use each types of cohesive devices without showing to her friend any

examples. This reluctance in discussing in details can be because the students considered grammar and cohesion their biggest weakness. More details of this point were discussed in the later part.

8.2 The students' opinions

8.2.1 The findings based on the pre questionnaire

Table 8.4 demonstrates the students' answers to the questionnaire items which aimed at eliciting the students' knowledge and experience towards the method.

Table 8.4: The results of the pre questionnaire

Item	statement	Degree of agreement			
		4	3	2	1
		Freq / %	Freq / %	Freq / %	Freq / %
1	You have good experience in writing in English.	1 3.85	11 42.30	13 50.00	1 3.85
2	You know what good writing should look like.	1 3.85	12 46.15	12 46.15	1 3.85
3	You have good writing skill.	0 0.00	1 3.85	21 80.77	4 15.38
4	You know what feedback on writing is.	6 23.08	13 50.00	7 26.92	0 0.00
5	You think it is important that you receive feedback on your writing.	13 50.00	12 46.15	1 3.85	0 0.00
6	You think it is important as a student that you know how to evaluate good writing.	17 65.38	7 26.92	2 7.69	0 0.00
7	You have good experience in receiving feedback on writing from teachers.	1 3.85	18 69.23	6 23.08	1 3.85
8	You have good experience in giving feedback on other people's writing.	1 3.85	11 42.31	14 53.85	0 0.00
9	You think feedback should only come from the instructor who teaches the course.	1 3.85	6 23.08	10 38.46	9 34.62
10	You know how to evaluate writing.	0 0.00	7 26.92	19 73.08	0 0.00
11	You feel confident to comment on your classmate's writing.	1 3.85	8 30.77	17 65.38	1 3.85
12	You find it is difficult to evaluate your classmate's writing.	2 7.69	10 38.46	14 53.85	0 0.00
13	You know how to effectively communicate your comments on writing to your friends.	0 0.00	11 42.31	14 53.85	1 3.85
14	You feel comfortable to comment on your friend's writing.	1 3.85	13 50.00	11 42.31	1 3.85
15	You feel comfortable to accept your friend's comments on your writing.	11 42.31	7 26.92	7 26.92	1 3.85
16	As a future teacher, you need to know how to give feedback to your students' writing.	23 88.46	2 7.69	1 3.85	0 0.00
17	You know what writing strategies are.	1 3.85	7 26.92	17 65.38	1 3.85
18	You use specific strategies when you write an essay.	0 0.00	8 30.77	16 61.54	2 7.69
19	You have created the strategies you use yourself.	4 15.38	4 15.38	16 61.54	2 7.69
20	You learned the strategies you use from other people or sources.	3 11.54	12 46.15	10 38.46	1 3.85

Most of the students considered themselves having limited experience in writing and some considered themselves having fair experience in writing. Regarding the question whether have good experience in writing, 50% (13) of the students said that they disagree to the statement and 42.30% said they agree. One 15 of them said that they strongly disagree and 1% said they strongly agree.

The majority of the students considered themselves not having satisfactory knowledge about what good writing should be like. Asked whether or not they know what a good writing should look like, 46 % of them said that they had fair knowledge of the matter. 46 % said that they had little knowledge about the issue. One percent of them considered themselves as having good knowledge and one % consider themselves having very little knowledge.

The participants considered themselves having poor writing skill. To the question of how they students rate their writing skill, 21 students (80.77 %) said that they disagree with the statement saying that they have good writing skill. This means that they considered themselves having poor writing skill. Four students (15.38 %) even considered themselves having very poor writing skill. Only 1 student (3.85%) though that s/he had good writing skill and one students said that they have very good writing skill.

Most of the students were convinced that they had fair knowledge about feedback in general. Based on the question whether the students know what feedback on writing is, 13 students (50%) thought that they had good knowledge about what it is. Seven students (26.92%) though that they had limited knowledge and six students thought they had very good knowledge. No students considered themselves having very good knowledge about feedback on writing.

When asked whether or not they agree that it is important that they receive feedback on writing, most of the students agree that it is. Thirteen students (50%) said that they strongly agree. 12 students (46.15%) said that they agree and only one student (3.85%) said that s/he disagree.

Regarding the question whether or not it is important as a student that they knew how to evaluate good writing, most of the students strongly agreed with the statement (17 students: 65.38%). Seven students (26.92%) said they agreed. Only three students said that they disagreed.

Prior to the study, the students were convinced that they have good experience receiving feedback on their work in general. When asked whether they had good experience receiving feedback on writing from teachers, 18 students (69.23%) said that they had good

experience. Six students (23.08%) said that they did not have good experience. One student (3.85%) said that s/he had bad experience and one student (3.85%) said s/he had very good experience.

Majority of the students did not have experience about giving feedback on writing to other people's work. They also believed that feedback should not come from teacher only. Based on the statement saying that the participants had good experience in giving feedback on writing, 14 students (53.85%) disagreed, 11 students (42.31%) agreed, and 1 student (3.85%) strongly agreed. Most of the students disagreed that feedback should be given by the teacher only. 10 students (38.46%) disagreed, 9 (34.62%) strongly disagreed, 6 (23.08%) agreed, and 1 (3.85%) strongly agree.

The students considered themselves having very limited knowledge of how to evaluate writing. Based on the statement saying that the students know how to evaluate writing, major of the students disagreed and some of them agreed that they knew how to do so. There were 19 students (73.08%) who disagreed, 1 (3.85%) strongly disagreed, and 6 (23.08%) agreed with the statement.

They also expressed their lack of confidence if they were to give feedback on writing. Based on the statement saying that the students feel confident to give feedback to their classmates' writing, most of the students said that they disagreed. Some, however, said that they agreed. There were 17 students (65.38%) who disagreed, 1 student (3.85%) strongly disagree, 8 students (30.77%) agreed, and 1 student (3.85%) strongly agreed.

However, they believed that giving feedback on writing to classmate's writing was not a difficult task. Based on the statement saying the students find it difficult to evaluate their classmates' writing, most of them said they disagreed. The minority of the students said that they agreed. This means that most students considered that evaluating friends' writing is not difficult. With this statement, there were 14 students (53.85%) who disagreed, 10 students (38.46%) agreed, and 2 (7.70%) strongly agreed.

They were not convinced, however, that they would be able to communicate comments effectively to their friends. Based on the statement that the students know how to effectively communicate comments on wiring to their friends, majority of the students disagreed with only a few students agreed. There were 14 students (53.85%) who disagreed, 1 (3.85%) strongly disagreed, and 11 (42.31%) agreed with this statement.

The students showed some enthusiasm to give feedback on writing to their classmate as they said they would feel comfortable to give feedback. Based on the statement saying the

students feel comfortable to comment on their friends' writing, most of the students felt comfortable to give feedback on their friends' writing. There were 13 students (50%) who agreed, 1 student (3.85%) strongly agreed. However, there were 11 students (42.31%) who disagreed and 1 student (3.85%) who strongly disagreed, which means that these two groups did not feel comfortable to give feedback on friends' writing.

The students were convinced that they would feel comfortable when they received feedback from their friends. Based on the statement saying that the students feel comfortable to accept friend's comments on their writing, most of the students felt comfortable. There were 11 students (42.31%) who strongly agreed with the statement, 7 students (26.92%) agreed, 7 students (26.92%) disagreed, and 1 student (3.85%) strongly disagreed.

The students realised that they needed to know how to evaluate writing before they could make comments. Based on the statement saying that the students need to know how to give feedback on friends' writing, most of them said that they needed to. There were 23 students (88.46%) who strongly agreed with the statement, 2 students (7.70%) agreed, and 1 student (3.85%) disagreed.

Based on the statement saying that the students know what writing strategies are, most of them disagreed with the statement. This means that they did not know what writing strategies are. There were 17 students (65.38%) who disagreed, 1 student (3.85%) strongly disagreed, 7 students (26.92%) agreed, and 1 student (3.85%) strongly agreed.

The participants were not convinced that they ever used any specific strategies when they wrote an essay. Based on the statement saying that the students use specific strategies when they write an essay, most of the students disagreed: 16 students (61.54%) disagreed, 2 students (7.70%) strongly disagreed. Eight students (30.77%) agreed with the statement.

Also, they did not realise that they had ever created any strategies of their own or that they adopted some from others. Based on the statement saying that the students created their own strategies, most of the students disagreed: 16 students (61.54%) disagreed, 2 students (7.70%) strongly disagreed, 4 students (15.38%) agreed, and 4 students (15.38%) strongly agreed. Based on the statement saying that the students learned the strategies they use from other people or other sources, most of the students agreed with the statement. There were 12 students (46.15%) who agreed, 3 students (11.54%) who strongly agreed, 10 students (38.46%) disagreed, and 1 student (3.85%) strongly disagreed.

8.2.2 The findings based on the post questionnaire

The 38 questions in the post questionnaire were used to elicit the students' experience and opinions towards the research activities. The questions can be grouped based on what information they were used to examine. The first group is to elicit the students' opinion about their knowledge of feedback and writing. The second group is about the students' opinion towards their role as feedback giver. The third group is about their role as feedback receiver. The next group examines the opinion towards the teacher feedback. And the last group explore the students' experience about the research activities.

8.2.2.1 The students' opinion towards feedback and writing

In terms of the students' opinion towards the knowledge and experience about feedback and writing, it was found that the students have experienced changes in their knowledge and experience about feedback on writing. At the end of the semester, the students agreed that they received good experience in essay writing. They also realised that it is important that the students get feedback on their writing and that knowing how to evaluate writing is as important. By participating in the research, the students said that they knew well about characteristics of good writing. The questionnaire also showed that the students knew what feedback on writing is and that they knew how to evaluate writing.

Table 8.5: The students' opinion towards feedback and writing

Item	Statement	Degree of agreement			
		4	3	2	1
		Freq / %	Freq / %	Freq / %	Freq / %
1	You have received good experience in writing essays in English. คุณได้รับประสบการณ์ที่ดีในการเขียนเรียงความภาษาอังกฤษ	25 96.15	1 3.85	0 0.00	0 0.00
2	You know well about characteristics of good writing.	19 73.07	6 23.07	1 3.85	0 0.00
6	You think it is important that you receive feedback on your writing.	23 88.46	3 11.53	0 0.00	0 0.00
8	You think it is important that you know how to evaluate good writing. คุณคิดว่าความรู้วิธีการประเมินงานเขียนเป็นสิ่งสำคัญ	19 73.08	7 26.92	0 0.00	0 0.00
9	You know how to evaluate writing. คุณรู้วิธีการประเมินงานเขียนแล้ว	10 38.46	15 57.69	1 3.85	0 0.00
10	You know what feedback on writing is. ตอนนี้คุณทราบแล้วว่าการให้ฟีดแบคต่องานเขียนคืออะไร	16 61.54	10 38.46	0 0.00	0 0.00

Based on whether or not the students agreed with the statement saying they think their students should know how their writing will be evaluated, most of the students agreed to this statement. To this item, 69.23% (18) of them strongly agreed, and 30.77% (8) of them agreed, no students disagreed with the statement.

8.2.2.2 The students' opinion towards being feedback giver

In terms of the students' opinion towards their role of being feedback giver was highly positive.

The students had good experience on giving feedback on their friends' writing (as 11 students, 42.30%, strongly agreed to the statement and 14 of them, 53.85%, agreed, and only one student, 3.85%, disagreed that s/he had good experience on giving feedback to their friends' essays). It was also found that the most of the students felt confident to comment on their classmates' writing (as 15 students, 57.69%, agreed with the statement, 7 students, 26.92%, strongly agreed, and only 4 students, 15.38%, did not feel comfortable to comment on their peers' writing by the end of the semester).

Table 8.6: The students' opinion towards being feedback giver

Item	Statement	Degree of agreement			
		4	3	2	1
		Freq / %	Freq / %	Freq / %	Freq / %
5	You have good experience in giving feedback on other people's writing. คุณได้รับประสบการณ์ที่ดีในการเป็นผู้ให้ฟีดแบคต่องานเขียนของเพื่อน	11 42.30	14 53.85	1 3.85	0 0.00
11	You feel confident to comment on your classmate's writing.	7 26.92	15 57.69	4 15.38	0 0.00
12	You find it is difficult to evaluate your classmate's writing.	3 11.53	13 50.00	7 26.92	3 11.53
13	You know how to effectively communicate your comments on writing to your friends. คุณรู้แล้วว่าจะสื่อสารสิ่งที่คุณต้องการฟีดแบคให้ได้ผลดีต้องทำอย่างไร	7 26.92	15 57.69	4 15.38	0 0.00
14	You feel comfortable to comment on your friend's writing. ตอนนี้คุณรู้สึกผ่อนคลายถ้าต้องให้ฟีดแบคต่องานเขียนของเพื่อน	9 34.62	12 46.15	4 15.38	1 3.85
17	You have incorporated most of peer feedback into your later essays. คุณได้นำฟีดแบคส่วนใหญ่ที่ได้จากเพื่อนมาพิจารณาเมื่อคุณเขียนเรียงความชิ้นต่อมา	16 61.54	9 34.62	1 3.85	0 0.00

They were convinced that they felt comfortable when they were giving comments on their friends' essays (as 12 of them, 46.15%, agreed with the statement, 9 students, 34.62%, strongly agreed, 4 students, 15.38%, disagreed, and 1 student, 3.85%, strongly disagreed). The students also believed that they were able to effectively communicate their comments to their friends (19 students, 34.62%, strongly agreed, and only 5 of them, 57.69%, agreed with the statement, 7 of them, 26.92%, strongly agreed, and only 4 students, 15.38%, disagreed). The students also believed that they were able to find ways to communicate feedback to their friends (as 15 students, 57.69%, strongly agreed with the statement, 10 students, 38.46%, agreed, and only 1 student, 3.85%, disagreed). However, it is interesting to see that most of the students still believed that evaluating writing is still difficult for them by the end of the semester (as 13 students, 50%, agreed with the statement, 3, 11.53%, strongly agreed, 7, 26.92%, disagreed, and 3, 11.53%, strongly disagreed).

8.2.2.3 The students' opinion towards being feedback receiver

In terms of the students' opinion towards feedback from their friends, the analysis revealed that the students had positive responses to the statements.

Based on the statement saying that the students have good experience receiving feedback from their friends, most of the students agreed that they did. To this statement, 57.69 % (15 students) agreed, 30.77% (8 students) strongly agreed, and only 11.53 (3 students) of them disagreed.

Regarding the point whether or not the students accept comments from their friends, most of the students felt comfortable to accept the feedback their friends gave on their writing. To this item, 57.69 % (15 students) strongly agreed that they felt comfortable to accept comments, 38.46% (10 students) agreed, and only 1 student (3.85%) said that s/he did not agree with the item.

According to the point whether or not the students will apply their friends' feedback to their subsequent writing, most of the students said that they would use the comments in the next writing. To this item, 53.85% (14) of them strongly agreed that they will, 42.30 % (11) of them agreed, and only 3.85% (1) of them disagreed.

In terms of how much the students agreed with the feedback given to them, most students said that they mostly agreed with the given comments. To this item, 69.23 % (18) of them accepted that they agreed with most of the comment their peers gave, 26.92 % (7) of them said that they strongly agreed, and only 3.85% (1) of them disagreed.

To the statement saying that they trust the quality of the feedback given to their writing, most of the students agreed to the item. To this statement, 61.54% (16) of them agreed, 11.53% (3) of them strongly agreed, and 26.92% (7) of them disagreed.

Based on the statement saying that they feel disappointed or embarrassed when they receive negative comments from their friends, most of the students disagreed that they felt bad receiving negative feedback. To this item, 53.85% (14) of them strongly disagreed, 26.92 % (7) of them disagreed, 11.53% (3) of them agreed, and 7.69% (2) of them strongly agreed that they felt upset or embarrassed when they received negative feedback.

Table 8.7: The students' opinion towards being feedback receiver

Item	Statement	Degree of agreement			
		4	3	2	1
		Freq / %	Freq / %	Freq / %	Freq / %
4	You have good experience in receiving feedback on writing from friends. คุณได้รับประสบการณ์ที่ดี ในการรับฟีดแบคงานเขียนจากเพื่อนร่วมชั้น	8 30.77	15 57.69	3 11.53	0 0.00
15	You feel comfortable to accept your friend's comments on your writing. คุณรู้สึกสบายๆ และผ่อนคลายที่จะต้องรับฟีดแบคจากเพื่อน	15 57.69	10 38.46	1 3.85	0 0.00
16	You will definitely use friend's comments to improve your next writing. คุณจะนำฟีดแบคที่ได้จากเพื่อนไปใช้ในงานเขียนของคุณแน่นอน	14 53.85	11 42.30	1 3.85	0 0.00
19	You agreed with most of the comments your classmates gave on your writing. คุณเห็นด้วยเป็นส่วนใหญ่กับฟีดแบคที่เพื่อนคุณให้แก่คุณ	7 26.92	18 69.23	1 3.85	0 0.00
20	You trusted the quality of comments given to you by your friends. คุณเชื่อมั่นในคุณภาพฟีดแบคที่เพื่อนให้แก่คุณ	3 11.53	16 61.54	7 26.92	0 0.00
21	You feel upset or embarrassed when receiving negative comments from your friends. คุณรู้สึกอาย และผิดหวังเมื่อได้รับฟีดแบคที่เป็นด้านไม่ดีต่องานของคุณ	2 7.69	3 11.53	7 26.92	14 53.85
26	You found that you have improved your writing from your friends' comments. คุณคิดว่างานเขียนของคุณดีขึ้นเพราะผลจากฟีดแบคที่เพื่อนให้ให้คุณ	7 26.92	9 34.62	8 30.77	2 7.69
36	When you were paired with a friend whose language level was lower than you, you did not benefit any gain. เมื่อคุณถูกจับคู่กับเพื่อนที่คุณรู้สึกว่ามีความสามารถน้อยกว่าคุณ คุณไม่ได้รับประโยชน์จากการร่วมสนทนา	3 11.53	8 30.77	10 38.46	5 19.23
37	You preferred to discuss feedback with a friend who was better in writing than you. คุณอยากสนทนาฟีดแบคกับเพื่อนที่เก่งกว่าคุณ	14 53.85	8 30.77	3 11.53	1 3.85

The students also showed high degree of agreement to the statement saying that they think their writing has improved because of their friends' feedback. To this item, 26.92% (7) of them strongly agreed, 34.62% (9) of them agreed, 30.77% (8) of them disagreed, and 7.69% (2) of them strongly disagreed.

Based on whether or not they agreed with the statement saying that the students do not gain any benefit when they are paired with a peer whose language level is lower than themselves, most of the student disagreed to the statement. To this item, 38.46% (8) of the students disagreed, 19.23% (5) of them strongly disagreed, 30.77% (8) of them agreed, and 11.53% (3) of them strongly agreed.

Finally, based on whether or not the students agree with the statement saying that they prefer to receive feedback from friends whose language level is higher than them, most of the students agreed with the statement. To this item, 53.85% (14) of them strongly agreed, 30.77% (8) of them agreed, 11.53% (3) of them disagreed, and 3.85% (1) of them strongly disagreed.

8.2.2.4 The students' opinions towards the teacher's feedback

Regarding the students' opinion towards the teacher's feedback, the analysis showed that the degree of agreement to each of the statement was high.

To the statement whether or not the student agree that they had good experience receiving feedback from the teacher, almost all of the students strongly agreed with the statement. To this item, 96.15 % (25) of the students strongly agreed that they had good experience receiving feedback from the teacher and 3.85% (1) of them agreed.

Based on the item saying whether or not they agree that feedback should only come from the teacher who teaches the course, most of the students said they disagreed. To this item, 46.15% (12) of them strongly disagreed, 34.62% (9) disagreed, 15.38% (4) agreed, and 3.85% (1) strongly agreed.

Regarding whether or not the students agreed that they apply most of the teacher's comment in their later essay, nearly all of them (92.31%, 24 students) strongly agreed and 2 students (7.69%) agreed that they used most of the teacher's feedback in their later writing.

Regarding whether or not they agreed with the statement saying that they found the teacher's feedback helpful, nearly all of the students (88.46%, 23 students) strongly agreed that they did, and 3 students (11.53%) agreed.

Regarding the item saying that the students found that the teacher's feedback helped them improve the feedback they gave to their friends, most of the students strongly agreed and only a few of them agreed. To this item, 80.77% (21) of the students strongly agreed that the teacher's feedback helped them improve their peer feedback, 19.23% (5) of them agreed.

