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APPENDICES

Appendix A

Percentile Rank of the Total English I and II Raw Scores for Subject Selection

Frequencies

Statistics

Total Raw Scores

N	Valid	146
	Missing	0
Mean		129.9658
Std. Error of Mean		1.94007
Median		127.5000
Mode		126.00
Std. Deviation		23.44191
Variance		549.52296
Skewness		-.088
Std. Error of Skewness		.201
Kurtosis		-.882
Std. Error of Kurtosis		.399
Range		98.00
Minimum		72.00
Maximum		170.00
Percentiles	25	112.0000
	40	124.0000
	60	136.0000
	75	147.5000

Total Raw Scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72.00	1	.7	.7	.7
	85.00	4	2.7	2.7	3.4
	89.00	1	.7	.7	4.1
	92.00	2	1.4	1.4	5.5
	94.00	1	.7	.7	6.2
	96.00	1	.7	.7	6.8
	97.00	1	.7	.7	7.5
	98.00	3	2.1	2.1	9.6
	99.00	1	.7	.7	10.3
	100.00	2	1.4	1.4	11.6
	101.00	1	.7	.7	12.3
	102.00	4	2.7	2.7	15.1
	103.00	2	1.4	1.4	16.4
	105.00	4	2.7	2.7	19.2
	106.00	1	.7	.7	19.9
	109.00	1	.7	.7	20.5
	110.00	1	.7	.7	21.2
	111.00	2	1.4	1.4	22.6
	112.00	4	2.7	2.7	25.3
	113.00	1	.7	.7	26.0
	114.00	3	2.1	2.1	28.1
	115.00	4	2.7	2.7	30.8
	116.00	1	.7	.7	31.5
	117.00	3	2.1	2.1	33.6
	118.00	1	.7	.7	34.2
	119.00	3	2.1	2.1	36.3
	121.00	2	1.4	1.4	37.7
	123.00	1	.7	.7	38.4
	124.00	3	2.1	2.1	40.4
	125.00	4	2.7	2.7	43.2
	126.00	6	4.1	4.1	47.3
	127.00	4	2.7	2.7	50.0
	128.00	2	1.4	1.4	51.4
	131.00	2	1.4	1.4	52.7
	132.00	2	1.4	1.4	54.1
	134.00	4	2.7	2.7	56.8
	135.00	2	1.4	1.4	58.2

	Frequency	Percent	Valid Percent	Cumulative Percent
136.00	4	2.7	2.7	61.0
137.00	1	.7	.7	61.6
138.00	1	.7	.7	62.3
140.00	1	.7	.7	63.0
141.00	1	.7	.7	63.7
142.00	5	3.4	3.4	67.1
143.00	3	2.1	2.1	69.2
144.00	5	3.4	3.4	72.6
145.00	1	.7	.7	73.3
146.00	2	1.4	1.4	74.7
147.00	1	.7	.7	75.3
149.00	1	.7	.7	76.0
151.00	1	.7	.7	76.7
152.00	1	.7	.7	77.4
153.00	1	.7	.7	78.1
154.00	1	.7	.7	78.8
155.00	1	.7	.7	79.5
156.00	3	2.1	2.1	81.5
157.00	3	2.1	2.1	83.6
158.00	1	.7	.7	84.2
159.00	2	1.4	1.4	85.6
160.00	2	1.4	1.4	87.0
162.00	1	.7	.7	87.7
163.00	3	2.1	2.1	89.7
164.00	2	1.4	1.4	91.1
165.00	5	3.4	3.4	94.5
166.00	4	2.7	2.7	97.3
167.00	1	.7	.7	97.9
168.00	1	.7	.7	98.6
169.00	1	.7	.7	99.3
170.00	1	.7	.7	100.0
Total	146	100.0	100.0	

Appendix B

Test of Normality and Homogeneity of Variance for Subject Compatibility

1) Tests of Normality of the General English Proficiency of the Three High Proficiency Groups

Tests of Normality

	G	Kolmogorov-Smirnov(a)		Shapiro-Wilk	
		Statistic	df	Statistic	df
S	1.00	.136	10	.955	10
	2.00	.145	10	.959	10
	3.00	.215	10	.899	10

* $p < 0.05$

Test of Homogeneity of Variances of the General English Proficiency of the Three High Proficiency Groups

S

Levene Statistic	df1	df2
.022	2	27

* $p < 0.05$

Compatibility of the General English Proficiency of the Three High Proficiency Groups

ANOVA

S

	Sum of Squares	df	Mean Square	F
Between Groups	.067	2	.033	.002
Within Groups	509.300	27	18.863	
Total	509.367	29		

* $p < 0.05$

One-way ANOVA illustrates that no significant difference among the 3 high proficiency groups was revealed, $F(2, 27) = 0.02$, $p = 0.998$. This means that on average, the general English proficiency of the three high proficiency groups was the same at the beginning of the experiment.

2) Tests of Normality of the General English Proficiency of the Three Moderate Proficiency Groups

	Kolmogorov-Smirnov(a)		Shapiro-Wilk	
	Statistic	df	Statistic	df
S	.214*	30	.834*	30

* $p < 0.05$

Test of Homogeneity of Variances of the General English Proficiency of the Three Moderate Proficiency Groups

S

Levene Statistic	df1	df2
.345	2	27

* $p < 0.05$

Compatibility of the General English Proficiency of the Three Moderate Proficiency Groups

Kruskal-Wallis Test

Test Statistics(a,b)

	Sig.
Chi-Square	.049
df	2
Asymp. Sig.	.976

* $p < 0.05$

Kruskal-Wallis Test shows that Chi-Square (2) = 0.049; $p = 0.976$. As a result, on average, the general English proficiency of the three moderate were not significantly different. This means that they were comparable in terms of their proficiency levels.

Tests of Normality of the General English Proficiency of the Three Low Proficiency Groups

Tests of Normality low

	G	Kolmogorov-Smirnov(a)		Shapiro-Wilk	
		Statistic	df	Statistic	df
S	1.00	.134	10	.968	10
	2.00	.174	10	.954	10
	3.00	.120	10	.972	10

* $p < 0.05$

Test of Homogeneity of Variances of the General English Proficiency of the Three Low Proficiency Groups

Test of Homogeneity of Variances

S

Levene Statistic	df1	df2
.009	2	27

* $p < 0.05$

Compatibility of the General English Proficiency of the Three Low Proficiency Groups

ANOVA

S

	Sum of Squares	df	Mean Square	F
Between Groups	.067	2	.033	.001
Within Groups	1751.300	27	64.863	
Total	1751.367	29		

* $p < 0.05$

One-way ANOVA illustrates that $F(2, 27) = 0.01, p = 0.999$. This means that on average, the general English proficiency of the three low proficiency groups was the same at the outset of the experiment.

4) Tests of Normality of the General English Proficiency of the Three Types of Peer Feedback Groups

	G	Kolmogorov-Smirnov(a)		Shapiro-Wilk	
		Statistic	df	Statistic	df
S	1.00	.162*	30	.921*	30
	2.00	.162*	30	.922*	30
	3.00	.162*	30	.916*	30

* $p < 0.05$

Test of Homogeneity of Variances of the General English Proficiency of the Three Types of Peer Feedback Groups

S

Levene Statistic	df1	df2
.000	2	87

* $p < 0.05$

Compatibility of the General English Proficiency of the Three Types of Peer Feedback Groups

Kruskal-Wallis Test

Test Statistics (b,c)		Sig.
Chi-Square		.004
df		2
Asymp. Sig.		.998
Monte Carlo Sig.	Sig.	.998(a)
	95% Confidence Interval	
	Lower Bound	.997
	Upper Bound	.999

Kruskal- Wallis Test illustrates no significant difference among the groups was revealed, *Chi-Square* =0.04 (2), $p = 0.998$. It could be inferred confidently that any difference that might occur would be from the treatment only.

Appendix C

Peer Feedback Training

The purpose of the training is to improve the quality of the comments the students have to respond to other peers' papers in the peer feedback activity in order to ensure that they are able to give feedback to their peers effectively, and they know how to use those comments to their work successfully.

It is necessary being aware of the fact that responding to writing is not a skill with which most students have had extensive experience, especially EFL students. Moreover, it is unrealistic to assume that they will be able to effectively read and respond to someone else's writing effectively. Therefore, it appears reasonable to believe that the students need to be given the opportunity to learn how (Berg, 1999).

Furthermore, a number of prior studies found out that some students query about their friends' language ability to provide them the correct and appropriate feedback, so this causes them to prefer more teacher feedback instead. However, this does not mean that the use of peer feedback is not worth introducing in the EFL writing classroom. It is important and necessary to appropriately prepare the students to participate in the peer feedback activity as many researchers (Mittan, 1989; Stanley, 1992; Nelson and Murphy, 1993, Berg, 1999, Hui -TzuMin, 2005) suggested.

Evidently, the success of peer feedback training is guaranteed by the positive effects on students' cumulative writing development, and students' ability to provide significantly more and significantly better comments on each other's writing (Zhu and McGroarty, 1997). As a result, peer feedback training should unavoidably be undertaken at the beginning of the experiment. The training program applied in this study is based on the recommendations in the peer response literature (Berg, 1999; Hui -TzuMin, 2005).