Table 8.8: The students' opinions towards the teacher's feedback

Item	Statement	Degree of agreement			
		4	3	2	1
		Freq / %	Freq / %	Freq / %	Freq / %
3	You have good experience in receiving feedback on writing from teachers. คุณได้รับประสบการณ์ที่ดีในการรับฟีดแบค งานเขียนจากอาจารย์	25 96.15	1 3.85	0 0.00	0 0.00
7	You think feedback should only come from the instructor who teaches the course. คุณเชื่อว่าฟีดแบคควรมาจากอาจารย์ผู้สอนเพียงเท่านั้น	1 3.85	4 15.38	9 34.62	12 46.15
18	You have incorporated most of teacher feedback into your later essays. คุณได้นำฟีดแบคส่วนใหญ่ที่ได้จากอาจารย์มาพิจารณาเมื่อคุณเขียนเรียงความชิ้นต่อมา	24 92.31	2 7.69	0 0.00	0 0.00
22	You found teacher feedback given on your feedback helpful. คุณเห็นว่าฟีดแบคที่อาจารย์ให้ต่อฟีดแบคที่คุณให้เพื่อนมีประโยชน์	23 88.46	3 11.53	0 0.00	0 0.00
23	Teacher feedback on your feedback helped you improve your comment that you gave to your friend's essays. ฟีดแบคจากอาจารย์ที่ให้ต่อฟีดแบคที่คุณให้เพื่อนช่วยพัฒนาการให้ฟีดแบคของคุณให้ดีขึ้น	21 80.77	5 19.23	0 0.00	0 0.00
24	You felt more comfortable to discuss feedback with the teacher than with your friends. คุณรู้สึกสบายใจที่จะรับฟีดแบคจากอาจารย์มากกว่าจากเพื่อนด้วยกัน	12 46.15	11 42.30	3 11.53	0 0.00
27	You found that you have improved your writing from teacher comment on your comment. คุณคิดว่างานเขียนของคุณดีขึ้นเป็นผลจากการที่อาจารย์ให้ฟีดแบคต่อฟีดแบคที่คุณให้เพื่อน	16 61.54	9 34.62	1 3.85	0 0.00
38	You felt uncomfortable when discussing feedback with the teacher. คุณรู้สึกไม่ผ่อนคลายเมื่อสนทนากับอาจารย์	3 11.53	2 7.69	7 26.92	14 53.85

Based on the statement saying that the student felt more comfortable talking to the teacher than to their friends, most of the students said they did. To this item, 46.15 % (12) of the students strongly agreed, 42.30% (11) agreed, only 3 students (11.53%) disagreed.

This finding was confirmed by the students, response to the item saying that the students felt uncomfortable discussing feedback with the teacher. To this item, most of the students

disagreed with 53.85% (14) strongly disagreed, 26.92% (7) disagreed, 11.53% (3) strongly agreed, and 7.69% (2) agreed.

8.2.2.5 The students' opinion towards the research method

Finally, in terms of the students' opinion towards the research activities as a whole the analysis revealed that the students' opinion towards the research activities as a whole was positive. Based on the item saying that the students think that working with peer is a good way to improve their writing, most of the students agree with the statement. Of all the 26 students, 12 (46.15%) strongly agreed, 12 (46.15%) agreed, and only 2 students (7.69%) disagreed. Based on the item saying the students considered themselves having improve their writing ability comparing to before they join in the course, most of the students said that they considered themselves having improved. Of all the students, 23 (88.46%) of them strongly agreed, 2 (7.69%) agreed, and only 1 (3.85%) disagreed.

Table 8.9: The students' opinion towards the research method

Item	Statement	Degree of agreement			
		4	3	2	1
		Freq / %	Freq / %	Freq / %	Freq / %
29	You think that working with peer is a good way to improve your writing. คุณคิดว่าการทำงานกับเพื่อนเป็นวิธีที่ดีในการพัฒนาทักษะการเขียนของคุณ	12 46.15	12 46.15	2 7.69	0 0.00
30	You think that you have improved your writing ability comparing to your ability before participating in this course. เมื่อเปรียบเทียบกับก่อนที่จะเข้าร่วมเรียนชั้นนี้ คุณเชื่อว่าคุณสามารถในการเขียนของคุณดีขึ้น	23 88.46	2 7.69	1 3.85	0 0.00
31	You think that this course is useful for your future career as an English teacher. คุณคิดว่าชั้นเรียนนี้มีประโยชน์ต่อการเป็นครูในอนาคตของคุณ	26 100.00	0 0.00	0 0.00	0 0.00
32	You will use the activities you have done in this course with you future teaching. คุณจะใช้กิจกรรมลักษณะเดียวกันนี้กับนักเรียนของคุณในอนาคต	17 65.38	7 26.92	2 7.69	0 0.00
33	You think that feedback from friends is as helpful as that from the teacher. คุณคิดว่าฟีดแบคจากครูกับจากเพื่อนมีประโยชน์เท่าๆกัน	6 23.08	6 23.08	14 53.85	0 0.00
34	You think that giving feedback on feedback is time consuming. คุณคิดว่าทำให้ฟีดแบคของอาจารย์ต่อฟีดแบคที่คุณให้เพื่อนเป็นกิจกรรมที่ใช้เวลานาน	4 15.38	5 19.23	14 53.85	3 11.53
35	You agree that you should let your students know how you will evaluate their work. คุณเห็นด้วยว่าผู้เรียนควรได้ทราบวิธีการประเมินของครูว่าจะประเมินงานของพวกเขาอย่างไร	18 69.23	8 30.77	0 0.00	0 0.00

Regarding the item stating that they will apply the activities they learnt in this course to their future teaching, most of the students said they would. To this item, 65.38% (17) of the students strongly agreed that they would apply the experience to their future career, 26.92% (7) agreed, only 7.69 % (2) said they disagreed.

Based on the item whether or not the students agreed that peer feedback is time consuming activity, the opinion is varied. 53.85% (13) of the students disagreed, 11.53% (3) of them strongly disagreed, 19.23% (5) agreed, and 15.38% (4) of the students strongly agreed.

8.2.3 The findings gained from students' diary

During the course of the study, the students kept reflective diary each time they attended the class. The information gained from the diary can be used to confirm the information gained from the questionnaire. The students' thoughts towards the class activities can be grouped into categories based on the themes that emerged from the data which include the opinions toward the peer feedback activity, the teacher's feedback, the course and the teacher, and their development. The themes that emerged from the diary also revealed that the students had concerns about their writing ability and grammar.

8.2.3.1 Students' feeling towards peer feedback activity

The information gained from the diary showed that the students had positive opinions towards the peer feedback activity. They believed that this activity had helped them in several ways. Firstly, the activity enabled the students to become self-learners.

Example

วันนี้ได้รับงานหนักจริงๆ เพราะเพื่อนที่ฉันให้ FB เขาเขียนเก่งมาก เป็นที่หนึ่งในห้องเลยละ มั่นใจต่อฉันมากๆ เพราะมันบังคับให้ฉันต้องเตรียมตัวหนักมากๆ เป็นอาทิตย์ ฉันอ่านงานเขาหลายรอบ หาทั้งข้อดี ข้อเสีย และเตรียมตัวเรื่องไวยากรณ์มาเป็นอย่างมาก เพราะฉันรู้ว่าเขาไม่ฟังฉันอย่างเดียวแน่ และก็เป็นที่จริง เราคุยกันเกือบ 25 นาที ฉันได้ประโยชน์จากการให้ฟีดแบคครั้งนี้มาก มันทำให้ฉันมีความมั่นใจในการประเมินงาน คอมเมนต์ และควบคุมตัวเองได้ดีเวลาเขียนงาน ส่วนหนึ่งเพราะฉันทำงานหนัก และส่วนหนึ่งคือความคิติดที่ได้จากเพื่อน

It was such a hard work today because I had to give feedback to a friend who can write very well. I consider him number one in our class. It was very useful for me because this feedback forced me to work super hard for the whole week. I read his essay several times trying to find both strengths and weaknesses. I had to be prepared for grammar as well because I knew he would not only listen to me; he would ask me a lot of questions too. And it turned out to be true. We talked for 25 minutes. I gained a lot from this talk. It made me feel more confident to evaluate, comment and have good control over my own writing. This can be because I had been working hard on it and because he gave me some good advice. (Wila 13/9)

They reflected also that the activity enabled them to become more confident as a writing evaluator and feedback giver.

Example 1

ให้ฟีดแบควันนี้ได้ฝึกการประเมินงานเขียนอย่างมาก อีกทั้งยังเป็นการฝึกการให้คำอธิบายสื่อความหมาย และใช้คำพูดที่ให้เพื่อนรู้สึกดีด้วย

Giving peer feedback was a good exercise for evaluating writing. It also allowed me to practice how to communicate my thoughts to others and make them feel happy. (Mean 16/8)

Example 2

การให้ FB เป็นเรื่องยากเพราะเราต้องอ่านทั้งเนื้อหา วิเคราะห์ organization และต้องศึกษาไวยากรณ์ไปอย่างละเอียดเพื่อเพื่อนมีคำถาม ฉันว่ากิจกรรมนี้มันทำให้ฉันต้องพัฒนาตัวเองหลาย ๆ ด้านเลย ดีมาก ๆ เลยค่ะ

Giving feedback is very hard because I need to work hard on analysing the content, organization, and grammar very carefully. I think this activity makes me improve myself in several aspects. It is a good exercise. (Wila 30/8)

In addition, some students reflected that the activity helped them learn how to communicate comments in the way that was constructive and not offensive. The diary showed also how the students saw themselves making improvement in their comments.

Example

การให้ฟีดแบคครั้งที่สองไม่ค่อยมีปัญหาพวกเรารู้วิธีการมากขึ้นจากที่ได้คุยกับอาจารย์ครั้งแรก บรรยายภาคก็ไม่วุ่นวายและฉันว่าฉันทำได้ดีขึ้นว่าจะพูดอะไรก่อน หลังและสื่ออย่างไรให้เพื่อนเข้าใจความคิดฉัน ฉันได้ประโยชน์มากเพราะต้องทำการบ้านอย่างหนักมันทำให้ฉันเรียนรู้สิ่งต่างๆ มากมายทั้งศัพท์และไวยากรณ์

I had less problems giving the second peer feedback because I knew more about how to give it from the meeting with the teacher. I believe I did well as I could organize my comment well. I knew what I should talk about first and last and how to get the message across. I gained a lot from this session because I had to prepare very hard and that resulted in my knowing a lot about vocab and grammar. (Natee 30/8)

There were some interesting information emerging from their reflection as well. Firstly, there were some students who felt that they preferred to receive feedback from peers who had higher writing proficiency than them. They explain that talking to a student with superior knowledge they gained more advice than talking to a student who was inferior to them.

Example

การให้และรับฟีดแบควันนี้ฉันได้ประโยชน์มากเพราะฉันได้คุยกับเพื่อนที่เขาเรียนเก่ง เขามีวิธีการเขียนที่ฉันไม่เคยเอามาใช้ บรรยายภาคก็เป็นไปอย่างเป็นกันเอง

My feedback today was good because I was paired with a friend who can write well. She told me things that I never knew. The atmosphere very friendly. (Natee 13/9)

Secondly, there were some students who felt that their friends were not confident to give comments to them as the givers might have thought that their language level was lower than the receiver. In this case these students said that they did not gained much from their givers. Instead they felt that they gained knowledge of the writing by giving the giver advice.

Example 1

ฉันรับฟีดแบคจากชลธิดาฉันอาจไม่ได้รับคำแนะนำจากเขามากนักเพราะเขาอาจคิดว่าฉันเขียนเก่งกว่าเขา แต่อย่างน้อยเขาก็ได้อ่านงานฉันและอาจได้อะไรจากการอ่านงานฉันด้วยเพื่อจะได้เอาไปใช้ในงานเขียนของเขาบ้าง

I got feedback form Chon today. I didn't get much advice from her though. It may be because she thought that I am better than her. At least she read my essay and might get some good things about writing from me. (Mean 16/8)

Example 2

การรับ FB ครั้งแรกของฉันฉันรู้สึกว่เพื่อนไม่กล้าคอมเมนต์ ฉันต้องคอยสนับสนุนให้เธอพูดมากๆเพราะฉันอยากรู้ว่งานฉันเป็นอย่างไรในสายตาคนอ่าน

My feedback talking today didn't go so well. I thought my friend was hesitate to speak openly and frankly. So I had to encourage her to speak more because I really wanted to know how my writing was in the reader's eyes. (Wila 16/8)

Thirdly, there were students who felt that, when they wrote, they usually thought of their own comments rather than their peers' feedback. These students believed that they were able to apply their own comments in more various occasions than comments from their friends.

Example

เวลาที่ให้FB เพื่อนมันมีข้อดีคือฉันได้เอาสิ่งที่บอกเพื่อนมาใช้กับงานเขียนฉันเองด้วย

A good thing about giving feedback is I can use the comment I give to friends with my own writing. (Kassie 27/9)

8.2.3.2 Students' opinion toward teacher's feedback

The information gained from the diary revealed that students had positive opinions towards the feedback from the teacher. Some important points that emerged included the feeling that the teacher's feedback helped improve their feedback, that they thought of the teacher's comment while there were writing, and that the teacher's feedback helped them write better.

Example 1

การได้รับคำปรึกษาจากอาจารย์มาก่อนที่จะให้ฟีดแบคมันทำให้ผมรู้แล้วว่าผมจะพูดอะไรกับเพื่อนบ้าง และครั้งนี้ผมทำได้ดีกว่าครั้งก่อนๆมาก เพราะมันไม่ตื่นเต้น และรู้ว่าเราจะต้องฟีดแบคอะไร และพูดอย่างไร ดีมากเลยครับกิจกรรมนี้

Meeting with the teacher before giving feedback today helped me understand what to look at and how to communicate my comments to the receiver. So this time I did better because I was not nervous and had a clear plan. This activity is very good. (Tiger 13/9)

Example 2

การให้ฟีดแบควันนี้ฉันนึกถึงคำพูดอาจารย์เป็นหลักว่เราจะแนะเพื่อนอย่างไรบ้างและฉันน่าจะสร้างบรรยากาศในการพูดคุยอย่างไรให้เอื้อต่อการถ่ายทอดคอมเมนต์ ช่วงนี้สนุกมากกับการทำกิจกรรมนี้

During the feedback session today, I thought of the teacher's comments as the guide line. He told me what I should comment and how to build good talking atmosphere during the feedback. (Pailin 13/9)

8.2.3.3 Students' feelings towards the research activities and the teacher

Most of the reflections from the diary indicate that the students had positive opinions towards the course and the teacher. There were students who believed that the course had improved themselves in several aspects including being self-learner, improvement of writing ability, grammar, and communication skill.

Example 1

ฉันสนุกกับการเขียนมาก นี่อาจเป็นเพราะกิจกรรมที่เราทำกันมาตลอดทั้งการให้และรับฟีดแบคและการได้คุยกับอาจารย์รวมทั้งการที่ต้องศึกษาด้วยตัวเอง มันทำให้เราดีขึ้นมามากเลย ฉันรู้สึกดีใจที่เรามาได้ไกลขนาดนี้ทั้งที่เมื่อก่อนฉันไม่เคยคิดว่าจะเขียนแบบนี้ได้เลย

My writing today was easier. This is because the activities I have been doing so far. They make me improve myself a lot. I am so proud of myself having come this far. I never thought that I would be able to write. (Titty 20/9)

Example 2

กิจกรรมที่เราผ่านมาตลอดเทอมฉันว่ามันทำให้ฉันต้องหาความรู้เพื่อคอมเมนต์เพื่อนๆ มากเลย จากที่ฉันไม่ค่อยอ่านเรื่องไวยากรณ์ ฉันต้องอ่านมันอย่างมากเพราะต้องคอมเมนต์งาน และนั่นมันเป็นผลดีต่อฉันเองมากๆ ฉันเขียนดีขึ้น เข้าใจการประเมินงานเขียนมากขึ้น และรู้วิธีการสื่อสารความคิดกับเพื่อนมากขึ้น

The activities I have done so far this term make me develop in terms of self-study so much. I did hard self-study every time before giving comment. This helps improve my grammar greatly. I can write better and can evaluate friends' writing with more confidence. (Tip 27/9)

Example 3

ฉันอยากให้อาจารย์สอนต่ออีกสักเทอมเพราะฉันอยากเก่งเรื่องไวยากรณ์ การให้ฟีดแบคเพื่อนๆ มันบังคับให้ฉันต้องศึกษาเรื่องไวยากรณ์มากกว่าทั้งชีวิตที่ฉันเรียนมาเลยละ และฉันก็จะเอากิจกรรมแบบนี้ไปใช้กับนักเรียนของฉันด้วยเพราะอีกปีเดี๋ยวฉันก็ต้องไปฝึกสอนแล้ว

I want the teacher to teach us one more term because I want to be good at grammar. Giving feedback to friends forces me to study grammar very hard; harder than I ever did before in my life. I will definitely apply this activity to my own class when I do my apprentice next year. (Supat 3/10)

8.2.3.4 Students' feelings towards their development

The diary showed that the students believed that they have made progress from the beginning to the end of the course of the study. They felt that they improved in several regards such as writing ability, evaluation skill, grammar, and communication skill.

Example 1

วันนี้อยากบอกว่าฉันเขียนได้ดีขึ้นตามมาตรฐานของฉัน ฉันมั่นใจในการเขียนมากขึ้น มั่นใจที่จะประเมินการเขียนของนักเรียนมากขึ้น และรู้ว่าฉันจะแนะนำพวกเขาอย่างไร กิจกรรมตลอดเทอมนี้ฝึกฉันได้เยอะมากจริง ทั้งวิธีการเขียน วิธีการประเมิน การสื่อสารความคิด และที่สำคัญคือฉันพัฒนาไวยากรณ์ไปมาก เพราะฉันทำงานหนักตลอดเวลาที่ต้องคอมเมนต์งานคนอื่น ขอขอบคุณอาจารย์ที่มาสอนพวกเราค่ะ

I want to say that I have reached the goal I set for myself taking this course. I felt more confident to write and to evaluate writing. I know how to give advice. The activities I have been doing this term have helped me greatly on writing, evaluating, and communicating comments. And the course also helps improve my grammar because of my work hard prior to peer feedback sessions. Thank you teacher for teaching us. (Natee 3/9)

Example 2

กิจกรรมที่เราผ่านมาตลอดเทอมฉันว่ามันทำให้ฉันต้องหาความรู้เพื่อคอมเมนต์เพื่อนๆ มากเลย จากที่ฉันไม่ค่อยอ่านเรื่องไวยากรณ์ ฉันต้องอ่านมันอย่างมากเพราะต้องคอมเมนต์งาน และนั่นมันเป็นผลดีต่อฉันเองมากๆ ฉันเขียนดีขึ้น เข้าใจการประเมินงานเขียนมากขึ้น และรู้วิธีการสื่อสารความคิดกับเพื่อนมากขึ้น

The activities I have done so far this term make me develop in terms of self-study so much. I did hard self-study every time before giving comment. This helps improve my grammar greatly. I can write better and can evaluate friends' writing with more confidence. (Tip 27/9)

8.2.3.5 Students' concerns about grammar and cohesion

The information from the students' reflective diary also suggested that the students' biggest concern about their writing was grammar. Throughout the course most of the students mentioned that their grammar was still not to their satisfactory although they believed that there was some improvement in this area of their writing. Also, cohesion was another biggest concern in writing.

Example 1

การเขียนหลาย ๆ ครั้งทำให้ผมวางแผนการเขียนได้เร็วและง่ายขึ้น แต่ปัญหาเรื่องไวยากรณ์และการใช้ cohesion ของผมยังไม่หมดไป

Having written a few time already, I felt that I could plan my essay faster and easier. But the problem about grammar and cohesion was still there. (Tiger 20/9)

Example 2

การเขียนครั้งที่ 4 แล้วฉันวางแผนการเขียนได้เร็วขึ้นไม่กังวลเรื่องโครงสร้าง essay แต่ที่กังวลอยู่คือเรื่องการใช้ ศัพท์ แกรมม่า และ cohesion

This time I could write faster because I did not spend much time on writing pattern. But what I still have to work on is grammar and cohesion. (Natee 20/9)

8.2.4 Findings based on student-teacher meetings

The students experience during the peer feedback sessions can be found during the meetings with the teacher/researcher. There are evidences that show that the students were able to go to more detail of their comment.

Example 1

(ทำไมถึงแนะนำให้เพื่อนเปลี่ยน main idea) หนูอยากให้เพื่อนเปลี่ยน main idea เพราะมองว่าเหตุผลหลักที่เขาใช้ มันยังไม่สามารถสนับสนุน thesis statement ของเขาได้ดีพอ เพราะเขาบอกว่าว่าการลดการบ้านลงจะทำให้เด็กมีเวลามากขึ้น อันที่จริงเขาควรบอกว่าการที่ลดการบ้านมันจะทำให้เด็กมีโอกาสเรียนรู้สิ่งอื่นที่เป็นประโยชน์กับชีวิตเขามากขึ้น นี่คือนี่สิ่งที่หนูแนะนำเขาไป

(Why did you suggest that your friend should change her his main idea?) I did that because I believed that the main reasons did not effectively support the thesis statement. He said in his main idea that having less homework allows the children to have more time. He should have said that having less homework allows the children to have time to do other things that are useful in their life. (Supat 2)

Example 2

(สังเกตเห็นว่าเราไม่ค่อยคอมเมนต์เพื่อนเรื่องโครงสร้างเรียงความมากนัก) หนูคิดว่าเพื่อนส่วนใหญ่รวมทั้งเพื่อนที่หนูให้ฟีดแบคเข้าใจเรื่ององค์ประกอบงานเขียนมากพอสมควรแล้วค่ะ เพราะที่ดูจากเรียงความของเขเขาก็มีองค์ประกอบทุกอย่างครบ หนูเลยคิดว่าน่าจะดูรายละเอียดองค์ประกอบภายในแต่ละส่วนที่คิดว่าเพื่อนยังทำได้ไม่ดีน่าจะมึประโยชน์กว่า หนูเลยลงไปเ็นรายละเอียดของการเขียน Main idea และ supporting detail มากกว่าส่วนอื่น

(I have noticed that you did not comment much about the writing pattern.) Yes. I think most of us know quite clear about the structure of the essay. As I saw from reading the text that it consists of all the essential elements. So I decided that it is better to look at each part in more detail which I think that my friend could not do well. I think it will be more useful to her. That's why I mainly focused on discussing with her the main ideas and the supporting detail. (Mean 2)

In terms of the student's opinion towards giving feedback, there are evidence that show they gain benefits from being giver.

Example 1

มันทำให้ต้องเตรียมตัวเยอะค่ะ หลายเรื่องด้วยทั้งดูเนื้อหาเพื่อน ดูเรื่อง organization และที่หนูอ่อนคือต้องศึกษาแกรมม่าหนักมาก เพราะต้องคอมเมนต์ของเพื่อนเราก็ต้องรู้ก่อน มันช่วยหนูด้วยเหมือนกันเพราะหนูก็เอามาใช้ในงานตัวเองด้วย

I have to prepare a lot for feedback giving. I need to be clear about the essay organization, content. And the part that I do a lot of study is grammar. To be able to comment on my friends' grammar I need to be sure myself. This help me develop my grammar indirectly. (Sai 1)

Example 2

เวลาที่เขียนไปหนูคิดถึงสิ่งที่หนูคอมเมนต์เพื่อนค่ะ ว่าบอกอะไรเพื่อนบ้าง แล้วก็ต้องระวังไม่ให้งานตัวเองมีปัญหาลักษณะ

During the writing session, I usually thought of the comment I used to give to my friends. It makes me be more careful not to make such errors. (Wila 1)

There are evidences that show the students' opinion towards being feedback receiver.

Example 1

บางทีเพื่อนไม่ค่อยพร้อมในการให้ฟีดแบคค่ะ เขาเลยไม่ค่อยให้คำแนะนำอะไรมากเท่าที่ควร หรือเขาอาจเกรงใจเพราะคิดว่าหนูเขียนดีกว่าเขาเขาเลยไม่กล้าพูด แต่หาก็พยายามกระตุ้นให้เขาพูดนะ และเวลาที่เขาพูดหนูก็จะเสริมให้ด้วยเขาจะได้จากเรามากกว่าเราได้จากเขา เพราะเขาได้เห็นงานที่อาจดีกว่าและได้ฟังคำแนะนำจากเราด้วย วันนั้นแทนที่หนูจะได้รับมาก แต่หนูกลับได้เป็นผู้ให้มากกว่าแต่มันก็ได้ประโยชน์ทั้งสองทางค่ะ

Sometimes friends were not quite ready for giving feedback. So they could not give much useful advice. Or it might be because they think I was better than them and they didn't feel confident to comment. In this case, I added my opinion into the conversation and explain to them important features of the essay. Doing this they benefit from me more than I did from them. But I can learn from either way. (Pornka 3)

Example 2

หนูอยากฟังคอมเมนต์จากเพื่อนที่เขียนเก่งๆเพราะเขาจะมีมาตรฐานสูงกว่าเรา เขาจะคอมเมนต์ในสิ่งที่หนูยังทำไม่ได้ แต่ถ้าเจอเพื่อนที่อ่อนกว่าเราหนูก็ได้ประโยชน์ตรงที่หนูพยายามให้ความรู้กลับไปในขณะที่เรากำลังคุยกันด้วยมันก็ได้ทั้งสองทาง หนูเลยคิดว่ากิจกรรมนี้ดีมากค่ะ

I prefer to get comment from friends who are better than me. They will help me with things that I can't do just yet. But when I talk to friend who are at lower level, I gain benefit from my self-study that I did for feedback preparation. I gain from both situation. So I think this course is very good. (Nattawa 3)

Example 3

หนูชอบรับฟังเพื่อนทั้งสองกลุ่มค่ะทั้งที่เก่งกว่าและอ่อนกว่าเรา เพื่อนที่อ่อนกว่าเขาก็จะมีมุมมองของเขาว่าทำไมเขาอ่านงานเราไม่เข้าใจ เราก็จะได้ปรับงานสำหรับผู้อ่านที่ไม่เก่งภาษาด้วยเพราะเราเขียนงานให้ผู้อ่านเราไม่รู้วาระดับภาษาเขาอยู่ตรงไหน ส่วนคนที่เก่งกว่าเขาก็จะได้ช่วยปรับงานเราในรายละเอียดย่อยๆได้มากกว่าเช่นเรื่อง ไวยากรณ์และ cohesion

I like to have conversation with both groups. Friends who are inferior to us in terms of language proficiency surely have good reasons why they don't understand my writing. In this case I may have to make change to my writing to help them read more easily. A friend who is better than me will help me with more detail such as grammar and cohesion. (Munchu 3)

There are evidences that show the students' opinion towards the research activities as a whole.

Example 1

หนูว่าเราเรียนวิชานี้มันได้ประโยชน์ไม่ใช่เฉพาะเรื่องการเขียนอย่างเดียวค่ะ เพราะหนูได้ทักษะในการสื่อสาร Feedback ให้เพื่อน ได้ทักษะการเป็นผู้รับฟัง ได้ไหวพริบในการรักษาบรรยากาศในการสนทนาให้เป็นแบบมิตรด้วย ตอนท้ายหนูคิดว่าทักษะการเขียนของหนูก็พัฒนาขึ้นมากด้วยค่ะ

I think it is not just writing that I have improved but I learned a lot how to communicate my opinions. I also learned how to maintain friendly discussion during receiving and giving feedback. (Kotcha 3)

Example 2

หนูไม่เคยเขียนเรียงความแบบนี้มาก่อนเลยตอนแรกไม่มั่นใจเลยว่าจะทำกิจกรรมต่างๆที่อาจารย์ชี้แจงตอนต้นเทอมได้ แต่พอเราเริ่มเรียนกิจกรรมต่างๆทุกสัปดาห์มันค่อยพัฒนาหนูขึ้นเรื่อยๆ หนูมั่นใจขึ้นในการที่จะเป็นคนประเมินงานเขียน และหนูได้ทักษะการเขียนมากเพราะหนูต้องศึกษาอย่างหนักก่อนคอมเมนต์งานเพื่อน เพราะรู้ว่าตัวเองไม่เก่งเลยเตรียมเยอะ แต่เวลาเจอคนเก่งๆหนูก็จะถามเพื่อนขอคำแนะนำจากเขาไปพร้อมๆกับบอกความเห็นของเรา มันเป็นวิชาที่ตีมากค่ะ

I never wrote argumentation before. At the beginning I was not so convinced that I would be able to perform all the activities. However, the set of exercises I did weekly gradually develop me into a more confident writer and feedback giver. I gained a lot from my self-study as well. I consider myself poor in writing so I prepared a lot before the feedback session. When I talked to friends who were better than me I always asked questions and it helped me a lot. (Supa 3)

8.3 The discussion of the findings

The finding gained from the pre questionnaire can be summarized as followed. Firstly, regarding the experience and knowledge about writing argumentative essay, the students considered themselves having poor writing skill even though they felt that they knew what good essays should look like. Their main concern was that they had poor grammar and vocabulary. Secondly, in terms of the opinion towards feedback most of the students realized that feedback was important for writing and that they needed to have knowledge and experience in evaluation and giving feedback. Although the analysis showed that, the

students felt that they were familiar with the term feedback, they did not have good knowledge about it, about how to give feedback to peers' writing, and how to communicate comments effectively. They would feel uncomfortable if they had to give and receive feedback despite believing that giving peer feedback was not difficult. Although most of the students believed that they had good experience receiving feedback on writing from teachers, they considered themselves having little experience giving feedback on friends' writing and receiving feedback on their writing from friends. Thirdly, in terms of writing strategies, the students acknowledged that they neither knew writing strategies nor used any specific strategies to writing, and they did not create their own strategies when they wrote or learnt them from others.

The findings based on the post questionnaire revealed changes in the students' experience and knowledge regarding writing argumentation and peer feedback. In terms of opinions towards writing, the students believed that they had good knowledge and experience about argumentative essay and that their writing has improved. Comparing to the results gained from the prequestionnaire, it can be said that the students' opinion towards their own writing ability has changed positively.

The analysis of the post questionnaire also revealed that the students have realized that feedback was an important aspect of writing, that they needed to know how to evaluate writing, give effective feedback, and deliver feedback efficiently. They also realized that the students needed immediate feedback on their writing. In terms of the development, the analysis revealed that the students were convinced that they have improved the way they give peer feedback, evaluate writing, and deliver comments to their friends. By comparing to the results of the pre questionnaire, it can be said that the students have considered themselves making improvements in these areas.

The opinions towards peer feedback activity was positive both as feedback giver and receiver. Majority of the students stated that they had good experience about giving peer feedback to their friends' writing. The students felt more confident and comfortable when they gave comments on writing as they had better knowledge regarding writing evaluation, writing convention, feedback organization, and feedback communication. However, they believed that evaluating writing and giving feedback was difficult still.

As feedback receiver, majority of the students felt that they had good experience receiving feedback from their friends and that they mostly agreed with the comments and accepted most of the comments as useful for their writing improvement. Most of the students were convinced that the quality of the feedback was good. It is worth noting also that there were

several students who believed otherwise. They also stated that they applied comments from their friends in subsequent writing where applicable.

The results revealed that the participants did not feel embarrassed or disappointed when they received negative feedback, were corrected, or were shown disagreement by their friends. They also considered that they have made improvement on their writing which was resulted from receiving peer feedback. Most of the students did not believe that they had little benefit receiving feedback from friends whose language proficiency lower than them. They stated that they gained knowledge from talking with those friends as when they gave advice to the giver they learnt something. However, most of the students stated that they preferred to receive feedback from students who had higher language proficiency than them.

Regarding the students' opinion towards the teacher's feedback, positive opinions were found towards all of the questions. Firstly, the student mostly agreed that they had very good experience receiving feedback from the teacher. However, they viewed that feedback was not necessarily from the teacher only. It could come from other sources as well. The participants stated that they used most of the teacher's comments both in their writing and in their feedback giving and that the teacher's feedback was very helpful to their feedback giving and their own writing. When having conference with the teacher, the participants stated that they felt comfortable seeing the teacher and that they also felt relaxed when having peer feedback with their friends.

Regarding the participants' opinion towards the research method, positive opinion was evident towards all the questionnaire items. Most of the students believed that working cooperatively with friends in peer feedback sessions was an effective way to help them improve their writing ability. They also stated that they have made improvement in their writing at the end of course. The students also believed that peer feedback activity was not a time consuming activity and that they were confident that they could apply the activity to their own class in the future.

The results based on the students' reflective diary have confirmed the questionnaire results. In terms of the students' experience about writing, the reflections revealed that the students were positive that they have good experience in writing argumentative essay and that they were able to write better. They also believed that they have made improvement on how to evaluate writing, give effective comments on peers' writing, deliver well organized comments, and that they had better feedback communication skill.

The diary also showed that the students viewed the activity they participated throughout the course could help them develop necessary skills for writing including essay planning, text organization, idea development, grammar, and cohesion. Despite considering themselves

having made improvement, the students still had major concerns in grammar and cohesion as they mentioned that they did not want to go deep in detail about grammar and cohesion too much as they still felt that their knowledge in these areas was not good enough to help their friends.

The students also revealed positive opinions toward peer feedback activity. They were convinced that giving feedback help them to be better self-learner as they had to work hard on their friends writing in order to deliver good comments. As a result of self-study, the students believed that their writing ability has improved as well as their grammar. They were able to apply comments they gave to peers on their own text as they said they were thinking of their own comments during the writing session.

There were students who preferred to give comments to students who had better writing ability than them as they believed that it was more challenging and that they needed to work even harder before giving feedback. This, they believed, would result in making them develop themselves better. However, there were students who preferred to give feedback to partners whose language level was equal to or lower than theirs as they would felt more confident and relaxed to deliver their comments.

Regarding the opinions towards feedback receiver, the students also had positive views. They believed that comments from their friends were useful and helped them to make improvement to their subsequent writing.

In some occasions, there were students who thought that they did not gain much from their friends' comments as the giver's lack of confidence due to inferior language proficiency and lack of good preparation. Under this situation, the students still believed that they gained benefits from the session by giving advice and helps to the givers instead of listening to them. As feedback receiver, most of the students appeared to prefer to receive feedback from partners whose language proficiency was superior to theirs as they thought they would get more detailed comments and advice.

The information from the diary also revealed that the students enjoyed the course. At the beginning of the semester, the information showed that the students were worried about whether or not they would be able to meet the requirements since they considered themselves having poor grammar and vocabulary which resulted in poor writing. Apart from these, they appeared to concern about the ability to evaluate writing and give comments to their friends.

However, as they have participated in the research activities their opinions gradually changed towards the positive end. The information the students gave showed that their

concern over evaluating and giving feedback became less. And by the end of the course they expressed their confidence to evaluate writing and provide more effective peer feedback. The participants had positive views on the teacher of the course as well. They mentioned that the qualities of the teacher encouraged to participate in the course and want to improve themselves. Such qualities included the teacher's enthusiasm and willingness to help, the impartial treatment of the students, the friendliness the teacher gave to them, and the teacher's insight knowledge of the content.

Regarding the students' view on their development, the diary found that the students considered themselves developing throughout the course in several aspects. Firstly, they believed that they have made good progress in their writing ability as a whole. They were able to plan their writing more quickly and more effectively using the knowledge of the writing convention, the feedback experience they gained during the course of the study, the feedback from the teacher, as well as the knowledge from their self-study. Apart from making improvement on writing, the participants have made development on their writing evaluation skill. The students revealed that at the end of the course they have learnt a lot about how to evaluate argumentative writing; what to look at when judging writing quality. This was different from their previous view of looking at writing when most of them believed that good writing meant writing without grammatical errors. As they participated in the course they realized that good writing was not about grammar only but involved other things such as content, text organization, and the development of ideas.

The students believed that they made improvement on peer feedback skill as well. At the end of the course, they expressed their confidence to give feedback to their friends' writing, the skill they doubted whether they would be able to achieve at the start of the course. Communication skill is another aspect that the participants believed they had made improvement. They were positive that they have learnt, especially from the peer feedback meeting, how to deliver comments that make sense to their peer, how to keep the conversation go on in a situation when their partner needed their cooperation, how to keep the talking atmosphere as friendly and relaxed, and how to use encouraging and minimal offensive language. Lastly the students considered themselves making development on grammar and cohesion. They thought that they were able to use grammar and cohesion better which they believed as a result of receiving feedback from the teacher, their peers, from themselves giving feedback to their peers, and from their self-study. However, this aspect of writing was still the major concern among most of the participants.

Chapter 9

The discussion of the findings

Chapter nine presents the conclusion of the study, the discussion of the findings in relation to the research questions and to the previous studies of peer feedback. The implications, recommendations for further studies, and the limitations of the study are discussed.

9.1 The conclusion of the study

This study investigates the effectiveness of using teacher's feedback on peer feedback. Four research questions are posed (1) Does the method help improve the quality of peer feedback and in what ways are the students' peer feedback improved? (2) Does the students' writing improve and what aspects of writing improve? (3) Does the method help the students to become more self-regulated learners? and (4) What are the students' opinions towards the research activities they participated throughout the course?

9.1.1 The research participants

The participants were 26 third year teacher students majoring in English from the faculty of education at Kamphaeng Phet Rajabhat University, Thailand. Before participating in the study, the participants have taken some English courses including English syntax, formulaic writing, and critical reading. Although they have entered the programme for two years, their levels of language proficiency were different. The main reason is that they were accepted to the programme without taking an entrance examination.

9.1.2 The research activities

The research method employed in this research project is a combination of an action research and a case study. As a whole research process, the study can be considered to have some characteristics of action research and the research activities within each step of the action research can be considered a case study. The study lasts one semester (16 weeks). The research activities include two phases: the teaching and feedback training phase and the writing and feedback phase. During the teaching and feedback training phase (week 1 – 7), the students participated in learning different genres of texts, writing convention of argumentative genre, and evaluating and feedback training. During the second phase (week 8-16), the students wrote argumentative essays, gave feedback to and receive feedback from their classmates, and attended conferences with the

researcher/teacher. Throughout the course of the study, the research data was collected and six sets of data were obtained including (1) pre and post questionnaires (2) students' essays from 6 writing tasks (3) video records from 4 peer feedback meetings (4) audio records from 3 teacher-student conferences (5) students' reflective diaries, and (6) observation report from university colleagues. The data was analyzed both quantitatively and qualitatively.

9.1.3 The research results

The results revealed that the teacher's feedback on the students' peer feedback can help improve the students' feedback quality. The feedback quality that has improved then resulted in the writing quality that has also improved at the end of the study. It can, therefore, be said that teacher's feedback can have a knock on effect on the students' writing quality. This phenomenon can be seen as the students' feedback before they met with the teacher was not covering the required areas, not well organized, and not very detailed. However, after meeting with the teacher, the students' feedback has improved gradually in all areas. At the same time the score of their writing has increased as the course went on. Therefore, as we consider the tendency of both the feedback quality and the writing quality, there is a relationship between the two areas. As the treatment that was put in during the course was the teacher's feedback, the development in both areas, can be said to come from the treatment, the teacher's feedback.

In terms of the aspects of writing that has improved, the findings revealed that the student were able to organize the text more properly according to the writing convention. Necessary elements were suitably employed in their text and the ability to appropriately positioned elements can be witnessed. The content of the writing can be said to have improved as the score given to this aspect has improved in the subsequent writing comparing to the early assignment. The evidence from the student' reflective diary and from the questionnaire also revealed that students were convinced that they have improved the writing content as they were able to spend more time on content at the later stage of the course. This is due to the students' fluency of text organization which allows them to more time and effort on other areas of writing. As a result, the students were able to find and write more effective main ideas and supporting details. The way the students developed their idea also improved as the score on this area suggested. The students used more writing tools, cohesions, especially those that help tie the content together such as transitions and frame markers. In addition, the fact that the students employed less elements such as self-mentioned in their later writing could contribute to the better quality of their development of the content. Although the area that was included in the feedback was grammar, the teacher's feedback did not focus judging whether the

feedback givers had provided correct comments on specific grammar points. And from the fact that this study did not look at how the students perform in the revised text, it cannot be said specifically what points of grammar have improved. However, the score on this area has indicated the students' improvement. The students also expressed in their reflective diary that they have made improvement in grammar but still considered it as their major concern at the end of the study.

The study has revealed that the students have become more self-regulated learners. There were several features of the student's use of language during the peer feedback conversation that indicated this. When the students received feedback, the language they used that can be considered self-assurance include the ability to express the knowledge of the writing convention, evaluate their own writing quality, correct the givers' mistakes, and clarify the text content. As the giver, behaviours such as the willingness to give detailed explanations, the ability to identify problem and provide solutions, the ability to evaluate writing quality, and to express the knowledge of the genre can be witnessed.

The students' opinion towards the research method was positive on all the areas including the experience they received as being feedback receiver and giver. The students considered feedback from the teacher useful and could help them develop as a better feedback giver.

It should be noted also that the students preferred to receive feedback from the giver whose language proficiency is higher than theirs. The reasons for this is that they believed they would get more detailed comments on particular issues as well as more techniques that they did not have before. This view from some students' may shine some light on the paring of students in the later study. There was no evidence that showed the students did not trust the accuracy and the usefulness of the comments.

9.2 The discussion of the findings in relation to the research questions

Research question 1: Does the method help improve the quality of peer feedback and, if so, in what ways are the students' peer feedback improved?

The first research question can be divided into two sub-questions: does the technique help improve the quality of peer feedback and in what way is the students' feedback improved? According to the first sub-question, the improvement in peer feedback is determined by comparing the performance at the beginning of the course to that at the end based on the four areas of feedback focus including the text organization, the content, the idea development, and the grammar and cohesion. By analyzing the feedback the students provided throughout the course in terms of the focus they made on each area of

the text and the content the students provided on each area, the results will reveal if there is any improvement and in what way the feedback is improved.

The findings presented previously in chapter 8 can be an indication of the improvement in peer feedback quality. Firstly, it was found that the students were able to apply the teacher feedback on their subsequent peer feedbacks. As the relationship between time spent on each area of feedback focus during the teacher-student conference and during peer feedback conference suggest, students were able to spend time of their conference appropriately. They focused more on organization and content first with time on grammar and cohesion less. In their later peer feedback conferences, however, they spent time on a more detailed component of writing (grammar and cohesion) more with less focus was placed on organization and content. Secondly, the findings regarding how the students gave comments on the four main areas of feedback focus revealed that the students were able to cover all the areas of feedback focus in their later peer feedback meeting. At the beginning of the course, the students' comments did not cover all the areas that they were supposed to comment on. Most of the students focus on essay content and grammar most in the first meeting. Several have left out idea development and text organization. In the later peer feedback meetings, the students have covered more areas of the comment. There were smaller number of students who left out some areas namely idea development and organization. In the final meeting nearly all the students commented on all the areas of the writing. This finding can be one of the indication that shows there is a development in the way the students gave peer feedback. Thirdly, the students seemed to be able to adjust the proportion of time they spent on specific areas more effectively. The fact that the students gave the first priority on content in all the four feedback meetings although the percentage of time given to this area decreased in the later meetings shows that they still realized that content was the most important area of the writing. The proportion of time given to organization which was low in the first session, then increased in the later meetings, and dropped in the final meeting indicated the students' awareness of the progress of their friends' ability on this area. As the students' had already performed three peer feedback before, the feedback givers must have believed that their receivers had enough knowledge about text organization and from that assumption, the givers tended to spend less time on this area. This conclusion can also be confirmed by the findings based on the video transcriptions. There were several occasions where the students mentioned to their friends that they did not want to spend a lot of time on organization as they believed that their receivers have had enough understanding about this. The evidence showing the students' development in feedback giving can also be seen from the fact that the students spent more talk time on the area of idea development, the area which had been least covered in the previous meetings. In the final meeting, the students' focus on grammar received more time again. The students' assumption that

their friends have had clear knowledge of organization and that they have had enough idea of how to improve content of the writing allowed the givers to pay more attention on grammar again. Fourthly, they were able to give more detailed on issues at hand. The later peer feedback meeting saw the students able to give more details in their comments. Finally, the students believed that their feedback skill have improved. The students mentioned in their reflective diary about their development on feedback giving. Among the many cases, most of them stated that they have made improvement on this skill as they knew what aspects of writing to evaluate and how to evaluate them, how to organize their feedback that was easy to follow by the receiver, how to communicate feedback to make their friends feel good even though the feedback was negative, how to act cooperatively during feedback sessions to keep the atmosphere good. They also believed that they were more confident to give peer feedback as they had clearer knowledge about the writing pattern, about how to write the main idea and the supporting detail. The students also mentioned that the teacher's feedback had helped them to gain more knowledge on writing evaluation, organizing feedback, and giving effective comments. Studying friends' essays also helped them learn a lot by themselves. This could result in the students' improvement in the later stage of the course. In the post questionnaire, the opinion towards feedback development was positive. Most of the students expressed their strong belief that their comment skill has improved as they received useful feedback from the teacher and from friends. They also gained experience on giving feedback from their own comments when they took a role of the giver. The fact that they students stated that they had better knowledge about evaluating writing, writing pattern, and grammar can also contribute to the improvement of their feedback skill.