According to Berg (1999), he suggested some guidelines for preparing students to participate in peer response as follows:

1. Create a comfortable classroom atmosphere and trust among students.

2. Establish the role of peer response in the writing process, explain and discuss the benefits of having peers to respond to the students' papers as opposed to teacher's feedback.
3. Emphasize the purpose of peer response among professional writers by giving the students to examine the acknowledgment part in textbooks and other publications.
4. Demonstrate and personalize the peer response experience by showing several drafts of a text written by someone who the students know and demonstrate how peer comments help improve writing.
5. Conduct an activity using a text written by someone who the students do not know and stress the importance of revising the clarity and rhetorical level aspects rather than sentence-level error.
6. Raise the issue of vocabulary and expressions by comparing inappropriate comments versus the appropriate ones.
7. Familiarize students with the response sheet by showing samples and explaining its purpose as a tool designed to help them focus on important areas of the writing assignment.
8. Involve students in a response to a collaborative writing project by having them use the peer response sheet to give feedback to a paragraph written by their peers. Based on the responses, have them revise their own paragraph in pairs or groups.
9. Allow time for questions and expressions of concern by talking to students about their writing, the peer response, the revision they made, the difficulties in judging classmates' comments and the lack of confidence in their revision strategies.
10. Offer revision guidelines by highlighting good revision strategies and explaining that peer response helps authors understand the difference between intended and perceived meaning.
11. Study examples of successful and unsuccessful peer response using videotapes or printed samples to examine level of student engagement, language used and topics discussed.

More recently, Hui –TzuMin (2005) has proposed four training steps for peer feedback training, shown in the following table, which derives from the synthesizing and integrating the previous research in the field. Interestingly enough, the findings illustrated that the students benefited from the training in various ways, for example they were able to produce more relevant and specific comments on global issues, their revision skill was improved, and their confidence was increased.

The justification of applying the four step peer feedback training is due to the fact that the training is done in the EFL context- Taiwan. Moreover, the subjects of this training done by Hui-ZuiMin and the subjects of the proposed research share some common characteristics which are second year students with intermediate English proficiency.

In this study, the training is provided twice in weeks 2 and 3 or 3 hours/ time by applying the Four Training Steps for Peer Feedback Training illustrated below and using Guidance sheet for Peer Revision Training. Moreover, some aspects of Berg's suggestions for preparing students to participate in peer response will be applied in the training as well.

Four Training Steps for Peer Feedback Training (Hui -TzuMin, 2005)

Step	Definitions
1. Clarifying the writer's intention	Reviewers try to get further explanation of what writers have said or what is not clear to them in the essays (e.g., an unknown term, an idea)
2. Identifying the problem	Reviewers announce a problematic word, phrase, sentence or cohesive gap
3. Explaining the nature of the problem	Reviewers explain why they think a given term, idea, or organization is unclear or problematic, which should or should not be used in the essay
4. Making specific suggestions	Reviewers suggest ways to change the words, content, and organization of essays

A: Guidance Sheet for Peer Feedback Training (Hui-TzuMin, 2005)

1. Read the first sentence. Is it the topic sentence? What is the controlling idea? Circle them. Is the topic sentence a statement of opinion, intent, a combination of both, or just simple fact? If it is a statement of fact, help the writer rewrite it so that it becomes a real topic sentence (i.e., a statement of opinion, intent, or a combination of both).
2. After reading the topic sentence, what do you expect to read in the following sentences?
3. Go back to the bridge (second sentence). Now read the following two or three sentences. Does the writer write according to your expectation(s)? If not, what does the writer write instead? Do you think that writer is digressing? Does the author choose a word that is not the controlling idea to develop? Does the author talk about an idea more general than or in contrast to the controlling idea? If none of these applies, reread the topic sentence to make sure that you understand the writer's intention.
4. Read the examples. How many examples are there? Are they well balanced (in terms of sentence length and depth of discussion)? Are they relevant to the controlling idea in the topic sentence? If not, explain to the writer why they are irrelevant. Also work with the writer to delete some of the redundant sentences or think of more things to talk about if the examples are too general.
5. Read the last few sentences in the paragraph. Is there a restatement at the end of the paragraph? If not, work with the writer on a concluding sentence.
6. What did you learn from reading this paragraph, either in language use or content? Is there anything nice you want to say about this paragraph? Are there any grammatical errors or inappropriate word usage?

Appendix D

The Development of Peer Feedback Guidelines

The main purpose of the guideline is to help structure peer feedback activities by providing guidance on what the students should look for as they read and what relevant issues they should focus their attention while they are responding to other friends' papers.

Generally, the guideline can be more or less specific and they may focus on contents and/or language structures depending on students' levels of proficiency, their experience of peer reviewing, the stage in the writing process and the particular features that the course aims to stress (Hyland, 2003).

In order to develop the peer feedback guideline, the following principles were suggested (Mitan, 1989).

1. Start with clear instructions as to the purpose, audience, and procedures for completing the form.
2. Limit the sheet to one page. The amount of white space will help determine the length of response.
3. Use questions including the following format:
 - Give encouragement.
 - Identify the purpose or main idea.
 - Questions and suggestions
4. Vary the question types. These can include open-ended types, reformulation of ideas, selecting the most response from several choices, or a letter to the writer.

Since both fluency and accuracy are equally focused in the Writing I course, the peer feedback guideline used in the study not only focuses on content and organization aspects but also language forms and mechanics as well. As Fathman and Whalley (1990) asserted that the texts improved most when students received feedback on both content and form.

Thus, the peer feedback guideline to be used in the study is composed of two main parts. The first comprises five questions pertaining to the global concern such as content, ideas and organization. This part is designed by using the framework of Mitan's principles of developing peer feedback sheet together with the adjustment of Connor and Asenavage's peer feedback sheet. Wh-question type is used because the literature suggested that it allows students themselves to reflect their thoughts more freely and meaningfully rather than yes/no question.

The form allows students to write positive comment about the essays at the beginning, followed by identifying the position statement and analyzing the supporting arguments, they are asked to indicate which areas of the essay are confusing and need further development. Then the students have a chance to make specific suggestion for improvement.

The second part of the peer feedback guideline is editing checklist. Theoretically, to make peer feedback more effective, the students should be assigned to give feedback in specific types of errors which are paid attention in the lesson objectives rather than looking for errors in general (Bruton and Samuda, 1980 cited in Jacobs, 1989, Keh, 1996). As a result, in this part, the students have to look for specific grammatical points pertaining to the unit they are studying in the class. Then, they have to point out where the errors are, and make suggestions for the correction if they are able to. Thus, in this part the grammatical aspects will be different. Finally, the students are asked to write the second drafts of their essays and to turn in the peer review forms with the second draft. The second drafts of the students' essays are collected three days after receiving the comments.

To reach the students' mutual understanding and to get their familiarity with the guidelines, the guidelines will be explained and discussed as well as practiced in class before using it on their own.

Peer feedback Guidelines

(Adapted from Connor and Asenavage, 1994)

Review written by: _____ Date Composition: _____

Part 1: Your purpose in answering these questions is to provide an honest and helpful response to your group member's draft. You should also suggest ways to make his/her writing better. Before beginning your review, be sure to read the composition carefully. After that, respond to the following questions. Be specific. Be constructive.

1. What do you like the most about the composition? Choose the most interesting idea and explain why.
2. In your own words, state the focus/thesis/topic of the writing.
3. Which part(s) should be developed more?
 - a) Please state the number of the paragraph here.
 - b) Explain why you think this should be developed more.
 - c) Make some suggestions.
4. Which part(s) are confusing?
 - a) Please state the number of the paragraph here.
 - b) Explain why you think this is confusing.
 - 3) Make some suggestions for improvement.
5. Write short, specific comments to the writer about how his/her writing can be improved.

Part 2: Editing Checklists (Adapted from Ann Hogue, 1996)

Read your friends' paper carefully again and edit your friends' paper by using the Editing Checklist provided below. Find some errors in the following aspects (conforming to the lesson's objectives or what you have studied in the class) and make suggestions for correction. Make sure that you are confident on those errors identification and the guidance given to your friends.

Writing Assignment 1:**Organization**

- Is the paragraph in a correct format?

.....

.....

.....

.....

Grammar and Mechanics

- Check for capital letters.

.....

.....

.....

.....

- Check the spelling.

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.....

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.....

- Is there a period at the end of all sentences?

.....

.....

.....

.....

- Check for Past Simple Tense

.....

.....

.....

Sentence Structure

- Check the sentences.

.....

- Do they have at least one subject and one verb, and do they express a complete thought?

.....

Part 2: Editing Checklists (Adapted from Ann Hogue, 1996)

Read your friends' paper carefully again and edit your friends' paper by using the Editing Checklist provided below. Find some errors in the following aspects (conforming to the lesson's objectives or what you have studied in the class) and make suggestions for correction. Make sure that you are confident on those errors identification and the guidance given to your friends.

Writing Assignment 2:

Organization

- Does the paragraph begin with a topic sentence?

.....

- Are the steps in time order?

.....

-
.....
- Are time-order transition signals used in a paragraph?
.....
.....
.....