Research question 2: Does the students' writing improve and, if so, what aspects have been improved?

This question can be divided into two sub-questions: (a) does the students' writing improve According to this sub-question, writing improvement was determined based on the students' writing score, their use of writing elements and metadiscourse as well as their opinions elicited from the second questionnaire and the reflective diary what aspects of writing have been improved? (b) what aspects of writing have improved? According to this sub-question, aspects of writing including content, text organization, and language use are investigated.

The mean score given to the final assignment was higher than that of the previous ones. This can be one evidence to show that the students were able to produce more effective argumentative essay at the end of the course than they did at the beginning of their participation. Another piece of evidence can be drawn from the students answer to the

post questionnaire where majority believed that they were able to produce more effective argumentative writing as they were convinced that they had better knowledge of writing of this genre. The knowledge of the writing pattern, the use of stages and move, and the use of specific types of metadiscourse, as they stated, could result in the improvement of the writing as a whole.

In terms of what aspect of the writing have improved, the findings clearly suggested that the students were able to improve their text organization, one of the descriptors the raters used to judge the writing score. As the results have suggested, the organization that has improved came from the inclusion of the three argumentative stages: the thesis stage, the argument stage, and the conclusion. The increase of the use of moves (both compulsory and optional) in each stage of the writing. The findings suggested also that in the later essay, the students were able to move around moves within each stage to suit their writing plan. This finding not only indicate that they students could write more effectively but also write with more confident.

The increase in the use of specific types of metadiscourse, especially those in the interactive group, can be the indication of more effectiveness in developing the ideas within the paragraph. The more use of transition signals which is one of the cohesive devices in the later assignments means that the students were able to provide the reader with more signs that signal the relationship between each piece of information within the paragraph. As a result of this, the text would be more cohere and the flow of the ideas was better. The increase in the use of another interactive resource, the frame markers, also indicate that the students more effectively develop their argument in the way that is easy for the reader to follow. As frame markers such as my first reason, my second reason, and in conclusion clear stage the development of the content throughout the text, the writers were able to see the progress of their idea development themselves and the reader were able to follow such flow with ease. The use of more cohesive devices such as transitions and frame markers, therefore, could draw to the conclusion that the students have made some improvement in their idea development as well.

This could be a weak spot of this present study that the method could not exactly tell if the students have made any improvement in terms of the writing content. One reason could be that the study did not focus on the revised draft. Instead, it looks at the subsequent assignments. Therefore, it is hard to state exactly that the students have improved their content of the subsequent essay. However, the findings from the questionnaire, the reflective diary, the transcription of the peer feedback videos, and the audio could suggest that there is a possibility that the students made improvement on this area as well.

As most of the students expressed in their diary that they became more familiar with the writing pattern and that they spent less time planning their organization, they were able to pay more attention on thinking of good main ideas and the supporting detail of the essay, this could mean that they might be able to carefully select strong main ideas, and relevant supporting details. As a result of this the content of their essay could be better in the later assignments.

In the feedback interaction, the students have shown that they mainly focus their comments on content. As presented in the previous chapter, the proportion of time the students spent on content was the biggest. In terms of the information the students' comments on this area, the students who gave comment mainly emphasized the quality of the main ideas. They tried to point out how powerful and precise the main ideas were, how closely the supporting details were related to the main ideas, and how sufficient the writer provided the supporting details. During the teacher-student conference, the area of content was discussed as one of the four points to look at when commenting peers' writing. The teacher made the students to review how they comment on their friends' writing content and comment on it. The emphasis of the comment the students gave to their friends associated with the comment on the same area during the meeting with the teacher could make the students realize the importance of having good essay content. Therefore, during the writing session, the students might remind themselves that they need to provide good information to the reader in order to convince them. This can have a knock on effect of the better quality of the essay content.

Since this study did not aim at training corrective feedback, linguistic accuracy cannot be said to improve caused by the teacher's feedback. In the teacher-student conference grammar was discussed last. However, the discussion did not pin point to any specific comments on grammatical errors. It mainly aimed at making the students try to point out mistakes, categorize the mistakes as minor or major, and encourage them to provide their friends with solutions to those errors.

However, teacher's feedback on peer feedback might have a knock on effect on grammatical improvement. The evidence can be seen from the students' reflective diary. Most of the students stated in their journal that they have made improvement on grammar which was the result of self-study. Before the peer feedback meeting, the students had to study their friends' essay in detail to prepare for the meeting. One of the areas that they need to study is grammar especially points that they found incorrect in the essay to be comment on. Apart from learning grammar through self-study, by receiving feedback on grammar, the students may learn more on this area. As a result of this the students may understand more grammar and when they wrote their own essay they may have better control of this area.

Although the students believed that their grammar was better than it had been before, they still expressed some concerns over this area. Many students stated in their journal that they still considered their grammar poor.

Research question 3: Does the method help the students to become more self-regulated learners?

To consider students having self-regulated behaviours, the students' comments that show the confidence on stating their evaluation, their peers' weaknesses and strengths, willingness to provide advice and solutions to problems are determined. These qualities can be detected from the interaction through using different forms of verbal and nonverbal expressions which the students expressed both during peer review sessions and short conference with the teacher/researcher.

The findings suggested that the students have shown the behaviours of self-regulated writer more. As feedback receiver, the students have shown several types of behaviour which indicated that they possessed self-assurance during the feedback interaction. Firstly, the students were able to express their knowledge of the text type. The videos transcriptions have shown many cases where the students explained at length to the giver about how argumentative essay is organized, what elements they should include in particular part of the essay. Another piece of evidence of this behaviour was when the students took over the talk from the giver. The transcription revealed several cases where the receiver broke into the middle of the giver utterances and filled the rest of the information. This resulted from the receivers were able to anticipate the givers' message and the confidence that they knew what the rest of the information would be. The confidence the receivers had can also be witnessed when they corrected the givers' mistakes. In the later meetings there were several cases where the receivers showed their disagreement to incorrect comments and they helped correct the givers mistakes. In certain situations, the students showed their confidence by clarifying of points their givers were not clear about. The clarification was made both on content, organization, and grammar. The students also express their confidence when they evaluated their own writing. Having time to review their own writing before the peer feedback meeting, the students were able to spot their good and weak points of the writing and discuss them in the conversation with the givers. Finally, the receivers expressed their self-regulated behaviour when they answered questions or discussed points raised by the givers during the conversation. Several cases of this behaviour were found most in the later peer feedback sessions.

As feedback givers, the students' conversation showed indicated that they possessed more self-regulation as a learner. The first behaviour that the givers showed during the

interaction was the willingness to help their friends by giving detailed explanation regarding how the essay is organized, the elements within each part of the essay and how and where those elements should be placed. They also gave comments and advice at length on content, grammar, and development. Being able to give long explanations about the problems as well as being able to provide suggestions show the students' confidence and self-regulation. Another piece of evidence that shows the students self-regulation can be seen when the students identified writing problems their friends had and provided them with solutions. This behaviour can be seen the most frequently in the students' conversation. There were occasions where the students showed self-regulated action by giving leading utterances and questions so their friends could provide more needed information. Instead of telling directly what they wanted their friends to do, the givers made the receivers tell it themselves by asking leading questions or using guiding utterances. This behaviour can be the indication of the students' having better skill on providing feedback. When the students gave detailed explanation to their friends about the writing convention of this text type, it indicated that they have knowledge and confidence to comment. Therefore, the manner in which they convey their knowledge to their friends can be considered as one of self-regulated action. Lastly, when the students expressed their assurance by evaluating peers' writing quality, this action can be considered the result of the students' having self-regulation.

The findings from the reflective diary can certify that the students became more self-regulated learners. The students have explained in several occasions in their diary that they gained a lot of benefits from peer feedback. This includes being better self-learner. Having to give feedback on writing, the students were given a copy of their friends' essay and had one week to prepare for the oral peer feedback. During this time, they had to study the essay in order to evaluate it, find strengths and weaknesses, identify problems, and prepare solutions to the problems. In doing so, the students had to study by themselves, using comments from the teacher and from friends as well as from their experience being a giver, the writing pattern appeared in the essay at hand and see if the pattern the writer employed was in accordant with the convention of the text type. This allowed them to gain more knowledge and confidence which resulted in the students' using utterances that indicated their self-regulation.

Research question 4: What are the students' opinions towards the research activities they participated throughout the course?

This question is straightforward. The opinions of the participants which can be drawn from the questionnaires and students' diaries are about the effectiveness of the technique in helping them write better, the usefulness for future use, as well as any issues that they

might want to raise. As the prequestionnaire has shown, the students' opinions were rather negative towards their writing ability, experience in giving and receiving feedback, the importance of being able to evaluate writing, and the importance of receiving immediate feedback on writing. Comparing the students' opinion towards their experience on writing, the students considered themselves having limited experience in argumentative writing before the course. However, the opinion changed at the end of the study as they considered that they had very good experience in writing this type of essay. The students judged their writing skill poor prior to taking part in the study but considered that they have made satisfactory improvement at the end of the course. The improvement they considered having made included being able to plan the writing better and faster because of the knowledge of the writing convention had learnt, think of strong and powerful main idea and supporting details, and write the main idea in the way that was easy to further explain in details. They also considered that they had very little understanding about what good argumentative essay should look like before participating in the research activity. Again the view towards this issue has changed after the course. The students considered they had very good understanding about the characteristics of good argumentative writing as they have learnt criteria and rating scales used to judge the text quality. Therefore, they were able to tell precisely what a good argumentative essay should have in terms of its organizations, content, and the development of the idea. At the beginning of the course the questionnaire results revealed that the students had little knowledge about feedback although they stated that they were familiar with the term and that they realized the importance of feedback as an important tool for improving writing. Their view on this issue has changed positively at the end of the course as they considered themselves having learnt substantially about what feedback was, how to give and receive feedback, as well as how to prepare for feedback delivery. This shows that the students have had good experience participating in the research activity and good opinion toward it. Although the students considered that they had good experience receiving feedback on writing from the teachers, they were not familiar with giving or receiving feedback from other sources especially from their classmates. The experience about this issue has also positively changed after finishing the course. The student stated that they have received good feedback from their friends as well as giving feedback to them. From the teacher, the students highly agreed that they gained helpful feedback from the teacher during the conference and that they felt more confident to give and receive feedback to and from friends' writing the feeling they did not have at the beginning of the study. This can be inferred that the opinion towards the research methodology is highly positive. The opinion towards the quality of the feedback from peers has improved at the end of the study. Comparing to the beginning of the course where the students doubted whether their friends and themselves would be able to provide useful feedback to help

improve writing, the opinion at the end of the course changed positively. The students believed that they could trust the quality of their friends' comments and believed that they were able to provide better feedback too.

It is worth noting also that there were questionnaire questions which students' opinion divided. Most of the questions were about opinion towards peers' feedback. Examples of those questions include research question number 12, 26, 33 and 36 of the post questionnaire. Regarding question 12, which asks if the students find it is difficult to evaluate peers' writing quality, there were 16 students who believed that judging writing quality was not difficult for them after participating in the study while 10 of them still felt that evaluating writing quality was still a hard job for them. Plausible explanations may be related to students' level of proficiency. Readers who considered themselves having lower language proficiency than their peers might not feel comfortable to comment and judge the writing quality.

Regarding question number 26, which asked the students if they found their writing improving writing quality because of the implement of peers' comments, the students' opinion varied. There were those who did not believe the improvement of their writing quality resulted from implementing peers' comments into their writing and those who believed otherwise. The reason behind this division may be that the students who received comments from peers who were not confident to express their comments, reluctant to deliver their judgement, and who had lower language proficiency than them did not feel comfortable to trust the quality of comments. As a result, they opted to ignore the feedback and applied knowledge of writing argumentative essay from other sources which include knowledge they gained from being a reader themselves and the knowledge they gained from meeting with the researcher. This phenomenon helps justify the usefulness of the feedback method employed in the study. That is, for those who did not benefit much from peers' comments could still improve their writing quality by using the benefit of being feedback giver as well as the conference with more experienced people, the researcher.

Another question of which the opinion divided was question 33, which asked if they believed that feedback from peers and teacher were equally useful. Those who agreed with the statement may have received feedback from peers whose language proficiency was higher and who were able to perform effective feedback. In contrast, the students who felt that feedback from the two sources were not equally useful may have received comments from peers who had lower language proficiency and those who did not perform peer feedback up to their expectation. This issue emphasizes the fact that pairs with big gap of language ability can have some effect of the perceive of peer feedback quality. However, as most of the students have made improvement of writing quality the effect of

this issue can be minimized by the fact that the students were able to apply knowledge from their own comments to peers' writing and conference with the researcher to improve their writing quality.

The other question which drew different opinion among the participants was question 36, which asked if the participants believed they did not gain benefits when talking to peers whose language ability was lower. For those who agreed, the reason may be because they did not help peers who were struggling during the meeting. Instead, they kept quiet and waited for their desperate partners to deliver comments. In contrast, those who believed they gained benefits were likely to do the opposite.

9.3 The discussion of the findings in relation to previous peer feedback research

As this study applied the idea of scaffolding proposed primarily by Vygotsky (1978), formative assessment proposed by Burke and Pieterick (2010), and peer feedback training. In scaffolding, teachers consider the level of the students' proficiency and set the goal for them. To get to the goal the teachers provide the students with learning activities that enable them to close the ZPD, then get to the set learning goal Vygotsky (1978). Formative assessment provides the concept that the students need to know how their performance will be evaluated, that the learners need immediate feedback and receive feedback and work on it in order to improve their performance (Burke and Pieterick, 2010). In this study, trained feedback is applied based on the two main concepts.

In this present study, the findings have confirmed the effectiveness of peer feedback. The students have made improvement in their feedback quality. The students understood what aspects of writing their essays were judged upon, similarly what criteria they needed to use for judging others' writing performance. In addition, the method, has help the students, who were considered novice writers, to gain good understanding about the writing convention of argumentative genre. The students applied the formative assessment during their peer feedback conference. As formative assessment emphasizes the importance of feedback the receivers can act upon to improve further action, the students, during peer review, were able to pinpoint their friends' weak points and suggested how those points can be improved. They were well aware of using appropriate language in order to foster friendly and productive conversation. As the findings have shown, the participants' use of language included complimenting their friends' effort, giving implicit comments so that the receivers would not feel embarrassed and disappointed. Also the method provided the students with opportunity to become self-learners which results in the students' ability to provide effective feedback and to apply

feedback they received to improve their own performance both in giving the subsequent feedback and writing assignment.

The study has confirmed the benefit of peer feedback of the learner's self-regulation. The behaviour the students performed during the course of the study which could be the indication of them having self-regulation is that they expressed self-confidence through the use of language during the peer feedback meeting. The development can be said to have resulted from the students' making self-study in order to prepare themselves for peer feedback meeting. Self-learning individual students made suited their knowledge and understanding each student had about the points of the text they were to comment. This finding is in accordance with the claim made by D. L. Butler and Winne (1995) and Nicol and Macfarlane-Dick (2006a) who state that the ability to use feedback in effective ways is one of the skills that self-regulated learners must have. The learners who possess good feedback skill and who can use feedback effectively are likely to have the quality of being self-regulated learners. This idea has also been viewed by several researchers for example de Bruin, Thiede, and Camp (2001) and Harris et al. (2005) who believe that when the students have self-regulated behaviour they can find ways of learning that suit themselves.

This study has revealed similar results to the study conducted by Tsui and Ng (2000) who found that some students reported that they benefited from reading other students' work as they prepared to give feedback and suggested that using peer feedback may contribute to the development of learner autonomy. Evidence from the students' reflective diary has shown that most students have mentioned that they thought of the comments they gave to their friends while they were writing and that being feedback giver benefited them in several aspects.

It also shared some similar points with the study made by Miao et al. (2006) who compared how much the students incorporated teacher feedback and peer feedback in their revised text. Although the students employed more teacher feedback than peer feedback, the study revealed that peer feedback played important role in making the students write better and became more learner autonomy. The study has also indicated that peer feedback still has a role in helping students write better even in a culture where teachers have high authority.

The study also shares interesting points with Nelson and Murphy (1992) who stated that the students with lower proficiency were reluctant to comment and gave the control over the comment to the receiver. The evidence was also gained from the colleagues' observation as they commented that the atmosphere during the meeting of students with different proficiency was rather passive especially in the meeting when the giver had lower

language proficiency than the receiver. In the situation where the giver had higher language level than the receiver, the interaction was mainly one-way communication where the giver control most of the talk.

The finding of this study which revealed a type of utterance when the students identified peers' writing problems and provided the writer with solutions to the problems has suggested that being a giver the students could gain more benefit than being a receiver. This notice is similar to the one made by Lu and Law (2012) who found that students who gave comments gained more benefits than those who received them. The researchers noted that although reviewers were found outperformed the writers, the reviewers who identified problems and suggested solutions to the problems were likely to benefit most from the activity. It is also in accordance with the results of the study conducted by Lundstrom, and Baker (2009) who found that the giver made greater improvement to their writing than those who received feedback. They showed better ability to transfer knowledge they had learned when they provided feedback to their peers' papers. Such knowledge as how to critically evaluate their own writing in order to provide useful comment to peers was found to occur.

The study also suggests interesting points about peer feedback. This study found that the relationship between the giver and the receiver played an important role in the success of feedback interaction. Another point that should also be taken into consideration is the level of language proficiency of the reader and the writer. This study found that students who considered themselves having higher language proficiency prefer to have a partner who have higher proficiency than them believing that they could gain more detailed comments. This finding is similar to the study conducted by Zhao (2010) who found that the students whose language proficiency is high tend to prefer talking to a partner of the same language level or prefer feedback from the teacher. Similarly, Lundstrom, and Baker (2009) have noted that the study supports the view of sociocultural theory in that the givers determined the aspects of writing to focus on and provided feedback that fill their ZPD. The receivers may gain less if their ZPD was at different level to the givers'.

This study also highlights the importance of giving the students scaffolding. By using teacher feedback aiming to develop the students' feedback performance to the goal that they were able to provide effective feedback, use feedback they receive effectively, and find their own way to communicate feedback to their peers. Scaffolding in this present research is applied in the process of the teacher giving feedback to students' feedback. This practice provides the opportunity for the teacher to consider the students' performance level individually, set a goal for them to achieve, set activities which aim at closing the zone of proximate development (ZPD). The students were clear about their goal of feedback performance which is giving effective feedback which covers necessary

areas agreed in advance. The activities the teacher provide to them include, lessons which focus on the writing convention, writing evaluation, and practice of giving feedback, writing argumentative essays, peer feedback conference, and teacher-student conference. During the teacher-student conference, the researcher acts as scaffolding provider to help shape the students' feedback. The teacher encouraged the students to talk about their feedback based on the main areas, at the same time they were encourage to identify their weak and strong point in their performance and were encouraged to amend of those weaknesses in their next feedback meeting. It is during this conference that the teacher's role as scaffolding provider is emphasized.

9.4 The implications of the study

The results of the study can be used as a blue print for teaching writing in universities throughout the country where natures of the students, institution contexts, and curriculum are in common.

The method can benefit the students by allowing them to gain clear understanding of writing for audience. This view has been stated by Williams (1957) who believes that the students who are well trained to be feedback givers are able to realize that a text is written a sense 'to be read'. During the course of the study the participants had clear target audience, their friends. During the writing task having clear audience will help them to consider their audience's level of shared knowledge of the topic and level of language proficiency. They also have to consider level of formality of the text they are to produce. The method also allows the students to have the similar evaluation skill as the teacher, a benefit of peer feedback stated by Sadler (1989). Being able to judge the text quality of peers' writing, the students need to learn what aspects of writing are to be considered, what criteria to use, and how to get their comments across. This ability then will have profound effects on the students' self-confidence and self-control as they write their own text. Consequently, it helps develop self-regulation in the learners.

For the teacher teaching writing, this method allows the teacher to monitor the students individually through the process of giving scaffolding. As giving feedback to individual text is a time consuming activity, commenting on the students' peer feedback will take shorter time which allows the teacher to look after the class with many students similar to the university where the study was conducted. Giving feedback to peer feedback also has more advantages than giving feedback directly to the students' writing. Firstly, this method not only has a knock on effect on the writing quality but also helps improve the students' evaluation skill as well as communication skill. Delivering comments effectively and keeping conversation atmosphere friendly needs such skill. Secondly, the method allows

the students to do self-learning which the learners build, upon their old schemata, knowledge of specific areas such as grammar, cohesion, and vocabulary.

Researchers can use the results of this present study to add to existing literature on this area to confirm the benefit of using peer feedback to improve the students' writing quality. In addition, as this present study has applied another intervention into the application of peer feedback, which is the employment of teacher feedback, the research results can be used as another example of how to improve the way feedback can be given. Also, this study has focused on how the students performed in their subsequent writing rather than the revised version, the results can expand the advantage of using feedback to the extent that the students can transfer the experience they received from the comments to the writing of different topics.

9.5 The limitations of the study

1. This study did not investigate the improvement regarding grammar in details. Therefore, the findings can only suggest that there was improvement in this regard but did not state what points of grammar have improved in the students' writing.
2. The study suggested that the method was effective in helping the students to improve peer feedback skill and has a knock on effect on writing quality. It also suggested that the students have possessed behaviours of self-regulation. However, the study was conducted using an action research and a case study. This means that the design of the research methodology did not include a control group in order that the results can be compared. This study, therefore, can only suggested that the method has helped improve the abilities mentioned. It does not say whether it works better than other method of giving feedback.
3. This study was conducted under normal context of the students' time table. The class in which the participants took part in the research was on Friday afternoon. In some occasions, the study was affected by the students' heavy workloads from the previous classes. Some students complained that they had had enough from the other classes. This could have some effects on the performance of the students in such weeks.

9.6 Suggestions for further studies

1. The present study was conducted under action research and a case study without having a control group to compare the benefit of the method over the other method. It would be interesting that later research investigates the effectiveness of

the method using experimental study by comparing to different method such as giving feedback directly to the writers.

2. It can be said from the score the students received from the raters that they have made improvement regarding grammar. However, the study did not provide details of how grammar has improved. More studies can be conducted in order to identify this issue.
3. In this study, the researcher paired the students regardless of their difference in language proficiency. It is interesting that later studies compare the effectiveness of the method when students of similar language level are paired with the result when students with different level of language proficiency are paired.

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Appendices

Appendix 1: Pre-questionnaire and Post-questionnaire

PRE-QUESTIONNAIRE

This questionnaire is aimed to elicit the information about respondent's experience in academic writing as well as receiving and giving feedback. All information given to this questionnaire will be kept confidential and will be purely used for research purposes. Please give response that is most associated with your personal experience and opinions.

แบบสอบถามนี้มีจุดประสงค์เพื่อให้ได้ข้อมูลที่เป็นประสบการณ์ และความคิดเห็นของผู้ตอบแบบสอบถามที่มีต่อการเขียนเรียงความภาษาอังกฤษและการได้รับข้อมูลย้อนกลับต่องานเขียนจากผู้อื่น (feedback) ในลักษณะต่าง รวมถึงประสบการณ์และความคิดเห็นของผู้ตอบแบบสอบถามที่มีต่อการให้ข้อมูลย้อนกลับต่องานเขียนของผู้อื่น ขอความร่วมมือท่านได้ให้ข้อมูลที่ตรงกับความเป็นจริงตามประสบการณ์และความคิดเห็นของท่านให้มากที่สุด ผู้วิจัยจะเก็บความเห็นของท่านเป็นความลับและใช้ข้อมูลนี้เพื่อประโยชน์ในการวิจัยเท่านั้น

Item	Statement	Degree of agreement			
		4	3	2	1
1	You have good experience in writing in English. คุณเคยมีประสบการณ์ที่ดีเกี่ยวกับการเขียนภาษาอังกฤษ				
2	You know what good writing should look like. คุณทราบและเข้าใจว่าลักษณะเรียงความที่ดีควรมีลักษณะอย่างไร				
3	You have good writing skill. คุณมีทักษะการเขียนเรียงความที่ดี				
4	You know what feedback on writing is. คุณทราบว่าข้อมูลย้อนกลับ (feedback) ต่องานเขียนคืออะไร				
5	You think it is important that you receive feedback on your writing. คุณเห็นว่า การได้รับข้อมูลย้อนกลับต่องานเขียนเป็นสิ่งจำเป็น				
6	You think it is important as a student that you know how to evaluate good writing. คุณคิดว่า นักศึกษาจำเป็นต้องมีความรู้เกี่ยวกับประเมินเรียงความ				
7	You have good experience in receiving feedback on writing from teachers. คุณมีประสบการณ์ที่ดีในการได้รับข้อมูลย้อนกลับจากอาจารย์ผู้สอนเขียน				
8	You have good experience in giving feedback on other people's writing. คุณมีประสบการณ์ที่ดีในการให้ข้อมูลย้อนกลับต่องานเขียนของผู้อื่น				
9	You think feedback should only come from the instructor who teaches the course. คุณคิดว่า ข้อมูลย้อนกลับต่องานเขียนควรจะมาจากครูผู้สอนเท่านั้น				
10	You know how to evaluate writing. คุณมีความรู้ความเข้าใจต่อการประเมินงานเขียน				
11	You feel confident to comment on your classmate's writing. คุณมีมั่นใจในการให้ข้อมูลต่องานเขียนของเพื่อนร่วมชั้น				

12	You find it is difficult to evaluate your classmate's writing. คุณคิดว่าการประเมินงานเขียนของเพื่อนร่วมชั้นเป็นเรื่องยาก				
13	You know how to effectively communicate your comments on writing to your friends. คุณทราบวิธีการที่มีประสิทธิภาพในการสื่อความเห็นที่มีต่องานเขียนของเพื่อน				
14	You feel comfortable to comment on your friend's writing. คุณจะรู้สึกสบายใจหากต้องแสดงความเห็นต่องานเขียนของเพื่อน				
15	You feel comfortable to accept your friend's comments on your writing. คุณจะไม่รู้สึกเคอะเขินหรืออึดอัดที่ต้องรับฟังความเห็นของเพื่อนร่วมชั้นต่องานเขียนของคุณ				
16	As a future teacher, you need to know how to give feedback to your students' writing. ในฐานะที่จะเป็นครูในอนาคตคุณคิดว่าคุณจำเป็นต้องมีทักษะในการให้ข้อมูลย้อนกลับต่องานเขียน				
17	You know what writing strategies are. คุณรู้ว่ากลยุทธ์การเขียนคืออะไร				
18	You use specific strategies when you write an essay. คุณใช้กลยุทธ์บางอย่างในการเขียนเรียงความ				
19	You have created the strategies you use yourself. คุณสร้างกลยุทธ์ในการเขียนด้วยตนเอง				
20	You learned the strategies you use from other people or sources. คุณได้กลยุทธ์การเขียนจากบุคคลอื่นหรือแหล่งอื่น				

Interpretation:

- 1 means you strongly disagree with the statement.
- 2 means you rather disagree with the statement.
- 3 means you moderately agree with the statement.
- 4 means you strongly agree with the statement.

Open ended questions

How much writing mean to you? Why? คุณให้ความสำคัญต่อการเขียนภาษาอังกฤษมากหรือน้อยแค่ไหน เพราะอะไร

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How do you rate your writing skill? คุณประเมินทักษะการเขียนของคุณอยู่ในระดับใด

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What are your strong points regarding writing in general? คุณคิดว่าจุดแข็งของคุณในด้านการเขียนคืออะไร

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What are your weak points regarding writing in general? คุณคิดว่าจุดอ่อนของคุณในด้านการเขียนคืออะไร

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What are your strong points regarding writing persuasive? คุณคิดว่าจุดแข็งของคุณในด้านการเขียน persuasive คืออะไร

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What are your weak points regarding writing persuasive? คุณคิดว่าจุดอ่อนของคุณในด้านการเขียน persuasive คืออะไร

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What strategies do you use when you write an essay? คุณใช้กลยุทธ์อย่างไรในการเขียน

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Thank you for your cooperation

POST-QUESTIONNAIRE

This questionnaire is aimed to gain information regarding the participants' experiences and opinions after having participated in the course. All information given to this questionnaire will be kept confidential and will be purely used for research purposes. Please give response that is most associated with your personal experience and opinions.

แบบสอบถามนี้มีจุดประสงค์เพื่อให้ได้ข้อมูลที่เป็นประสบการณ์ และความคิดเห็นของผู้ตอบแบบสอบถามที่มีต่อการเขียนเรียงความภาษาอังกฤษและการได้รับข้อมูลย้อนกลับต่องานเขียนจากผู้อื่น (feedback) ในลักษณะต่าง รวมถึงประสบการณ์และความคิดเห็นของผู้ตอบแบบสอบถามที่มีต่อการให้ข้อมูลย้อนกลับต่องานเขียนของผู้อื่น ขอความร่วมมือท่านได้ให้ข้อมูลที่ตรงกับความเป็นจริงตามประสบการณ์และความคิดเห็นของท่านให้มากที่สุด ผู้วิจัยจะเก็บความเห็นของท่านเป็นความลับและใช้ข้อมูลนี้เพื่อประโยชน์ในการวิจัยเท่านั้น

Item	Statement	Degree of agreement			
		4	3	2	1
1	You have received good experience in writing essays in English. คุณได้รับประสบการณ์ที่ดีในการเขียนเรียงความภาษาอังกฤษ				
2	You know well about characteristics of good writing. คุณทราบดีว่าลักษณะงานเขียนที่ดีควรเป็นอย่างไร				
3	You have good experience in receiving feedback on writing from teachers. คุณได้รับประสบการณ์ที่ดีในการรับฟีดแบค งานเขียนจากอาจารย์				
4	You have good experience in receiving feedback on writing from friends. คุณได้รับประสบการณ์ที่ดีในการรับฟีดแบคงานเขียนจากเพื่อนร่วมชั้น				
5	You have good experience in giving feedback on other people's writing. คุณได้รับประสบการณ์ที่ดีในการเป็นผู้ให้ฟีดแบคต่องานเขียนของเพื่อน				
6	You think it is important that you receive feedback on your writing. คุณคิดว่าการได้รับฟีดแบคต่องานเขียนเป็นสิ่งสำคัญ				
7	You think feedback should only come from the instructor who teaches the course. คุณเชื่อว่าฟีดแบคควรมาจากอาจารย์ผู้สอนเพียงเท่านั้น				
8	You think it is important that you know how to evaluate good writing. คุณคิดว่าการรู้วิธีการประเมินงานเขียนเป็นสิ่งสำคัญ				
9	You know how to evaluate writing. คุณรู้วิธีการประเมินงานเขียนแล้ว				
10	You know what feedback on writing is. ตอนนี้คุณทราบแล้วว่าการให้ฟีดแบคต่องานเขียนคืออะไร				
11	You feel confident to comment on your classmate's writing. ตอนนี้คุณมีความมั่นใจในการให้ฟีดแบคต่องานเขียนของเพื่อนแล้ว				
12	You find it is difficult to evaluate your classmate's writing. คุณรู้สึกว่ามันเป็นเรื่องยากที่จะประเมินงานเขียนของเพื่อน				

13	You know how to effectively communicate your comments on wiring to your friends. คุณรู้แล้วว่าจะสื่อสารสิ่งที่คุณต้องการพีคแบคให้ได้ผลดีต้องทำอย่างไร				
14	You feel comfortable to comment on your friend's writing. ตอนนี้คุณรู้สึกผ่อนคลายถ้าต้องให้พีคแบคต่องานเขียนของเพื่อน				
15	You feel comfortable to accept your friend's comments on your writing. คุณรู้สึกสบายๆ และผ่อนคลายที่จะต้องรับพีคแบคจากเพื่อน				
16	You will definitely use friend's comments to improve your next writing. คุณจะนำพีคแบคที่ได้จากเพื่อนไปใช้ในงานเขียนของคุณแน่นอน				
17	You have incorporated most of peer feedback into your later essays. คุณได้นำพีคแบคส่วนใหญ่ที่ได้จากเพื่อนมาพิจารณาเมื่อคุณเขียนเรียงความชิ้นต่อมา				
18	You have incorporated most of teacher feedback into your later essays. คุณได้นำพีคแบคส่วนใหญ่ที่ได้จากอาจารย์มาพิจารณาเมื่อคุณเขียนเรียงความชิ้นต่อมา				
19	You agreed with most of the comments your classmates gave on your writing. คุณเห็นด้วยเป็นส่วนใหญ่กับพีคแบคที่เพื่อนคุณให้แก่คุณ				
20	You trusted the quality of comments given to you by your friends. คุณเชื่อมั่นในคุณภาพพีคแบคที่เพื่อนให้แก่คุณ				
21	You feel upset or embarrassed when receiving negative comments from your friends. คุณรู้สึกอาย และผิดหวังเมื่อได้รับพีคแบคที่เป็นด้านไม่ดีต่องานของคุณ				
22	You found teacher feedback given on your feedback helpful. คุณเห็นว่าพีคแบคที่อาจารย์ให้ต่อพีคแบคที่คุณให้เพื่อนมีประโยชน์				
23	Teacher feedback on your feedback helped you improve your comment that you gave to your friend's essays. พีคแบคจากอาจารย์ที่ให้ต่อพีคแบคที่คุณให้เพื่อนช่วยพัฒนาการให้พีคแบคของคุณให้ดีขึ้น				
24	You felt more comfortable to discuss feedback with the teacher than with your friends. คุณรู้สึกสบายใจที่จะรับพีคแบคจากอาจารย์มากกว่าจากเพื่อนด้วยกัน				
25	You found that you have improved your writing from commenting on others' writing. คุณคิดว่างานเขียนของคุณดีขึ้นเพราะผลจากที่คุณให้พีคแบคงานคนอื่น				
26	You found that you have improved your writing from your friends' comments. คุณคิดว่างานเขียนของคุณดีขึ้นเพราะผลจากพีคแบคที่เพื่อนให้คุณ				
27	You found that you have improved your writing from teacher comment on your comment. คุณคิดว่างานเขียนของคุณดีขึ้นเพราะผลจากพีคแบคที่เพื่อนให้คุณ				

	คุณคิดว่างานเขียนของคุณดีขึ้นเป็นผลจากการที่อาจารย์ให้ฟีดแบคต่อฟีดแบคที่คุณให้เพื่อน				
28	You have developed the way how to communicate your comments to your friends. คุณรู้สึกว่าคุณได้พัฒนาวิธีการสื่อสารสิ่งที่คุณต้องการฟีดแบคเพื่อน				
29	You think that working with peer is a good way to improve your writing. คุณคิดว่าการได้สนทนากับเพื่อนเป็นวิธีที่ดีในการพัฒนาทักษะการเขียนของคุณ				
30	You think that you have improved your writing ability comparing to your ability before participating in this course. เมื่อเปรียบเทียบกับก่อนที่จะเข้าร่วมเรียนชั้นนี้ คุณเชื่อว่าคุณสามารถในการเขียนของคุณดีขึ้น				
31	You think that this course is useful for your future career as an English teacher. คุณคิดว่าชั้นเรียนนี้มีประโยชน์ต่อการเป็นครูในอนาคตของคุณ				
32	You will use the activities you have done in this course with you future teaching. คุณจะใช้กิจกรรมลักษณะเดียวกันนี้กับนักเรียนของคุณในอนาคต				
33	You think that feedback from friends is as helpful as that from the teacher. คุณคิดว่าฟีดแบคจากครูกับจากเพื่อนมีประโยชน์เท่าๆกัน				
34	You think that giving feedback on feedback is time consuming. คุณคิดว่าการให้ฟีดแบคของอาจารย์ต่อฟีดแบคที่คุณให้เพื่อนเป็นกิจกรรมที่ใช้เวลา				
35	You agree that you should let your students know how you will evaluate their work. คุณเห็นด้วยว่าผู้เขียนควรได้ทราบวิธีการประเมินของครูว่าจะประเมินงานของพวกเขาอย่างไร				
36	When you were paired with a friend whose language level was lower than you, you did not benefit any gain. เมื่อคุณถูกจับคู่กับเพื่อนที่คุณรู้สึกว่ามีความสามารถด้อยกว่าคุณ คุณไม่ได้รับประโยชน์จากการร่วมสนทนา				
37	You preferred to discuss feedback with a friend who was better in writing than you. คุณอยากสนทนาฟีดแบคกับเพื่อนที่เก่งกว่าคุณ				
38	You felt uncomfortable when discussing feedback with the teacher. คุณรู้สึกไม่ผ่อนคลายเมื่อสนทนาฟีดแบคกับอาจารย์				

Interpretation:

- 1 means you strongly disagree with the statement.
- 2 means you rather disagree with the statement.
- 3 means you moderately agree with the statement.
- 4 means you strongly agree with the statement.

Open ended questions

1. What aspects of writing do you think you have developed most? Why? ด้านใดของงานเขียนที่คุณคิดว่าคุณมีการพัฒนามากที่สุด เพราะอะไร

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What aspects of writing do you think you have developed least? Why? ด้านใดของงานเขียนที่คุณคิดว่าคุณมีการพัฒนาน้อยที่สุด เพราะอะไร

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2. What else do you want to tell about taking part in this course? กรุณาเขียนสิ่งอื่นๆที่คุณอยากบอกเพิ่มเติม

Thank you for your very kind participation.

Appendix 2: Essay prompts

Topic for pre-test essay

Between knowledge from books and knowledge from experience, which one do you think is better, and why? Write an essay to express your opinion and support your thought with reasons and examples.

Topics for the first essay

1. Over the past sixty years, public schools and universities have required students to wear uniform. Write an argumentative essay to explain why you support / oppose the requirement to wear uniform.

2. The university has released a new policy on language teaching stating that all English subjects must be taught in English. As a student, write an argumentative essay to the university board to let them know whether or not you agree with the policy.

3. Though Facebook is a quick and effective way of communication, people's opinions towards using Facebook divides. There are people who stand against it and those who are in flavour of using it. What do you think? Which side would you take? Write an argumentative essay to express your thought.

4. The government has released a new policy to make students have less homework and workloads. To make this into practice, the government wants teachers to give less homework and workloads to their students. Do you think this policy is a good way to improve educational quality?

Topics for the second essay

1. When assigned an assignment or project, some people feel more comfortable to work in groups, while other people like to work alone. Which one do you prefer? Write an argumentative essay to express your position.

2. Sports can be of two types: individual and team sports. Some people prefer to play team sports, while others prefer to play individual sports. Which one do you prefer? Write an argumentative essay to express your thought.

3. Some people prefer to work in one company for all their career. Other people think that it is better to move from company to company. Which one do you think is better and why? Write an argumentative essay to show your thoughts.

4. Some people like to communicate by e-mail and voice mail. Other people like to communicate by telephone or face to face. Which type of communication do you prefer, and why? Write an argumentative essay to support your opinion.

Topics for the third essay

1. Sports can be of two types: individual and team sports. Some people prefer to play team sports, while others prefer to play individual sports. Which one do you prefer? Write an argumentative essay to express your thought.

2. When assigned an assignment or a project, some people feel more comfortable to work in group, while other like to work alone. Which one do you prefer? Write an argumentative essay to express your thought.

3. Some people like to communicate by e mail and voice mail. Other people like to communicate by phone or face to face. Which type of communication do you prefer? Write an argumentative essay to support your opinion.

4. Some people think it is better that they work for the same company as long as possible. However, there are people who think that working for different companies is better. Which one do you prefer? Write an argumentative essay to express your thought.

Topics for the fourth essay

Do you agree or disagree with the following statements

1. Watching T.V. is bad for children.

2. The best way to learn a foreign language is to study in a country where that language is spoken.

Which one will you choose?

3. Which is more important in your life, security or freedom?

4. Which is more important in your life, money or friend?

Topics for the fifth essay

1. Should employees be allowed to use social media at work?

2. Is it a good idea the some lovers try family life by living together before getting married?

3. Do you agree that teachers should be paid according to how much their students learn?

4. Do you agree that advanced communication technologies destroy human relationship?

Topics for the final essay

1. There are people who have money and prefer to save it in the bank waiting for the interest to be paid back to them. However, there are people who think that it is better that they invest the money they have on something. What will you do if you have money? Will you save it in the bank or will you invest your money on something?
2. Which one do you agree; the student should write a report by hand or they should have freedom to type on the computer

Appendix 3: Guidance sheet for reviewing Multiple-paragraph essays

1. Read the introductory paragraph. Is there a thesis statement toward the end of the introduction? Does the thesis statement contain main ideas? How many main ideas are there? Please underline the thesis statement and mark 1, 2, or 3 on each main idea. Are these main ideas at the same level of generality? Are they sequenced in accordance with importance? If you cannot find a thesis statement, drawing on what you have read so far, what do you expect to read in the following paragraphs? Summarize it in one sentence and show it to your partner.
2. Now read the first few sentences in the second paragraph. Did the writer write according to your expectation(s)? If not, what did the writer write instead? Do you think that writer was sidetracked? Go back to the thesis statement to make sure that you understand the main ideas. Did the author talk about the first main idea in the thesis statement? If not, remind him/her that he/she should. Are there any concrete examples or explanation in this paragraph to support the main idea? Are they well balanced (in terms of sentence length and depth of discussion)? Are they relevant and sequenced properly? Is there any direct quotation or paraphrased information in this paragraph? Is the quotation supporting the argument the writer has made? Check the original source if your partner wrote a paraphrase to make sure that the paraphrase reflects accurate information.
3. Read the first sentence of the third paragraph. Did your partner use any transitions to connect this paragraph with the previous one? If not, can you suggest one? Is there a topic sentence that corresponds to the second main idea in the thesis statement? Make a suggestion if there is not. Are there any concrete examples or explanation in this paragraph to support the main idea of this paragraph? Are they well balanced (in terms of sentence length and depth of discussion)? Are they relevant and sequenced properly? Is there any direct quotation or paraphrased information in this paragraph? Is the quotation supporting the argument the writer has made? Check the original source if your partner wrote a paraphrase to make sure that the paraphrase reflects accurate information.
4. Read the first sentence of the fourth paragraph. Does this paragraph connect well to the previous one? If not, can you suggest a sentence connector? Is there a topic sentence that corresponds to the third main idea in the thesis statement? Make a suggestion if there is not. Are there any concrete examples or explanation in this paragraph to support the main idea of this paragraph? Are they relevant and sequenced properly? Did your partner use pronouns and paraphrase to avoid repetition? Is there any direct quotation or paraphrased information in this paragraph? Is the quotation supporting the argument the writer has made? Check the original source if your partner wrote a paraphrase to make sure that the paraphrase reflects accurate information.
5. Read the conclusion. Does it begin with a restatement (but different wording) of the thesis statement? If not, suggest one. Does the conclusion move to more general statements on the topic as a whole? Does the conclusion contain too much irrelevant information to the thesis statement? If yes, make a suggestion.