Grammar and Mechanics

- Check the capital letters.
.....
.....
.....
- Check the spelling.
.....
.....
.....
- Check the commas.
.....
.....
.....
- Is there a period at the end of all the sentences?
.....
.....
.....

Sentence Structure

- Check the sentences. Do they have at least one subject and one verb, and do they express a complete thought?
.....
.....

.....
.....

- o Does the paragraph contain simple, and compound sentences?

.....
.....
.....

- o Check the comma splices.

.....
.....
.....

Part 2: Editing Checklists (Adapted form Ann Hogue, 1996)

Read your friends' paper carefully again and edit your friends' paper by using the Editing Checklist provided below. Find some errors in the following aspects (conforming to the lesson's objectives or what you have studied in the class) and make suggestions for correction. Make sure that you are confident on those errors identification and the guidance given to your friends.

Writing Assignment 3 and 4:

Organization

- o Does the paragraph begin with a topic sentence and end with a concluding sentence?

.....
.....
.....

- o Does the paragraph have at least two reasons and one specific detail for each reason?

.....
.....

.....
.....

- Are there transition signals at the appropriate places?

.....
.....
.....
.....

- Does the paragraph have unity? (no irrelevant sentences?)

.....
.....
.....
.....

Grammar and Mechanics

- Check the capital letters.

.....
.....
.....
.....

- Check the spelling.

.....
.....
.....
.....

- Check the commas.

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.....

- Is there a period at the end of all the sentences?

.....
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Sentence Structure

- Check the sentences. Do they have at least one subject and one verb, and do they express a complete thought?

.....
.....
.....
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- Does the paragraph contain simple, compound, and complex sentences?

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- Check the comma splices, run-ons, and fragments.

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Appendix E

Development of English Writing Achievement Test

Course: Writing I

Introduction

This achievement test (Criterion-Referenced Test) was constructed by the researcher, and developed for the second year engineering students who enrolled in Writing I, in academic year 2007. The objective of the course is to enhance the students' writing ability in a variety of paragraph types such as narration, description, process, cause and effects, and the like. Moreover, the course also focuses on the selection of appropriate words/vocabulary for specific contexts and logical/chronological order, writing sentences of various structures as well as writing process. The class meets for 3 hours once a week over 15 weeks, during the class time the instruction focuses on process writing such as brainstorming, writing drafts, revision and editing by using peer feedback techniques. Both fluency and accuracy were paid equally attention. After the completion of this course, the students must be able to write outlines, sentences and paragraphs on subjects of general interest and understand and execute the writing process.

The results of the achievement test are used to assess the students' achievement in writing followed by the experiment, and it plays a role as summative test for classroom-level decision. The test difficulty and content conforms to the main instructional materials. The test is composed of three parts: correction, completion, and paragraph writing sections. The test is distributed at the end of the course. In order to construct the test, the 3 major stages- design, operationalization and administration are involved (Bachman and Palmer, 2000).

Stage 1: Design

1.1 Purpose of the test

The purpose of the test is to assess the students' achievement in writing following the experiment. The test content is in accordance with the objectives of the course.

1.2 Description of task in the Target Language Use (TLU) domain

The TLU domains of the tasks are both language instruction and real life which focuses on the basic needs of writing skills and grammatical structures which are necessary for the students. The test is composed of 3 parts - correction, completion, and paragraph writings. The details of test characteristics are illustrated in Table 1.

1.3 Description of the test takers' characteristics

The test takers are second year students who have different levels of English writing ability from low intermediate to intermediate level, and they have to pass the Foundation English I and II. The students' age range is 19-25, both male and female. All are Thai citizens who study English as a foreign language. It is important to note that the students have similar educational background because they belong to the same faculty-Engineering, so it could be assumed that their topical knowledge is not relatively widely varied.

1.4 Definition of the construct to be measured

For this writing achievement test, a syllabus-based construct definition is used. The components of the construct to be measured are based on the course objectives listed below.

1. To offer the students a structured approach to writing by teaching the standard three-part English paragraph.
2. To introduce the process of writing to the students; prewriting for ideas, outlining, drafting, revising and editing. This part is excluded from the test but paid highly attention in the classroom.
3. To provide practice for basic sentence structure
4. To develop grammar and mechanical skills

The content will be based on the main textbook used in the course, *The First Step in Academic Writing* written by Ann Hogue in 1996. Some adaptations are needed.

Moreover, the specific components of writing achievement in this course and experiment are included in the construct definition as follows:

- 1. Grammatical forms:** This part aims to assess test takers' ability to recognize grammatical structures in standard written English learned in the course listed below:

- | | |
|-------------------|--------------------------------|
| 1. Tense | 7. Relative clause |
| 2. Preposition | 8. Voice |
| 3. Pronoun | 9. Connector |
| 4. Capitalization | 10. Subject and verb agreement |
| 5. Adverb | 11. Determiner |
| 6. Adjective | 12. Word order |
| | 13. Punctuation |

- 2. Basic sentence structures:**

- Simple sentence
- Compound sentence
- Complex sentence

- 3. Paragraph writing:** This measures the students' ability to write the standard three-part English paragraph, including the ability to organize, develop, generate the ideas, and giving evidence or examples to support their own thought by using appropriate vocabulary, well grammatical structures and mechanics. The language focuses in formal English with general academic discourse. The writing types include the description, process, and expressing opinions.

Table1: Description of TLU Task Types 1 and 2

Task Characteristics	TLU Task 1	TLU Task 2	TLU Task 3
	Correction	Completion	Paragraph Writing
Characteristics of the setting:			
Physical setting	Location: classroom Noise level: quiet Lighting: well lit Temperature & humidity: comfortable Seating conditions: individual desk Material & equipment: pencil/pen and paper	Location: classroom Noise level: quiet Lighting: well lit Temperature & humidity: comfortable Seating conditions: individual desk Material & equipment: pencil/pen and paper	Location: classroom Noise level: quiet Lighting: well lit Temperature & humidity: comfortable Seating conditions: individual desk Material & equipment: pencil/pen and paper
Participants	Test takers and teacher. All familiar	Test takers and teacher. All familiar	Test takers and teacher. All familiar
Time of task	Daytime	Daytime	Daytime
Characteristics of input:			
Channel	Visual	Visual	Visual
Form	Language	Language	Language
Language	Target language (English)	Target language (English)	Target language (English)
Length	Not too long (350 words approximately)	Not too long (350 words approximately)	Prompt: short

Type	Correction without choices	Completion with multiple choices	Paragraph writing
Speediness	Speeded	Speeded	Speeded
Vehicle	Live	Live	Live
Language Characteristics:			
Grammatical	Vocabulary: general Morphology Syntax: wide range of organized structure Graphology: typewritten	Vocabulary: general Morphology Syntax: wide range of organized structure Graphology: typewritten	Vocabulary: general Morphology Syntax: wide range of organized structure Graphology: typewritten
Textual	Variable: wide range of cohesive devices and organizational patterns.	Variable: wide range of cohesive devices and organizational patterns.	Variable: wide range of cohesive devices and organizational patterns.
Functional	Ideational	Ideational	Ideational
Sociolinguistic	Formal/standard English	Formal/standard English	Formal/standard English
Topical Characteristics	Academic type	Academic type	Academic type but more specific
Channel	Visual	Visual	Visual
Form	Language	Language	Language
Language	Target language (English)	Target language (English)	Target language (English)
Length	Very short / word or	Very short / word or	Short paragraph about

	phrase	phrase	100- 150 words each
Type	one correct answer without choices provided	one correct answer with choice provided	Extended production
Speediness	speeded	speeded	Somewhat speeded
Grammatical	Vocabulary: general Morphology Syntax: wide range of organized structure Graphology: handwritten	Vocabulary: general Morphology Syntax: wide range of organized structure Graphology: handwritten	Vocabulary: general Morphology Syntax: wide range of organized structure Graphology: handwritten
Textual	Variable: wide range of cohesive devices and organizational patterns.	Variable: wide range of cohesive devices and organizational patterns.	Variable: wide range of cohesive devices and organizational patterns.
Functional	Ideational	Ideational	Ideational
Sociolinguistic	Formal/standard English	Formal/standard English	Formal/standard English
Topical Characteristics	Academic type	Academic type	Academic type
Reactivity	Non-reciprocal	Non-reciprocal	Non-reciprocal
Scope	Narrow scope	Narrow scope	Moderately broad
Directness	Direct	Direct	Indirect

Stage 2: Operationalization

This stage involves a number of activities which are developing test tasks, blueprint, test specification and writing instructions.

Blueprint

Test Structure

1. Number of sections/parts: The test is organized in 3r main parts: correction, completion, and paragraph writing.
2. Saliency of parts: A length of expected response from more specific to less specific
3. Sequence of parts: from specific grammatical points to paragraph levels
4. Relative importance of parts or tasks: The first three parts are quite equally important while the forth part counts higher scores.
5. Number of tasks per part: 20 items in Part 1, 15 items in Part 2, and 3 questions in Part 3.

Test Specifications

Writing a set of specifications is composed of the information on; content, format and timing, criteria levels of performance and scoring procedures (Hughes, 2003).

1. Content

The content of every test task are from what is taught in class, and it is derived from the textbook used in Writing I "First Steps in Academic Writing" written by Ann Hogue (1996). The specific details of the content belonging to Part 1 and 2 are presented in Table 2. Moreover, the content of part four measures writing achievement as a whole.

Table 2: Aspects of Grammar

Aspects of grammar	Part 1:	Part 2:	Total
	Error correction No. of items	Completion No. of items	
1. Tense	2	1	3
2. Preposition	2	2	4
3. Pronoun	1	2	3
4. Capitalization	2	-	2
5. Adverb	2	1	3
6. Adjective	2	1	3
7. Relative clause	1	2	3
8. Voice	1	2	3
9. Connector	3	1	4
10. Subject and verb	2	1	3
	agree	1	2
	ment	1	2
11. Determiner			
12. Word order			
Total	20	15	35

2. Format and timing

The test comprises of 3 main parts. The first two parts intend to measure the student's knowledge and recognition on the grammatical points which are studied in the course. In part 1, the students have to correct underlined errors which might be a word or phrase. There are 20 items in this part. In part 2, there are incomplete sentences with four multiple alternatives provided. The students have to select the one word or phrase that best completes the sentence. The third part is composed of 3 tasks which are Paragraph Writing. The students have to write approximately a 100-150 word paragraph in each task. In academic writing, this topic relies on the students' own experience. The

advantages are test takers will become more engaged in the topic and may perform better than they would. This is due to the fact the topic does not require any specialized background knowledge and thus accessible to all of the students. As a result, the topic is selected and the students have to complete all the test tasks within 3 hours. The information of all the test tasks is illustrated in Table 3.

3. Criteria levels of performance

Criterion refers to the standard, called a criterion level, against which each student's performance is judged. In this case, the cut-point for passing a CRT is set at 70%

4. Scoring procedures

Actually, there is no problem in making scoring of the first two parts which are one correct answer because each item has only one correct answer worth one point, and it can be scored by the researcher without any guidance or help from others. Spelling mistake is also counted 0.25 each. For the part of paragraph writing, the assessment criteria for writing will be based on Jacobs et al.'s (1981) scoring profile (cited in Hughes, 2003) shown in Table 4. The analytic scoring will be applied as the rubric of evaluation due to its outstanding usefulness high validity and washback. Moreover, it corresponds with the purpose of the test which is to diagnose the student's strengths and weaknesses in 5 major writing components pertaining to the course's attention.

According to the writing section, the scoring will be done independently by two raters (the researcher and a well-trained research assistant) with a third rater judgment in cases of discrepancy of the scores. To ensure the raters use the same standard in scoring as well as in the rubric. Examples of writing are given to the raters for having a discussion about each piece of work and how it should be rated. Finally, they should have an agreed completed rating sheet for each piece of work, and then they can score independently. Furthermore, Pearson product-moment correlation coefficient is used to calculate inter-rater reliability. The acceptable value should not be less than 0.8.

Table 3: Jacobs et al.'s (1981) Scoring Profile (cited in Hughes, 2003)

ESL COMPOSITION PROFILE		
Student	Date:	Topic:
Score	Level	Criteria
C O N T E N T	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantial, through development of thesis and relevant to assigned topic.
	26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis and mostly relevant to topic but lacks detail.
	21-17	FAIR TO POOR: limited knowledge of subject, little substance, and inadequate development of topic.
	16-13	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate.
O R G A N I Z A T I O N	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated and supported, succinct, well organized, logical sequencing and cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support and logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERY POOR: does not communicate, no organization, or not enough to evaluate
V O C A B U L A R Y	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word, idioms choice and usage, word form mastery and appropriate register
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word, idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range, frequent errors of word-idiom form, choice, usage meaning confused or obscured
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form or not enough to evaluate

L A N G U A G E U S E	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense number, words order/function, articles, pronouns, prepositions	
	21-18	GOOD TO AVERAGE: effective but simple constructions, minor problem in complex constructions, several errors of agreement, tense number, words order/function, articles, pronouns, prepositions but meaning seldom obscured	
	17-11	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense number, words order/function, articles, pronouns, prepositions an/or fragments, run-ons, deletions and meaning confused or obscured	
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate	
M E C H A N I C S	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing	
	4	GOOD TO AVERAGE: occasionally errors of spelling punctuation, capitalization, paragraphing but meaning not obscured	
	3	FAIR TO POOR: frequent errors of spelling punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured	
	2	VERY POOR: no mastery if conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate	
Total score:		Reader:	Comments:

Table 4: Test Specification

Test components	Weight (100%)	No. of items	Time allotment	Scoring Criteria
Part 1: Error Identification	20%	20	3 hours for 3 parts	One correct answer
Part 2: Completion	15%	15		
Part 4: Paragraph Writing	65 %	3		Analytic scoring rubric

Validation Process

In order to ensure the content validity of the test, three experts will be asked to examine the objectives and the test items by providing them a checklist marking agreement, disagreement or questionable items. After that it will be calculated by Item Congruence Index (IOC), and the accept value of each test item is not lower than 0.75. If it is below 0.75, that item is will be revised. Three experts involving in the process are English language teachers who expertise in writing instruction in EFL/ESL contexts, linguistics and assessment respectively. Moreover, they have at least 10 years of teaching experience in the field.

Stage 3: Administration: Tryout and use**The Trials of the Test**

1. Before the test is used in the main experiment, first the test will be conducted with a very small sample of test takers (approximately 3-5 students in this

study) to get the preliminary information whether the instruction is clear, and how long it takes them to complete the test.

2. Next, the pilot testing will be tried out with approximately 100 KMITNB second year engineering students who have similar characteristics with the subjects of the study. Due to the achievement test type, item analysis would not be included and calculated by statistics in the process but the appropriateness of the test will be evaluated by the instructors teaching Writing I at KMITNB in accordance with the feedback received from the students.
3. Moreover, the reliability coefficient of the objective test will be calculated by using Kruder-Richardson 21 which its acceptable value is equal to or higher than 0.75, while Cronbach Alpha coefficient will be used for the subjective test items and its minimum acceptable value is the same.
4. The good items will be utilized while the poor items will be revised or deleted.

Consideration of Quality of Test Usefulness

Bachman and Palmer (1996) stated that in order to design and develop a language test, the most important quality of the test is its usefulness which includes reliability, construct validity, authenticity, interactivensness, impact and practicality. However, it must be emphasized that it is impossible to maximize all of them but the test developer have to determine an appropriate balance among the qualities for the specific situation. As a result, the quality of the usefulness of the Writing Achievement Test is set as minimum acceptable levels. In particular, the evidence of reliability and validity will be derived from the validation process and the tryout stage described in the previous sections.



Appendix F

Writing Achievement Test

Faculty of Applied Arts

King Mongkut's Institute of Technology North Bangkok

Semester: 1

Academic Year: 2007

Course: Writing I

Section:

Date:

Time:(3 hours)

Total Score: 100 points

Name.....Student ID.....Section.....

Instructions:

1. This paper consists of 3 parts of 8 pages (total scores: 105 points). You will have 3 hours to complete the exam.
 - Part 1: (20 points)
 - Part 2: (15 points)
 - Part 3: (65 points)
2. You will not be graded on the appearance of your paper, but your handwriting must be readable. You may change or correct your writing but you should not copy the whole composition over.
3. The quality of your writing in Part 3 will be evaluated on *content, organization, vocabulary, language use* and *mechanics*.

Part I: Corrections (20 points)

Directions: Correct the underlined errors and answer a correct word or phrase

in the spaces provided.

Boy Divorces Parents

Twelve-year-old Gregory Kingsley is in court asking a judge to give him a divorce from his natural mother (1) or father. He wants his foster parents, (2) george and elizabeth, to adopt him.

Gregory's lawyers say that Gregory's natural mother, Rachel Kingsley, has not taken good care of him. (3) He say that she abandoned him (4) because of she sent him to live with relatives and foster parents.

Gregory (5) lives for many years as a foster child. Gregory tells the judge that his mother is cold and doesn't seem to care about him. He says that for many years, his mother sent him no cards, no letters, no (6) christmas gifts, (7) but no birthday presents. "I thought she forgot about me", he says.

Other people (8) describes Rachel Kingsley as a person (9) which abuses drugs and alcohol. They say that she spent more time partying with male visitors than she spent with Gregory and his two younger brothers. They also say that she sometimes hit the children.

Gregory says that she kept marijuana (10) between a brown box in the living room. He also says, "She stayed out all night and brought her friends home and drank. We (11) had never enough money, and sometimes we didn't have food."

Mrs. Kingsley says she tries to be (12) a well mother. She says she had to send Gregory away for a while because she didn't have enough money to take care of him. At the time, she didn't have a job. Now she has two jobs, and she is living near her parents who (13) is able to help her take care of the children.

She thought it would be better for Gregory to live with (14) an foster family while she was having financial problems, but she never wanted him to be away (15) to her and his brothers (16) permanent. She says, "I thought that if I hard worked, he would be returned to me."