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

Excerpt from Min (2006, p. 138-139)

Appendix 4: Feedback form

Before the students perform the peer feedback meeting, they were provided with a feedback form. The students were asked to read the essays carefully using the guidance in appendix 3. Then they wrote their observations in the form so they would use it as a guide for their oral feedback.

Prompt type	Prompt formulation	Comments
Strengths & justification <input type="checkbox"/> Content <input type="checkbox"/> Development <input type="checkbox"/> Organization <input type="checkbox"/> cohesion & grammar	What did he/she do well and why?	
Weaknesses & justification <input type="checkbox"/> content <input type="checkbox"/> development <input type="checkbox"/> organization <input type="checkbox"/> cohesion & grammar	What didn't he/she do well and why?	
Questions for the writer	What questions do you have after reading this paper?	
Suggestions	If I were you I would ., Maybe you could ., It would even be better if you .	

Appendix 5: The analytic descriptor for essay scoring

Band	Content—ideas, arguments & evidence	Organization—communicative quality, coherence & cohesion	Language—vocabulary, grammar & sentence structure
6	<p>excellent interpretation of the set Q main and supporting ideas are extremely original, interesting, relevant and excellently and fully developed, demonstrating maturity in handling the topic’s complexity</p>	<p>focused introduction with an excellent thesis statement</p> <ul style="list-style-type: none"> ▪ ideas are very clearly organised with an extremely clear relational pattern (e.g. comparison/contrast, sequence, cause/effect, order of importance, etc.) ▪ conclusion addresses the thesis excellently with much thought and is in sync with the rest of the essay ▪ extremely cohesive—excellent use of transition elements 	<p>excellent sentence variety—excellent blend of simple, compound & complex sentences</p> <ul style="list-style-type: none"> ▪ extremely fluent & very sophisticated ▪ excellent vocabulary & word choice with very accurate use of idiomatic expressions ▪ almost no grammar, punctuation and spelling errors
5	<p>good interpretation of the set Q</p> <ul style="list-style-type: none"> ▪ main and supporting ideas are interesting, relevant and well developed, showing recognition of the topic’s complexity 	<p>focused introduction with good thesis statement</p> <ul style="list-style-type: none"> ▪ ideas are well organized with a clear relational pattern ▪ conclusion addresses the thesis fully and is in sync with the rest of the essay ▪ very cohesive—good use of 	<p>good sentence variety—good blend of simple, compound & complex sentences</p> <ul style="list-style-type: none"> ▪ highly fluent & fairly sophisticated ▪ good vocabulary & word choice with flexible use of idiomatic expressions

		<p>transition elements (connections are generally successful with minor problems only)</p>	<ul style="list-style-type: none"> ▪ few grammar, punctuation and spelling errors
4	<p>fairly good interpretation of the set Q</p> <ul style="list-style-type: none"> ▪ main ideas are sensible & interesting but ideas can still be better focused and developed ▪ ideas are mostly relevant 	<p>fairly focused introduction with clear thesis statement</p> <ul style="list-style-type: none"> ▪ ideas are fairly well organised with a relational pattern but they could be more effectively explained at the macro, paragraph and sentence levels ▪ conclusion addresses the thesis partially but is still in sync with the rest of the essay ▪ cohesive — fairly good use of transition elements (connections are not always successful) 	<p>fairly good sentence variety—fairly good blend of simple, compound & complex sentences</p> <ul style="list-style-type: none"> ▪ fairly fluent ▪ fairly good vocabulary & word choice with some idiomatic expressions inaccurately used ▪ some grammar, punctuation and spelling errors which occasionally obscure intended meaning
3	<p>some interpretation of the set Q</p> <ul style="list-style-type: none"> ▪ main ideas are partly related to the topic & are not very successful to focused. ▪ ideas are loosely relevant 	<p>board introduction with a clue of thesis statement</p> <ul style="list-style-type: none"> ▪ ideas are organized and developed in a way that is hard to follow or illogical manner ▪ conclusion does not address the thesis or is likely 	<p>limited use of sentence variety—dominant use of simple over other sentences</p> <ul style="list-style-type: none"> ▪ influent ▪ limited use of vocabulary & word choice with rare idiomatic expressions

		<p>to discuss another issue</p> <ul style="list-style-type: none"> cohesive – fairly use of transition signals with some missing or unsuccessfully used 	<ul style="list-style-type: none"> many grammar, punctuation and spelling errors which often obscure intended meaning
2	<p>little interpretation of the set Q</p> <ul style="list-style-type: none"> main ideas are broad & lack of focus ideas are not relevant 	<p>vague or missing of introduction with no thesis statement</p> <ul style="list-style-type: none"> ideas are noticeable but failed to be organized and developed no concluding part cohesive—failed to use transition elements where necessary or misuse them 	<p>very limited use of sentence variety- rare use of sentences other than simple ones</p> <ul style="list-style-type: none"> struggle to produce sentences rare use of vocabulary & word choice with rare idiomatic expressions struggle with using correct grammar, punctuation with spelling errors which obscure intended meaning
1	<p>A true non writer who has not produced any assessable strings of English writing. An answer that is wholly or almost wholly copied from input text or task is in this category.</p>		
0	<p>This band is given to a writer who does not produce any readable text.</p>		

(Mei, 2010, p. 96)

Appendix 6: Score report

6.1 Average score by the three raters

Student	Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6
1 Sai	2.00	2.66	3.00	2.00	3.00	3.00
2 Kate	3.00	3.00	2.66	3.00	3.00	3.00
3 Mean	3.00	3.66	3.66	4.33	4.66	4.66
4 Tiger	2.33	3.33	3.00	3.33	3.66	4.00
5 Supat	2.33	3.33	3.00	3.66	3.66	4.33
6 Amp	2.33	3.00	3.00	3.33	3.66	3.00
7 Wila	2.33	3.66	3.66	4.00	3.66	4.66
8 Nueng	2.33	3.33	3.00	3.66	3.66	4.66
9 Pornka	3.00	3.33	3.00	3.66	3.66	3.66
10 Sunsa	2.33	3.33	3.00	3.66	3.66	3.00
11 Titty	2.33	3.00	3.00	3.00	3.00	3.00
12 Sarinya	2.33	3.66	3.66	3.66	3.66	4.33
13 Supawa	2.33	3.66	3.66	3.66	4.00	3.66
14 Piro	2.33	3.33	3.33	3.33	3.66	3.66
15 Pailin	2.33	3.00	3.33	3.66	3.66	3.66
16 Natee	2.33	3.00	3.00	3.33	3.66	3.00
17 Arnon	3.33	3.00	4.33	4.66	4.00	4.33
18 Tip	3.00	4.00	4.00	4.00	4.33	4.00
19 Kanja	2.33	3.33	3.00	4.00	3.00	4.00
20 Sukan	2.00	3.00	3.00	3.33	4.00	3.66
21 Natta	3.33	4.00	4.00	3.33	4.00	4.66
22 Sudarat	3.00	3.66	4.00	4.00	4.00	4.66
23 Kotcha	2.33	3.33	3.00	3.66	4.00	4.00
24 Kassie	2.33	3.33	3.00	3.00	3.00	3.66
25 Forme	2.33	3.00	3.33	3.00	3.33	3.00
26 manchu	2.33	3.33	3.33	3.66	4.33	4.00
Total	65.27	86.26	85.95	91.91	95.91	99.25
Mean	2.51	3.31	3.30	3.54	3.69	3.82

STUDENT	ESSAY																							
	Essay 1				Essay 2				Essay 3				Essay 4				Essay 5				Essay 6			
	Rater 1	Rater 2	Rater 3	Mean	Rater 1	Rater 2	Rater 3	Mean	Rater 1	Rater 2	Rater 3	Mean	Rater 1	Rater 2	Rater 3	Mean	Rater 1	Rater 2	Rater 3	Mean	Rater 1	Rater 2	Rater 3	Mean
1 Sai	2	2	2	2	2	3	3	2.66	3	3	3	3	2	2	2	2	3	3	3	3	3	3	3	3
2 Kate	3	3	3	3	3	3	3	3	2	3	3	2.66	3	3	3	3	3	3	3	3	3	3	3	3
3 Mean	3	3	3	3	3	4	4	3.66	3	4	4	3.66	4	4	5	4.33	4	5	5	4.66	4	5	5	4.66
4 Tiger	2	2	3	2.33	3	3	4	3.33	3	3	3	3	3	3	4	3.33	3	4	4	3.66	4	4	4	4
5 Supat	2	2	3	2.33	3	3	4	3.33	3	3	3	3	3	4	4	3.66	3	4	4	3.66	3	5	5	4.33
6 Amp	2	2	3	2.33	3	3	3	3	3	3	3	3	3	3	4	3.33	3	4	4	3.66	3	3	3	3
7 Wila	2	2	3	2.33	3	4	4	3.66	3	4	4	3.66	4	4	4	4	3	4	4	3.66	4	5	5	4.66
8 Nueng	2	2	3	2.33	3	3	4	3.33	3	3	3	3	3	4	4	3.66	3	4	4	3.66	4	5	5	4.66
9 Pornka	3	3	3	3	4	3	3	3.33	3	3	3	3	3	4	4	3.66	3	4	4	3.66	3	4	4	3.66
10 Sunsa	2	2	3	2.33	3	3	4	3.33	3	3	3	3	3	4	4	3.66	3	4	4	3.66	3	3	3	3
11 Titty	2	2	3	2.33	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
12 Sarinya	2	2	3	2.33	3	4	4	3.66	3	4	4	3.66	3	4	4	3.66	3	4	4	3.66	3	5	5	4.33
13 Supawit	2	2	3	2.33	3	4	4	3.66	3	4	4	3.66	3	4	4	3.66	4	4	4	4	3	4	4	3.66
14 Piro	2	2	3	2.33	3	3	4	3.33	3	3	4	3.33	3	3	4	3.33	3	4	4	3.66	3	4	4	3.66
15 Pailin	2	2	3	2.33	3	3	3	3	3	3	4	3.33	3	4	4	3.66	3	4	4	3.66	3	4	4	3.66
16 Natee	2	2	3	2.33	3	3	3	3	3	3	3	3	3	3	4	3.33	3	4	4	3.66	3	3	3	3
17 Arnon	3	3	4	3.33	3	3	3	3	4	4	5	4.33	4	5	5	4.66	4	4	4	4	4	4	5	4.33
18 Tip	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4.33	4	4	4	4
19 Kanja	2	2	3	2.33	3	3	4	3.33	3	3	3	3	4	4	4	4	3	3	3	3	4	4	4	4
20 Sukan	2	2	2	2	3	3	3	3	3	3	3	3	3	3	4	3.33	3	4	5	4	3	4	4	3.66
21 Natta	3	3	4	3.33	4	4	4	4	4	4	4	4	3	3	4	3.33	3	4	5	4	4	5	5	4.66
22 Sudarat	3	3	3	3	4	3	4	3.66	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4.66
23 Kotcha	2	2	3	2.33	3	3	4	3.33	3	3	3	3	3	4	4	3.66	4	4	4	4	4	4	4	4
24 Kassie	2	2	3	2.33	3	3	4	3.33	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3.66
25 Forme	2	2	3	2.33	3	3	3	3	3	3	4	3.33	3	3	3	3	4	3	3	3.33	3	3	3	3
26 manchi	2	2	3	2.33	3	3	4	3.33	3	3	4	3.33	3	4	4	3.66	4	4	5	4.33	4	4	4	4
MEAN				2.510385				3.317692				3.305769				3.535				3.688846				3.817928

6.2 Score comparison between each criteria

Students	Comparison of mean score of each area																	
	Content						Organization						Language					
	Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6
1 Sai	2.00	2.58	2.75	2.00	2.50	3.00	2.00	3.17	3.50	2.00	3.50	3.00	2.00	2.25	2.75	2.00	3.00	3.00
2 Kate	3.50	3.00	2.25	2.50	2.50	3.00	2.00	3.00	3.08	3.50	3.50	3.00	3.50	3.00	2.67	3.00	3.00	3.00
3 Mean	3.00	3.67	3.33	4.00	4.67	4.67	2.00	3.67	4.00	4.33	4.67	4.67	4.00	3.67	3.67	4.67	4.67	4.67
4 Tiger	2.50	2.83	2.50	3.00	3.50	3.75	2.00	3.83	3.50	3.33	3.83	4.25	2.50	3.33	3.00	3.67	3.67	4.00
5 Supat	2.50	2.67	2.50	3.50	3.50	4.25	2.00	3.83	3.50	4.00	3.83	4.33	2.50	3.50	3.00	3.50	3.67	4.42
6 Amp	2.50	2.50	2.25	3.00	3.67	2.50	2.00	3.50	4.00	3.83	4.00	3.50	2.50	3.00	2.75	3.17	3.33	3.00
7 Wila	2.50	3.17	3.25	4.00	3.25	4.17	2.00	4.17	4.17	4.50	3.75	5.17	2.50	3.67	3.58	3.50	4.00	4.67
8 Nueng	2.50	2.67	2.75	3.50	3.42	4.67	2.00	3.83	3.50	4.17	4.17	4.67	2.50	3.50	2.75	3.33	3.42	4.67
9 Pornka	3.50	3.17	2.50	3.50	3.67	3.67	2.00	3.50	3.50	4.17	3.67	3.67	3.50	3.33	3.00	3.33	3.67	3.67
10 Sunsa	2.50	3.00	3.00	3.50	3.33	3.00	2.00	3.67	3.25	4.17	3.33	3.00	2.50	3.33	2.75	3.33	3.33	3.00
11 Titty	2.50	2.75	3.00	2.50	3.00	3.00	2.00	3.33	3.25	3.50	3.00	3.00	2.50	2.92	2.75	3.00	3.00	3.00
12 Sarinya	2.50	3.33	3.25	3.50	3.67	4.33	2.00	4.00	4.08	3.83	3.50	4.33	2.50	3.67	3.67	3.67	3.83	4.33
13 Supawa	2.50	3.33	3.33	3.58	4.00	3.67	2.00	4.00	4.08	4.17	4.25	3.75	2.50	3.67	3.58	3.25	3.75	3.58
14 Piro	2.50	3.00	3.00	2.83	3.67	3.00	2.00	3.67	3.58	3.83	3.67	3.50	2.50	3.33	3.42	3.33	3.67	3.50
15 Pailin	2.50	2.75	3.33	3.67	3.92	3.58	2.00	3.25	3.67	4.17	3.67	3.83	2.50	3.00	3.00	3.17	3.42	3.58
16 Natee	2.50	3.00	3.00	3.33	3.67	3.00	2.00	3.25	3.25	3.83	3.67	3.00	2.50	2.75	2.75	2.83	3.67	3.00
17 Arnon	3.83	2.00	3.83	4.67	3.50	4.33	2.33	2.00	4.42	4.58	4.00	4.33	3.83	5.00	4.75	4.75	4.50	4.33
18 Tip	3.50	3.50	3.75	4.00	3.50	3.75	2.00	4.50	4.50	4.75	4.50	4.25	3.50	4.00	3.75	3.25	4.00	4.00
19 Kanja	2.50	3.00	2.75	4.25	2.75	3.75	2.00	3.67	3.50	4.50	3.25	4.25	2.50	3.33	2.75	3.25	3.00	4.00
20 Sukan	2.00	2.75	2.75	3.08	3.92	3.67	2.00	3.50	3.50	3.42	4.08	3.67	2.00	2.75	2.75	3.50	4.00	3.67
21 Natta	3.83	3.50	3.75	2.83	3.92	4.67	2.33	4.50	4.25	3.83	4.08	4.67	3.83	4.00	4.00	3.33	4.00	4.67
22 Sudara	3.50	3.33	3.75	3.50	4.00	4.33	2.00	4.00	4.25	4.50	4.00	5.00	3.50	3.67	4.00	4.00	4.00	4.67
23 Kotcha	2.50	3.25	3.00	3.58	4.00	3.50	2.00	3.67	3.25	4.17	4.00	4.50	2.50	3.08	2.75	3.25	4.00	4.00
24 Kassie	2.50	3.08	3.00	2.75	2.75	3.67	2.00	3.83	3.25	3.50	3.25	3.67	2.50	3.08	2.75	2.75	3.00	3.67
25 Forme	2.50	2.75	3.17	3.00	2.83	3.00	2.00	3.50	3.75	3.00	3.67	3.00	2.50	2.75	3.08	3.00	3.50	3.00
26 manchi	2.50	2.83	2.67	3.67	3.67	4.00	2.00	3.83	3.67	3.67	4.67	4.00	2.50	3.33	3.67	3.67	4.67	4.00
Average	2.74	2.98	3.02	3.36	3.49	3.69	2.03	3.64	3.70	3.89	3.83	3.92	2.78	3.34	3.21	3.37	3.68	3.81

Appendix 7: The analysis of metadiscourse

7.1 The use of moves in the six essays

Table 1: Total moves used in each stage

Essay no.	THESIS STAGE						ARGUMENT STAGE					CONCLUSION STAGE				
	INF	GA	PR	EV	MA	TO	MA	RES	CL	SU	TO	MA	AFF	CO	CL	TO
1	1	0	26	0	0	27	0	0	0	26	26	10	8	0	8	26
2	19	7	25	0	11	62	21	1	25	24	73	20	24	18	18	80
3	16	11	26	1	13	67	23	3	26	26	78	20	22	19	19	80
4	9	18	25	0	12	64	20	4	24	26	74	18	21	21	19	79
5	9	16	25	4	11	65	21	3	25	25	75	23	21	23	25	92
6	11	18	26	1	15	71	21	8	26	26	81	22	25	22	23	92

7.2 Individual moves used in each essay

Table 1: Essay 1

Name	Thesis stage	Argument stage	Conclusion stage	Total
1 Sai	1p	1s	1a	3
2 Kate	1p	1s	2ma	4
3 Mean	1p	1s	2mcl	4
4 Tiger	1p	1s	2acl	4
5 Supat	1p	1s	1a	3
6 Amp	1p	1s	-	2
7 Wila	1p	1s	2ma	4
8 Nueng	1p	1s	2ma	4
9 Pornka	1p	1s	-	2
10 Sunsa	1p	1s	-	2
11 Titty	1p	1s	-	2
12 Sarinya	1p	1s	-	2
13 Supawa	1p	1s	-	2
14 Piro	1p	1s	-	2
15 Pailin	1p	1s	-	2
16 Natee	1p	1s	-	2
17 Arnon	2ip	1s	1cl	4
18 Tip	1p	1s	1cl	3
19 Kanja	1p	1s	-	2
20 Sukan	1p	1s	-	2
21 Natta	1p	1s	2 mcl	4
22 Sudarat	1p	1s	2ma	4
23 Kotcha	1p	1s	2ma	4
24 Kassie	1p	1s	2mcl	4
25 Forme	1p	1s	2mcl	4
26 manchu	1p	1s	2mcl	4
Total	27	26	26	79

Coding system for move analysis:

Thesis stage: i = information evaluation g = gambit p = proposition e =

Argument stage: m = marker r = restatement c = claim s = support

Conclusion stage: m = marker a = affirmation c = consolidation
cl = closing

Table 2: Essay 2

Name	Thesis stage	Argument stage	Conclusion stage	Total
1 Sai	3 igp	3 mcs	3 macl	9
2 Kate	3 gpm	3 mcs	2 ma	8
3 Mean	2 ip	3 rcs	4 maccl	9
4 Tiger	2 ip	2 cs	2 ac	6
5 Supat	3 ipm	3 mcs	3 accl	9
6 Amp	2 ip	3 mcs	1a	6
7 Wila	3 gpm	3 mcs	4 maccl	10
8 Nueng	2 ip	3 mcs	3 macl	8
9 Pornka	3 ipm	2 cs	4 maccl	9
10 Sunsa	3 ipm	3 mcs	4 maccl	10
11 Titty	2 ip	3 mcs	3 mca	8
12 Sarinya	3 ipm	4 mracs	1 a	8
13 Supawa	3 ipm	3 mcs	4 maccl	10
14 Piro	2 gp	3 mcs	2 ac	7
15 Pailin	3 ipm	3 mcs	4 maccl	10
16 Natee	2 ip	3 mcs	3 mac	8
17 Arnon				
18 Tip	2 ip	2 cs	3 macl	7
19 Kanja	2 ip	2 mc	4 maccl	8
20 Sukan	2 ip	3 mcs	4 maccl	9
21 Natta	3 gpm	3 mcs	4 maccl	10
22 Sudarat	3 gpm	3 mcs	4 maccl	10
23 Kotcha	2 gp	3 mcs	4 maccl	9
24 Kassie	3 ipm	4 rmcs	4 maccl	11
25 Forme	2 ip	3 mcs	4 maccl	9
26 manchu	2 ip	3 mcs	2 mcl	7
Total	62	73	80	215