Her lawyer says that Rachel Kingsley's problems were (17) temporarily and that she is trying to become a responsible parent. He also says that the rights of a natural family to remain together are stronger than the rights of a foster family. Her father (18) strong believes that she (19) learns from her mistakes and (20) should give a second chance.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 10. _____ | 19. _____ |
| 2. _____ | 11. _____ | 20. _____ |
| 3. _____ | 12. _____ | |
| 4. _____ | 13. _____ | |
| 5. _____ | 14. _____ | |
| 6. _____ | 15. _____ | |
| 7. _____ | 16. _____ | |
| 8. _____ | 17. _____ | |
| 9. _____ | 18. _____ | |

Part 2: Completion (15 points)

Directions: Choose the best choice (a, b, c, or d) to complete the essay correctly and mark X on the answer sheet.

Luck or Hard Work

When people succeed, it is because they work very hard, but luck has a lot to do with it too. Success without some luck is almost impossible. (1) _____ French emperor Napoleon said of one of his generals, "I know he's good. (2) _____" Napoleon knew that all the hard work and talent in the world can't make up for bad luck. However, hard work can invite good luck.

When it comes to success, luck can mean being in the right place to meet someone, or having the right skills to get a job done. It might mean turning down an offer and then having better offer com along. Nothing can replace hard work, but working hard also means you're preparing (3) _____ for opportunity. Opportunity very often depends (4) _____ luck.

How many of the great inventions and discoveries came about through a (5) _____ mistake or a lucky chance? One of the biggest lucky mistakes in history is Columbus' discovery of America. He enriched (6) _____ sponsors and changed history, but he was really looking for India. However, Columbus' chance discovery wasn't pure luck. It (7) _____ by years of studying and calculating. He worked hard to prove his theory (8) _____ the world was round.

Success that comes from pure luck and no hard work can be real problem. For example, consider a teenager girl (9) _____ becomes a movie star. Imagine she (10) _____ from nowhere because of her looks. She is going to feel very insecure, (11) _____ she knows she didn't do anything to earn her stardom. On the other hand,

Writing Achievement Test

Scoring Guidelines

Part 1:

- | | |
|-------------------------|---------------------|
| 1. and | 11. never had |
| 2. George and Elizabeth | 12. a good mother |
| 3. They | 13. are able to |
| 4. because | 14. a |
| 5. has lived | 15. from |
| 6. Christmas gifts | 16. permanently |
| 7. and | 17. temporary |
| 8. describe | 18. strongly |
| 9. who | 19. has learned |
| 10. in | 20. should be given |

Part 2:

- | | | | | | |
|-------|-------|-------|-------|-------|-------|
| 1. b | 2. c | 3. a | 4. c | 5. b | 6. c |
| 7. a | 8. d | 9. b | 10. c | 11. d | 12. d |
| 13. a | 14. b | 15. b | | | |

Part 3: Jacobs et al.'s (1981) Scoring Profile (cited in Hughes, 2003)

Appendix G

Writing Achievement Test Validity

The Item-Objective Congruence Index of the Writing Achievement Test

Test Item Of Part 1:	Test Objective	Opinion scores of experts			Total scores	IOC value	Content validity
		Expert 1	Expert 2	Expert 3			
1	Capitalization	1	1	1	3	1	Yes
2	Connector	1	1	1	3	1	Yes
3	Pronoun	1	1	1	3	1	Yes
4	Connector	1	1	1	3	1	Yes
5	Tense	1	1	1	3	1	Yes
6	Capitalization	1	1	1	3	1	Yes
7	Connector	1	1	1	3	1	Yes
8	S-V agreement	1	1	1	3	1	Yes
9	Relative clause	1	1	1	3	1	Yes
10	Preposition	1	1	1	3	1	Yes
11	Word order	1	1	1	3	1	Yes
12	Adjective	1	1	1	3	1	Yes
13	S-V agreement	1	1	1	3	1	Yes
14	Determiner	1	1	1	3	1	Yes
15	Preposition	1	1	1	3	1	Yes
16	Adverb	1	1	1	3	1	Yes
17	Adjective	1	1	1	3	1	Yes
18	Adverb	1	1	1	3	1	Yes
19	Tense	1	1	1	3	1	Yes
20	Voice	1	1	1	3	1	Yes

Test Item Of Part 2:	Test Objective	Opinion scores of experts			Total scores	IOC value	Content validity
		Expert 1	Expert 2	Expert 3			
1	Determiner	1	1	1	3	1	Yes
2	Word order	1	1	1	3	1	Yes
3	Pronoun	1	1	1	3	1	Yes
4	Preposition	1	1	1	3	1	Yes
5	Adjective	1	1	1	3	1	Yes
6	Pronoun	1	1	1	3	1	Yes
7	Voice	1	1	1	3	1	Yes
8	Relative clause	1	1	1	3	1	Yes
9	Relative clause	1	1	1	3	1	Yes
10	Voice	1	1	1	3	1	Yes
11	Connector	1	1	1	3	1	Yes
12	Adverb	1	1	1	3	1	Yes
13	Tense	1	1	1	3	1	Yes
14	S-V agreement	1	1	1	3	1	Yes
15	Preposition	1	1	1	3	1	Yes

Test Item	Test Objective	Opinion scores of experts			Total scores	IOC value	Content validity
		Expert 1	Expert 2	Expert 3			
1	To measure the student's ability to write in English at the paragraph level on writing a process.	1	1	1	3	1	Yes
2	To measure the student's ability to write in English at the paragraph level on describing people and thing.	1	1	1	3	1	Yes
3	To measure the student's ability to write in English at the paragraph level on expressing ideas.	1	1	1	3	1	Yes

The content validity of the test part 1 is 1, Part 2 is 1, and Part 3 is 1. As a result, on average the IOC of the writing achievement test is 1. For the paragraph writing part, 3 experts totally agreed that the set objective can be measured by the test item, the topic is appropriate, the instructions is clear, and the length (100- 150 words) is proper to the allotted time.

Appendix H

List of Experts

There are three experts that helped in the validation process of the present study:

1. Dr. Alasdair Archibald, University of Southampton
2. Assistant Professor Dr. Sirinthip Boonmee, Ubon Ratchathani University
3. Dr. Sudsuang Yutthana , Naresuan University

Appendix I

Writing Achievement Test Quality

Reliability of Part 1:

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

	Mean	Std Dev	Cases
1. VAR00001	.7619	.4280	105.0
2. VAR00002	.7905	.4089	105.0
3. VAR00003	.4667	.5013	105.0
4. VAR00004	.5238	.5018	105.0
5. VAR00005	.2476	.4337	105.0
6. VAR00006	.4000	.4922	105.0
7. VAR00007	.6190	.4880	105.0
8. VAR00008	.6095	.5094	105.0
9. VAR00009	.5333	.5013	105.0
10. VAR00010	.3619	.4829	105.0
11. VAR00011	.3048	.4625	105.0
12. VAR00012	.3238	.4702	105.0
13. VAR00013	.2476	.4337	105.0
14. VAR00014	.4190	.4958	105.0
15. VAR00015	.2762	.4493	105.0
16. VAR00016	.3810	1.1383	105.0
17. VAR00017	.3810	.4880	105.0
18. VAR00018	.2476	.4337	105.0
19. VAR00019	.3143	.4665	105.0
20. VAR00020	.2571	.4392	105.0

	N of			
Statistics for	Mean	Variance	Std Dev	Variables
SCALE	8.4667	35.2897	5.9405	20

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
VAR00001	7.7048	34.5370	.1132	.8940
VAR00002	7.6762	34.8557	.0553	.8950
VAR00003	8.0000	32.1923	.5003	.8845
VAR00004	7.9429	32.0159	.5321	.8835
VAR00005	8.2190	32.2112	.5871	.8825
VAR00006	8.0667	31.1782	.7039	.8786
VAR00007	7.8476	32.2458	.5063	.8843
VAR00008	7.8571	32.5275	.4307	.8865
VAR00009	7.9333	31.1782	.6896	.8789
VAR00010	8.1048	31.3639	.6828	.8793
VAR00011	8.1619	33.1370	.3641	.8882
VAR00012	8.1429	32.5082	.4776	.8852
VAR00013	8.2190	32.2689	.5749	.8828
VAR00014	8.0476	31.6035	.6172	.8811
VAR00015	8.1905	32.1364	.5794	.8825
VAR00016	8.0857	28.8291	.4225	.9028
VAR00017	8.0857	30.8099	.7831	.8763
VAR00018	8.2190	31.9804	.6363	.8813
VAR00019	8.1524	31.5150	.6792	.8797
VAR00020	8.2095	31.5903	.7103	.8793

Reliability Coefficients

N of Cases = 105.0

N of Items = 20

Alpha = .8895

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 105.0

N of Items = 20

Alpha = .8895

Reliability of Part 2: From CTIA/Grading (Sukamolson, 1995)

TEST SUMMARY

TEST STATISTICS

	Mean	Min	Median*	Max	Std Devn	Var
Test Scores	9.870	0.000	7.500	15.000	3.382	11.441
Diff. Index	0.658	0.361	0.583	0.806	0.500	0.250
Delta	11.246	9.514	11.988	14.461	1.488	2.213
Disc. Index	0.538	0.345	0.517	0.690	0.160	0.026
Biserial (RBIS)	0.633	0.345	0.564	0.783	0.114	0.013
Point-Biserial (RPB)	0.490	0.272	0.441	0.609	0.087	0.008

KUDER-RICHARDSON RELIABILITY STATISTICS

KR20 = 0.779 SEM20 = 1.592

KR21 = 0.755 SEM21 = 1.673

CRONBACH ALPHA RELIABILITY STATISTICS

ALPHA = 0.779 SEM-ALP = 1.592

SPLIT-HALF RELIABILITY STATISTICS

RTT = 0.810 SEMTT = 1.475

* Approximate medians,
if the distributions are not normal.

Reliability of Part 3:

***** Method 2 (covariance matrix) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 30.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	67.7889	66.0333	68.9333	2.9000	1.0439	2.3826

Item Variances	Mean	Minimum	Maximum	Range	Max/Min	Variance
	237.1268	190.3402	284.3092	93.9690	1.4937	2207.6591

Reliability Coefficients 3 items

Alpha = .9385 Standardized item alpha = .9419

Appendix J

Questionnaire and Interview Checklist

(Sukamolson, 2001)

Questionnaire Checklist Steps of Task	Interview Checklist Steps of Task
1. Decide what you need to know.	1. Decide what you need to know.
2. Ask yourself why you need this information	2. Ask yourself why you need this information
3. Is the questionnaire the best way of obtaining the information?	3. Is the interview the best way of obtaining the information?
4. If so, begin to word questions.	4. If so, begin to devise questions in outline.
5. Check wording of each question.	5. Decide the types of interview.
6. Decide on the question type.	6. Refine the questions.
7. When you are satisfied that all questions are well worded and of the right type, sort them into order.	7. Consider how question will be analyzed.
8. Write out instructions to be included on the questionnaires.	8. Prepare an interview schedule or guide.
9. Consider layout and appearance.	9. Pilot your schedule.
10. Hand over your questionnaire for typing.	10. Revise the schedule, if necessary.
11. Pilot your questionnaire.	11. Do your best to avoid bias.
12. Try out your methods of analysis to find its validity and reliability.	12. Select whom to interview.
13. Make any adjustments to questionnaire in the light of pilot respondents' comments	13. Try to fix time and place in which you

and your preliminary analysis.	will not be disturbed.
14. Decide how the questionnaire is to be distributed.	14. Make sure that official channels have been cleared about the purpose of the interview.
15. Unless you are administering the questionnaire personally, include a covering letter.	15. Introduce yourself; explain the purpose of the research, even if you have a letter.
16. Do not forget to say when you would like the questionnaires to be returned.	16. Say how long the interview will last.
17. Decide what you are going to do about non-respondents before you distribute the questionnaire.	17. Try to check the accuracy of your notes with respondents.
18. Do not distribute the questionnaires before checking whether approval is required.	18. Decide whether to tape-record the interview.
19. Begin to record the data as soon as completed questionnaires are returned.	19. Honesty and integrity are important.
20. Do not get involved with complicated statistics unless you know what you are doing.	20. Common sense and good manners will take you a long way.
	21. Do not queer the pitch for other researchers by disenchanting respondents with the whole notion of research participants.

Appendix K

Questionnaire: English Version

Questionnaires Surveying Student's Attitudes toward Peer Feedback

Purpose: To survey the students' attitudes toward peer feedback techniques used in the experiment and writing in general. The questionnaire comprises of 2 main parts: Personal Information and Attitudes toward Peer Feedback Method.

Part I: Personal Information

1. Name _____
2. Sex: a) male b) female
3. Age: _____

Part II: Attitudes towards Peer Feedback Method Instruction: Indicate how much you agree or disagree with each of these statements by ticking (J) the appropriate degree.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Attitudes toward peer feedback method in general					
1. I think peer feedback is useful.	1	2	3	4	5
2. I would like to learn writing in this manner.	1	2	3	4	5
3. I do not think I am learning something new in the peer feedback.	1	2	3	4	5
4. Writing class is more interesting when applying peer feedback method.	1	2	3	4	5
5. Peer feedback helps me recognize errors better.	1	2	3	4	5

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6. Peer feedback method is time consuming.	1	2	3	4	5
7. Peer feedback method encourages me to exchange English knowledge to others.	1	2	3	4	5
8. Peer feedback method encourages me to acquire English knowledge in order to give the high quality of feedback.	1	2	3	4	5
9. The peer review experience is stressful.	1	2	3	4	5
10. I am willing to accept the process of peer response.	1	2	3	4	5
11. I am willing to accept feedback from my peer.	1	2	3	4	5
12. Through my peer response, I realize that I am writing to other readers rather than to myself	1	2	3	4	5
13. I think peer response is not helpful.	1	2	3	4	5
14. I prefer writing alone.	1	2	3	4	5
2. Attitudes toward peer groups					
15. I feel comfortable to participate in peer feedback group.	1	2	3	4	5
16. The multiple perspectives of others in their heterogeneous groups may spark new ideas in students' minds.	1	2	3	4	5
17. I feel embarrassed to share my thoughts/writing with my group.	1	2	3	4	5

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
18. I don't mind sharing my writing with peer group.	1	2	3	4	5
19. I am willing to share my writing with my peer group though we have different writing proficiency.	1	2	3	4	5
20. I prefer working in the same group or with the same peers.	1	2	3	4	5
21. It's good to have variety of opinions from my peer members.	1	2	3	4	5
22. I am frightened by the group interactions due to my weak language skills.	1	2	3	4	5
3. Attitudes toward the benefits of peer feedback as a writer					
23. I think the process of peer response cannot help me write with high accuracy.	1	2	3	4	5
24. My writing cannot improve after getting peer feedback.	1	2	3	4	5
25. I find that reading other friends' paper help me to produce a better second draft.	1	2	3	4	5
26. Peer feedback helps me to improve my paper in terms of ideas.	1	2	3	4	5
27. Peer feedback helps me to improve my paper in terms of organization.	1	2	3	4	5
28. Peer feedback helps me to improve my paper in terms of language usage (grammar and sentence structure).	1	2	3	4	5

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
29. Peer feedback helps me to improve my paper in terms of vocabulary.	1	2	3	4	5
30. Peer feedback helps me to improve my paper in terms of mechanics.	1	2	3	4	5
31. I have got a stronger critical awareness in writing than before.	1	2	3	4	5
4. Attitudes toward the problems of using peer feedback as a writer					
32. I find that comments from peers usually vague or not clear.	1	2	3	4	5
33. I am not sure whether or not I can rely on peer comments because my friends might have been afraid to point out weak points in my papers directly.	1	2	3	4	5
34. I don't know whether or not I should consider peer comments for my final draft because the readers might have ungrammatical.	1	2	3	4	5
35. My friends usually edited my papers in grammatical or spelling mistakes rather than contents or organization.	1	2	3	4	5
36. Some criticisms are too harsh.	1	2	3	4	5
37. I can make use of friends' comments.	1	2	3	4	5
38. I always make corrections according to my peer response.	1	2	3	4	5

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5. Attitudes toward the benefits of peer feedback as a reader					
39. I find that reading other friends' paper is useful for me to improve my own writing.	1	2	3	4	5
40. Peer feedback helps me to realize my own mistakes when I found the same kind of mistakes in the other learners' papers.	1	2	3	4	5
41. It made me more confident in my own writing ability.	1	2	3	4	5
42. It helps me to learn how to organize or arrange my own papers more effectively.	1	2	3	4	5
43. It helps me look at my own paper critically.	1	2	3	4	5
44. I could borrow some good expressions and use them in my own papers.	1	2	3	4	5
45. It helps me get more ideas about what I was writing.	1	2	3	4	5
6. Attitudes towards the problems of using peer feedback as a reader					
46. It is hard for me to comment other friends' papers because I am not proficient in reading.	1	2	3	4	5
47. I am afraid to comment the papers or to point out the mistakes for fear that my friends might be offended.	1	2	3	4	5

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
48. I am afraid that my comments might be incorrect because I am an inexperienced writer.	1	2	3	4	5
49. I don't know what good writing should look like, so I cannot give comments to friends' paper.	1	2	3	4	5
50. I can give feedback to my friend effectively.	1	2	3	4	5
51. I contribute my effort to read and comment my peers' paper.	1	2	3	4	5
52. I can give feedback to my peers in terms of grammar.	1	2	3	4	5
53. I can give feedback to my peers in terms of content.	1	2	3	4	5
54. I enjoy giving comments to my friends' papers.	1	2	3	4	5
55. I feel comfortable giving feedback to my peers.	1	2	3	4	5

56. Please explain your overall thoughts about paper-pencil/ e-mail/web board peer feedback?

As a writer

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As a reader

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57. Please write below if you have any other comments and suggestions on e-peer feedback?