Table 3: Essay 3

Name	Thesis stage	Argument stage	Conclusion stage	Total
1 Sai	2 ip	3 mcs	2 mc	7
2 Kate	3 ipm	3 mcs	2 mc	8
3 Mean	2 gp	3 rcs	4 maccl	9
4 Tiger	3 gpm	2 cs	2 ccl	7
5 Supat	2 ip	3 mcs	3 accl	8
6 Amp	3 ipm	3 mcs	1a	7
7 Wila	3 gpm	3 mcs	4 maccl	10
8 Nueng	2 gp	3 mcs	3 macl	8
9 Pornka	3 gpm	4 mracs	4 maccl	11
10 Sunsa	3 ipm	3 mcs	4 maccl	10
11 Titty	2 gp	3 mcs	3 mca	8
12 Sarinya	3 imp	3 mcs	2 ca	8
13 Supawa	4 gipm	3 mcs	4 maccl	11
14 Piro	2 gp	3 mcs	2 ca	7
15 Pailin	3 ipm	3 mcs	3 macl	9
16 Natee	2 ip	3 mcs	2 ma	7
17 Arnon	2 ip	3 rcs	3 cacl	8
18 Tip	4 gpem	3 mcs	3 macl	10
19 Kanja	2 ip	3 mcs	3 macl	8
20 Sukan	2 ip	3 mcs	3 macl	8
21 Natta	3 ipm	3 mcs	4 maccl	10
22 Sudarat	3 gpm	3 mcs	4 maccl	10
23 Kotcha	2 ip	3 mcs	4 maccl	9
24 Kassie	3 ipm	3 mcs	4 maccl	10
25 Forme	2 ip	3 mcs	4 maccl	9
26 manchu	2 gp	3 mcs	3mccl	8
Total	67	78	80	225

Table 4: Essay 4

Name	Thesis stage	Argument stage	Conclusion stage	Total
1 Sai	1i	2 cs	-	3
2 Kate	2 ip	3 mcs	3 macl	8
3 Mean	2 gp	3 crs	4 maccl	9
4 Tiger	3 gpm	3 rcs	4 maccl	10
5 Supat	2 gp	1s	1cl	4
6 Amp	3 ipm	3 mcs	4 maccl	10
7 Wila	3 gpm	3 mcs	4 maccl	10
8 Nueng	2 gp	3 mcs	4 maccl	9
9 Pornka	3 ipm	3 mcs	4 maccl	10
10 Sunsa	3 ipm	3 mcs	4 maccl	10
11 Titty	2 ip	3 mcs	4 maccl	9
12 Sarinya	3 gpm	4 mracs	2 ca	9
13 Supawa	3 ipm	3 mcs	4 maccl	10
14 Piro	3 gpm	3 mcs	2 ac	8
15 Pailin	3 ipm	3 mcs	2 mc	8
16 Natee	3 igp	3 mcs	3 mca	9
17 Arnon	2 gp	3 mcs	3 mac	8
18 Tip	2 gp	1s	3 macl	6
19 Kanja	2 gp	3 mcs	3 mccl	8
20 Sukan	2 gp	3 mcs	-	5
21 Natta	3 gpm	3 mcs	4 maccl	10
22 Sudarat	3 gpm	3 mcs	4 maccl	10
23 Kotcha	2 gp	3 mcs	3 accl	8
24 Kassie	3 gpm	3 mcs	4 maccl	10
25 Forme	2 gp	3 mcs	3 accl	8
26 manchu	2 gp	3 rcs	3 accl	8
Total	64	74	79	217

Table 5: Essay 5

Name	Thesis stage	Argument stage	Conclusion stage	Total
1 Sai	2 gp	3 mcs	2 mccl	7
2 Kate	3 gpe	3 mcs	3 mccl	9
3 Mean	2 gp	3 mcs	4 maccl	9
4 Tiger	3 gpm	3 mcs	4 maccl	10
5 Supat	3 ipm	3 mcs	3 mccl	9
6 Amp	2 ip	3 mcs	3 macl	8
7 Wila	4 gepm	3 mcs	4 mcacl	11
8 Nueng	4 iepm	3 mcs	4 maccl	11
9 Pornka	3 gpm	3 mcs	4 mcacl	10
10 Sunsa	3 gep	4 cms	4 maccl	11
11 Titty	3 gpm	3 mcs	4 maccl	10
12 Sarinya	3 gmp	3 mcs	3 accl	9
13 Supawa	3 gpm	3 mcs	4 maccl	10
14 Piro	2 ip	3 mcs	4 maccl	9
15 Pailin	3 gpm	4 rmcs	4 maccl	11
16 Natee	2 gp	4 mracs	4 maccl	10
17 Arnon	2 ip	3 mcs	3 mccl	8
18 Tip	2 ip	2 cs	4 maccl	8
19 Kanja	2 ip	2 cs	3 macl	7
20 Sukan	3 ipm	3 mcs	4 maccl	10
21 Natta	3 gpm	3 mcs	4 maccl	10
22 Sudarat	2 gp	3 rcs	4 maccl	9
23 Kotcha	2 gp	3 mcs	4 mcacl	9
24 Kassie				
25 Forme	2 ip	3 mcs	4 maccl	9
26 manchu	2 gp	2 cs	3 accl	7
Total	65	75	91	231

Table 6: Essay 6

Name	Thesis stage	Argument stage	Conclusion stage	Total
1 Sai	2 ip	3 mcs	4 mcacl	9
2 Kate	3 gpm	3 mcs	2 mcl	8
3 Mean	2 gp	3 mcs	4 maccl	9
4 Tiger	3 gpm	4 mracs	4 maccl	11
5 Supat	2 ip	3 rcs	2 acl	7
6 Amp	3 ipm	3 mcs	2 ac	8
7 Wila	3 gpm	3 mcs	4 maccl	10
8 Nueng	4 igpm	4 mracs	4 maccl	12
9 Pornka	3 gpm	3 mcs	3 mac	9
10 Sunsa	3 igp	4 rmcs	4 maccl	11
11 Titty	2 gp	3 mcs	4 maccl	9
12 Sarinya	3 gpm	4 mracs	2 ca	9
13 Supawa	3 ipm	3 mcs	4 maccl	10
14 Piro	3 ipm	3 mcs	4 maccl	10
15 Pailin	3 ipm	4 mracs	4 maccl	11
16 Natee	3 gpm	3 mcs	4 maccl	10
17 Arnon	2 gp	2 cs	3 macl	7
18 Tip	4 igpm	2 cs	4 maccl	10
19 Kanja	2 gp	3 mcs	4 maccl	9
20 Sukan	3 ipm	3 mcs	4 maccl	10
21 Natta	3 gpm	3 mcs	4 maccl	10
22 Sudarat	2 gp	3 rcs	4 maccl	9
23 Kotcha	2 gp	3 mcs	3 macl	8
24 Kassie	4 gepm	4 rmcs	4 maccl	12
25 Forme	2 ip	3 mcs	4 maccl	9
26 manchu	2 gp	2 sc	3 accl	7
Total	71	81	92	244

7.3: The ratio of the metadiscourse used per T-unit

Table 1: The use of metadiscourse per T-Unit

Essays	Interactive resources						Interactional resources						Total	T-unit	Ratio
	T1	T2	T3	T4	T5		T1	T2	T3	T4	T5				
1	168	7	1	0	21	197	4	68	13	49	221	355	552	399	1.38
2	221	85	1	5	28	340	19	36	36	115	142	348	688	615	1.12
3	216	95	0	2	21	334	24	44	39	87	224	418	752	642	1.17
4	271	92	0	9	40	412	17	63	23	117	346	566	978	746	1.31
5	305	96	0	8	41	450	35	58	33	280	110	516	966	762	1.27
6	305	104	0	4	32	445	18	51	28	201	178	476	921	743	1.23
Total	1486	479	2	28	183	2178	117	320	172	849	1221	2679	4857	3907	1.24
Percent	30.60	9.86	0.04	0.58	3.76	44.84	2.40	6.59	3.54	17.48	25.13	55.14	100		

Table 2: The percentage use of metadiscourse markers

Essays	Total	Interactive resources						Interactional resources					
		T1	T2	T3	T4	T5	Total	T1	T2	T3	T4	T5	Total
1	552	168	7	1	0	21	197	4	68	13	49	221	355
	100	30.43	1.27	0.18	0.00	3.80	35.68	0.72	12.31	2.36	8.88	40.04	64.31
2	688	221	85	1	5	28	340	19	36	36	115	142	348
	100	32.12	12.35	0.15	0.73	4.07	49.42	2.76	5.23	5.23	16.71	20.64	50.57
3	752	216	95	0	2	21	334	24	44	39	87	224	418
	100	28.72	12.63	0.00	0.27	2.79	44.41	3.19	5.85	5.19	11.57	29.79	55.59
4	978	271	92	0	9	40	412	17	63	23	117	346	566
	100	27.70	9.40	0.00	0.92	4.09	42.11	1.74	6.44	2.35	11.96	35.38	57.87
5	966	305	96	0	8	41	450	35	58	33	280	110	516
	100	31.57	9.93	0.00	0.83	4.24	46.57	3.62	6.00	3.41	28.99	11.38	53.43
6	921	305	104	0	4	32	445	18	51	28	201	178	476
	100	33.11	11.29	0.00	0.43	3.47	48.33	1.95	5.54	3.04	21.82	19.32	51.67

Table 3: The number of use of each type of metadiscourse markers

Essays	Total	Interactive resources						Interactional resources							
		T1	T2	T3	T4	T5	Total	T1	T2	T3	T4	T5	Total		
1	552	168	7	1	0	21	197	4	68	13	49	221	355		
2	688	221	85	1	5	28	340	19	36	36	115	142	348		
3	752	216	95	0	2	21	334	24	44	39	87	224	418		
4	978	271	92	0	9	40	412	17	63	23	117	346	566		
5	942	296	92	0	7	40	435	35	56	31	280	105	507		
6	921	305	104	0	4	32	445	18	51	28	201	178	476		
Total	4833	1486	479	2	28	183	2163	117	318	170	849	1216	2670		
Percent	100							44.75							55.25

7.4 The Example of Discourse analysis

Student 1: Sai

Table 1: Summary of the use of move

Stages	Moves	Essay 1	Essay2	Essay3	Essay 4	Essay 5	Essay 6
Thesis	Gambit	x	✓	x	x	✓	x
	Information	x	✓	✓	✓	x	✓
	Proposition	✓	✓	✓	x	✓	✓
	Evaluation	x	x	x	x	x	x
	Marker	x	x	x	x	x	x
Argument	Marker	x	✓	✓	x	✓	x
	Restatement	x	x	x	x	x	x
	Claim	x	✓	✓	✓	✓	✓
	Support	✓	✓	✓	✓	✓	✓
Conclusion	Marker	x	✓	✓	x	✓	✓
	Consolidation	x	x	✓	x	✓	✓
	Affirmation	x	✓	x	x	x	✓
	Close	✓	✓	x	x	x	✓

Table 2: Metadiscourse used in the essays

Essay No.	Interactive resources					Interactional resources					total	T-unit	ratio
	T1	T2	T3	T4	T5	Tn1	Tn2	Tn3	Tn4	Tn5			
1	10	-	-	-	1	-	4	-	-	9	24	15	1.60
2	10	3	-	-	-	-	1	-	1	15	30	22	1.33
3	14	4	-	-	1	-	-	-	2	6	27	31	0.87
4	24	1	-	-	1	-	-	-	-	20	46	37	1.24
5	27	3	-	-	2	1	1	1	12	5	52	40	1.30
6	21	1	-	-	3	-	3	1	8	10	47	39	1.20
total	106	12	-	-	8	1	9	2	23	65	226	184	
	46.90	5.30	0.00	0.00	3.53	0.44	3.98	0.88	10.17	28.76	100		

Coding system for metadiscourse analysis

Interactive resources:

T1= Transitions T2= Frame markers T3= Endophoric markers T4= Evidentials

T5= Code glosses

Interactional resources:

Tn1= Hedges Tn2= Boosters Tn3= Attitude markers Tn4= Engagement markers

Tn5= Self-mentions

Essay 1

(Proposition) I think that knowledge from experiences better knowledge from book **(support)** because^{T1} knowledge from experiences have 4 skill such as reading, writing, listening, and speaking. I have to practice every day. I can to write English language more than reading in the book. Knowledge from experiences is learn about story in everyday life. I have knowledge increase from learn in everyday life. Addition ^{T1} we are have to enhance their knowledge by 4 skill is English language in order to understand in learn English language. But ^{T1} knowledge from book is learning theory so ^{T1} we are reading in the book but ^{T1} we aren't practice in everyday life therefore ^{T1} we have learn unequal or ^{T1} have responding different so ^{T1} we are have to review English language every day order to have 4 skill good English language. **(affirmation)** I think that knowledge from experiences is learn new matter for me and ^{T1} learning occur everyday and ^{T1} I think that is the best for me.

Essay 2

(Information) At the present time our world have to progress technology, learning. Some country have education difference a teaching, dressing and time in motion. Which Thailand has difference Europe. But ^{T1} some people have idea conflict from congregation. **(Gambit)** Why we wear casual in the study. Learning have good GPA irrelevant dress. If you are to select related? **(Proposition)** But ^{T1} if I am to select wear student uniform. I have my reason.

(Marker) My first reason **(Claim)** I think that students have order and beauty. **(Support)** In learning we can variety dress. But ^{T1} when people look out then it don't have appropriate or agreeably. So ^{T1} in learning we must to been spectacular dress. **(Marker)** Addition ^{T1} I have

second reason. My second reason **(Claim)** is symbol students **(support)** because^{T1} somebody has difference occupation such as police, doctor, nurse, soldier and student because dressing

(Marker) So^{T1} **(Affirmation)** we wear student uniform it a good thing because^{T1} we have been spectacular addition^{T1} we have agreeably. **(Close)** Finally is symbol Thailand student not the same in the world.

Essay 3

(Information) The present of the world have growth in everything example technology, communication //this is an increase so that people had lazy very much. //Which in working have facility every thing in learning as same as was learning with satellite internet// so^{T1} that will higher learning in the present// some people has compete and^{T1} race against the clock// make it have learning social selfish more than.// **(Proposition)** Someone work is the group responsibility indication// but^{T1} if I am. I will select workgroup. //I have reason. //

(Marker) My first reason **(Claim)** people have harmony. // **(Support)** Working in group have 2 more than each have to responsibility in himself. //When had work them need to finish work //when do not you can to talk about working with your friend for problem modify in the group// this is reason for working is group. //It make harmony in group// because^{T1} anyone have meeting for modify work to make it so good.//

(Marker) My second reason **(Claim)** when have problem in the group we can to modify problem. // **(Support)** Working in the group have to alright problem anyone must to help in the group// because^{T1} anyone have to talk reason //and^{T1} them can to modify problem to the fullest good.//

(Marker) My third reason **(Claim)** result of work have efficiency much more. // **(Support)** Working will efficiency anyone can to do depending on his quality// but^{T1} working is group. It a good thing much more like to work alone// because^{T1} anyone can meeting to help problem modify in group //so^{T1} working is group therefore have efficiency.//

(Marker) So^{T1} **(Consolidation)** a lot of working in the present have efficiency// because^{T1} the world have technology// so^{T1} we have convenient in work as same as working is group// because^{T1} people have harmony in work// and^{T1} we can problem modify. //Finally result of work have higher efficiency. //

Essay 4

(Information) The world of our in time everybody will have been raced in everything by will have a affect on for them.// They have been appreciating in life difference //and^{T1} will have personal interest more than common interest very much.// Such as learning have been racing and^{T1} will had affect good GPA.// In addition^{T1} them will have been write a competitive examination //then^{T1} them will have been an occupation.// it a good thing in the future. //But^{T1} someone has difference from security //and^{T1} like life freedom commonly by //Them have reached and a force. //Which living have been difference from ours. //It had been living in the future. // **(Claim)** but^{T1} I has my reason. //Body living in freedom life it other one good thing **(Support)** //because^{T1} them will have doing in them life have not free. //When them will have travel them have not a private matter// because^{T1} they not have person and work lover// which those person will not adhere to everything easy life// and^{T1} convenient for everything. //But^{T1} I will have difference with person// because^{T1} I will have been best life in the future.// I have been security //and^{T1} usually could be social in my life. //I come to study English major in order to have knowledge in earn a living. //Because^{T1}

Thailand will have been classified Asian 3 next year hereafter. //Which will have a affect on living for Thai very much// because^{T1} everyone will have wanted English language be 2 second in communication with western. //So^{T1} I will have choosed to be teacher. //Because^{T1} be an occupation a stability. //So^{T1} I will have receive benefit from native speaker be conversation better than //and could be get social more and more. //However^{T1} If I will have related it a good think //Because^{T1} my family will have lived happily in social //and^{T1} have money in family //and^{T1} I have security given to be price with my family. //Then I will have acceptable of social //because^{T1} I will have been fame// and have be stability in my life. Even though working will have be hard work// because^{T1} I will have done for my family this is my reason for me.//

Essay 5

(Gambit) This is social a lot of people at the present //which have convenience very much. //Then^{T1} will affect to live a lot of people living commonly. // Besides them do not set of regulations in custom. // Which these had had to strict in ancient time. // So them have been different in the present. // Them do not serious everything. // So living together before they get married is main issue a lot of people they get married. // In order that will have understanding or characterist and readiness. // **(Proposition)** So I think that it is a god idea. // Also I agree with your reason living together before they get married //and do you agree with me? // However, I have my reason. //

(Marker) My first reason, **(Claim)** we have understanding for learn characteristic each other. // **(Support)** Because everyone will have different everything in respective of thought, execution, speaking. //These will have influence living for you in the future. // Because if you have not to know characteristic before you married, //it will have to affect in your family. // Although you have married already// but if you do not understanding each other, it will have terminate for advantage come back. // However, if you have married life then cause it's waste time by absolutely. // **(Marker)** But I have second reason. //

(Claim) My second reason is readiness living together. // **(Support)** Which it is one of important// because someone living together before they get married will have to prepare together for them such as working for a good future// and them will have plan married life. //These will have to important for everything married life. //However, them should be given freedom life each other. // Them should not interfere private matter. // Beyond will have advantage for come back // and have caused a good advantage // and then it can determine your reson. // How should doing? Living married in the future. //

However, this social at present have influence living a lot of people. // **(Marker)**So **(Consolidation)** living together before married it is important of people at present \\ which them will have many reasons such as learning characteristic, thought, readiness and a good think in the future. //So everybody will want a good married life them should have to determine // and learn innovation in to is experience for them. // **(Close)** However, all my reason maybe a good thing for you. //Because it can think various // and have way living married. // Which it will have advantage for you in the future // so and you How do you think? //

Essay 6

(Information) At the present, the world have development everything./ Which one have affection modernity everything in the world. /Therefor teaching in the present have ascendant development. /As all we have to use technology for convenient learning, such as computer, Ipad, Iphone. /These It's make we happy in working. /Sometimes when we have to use overabundantly/ it will bad result for you very much such laziness, rough and readiness./ However learning at the present we have to use social network/ when we have class. /So we will work in computer more than notebook. **/(Proposition)** So if I am teacher in the future when have to write, /the student should write a report by hand./ I have reason./

(Claim) My reason is knowledge /when we have to write in the class. **/(Support)** The student can read main substance at the same time/ because writing must to begin by always reading. / Besides they can remember knowledge in the book./ While to type on the computer can do to work successfully/ because they can copy in many website /but they will not have knowledge as expected. /Therefore they can repeat knowledge everything from learning before they write the report. /So I think that writing the report by hand it a good thing,/ even though writing by hand can do to write slowly/ and someone have pains and aches/ but It have benefit for them very much. /Because they will receive knowledge together with writing./

(Marker) In addition **(Claim)** writing report by hand can reduce laziness for working very much./ **(Support)** Writing by hand can cautious platform for you /because you must to write step by step. /So I think that it's a good idea some teacher believe that it is better to have their students write it by hand rather than type the report on the computer./ I agree with to write report by hand./

(Marker) However **(Consolidation)** at the present the world have development everything. /Therefor teaching in the present have ascendant development. /As all to use technology learning such as computer, Ipod, Ipad. /Sometime it can't remember main substance as much as to write by hand. /So when can write by hand. /It have benefit for you very much/ such as you have knowledge, to repeat, to reduce laziness. **/(Affirmation)** So I think that to write by hand is a good think very much. **/(Close)** And you, how do you want to see the student is future of country? /Sometimes my reason is choice for you. /