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End of the Questionnaire

Thank you very much for your cooperation. Your answers are highly appreciated and we hope that they will be beneficial to your learning in the very near future

Questionnaire: Thai Version

แบบสอบถามทัศนคติของนักศึกษาที่มีต่อวิธีการใช้ข้อมูลป้อนกลับจากเพื่อนในการเรียน

วิชาการเขียนภาษาอังกฤษ (Writing I)

วัตถุประสงค์: เพื่อใช้ในการสอบถามทัศนคติที่มีต่อการใช้ข้อมูลป้อนกลับจากเพื่อนในการเรียนการเขียนของ

นักศึกษาส่วนที่ 1: ข้อมูลส่วนตัว

1. ชื่อ: _____

2. เพศ 1) ชาย 2) หญิง

3. อายุ: _____

ส่วนที่ 2: ทัศนคติต่อการใช้ข้อมูลป้อนกลับจากเพื่อนในการเรียนการเขียน

กาเครื่องหมายถูก (J) ในช่องที่ตรงกับความคิดเห็นของคุณมากที่สุด

ข้อความ	ไม่เห็นด้วย อย่างยิ่ง	ไม่เห็นด้วย	เป็นกลาง	เห็นด้วย	เห็นด้วย อย่างยิ่ง
1. ทัศนคติต่อการใช้ข้อมูลป้อนกลับจากเพื่อนในการเรียน					
การเขียน					
1. ฉันคิดว่าการใช้ข้อมูลป้อนกลับจากเพื่อนในการเรียน การเขียนมีประโยชน์	1	2	3	4	5
2. ฉันต้องการเรียนการเขียนด้วยวิธีการใช้ข้อมูลป้อนกลับ จากเพื่อน	1	2	3	4	5
3. ฉันไม่ได้เรียนรู้สิ่งใดเพิ่มเติมจากวิธีการใช้ข้อมูล ป้อนกลับจากเพื่อนในการเรียนการเขียน	1	2	3	4	5
4. การเรียนการเขียนน่าสนใจมากขึ้นเมื่อมีการใช้ข้อมูล ป้อนกลับจากเพื่อน	1	2	3	4	5

ข้อความ	ไม่เห็นด้วย อย่างยิ่ง	ไม่เห็นด้วย	เป็นกลาง	เห็นด้วย	เห็นด้วย อย่างยิ่ง
5. การใช้ข้อมูลป้อนกลับจากเพื่อนในการเรียนการเขียน ช่วยให้ฉันรู้ข้อผิดพลาดในการเขียน ได้ดียิ่งขึ้น	1	2	3	4	5
6. การเรียนการเขียนด้วยวิธีการใช้ข้อมูลป้อนกลับจาก เพื่อนเป็น ใช้เวลานาน	1	2	3	4	5
7. การเรียนการเขียนด้วยวิธีการใช้ข้อมูลป้อนกลับจาก เพื่อนช่วยส่งเสริม/สนับสนุนให้เกิดการแลกเปลี่ยนความรู้ กับเพื่อนๆ	1	2	3	4	5
8. การใช้ข้อมูลป้อนกลับจากเพื่อนในการเรียนการเขียน ช่วยกระตุ้นให้ฉันค้นคว้าหาความรู้มากขึ้นเพื่อสามารถให้ ข้อมูลป้อนกลับที่มีคุณภาพกับเพื่อน ได้	1	2	3	4	5
9. การใช้ข้อมูลป้อนกลับจากเพื่อนในการเรียนการเขียน เป็นประสบการณ์ที่ทำให้ฉันรู้สึกดีเยี่ยม	1	2	3	4	5
10. ฉันยอมรับกระบวนการให้ข้อมูลป้อนกลับจากเพื่อน ในการเรียนการเขียน	1	2	3	4	5
11. ฉันยินดีที่จะรับข้อมูลป้อนกลับจากเพื่อนเพื่อปรับปรุง แก้ไขงานเขียนของฉัน	1	2	3	4	5
การใช้ข้อมูลป้อนกลับจากเพื่อนในการเรียนการเขียนช่วย ให้ฉันคำนึงถึงความเข้าใจของผู้อ่านมากขึ้น	1	2	3	4	5
13. การใช้ข้อมูลป้อนกลับจากเพื่อนในการเรียนการเขียน ไม่ได้เป็นประโยชน์สำหรับฉันเลย	1	2	3	4	5
14. ฉันชอบการเขียน โดยไม่ต้องได้รับข้อมูลป้อนกลับจาก เพื่อน	1	2	3	4	5

ข้อความ	ไม่เห็นด้วย อย่างยิ่ง	ไม่เห็นด้วย	เป็นกลาง	เห็นด้วย	เห็นด้วย อย่างยิ่ง
2. ทศนคติต่อการใช้กลุ่มเพื่อนในการให้ข้อมูลป้อนกลับ					
15. ฉันไม่รู้สักอึดอึดต่อการมีส่วนร่วมในการให้ข้อมูลป้อนกลับกับเพื่อนๆ ในกลุ่ม	1	2	3	4	5
16. การได้รับข้อมูลป้อนกลับจากเพื่อนในกลุ่มที่มีความสามารถที่ต่างกันทำให้เกิดความคิดใหม่ๆ แก่ นักเรียนในกลุ่ม	1	2	3	4	5
17. ฉันรู้สึกอายที่จะต้องให้เพื่อนในกลุ่มอ่านงานของฉันเอง	1	2	3	4	5
18. ฉันไม่รังเกียจที่จะให้เพื่อนอ่านงานของฉัน	1	2	3	4	5
19. ฉันเต็มใจที่จะให้เพื่อนๆ ในกลุ่มซึ่งมีความสามารถที่ต่างกันมีส่วนร่วมในการให้ข้อมูลป้อนกลับ	1	2	3	4	5
20. ฉันชอบทำงานกับเพื่อนกลุ่มเดิมมากกว่าจะต้องเปลี่ยนเพื่อนกลุ่มใหม่ๆ ในการให้ข้อมูลป้อนกลับ	1	2	3	4	5
21. ฉันคิดว่าการได้รับข้อมูลป้อนกลับที่หลากหลายจากเพื่อนๆ ในกลุ่มเป็นสิ่งที่ดี	1	2	3	4	5
22. ฉันรู้สึกกลัวว่าตัวเองจะไม่สามารถให้ข้อมูลป้อนกลับกับงานเขียนของเพื่อนๆ ได้เนื่องจากความสามารถทางภาษาอังกฤษของฉันไม่ค่อยดี	1	2	3	4	5
3. ทศนคติที่มีต่อประโยชน์หรือข้อดีของวิธีการใช้ข้อมูลป้อนกลับในการเรียนการเขียนในฐานะผู้เขียน					
23. ฉันคิดว่ากระบวนการใช้ข้อมูลป้อนกลับจากเพื่อนในการเรียนการเขียนนั้น ไม่ได้ทำให้ฉันเขียนได้ถูกต้องมากขึ้นกว่าเดิมเลย	1	2	3	4	5

ข้อความ	ไม่เห็นด้วย อย่างยิ่ง	ไม่เห็นด้วย	เป็นกลาง	เห็นด้วย	เห็นด้วย อย่างยิ่ง
24. การเขียนของฉัน ไม่ได้พัฒนาขึ้นเลยหลังจากใช้ข้อมูล ป้อนกลับจากเพื่อนในการเรียนการเขียน	1	2	3	4	5
25. ฉันพบว่าการทำงานของเพื่อนๆช่วยทำให้ฉันเขียน งานฉบับ คราฟต์ที่สองของตัวเองออกมาได้ดียิ่งขึ้น	1	2	3	4	5
26. ข้อมูลป้อนกลับที่ได้รับจากเพื่อนๆช่วยให้ฉันมี แนวความคิดในการเขียนงานของตัวเองมากขึ้น	1	2	3	4	5
27. ข้อมูลป้อนกลับที่ได้รับจากเพื่อนๆช่วยให้การเขียน ของฉันมีการเรียบเรียงความคิดอย่างเป็นลำดับมากยิ่งขึ้น	1	2	3	4	5
28. ข้อมูลป้อนกลับที่ได้รับจากเพื่อนๆช่วยเรื่องการใ้ ภาษา (ไวยากรณ์และ โครงสร้างประโยค)ในการเขียนของ ฉัน	1	2	3	4	5
30. ข้อมูลป้อนกลับที่ได้รับจากเพื่อนๆช่วยให้ฉันใช้ เครื่องหมายวรรคตอน, ตัวสะกด อักษรนำ และการขึ้นย่อ หน้าได้ถูกต้องมากขึ้น	1	2	3	4	5
31. ฉันตระหนักถึงวิธีการเขียนอย่างมากว่าก่อนที่จะใช้ วิธีการใช้ข้อมูลป้อนกลับในการเรียนการเขียน	1	2	3	4	5
4. ทักษะคดีที่มีต่อปัญหาของการใช้ข้อมูลป้อนกลับในการ เรียนการเขียนในฐานะผู้เขียน					
32. ฉันพบว่าข้อมูลป้อนกลับจากเพื่อนๆคลุมเครือและไม่ ชัดเจน	1	2	3	4	5
33. ฉันไม่มั่นใจว่าข้อมูลป้อนกลับที่เพื่อนให้นั้นสามารถ เชื่อถือได้หรือไม่ เนื่องจากเพื่อนอาจจะไม่กล้าให้ข้อมูล ป้อนกลับตามความเป็นจริง	1	2	3	4	5