Appendix 8: Examples of video transcription

Student 3: Mean

As receiver

Peer feedback 1: Chontida

Change of topic	Reader's comment	Writer's response		
		SER	OTR	OBR
	<p>มีนเลือกเขียนเห็นด้วยที่จะให้เรา สอนเป็นภาษาอังกฤษทั้งหมด ใช่มั้ย</p> <p>ในสถานศึกษา เราอ่านของมีนแล้วก็ เขียนได้ครอบคลุมและเนื้อหาละเอียด มีการยก ตย. ในส่วนเหตุผล ในช่วงแรกก็จะเยอะหน่อยเนาะ</p>	อ้อ..		
	ในช่วงสรุปก็ เขียนได้เข้าใจ			
	<p>Thesis statement ในส่วน introduction ตอนแรกก็เขียนกว้างๆ แล้วก็แคบลง เหมือนสิ่งที่อาจารย์บอกเป็นสามเหลี่ยม และมีนก็อธิบายว่า อย่างที่รู้กันว่าประเทศไทยเป็นประเทศอิสระ ใช่มั้ย? และก็ภาษาอังกฤษก็มีส่วนสำคัญ เป็นอันดับที่สองของโลก การพูดรองจากภาษาแม่ของคนไทย..ประมาณนั้นปะ??</p> <p>เออ..ซึ่งมันแตกต่างจากประเทศอื่นๆ ใช่มั้ย?? ดังนั้นก็ควรมาเน้นที่การสอนที่ใช้ภาษาอังกฤษทั้งหมดก็เน้นในเรื่องนี้ใช่มั้ย??</p>	<p>เออ เป็นประเทศเอกราช</p> <p>เออ..ประมาณว่า ภาษาแม่คือภาษาที่มีมาแต่กำเนิด คือคนไทยพูดภาษาแม่ได้ แต่น้อยคนที่จะพูดภาษาอังกฤษได้ดี เข้าใจปะ??</p> <p>อ้อ..</p> <p>อ้อ..</p>		
	<p>ในส่วนเนื้อหา มีนก็ยก ตย. ได้ดี เพราะมีการให้เหตุผลว่าถ้าเราสอนเป็นภาษาอังกฤษเรา ควรพูดสื่อสารตลอดเวลา เพื่อให้เด็กซึมซับ ให้เด็กเอาไปใช้ได้จริง และมีนก็บอกว่าเห็นด้วยกับการสอนเป็นภาษาอังกฤษทั้งหมด โดยเริ่มต้นจากครู</p>			
	<p>เรื่องการเขียน มีนก็เขียนได้ดี เหมาะสม คล่องจอง สนับสนุนกัน</p>			
	<p>ส่วน grammar ก็อาจมีเล็กน้อย (ที่ไม่ถูก)</p>			
	<p>ส่วนเนื้อหา มีนก็พูดโยงเรื่อง ประเทศไทยที่กำลังเข้าสู่อาเซียนนี้ใช่มั้ย</p>			
	<p>ส่วนสรุปก็เขียนได้ดี ทำให้เราเข้าใจง่าย</p>			
	<p>ในเนื้อหา มีนก็ โอเคอะ อ่านแล้วก็เข้าใจนิดหน่อย แต่ก็พยายามทำความเข้าใจตามในสิ่งที่เขียนเนาะ อย่างเรื่องที่ว่าเราจะเข้า อาเซียนนี้เราก็ดีอว</p>		อาจมีบางช่วง	

	เรียนภาษาอังกฤษ เนาะ ภาษาอังกฤษต้องเข้มแข็ง เพราะว่า ใช้เพราะอาเซียนมัน ใช้ภาษาอังกฤษเป็น..	มันเป็นพื้นฐาน ภาษาราชการ	ฟังหือ เปล่า??	
	แล้วก็ถ้าเก่งภาษาอังกฤษแล้ว เราก็จะ พร้อมที่จะเข้าสู่ อาเซียนใช้มัย ที่มีเขียนมา			
	ส่วนเหตุผลที่สองบอกว่า การสอนมันจะเป็นอะไรนะ ตรงนี้???	ทัศนคติแบบว่า นอกจากเหตุผลแรก แล้วยังมีเหตุผลที่ สองที่ ถ้าสอนเป็น ภาษาอังกฤษแล้ว จะทำให้เด็กมี ทัศนคติที่ดี กับวิชา ภาษาอังกฤษ		
	อ้อ..ก็เหมือนว่าทำให้เด็กสนใจใช้มัย? สนใจที่จะเรียนมากขึ้น	อ้ออ..		
	อันนี้ที่มีเขียนก็บอกว่าการ ทำความเข้าใจเป็นเรื่อง ง่ายขึ้นในการเรียนภาษาอังกฤษ เหตุผลนี้เป็นเหตุผลที่ สองที่ทำให้มันเห็นด้วยกับนโยบายที่จะให้ครูสอนวิชา ภาษาอังกฤษโดยใช้ภาษาอังกฤษ	ใช้เพราะถ้ามี ทัศนคติที่ดี ก็จะทำ ให้ เอาจความรู้ ออกมาใช้ อ้อ...		
	เราพูดถึงจุดแข็งนะ จุดแข็งมันก็ อธิบายได้ครอบคลุมดี และเขียนเนื้อหาเรียบเรียง มาดีแล้ว มีการสนับสนุนดี มี การอ้างว่าเป็นแนวทางที่ดีนะที่ต้องทำ เนื้อหาเข้าใจ ง่าย กระชับดี			
	ส่วนจุดอ่อนก็... อะฮ้า..มีเนื้อหาบางส่วนที่ทำให้แบบ วนไปวนมาบ้าง ในช่วงการให้เหตุผลก็เหมือนจะวนไปมา	อาจจะเขียนวนไป วนมารึเปล่า?? เรายกตัวอย่างน้อย นะ เออใช่ เราก็กลับไป อ่านอีกรอบนะ ก็ รู้สึกว่ามันวนอยู่		
	เรื่อง grammar หรือ อาจผิดเป็นบางที่ แต่ก็เป็นส่วน น้อยเนาะ			
	จะถามมีนนะว่า มีนคิดว่าถ้าเราปูพื้นฐานให้กับนักเรียน เรียนเป็นภาษาอังกฤษ ควรให้เรียนชั้น ไหนดี	ถ้าจะเริ่มก็ไม่ใช่แค่ ในระดับมหาลัยแล้ว น่าจะเริ่มแต่เด็กเลย มันจะได้เคยชิน พอ โตแล้วมันจะได้ไม่ ยาก เพราะส่วน ใหญ่พอเริ่มตอนโต แล้ว รู้สึกยากใช้มัย		

		ก็น่าจะเริ่มตอน เด็กๆ		
	ส่วนข้อเสนอแนะนะ เราคิดว่ามันเขียนได้ดีแล้ว แต่ มี บางช่วงที่สับสน วนไปมา มีการสนับสนุนเหตุผลน้อย ยก ตย. น้อยไปหน่อย ส่วนสรุปมันทำได้ดีแล้ว			

As giver

Peer feedback 1: Nueng

Change of topic	Reader's comment	Writer's response		
		SER	OTR	OBR
	พูดรวมๆ ก่อนนะว่าเป็นยังไง เรื่องที่เราอ่านนะ			
	ข้อดีของงานนี้คือ มี thesis statement ที่ชัดเจน และมี main idea ชัดเจน แต่มันยังดูไม่เป็นไปในปนวนทางเดียวกันเท่าไร			
0.54	ข้อเสียถ้าพูดตรงๆก็คือ เราเข้าใจ แต่อ่านแล้วมันยังไม่ smooth มันเหมือนเรากำลังพูดเรื่องนี้อยู่ แต่กระโดดไปพูดอีกอย่าง คือเหมือนน่าจะมื่ออะไรมาคั่นกลางก่อน แล้วจะทำให้สอดคล้องกัน อีกอย่างจุดที่ทำให้คนคล้อยตามได้มันคือเหตุผลและสรุป สำคัญมากๆ และเหตุผลที่ให้เรา the student get language English เนี่ยมันผิดทั้งการใช้คำ และโครงสร้าง			
1.55	ส่วน conclusion เราต้องสรุป thesis statement โดย ดัดแปลงประโยคแต่ให้ได้ความเดิม มันเหมือนต้องมึสติลปะในการเขียน ถ้าเราอ่านมากๆ แล้วก็เหมือนเป็นการเลียนแบบการเขียนนะ เราอ่านแล้วเราอาจเลียนแบบมาเขียนเป็นของเรา พอสรุป thesis แล้ว เราก็ต้อง สรุป สองเหตุผลนั้นโดยดัดแปลง ประโยคแต่ให้ได้ความหมายเดิม และในส่วนสรุปทิ้งท้าย สำคัญนะ ตอน final remark ทั้งเป็นคำถามซึ่งก็ดีนะ แต่ มันไม่ค่อยสอดคล้องกับเนื้อหา เราใช้ประโยคบอกเล่าที่ทำให้คนอ่านคล้อยตามก็ได้ อย่างเรา เราใช้ว่า “มันยังไม่หายไปนะที่คุณจะ เปลี่ยนการสอนมาเป็นภาษาอังกฤษ” เราไม่ต้องเขียนเป็นคำถามก็ได้ เพราะถ้ามันไม่สอดคล้องมันก็ไม่มีประโยชน์ ใช่ๆ.. อ่านไปมันไม่จุกคิดง		เหมือนถามไปเฉยๆ ไม่ได้โน้มน้าวผู้อ่านหรือ ?	
4.10	ทีนี้เรามาดูกันใหม่ที่ละประเด็นเลย มาแชร์ความคิดกันนะ Introduction อ่านตอนแรกก็เหมือนโอเคนะ แกล่เลือก เห็นด้วยกับ prompt ดังนั้นเราน่าจะ เริ่มกว้างๆ เกี่ยวกับการสอน เริ่มตั้งแต่อดีตของมหาลัยเลย ว่าเป็นมาอย่างไร แล้วก็ชี้ให้เห็นว่ามันไม่พัฒนา ถ้าจะมีการเปลี่ยนแปลงอย่างที่ว่า ฉันทก็จะเห็นด้วยเขียนให้กว้างๆ มากๆ แล้วค่อยแคบลงมาถึง prompt และมาถึง thesis statement มาดู body เนาะ มีสองเหตุผล เหตุผลแรกโอเค students get English language skill more เหตุผลที่สอง นร. เข้าใจวัฒนธรรมอังกฤษ เหมือน introduction ของแกกำลังจะสื่อว่า ประเทศเพื่อนบ้านของเราใช้ภาษาอังกฤษซึ่งเป็นภาษาที่สองได้ดีกว่าเด็กไทย และ AEC ที่กำลังเข้ามามันมีความสำคัญที่ในอนาคตเราต้องใช้ ภาษาอังกฤษ			
5.20	ส่วนอินโทรแกต้องคิดใหม่เพราะเหมือนมัน เราเปิด dictionary เขียน เราคิดเป็นไทย แล้วเขียนเป็นอังกฤษ แต่เรานะคิดเป็นภาษาอังกฤษ เพราะถ้าเราคิดเป็นไทยเราก็จะเรียงคำแบบภาษาไทย ทั้งๆ ที่เรารู้ว่ามันผิด เหมือนตัวอย่างนี้ language English มันต้องเป็น English language นอกจากนี้ยังมีเรื่อง tense การใช้คำหลัง for, to ว่าเป็น v1 หรือ ving มันเหมือนเรื่องเล็กน้อย แต่สำคัญ เพราะเรากำลังพูดเรื่อง grammar อยู่ ซึ่งมันยังไม่โอเค แม้ว่าเราจะอ่านแล้วเข้าใจ			
6.09				

	<p>ภาษามันควรสวยกว่านี้ จะสวยยังงั้?? เราต้องอ่าน และฝึกเขียน เราอ่านมากๆ ทำให้เราเขียนได้นะ เหมือนเราเขียนแบบตามที่เราได้อ่าน เราเขียนแบบประโยคแล้วก็ลองเปลี่ยนไปเรื่อยๆ มันได้ผลนะ</p> <p>ภาษาอังกฤษมันก็เหมือนไทยที่มันน่าจะมีผลสละสลวยเหมือนภาษาไทย มี เอง เอย อังกฤษก็มีวิธีการทำให้ภาษาสละสลวยได้</p>			
9.05	<p>มาดู body เนาะ มีสองเหตุผล เหตุผลแรกโอเค students get English language skill more</p> <p>ตรงนี้ก็เขียน students get skill more อีก ถ้าจะใช้เหตุผลนี้ก็ ต้องถามตัวเองต่ออีกว่า มันได้ทักษะเพิ่มขึ้นได้อย่างไรจากการที่เราเปลี่ยนมาใช้ภาษาอังกฤษในการสอนทั้งหมด</p> <p>มันยังไม่มีตัวอย่างที่อธิบายให้เห็นชัดัง อ่านแล้วมันไม่ชัด เหตุผลหลักนะดีที่บอกว่าได้ทักษะเพิ่ม แต่มันได้อย่างไรนี่ต้องอธิบายเพิ่ม supporting detail มันยังน้อยง อาจจะต้องเวลา นี่ก็เกาตรงนี้มาใช้ ที่ว่า students can apply in every day life. เอมามาแตกออกไปอีก มันก็ยังไม่ออกนอกกรอบนะ เพราะว่าสอนอังกฤษเป็นอังกฤษ มันรับกับการเข้าสู่อาเซียน อันนี้เหตุผลที่เราเขียนเรียงความของเรานะ ของแกเหตุผลหลัก มันแคบเราก็จะเขียนต่อไม่ได้ ถ้าอย่างของเรา เหตุผลกว้างเราก็เขียนต่อได้ยาว เช่นคนจะเข้ามาเยอะทั้งการค้า การท่องเที่ยว การศึกษา ดังนั้น การสอนเป็นภาษาอังกฤษก็จะเป็นการเตรียมเด็กไทยให้พร้อม คนไทยก็จะสามารถใช้ภาษาในชีวิตประจำวันได้ เพราะพออาเซียนเข้ามา คนแต่ละประเทศก็จะพยายามดึงผลประโยชน์ของมันและกัน การใช้ภาษาได้ก็จะทำให้เราเท่าทันเขา</p>		มันยังไม่ลึกพอใช้มั๊ย??	
12.34	<p>อันที่สองดูยต้องลองไปดูพวกคำเชื่อมใหม่เนะ มันจะมีทั้งตัวเชื่อมประโยค เชื่อมย่อหน้าเชื่อมคำ เช่น to เชื่อม กริยากับกริยา เชื่อมประโยคเข้าด้วยกันก็ลองดูพวก relative clause คำพวก who, what , when มันทำให้ ประโยคยาวขึ้น</p>			
14.03	<p>เหตุผลที่สอง นร. เข้าใจวัฒนธรรมอังกฤษ เราสงสัยว่าถ้าเราสอนเป็นภาษาไทย นร. จะไม่เข้าใจวัฒนธรรมใหม่ เราว่าไม่ต่างกันนะ มันไม่ใช่เหตุผลที่ดีเท่าไร</p> <p>ต้องลองคิดว่าถ้าเราเป็น นร. หรือเป็นอาจารย์ เราจะได้อะไรจากการสอนแบบนั้น มันจะทำให้เราหาเหตุผลได้ง่ายขึ้น มันได้เยอะนะ นอกจากวัฒนธรรม</p>		<p>ตอนแรกเรา ..ด้วยเวลา เนาะ..เราคิดได้เหตุผลเดียว ก็เลยสรุปเลย พอคิดไปคิดมา เอ๊ะมันน้อยไป แล้ว อาจารย์ กำหนดให้เขียน 250 คำขึ้นไป ก็เลยมาเพิ่ม แต่เราคิดเป็น</p>	

			ภาษาไทย คิดไปเรื่อยๆ	
17.36	เราลองทำตารางเปรียบเทียบ การสอนสองแบบ คือ สอนโดยใช้ภาษาอังกฤษ กับสอนโดยใช้ภาษาไทย แล้วลองลิสต์ข้อดีของทั้งสองแบบ ถ้าเหมือนกันตัดออก จนเหลือเฉพาะข้อที่อีกอันมี แต่อีกอันไม่มี แล้วก็เอาส่วนที่ดีกว่ามาเขียน โดยกล่าวว่าแบบนี้มันดีกว่าตรงนี้ คนอ่านจะได้คล้อยตาม			
19.00	มาดูตรงสรุปนะ อย่างที่บอกไปนะ ว่าสรุปต้องมี restatement of the thesis statement มีสรุปเหตุผลทั้งสอง และมี final remark		อ้อ..	
19.26	Thesis statement มีนะแต่เราบอกประโยคเดิมมาเลย ใช่มั้ย? แล้วก็ต่อด้วยว่าเพราะอะไร ตรงนี้ต้องเป็นสองเหตุผลที่สรุปมาโดยใช้คำใหม่ ที่ยังคงความหมายเดิม ไม่ใช่ลอกของเดิมมา Final remark มันก็ยังไม่ชวนให้คล้อยตาม มันเป็นประโยคคำถามห้วนๆ what do you think about this topic? ลองเขียนอย่างที่เราบอกดูนะว่า “มันอาจยังไม่เข้าไปที่ กรรมการของมหาวิทยาลัยจะลงมติให้สอนภาษาอังกฤษเป็นอังกฤษเพื่อจะได้พัฒนา...” เขียนในเชิงเหมือนตำหนิว่าที่ผ่านมามันล้มเหลว แต่ก็ไม่ได้พูดตรงๆ			
24.05	ก็หมดทุกอันแล้ว เราถามนะ ถ้าไม่ใช่สองเหตุผลนี้ จะมีเหตุผลอะไรอีกที่เราคิดว่าควรสอนวิชาภาษาอังกฤษโดยใช้ภาษาอังกฤษ		เรื่อง AEC เรายังไม่ได้เอามาเขียนนะ	
	ใช้อาจจะเอาเรื่อง AEC มาพูดก็ได้			
24.55	ถ้าถามว่าต้องแก้อะไรบ้าง อย่างแรกแก้ที่เราก่อน ต้องคิดว่าภาษาอังกฤษไม่ใช่ภาษาไทย เราจะไม่เขียนภาษาอังกฤษเป็นภาษาไทยเวลาเราเรียงคำเป็นประโยค ดังนั้นต้องคิดเป็นภาษาอังกฤษ			
26.15	ต่อไปก็ปรับปรุงเรื่อง tense, transition คำเชื่อมพวก before, after, then, moreover, therefore, however, ..พวกนี้แกยังไม่ใช้ได้ใช้เลย มีใช้ประมาณ สองคำ ถ้าเรามีเหตุผลมาก เราก็จะใช้ transition ได้มาก คำเชื่อมมันมีทั้งประเภท คล้อยตามกัน ชัดแย้งกัน เป็นเหตุ เป็นผลกัน			
	ถ้าเป็นเรา เราก็จะเขียน introduction ใหม่ให้มันกว้างเพื่อที่จะเอา AEC มาเป็นเหตุผลหลักได้			
	หรือถ้าเราแค่เปลี่ยน main idea แล้วแจจจใหม่มันมากขึ้น แกก็จะเขียนได้มาก			
	แล้วก็สรุปให้ดี มันก็จะโอเค			
	แล้วก็ลำดับของฝึกคิดเป็นภาษาอังกฤษ เราก็ไม่รู้จะอธิบายยังไงในการคิดเป็นภาษาอังกฤษ เดี่ยวพอเสร็จจากตรงนี้แล้ว แกล้งมาอ่าน essay ของเราก็ดูก็ได้ เผื่อจะเห็นที่เราพูดไป			
27.08	อีกอย่างหนึ่งคือเรื่องการเปิด dictionary เขียน ใน dictionary entry ที่เป็นคำกริยา จะมี to แล้วก็ตามด้วยกริยานั้น เพื่อนบางคนก็เอา to มาเขียนด้วยซึ่งมันไม่ใช่ ต้องตัด to ออกเวลาเขียน			
28.25- 29.35	อีกอย่าง ระหว่าง paragraph ต้องมี link ระหว่างกันด้วย เช่น ก่อนจะขึ้น paragraph ใหม่ก็ยกเอา main idea ก่อนหน้ามาพูดก่อนนิดนึงเช่น “นอกจากการสอนวิชาภาษาอังกฤษ			

	เป็นอังกฤษจะช่วยให้ นร. มีทักษะภาษาที่ดีขึ้นแล้ว การสอนแบบนี้มันยัง.....”			
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Appendix 9: Patterns of interaction

In order to explore stage of regulation that emerged when the participants engaged in peer feedback sessions, the terms Self-Regulation (SER), Object Regulation (OBR), and Other Regulation (OTR) were used to categorize types of language use. The language use during the interaction that suggested leadership, self-assurance, and willingness to share knowledge was categorized as SER. Examples of comments from a participant who showed SER were:

“let’s read from the beginning so we can get the ideas.”

“with this sentence you can start another paragraph because you see...this is something else you are going to talk about.”

Just check and tell me it what you understood is what I meant.”

The language use that suggested the student’s lack of interest in the task at hand, need to justify limitation by avoiding the task or by turning to jokes or off-topic behaviour was categorized as OBR. The language that suggested OBR was for example:

“I don’t know, detail you mean?”

“To tell you the truth, all of this writing in English and Spanish (starts singing)...I always do so bad.”

“I don’t care about details, I am not a good observer, besides, I don’t like to say much.”

The language use that suggested degree of hesitancy, a need to be taken by hand, and despair when not knowing what to do was categorized as OTR. Examples of language that suggested OTR were:

“And how can I explain that?”

“But this is in the past, do you think it should be in the present?”

“We can change this word, feel, well, I don’t know, I really don’t know”

“Oh God, I have an idea...that this goes here, but...Oh my God, what is this?”

Excerpt from Hyland & Hyland (2006, p. 28)