ข้อความ	ไม่เห็นด้วย อย่างยิ่ง	ไม่เห็นด้วย	เป็นกลาง	เห็นด้วย	เห็นด้วย อย่างยิ่ง
34. ฉันไม่มั่นใจว่าควรจะใช้ข้อมูลป้อนกลับจากเพื่อนในการเขียนเรียงความฉบับสุดท้ายหรือไม่ เนื่องจากว่าการให้ข้อมูลป้อนกลับของเพื่อนก็ยังพบความผิดพลาดทางไวยากรณ์อยู่มาก	1	2	3	4	5
35. ข้อมูลป้อนกลับของเพื่อนส่วนมากจะให้แก้ไขในแง่ของหลักการใช้ไวยากรณ์และ การสะกดคำมากกว่าที่จะให้ข้อมูลป้อนกลับในด้านเนื้อหา และการจัดเรียงเนื้อหา	1	2	3	4	5
36. ข้อมูลป้อนกลับที่ได้รับจากเพื่อนค่อนข้างตรงเกินไปในบางครั้ง	1	2	3	4	5
37. ฉันสามารถใช้ประโยชน์ในการใช้ข้อมูลป้อนกลับจากเพื่อนในการเขียนครั้งต่อไปได้	1	2	3	4	5
38. ฉันมักมีการแก้ไขงานของตัวเองให้ถูกต้องตามข้อมูลป้อนกลับจากเพื่อน	1	2	3	4	5
5. ทักษะคิดที่มีต่อประโยชน์หรือข้อดีของวิธีการใช้ข้อมูลป้อนกลับในการเรียนการเขียนในฐานะผู้อ่าน					
39. ฉันพบว่าการทำงานเขียนของเพื่อนนั้นเป็นประโยชน์ในการพัฒนาการเขียนของตัวเอง	1	2	3	4	5
40. การใช้ข้อมูลป้อนกลับจากเพื่อนในการเรียนการเขียนช่วยให้ฉันจำข้อผิดพลาดของตัวเองได้เนื่องจากฉันได้พบข้อผิดพลาดแบบเดียวกันในงานเขียนของเพื่อน	1	2	3	4	5
41. การใช้ข้อมูลป้อนกลับจากเพื่อนในการเรียนการเขียนทำให้ฉันมีความมั่นใจในความสามารถทางการเขียนของฉันมากขึ้น	1	2	3	4	5

ข้อความ	ไม่เห็นด้วย อย่างยิ่ง	ไม่เห็นด้วย	เป็นกลาง	เห็นด้วย	เห็นด้วย อย่างยิ่ง
42. การใช้ข้อมูลป้อนกลับจากเพื่อนในการเรียนการเขียนช่วยให้ฉันรู้ว่าควรจะทำค้ำเนื้อหาและความคิดในการเขียนได้อย่างมีประสิทธิภาพมากขึ้น	1	2	3	4	5
43. การใช้ข้อมูลป้อนกลับจากเพื่อนในการเรียนการเขียนช่วยให้ฉันมองงานเขียนของตัวเองอย่างคิดวิเคราะห์มากยิ่งขึ้น	1	2	3	4	5
44. ฉันสามารถยืมบางประโยชน์ที่สละสลวยจากงานของเพื่อนมาปรับใช้ในงานเขียนของตัวเองได้	1	2	3	4	5
45. การอ่านงานเขียนของเพื่อนช่วยให้ฉันมีแนวความคิดที่จะเขียนงานของตัวเองมากขึ้น	1	2	3	4	5
6. ทศนคติที่มีต่อปัญหาของการใช้ข้อมูลป้อนกลับในการเรียนการเขียนในฐานะผู้อ่าน					
46. มันยากสำหรับฉันที่ต้องแสดงความคิดเห็นต่องานของเพื่อนเนื่องจากว่าความสามารถในการอ่านของฉัน ไม่นัก	1	2	3	4	5
47. ฉันกลัวที่จะต้องชี้ข้อผิดพลาดแบบตรงไปตรงมาในงานเขียนของเพื่อนเพราะอาจทำให้เพื่อนไม่พอใจได้	1	2	3	4	5
48. ฉันกลัวว่าข้อมูลป้อนกลับของฉันที่ต้องให้เพื่อนนั้นอาจจะไม่ถูกต้องเพราะฉันมีประสบการณ์ในการเขียนภาษาอังกฤษน้อย	1	2	3	4	5
49. ฉันไม่รู้ว่างานเขียนที่ดีเป็นอย่างไร ทำให้ฉันไม่สามารถให้ข้อมูลป้อนกลับกับงานเขียนของเพื่อนได้	1	2	3	4	5
50. ฉันสามารถให้ข้อมูลป้อนกลับกับงานเขียนเพื่อนได้อย่างมีประสิทธิภาพ	1	2	3	4	5

ข้อความ	ไม่เห็นด้วย อย่างยิ่ง	ไม่เห็นด้วย	เป็นกลาง	เห็นด้วย	เห็นด้วย อย่างยิ่ง
51. ฉันได้ทบทวนและใช้ความพยายามอย่างเต็มที่ในการอ่าน และให้ข้อมูลป้อนกลับกับงานเขียนเพื่อน	1	2	3	4	5
52. ฉันสามารถให้ข้อมูลป้อนกลับกับงานเขียนเพื่อนได้ใน ส่วนของหลักไวยากรณ์	1	2	3	4	5
53. ฉันสามารถให้ข้อมูลป้อนกลับกับงานเขียนเพื่อนได้ใน ส่วนของเนื้อหา	1	2	3	4	5
54. ฉันชอบ/สนุกที่จะให้ข้อมูลป้อนกลับกับงานเขียนของ เพื่อน	1	2	3	4	5
55. ฉันไม่รู้สักอึดอึดที่จะต้องให้ข้อมูลป้อนกลับกับงาน เขียนของเพื่อน	1	2	3	4	5

56. กรุณาอธิบายความคิด และความรู้สึกโดยรวมของคุณที่มีต่อวิธีการใช้ข้อมูลป้อนกลับจากเพื่อน ในการเรียนการเขียน
โดยใช้กระดาษคินสอ, จดหมายอิเล็กทรอนิกส์, และกระดานสนทนา

ในฐานะผู้เขียน:

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ในฐานะผู้อ่าน:

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57. กรุณาแสดงความคิดเห็นและข้อเสนอแนะอื่นๆต่อการใช้ peer feedback ในการเรียนวิชาการเขียนภาษาอังกฤษ เพื่อปรับปรุง และใช้ในทอมต่อไป

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ขอบคุณทุกท่านที่ให้ความร่วมมือเป็นอย่างดี หวังเป็นอย่างยิ่งว่าการตอบแบบสอบถามของท่านในครั้งนี้จะนำไปใช้ประโยชน์ในการพัฒนาการเรียนการสอนวิชาการเขียนภาษาอังกฤษในโอกาสต่อไป

Appendix L

Reliability of the Questionnaire

***** Method 2 (covariance matrix) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 56.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	3.7552	3.0179	4.3750	1.3571	1.4497	.1027

Item Variances	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.8744	.2646	1.8948	1.6302	7.1607	.1444

Reliability Coefficients 55 items

Alpha = .7908 Standardized item alpha = .8008

Appendix M

Interview Questions

1. Do you find it is useful to have peer feedback session in the writing course? Why?
2. Do you like/dislike using * _____ peer feedback method in your writing? Why?
3. What do you like most about working in _____ peer feedback method? Why?
4. Do you feel more confident in your writing after taking this _____ peer feedback method in this class?
5. How confident do you feel about using _____ to respond to your peers' writing?
6. Do you feel that you can write in English more fluently? More accurately?
7. Do you feel that you become a more competent writer after taking this class? Why do you say so?
8. What element of _____ peer feedback do you find most helpful for your writing? For the final product? For your further learning? Why?
9. Did you implement the feedback from your peers into your essay? Why?
10. Do you think your feedbacks are useful for peers to implement them in their writing? Why?
11. Do you think peer feedbacks are useful for you to implement them in your writing? Why?
12. Did you give feedback to your friends sincerely according to their writing performance?
13. To what extent are you straightforward when giving feedback to your peers' writing?
14. How did you feel when you were giving sincere feedback to your peers' writing? Why?
15. Do you like/dislike participating in the mixed ability group? Why?
16. Please describe the kinds of problems you encountered in _____ peer feedback method in this class?

17. What are the negative aspects of _____ peer feedback you experienced? Why?
18. How do you feel about integrating technology in responding to your peer's writing?
19. What do you expect as the differences between using traditional method and technology to give feedback to your peers' writing?
20. Did technology have any effect on how you responded to your peer's writing? If so, how?
21. What are the major strengths and weaknesses of _____ peer feedback method used in this class? Any suggestions? Should peer feedback be used in the next semester? Why?
22. What do you find as the differences between receiving _____ peer feedback and receiving teacher feedback from general English courses?

***It is noted that _____ represents paper-pencil, e-mail or web-board peer feedback type.**

Appendix N

Learning Log Form

Name: _____ Section: _____ Date: _____

Topic of the Paragraph Writing: _____

Objective: To reflect your own learning and the peer feedback method

Instruction: Write your own thoughts and true feelings for each question in the space provided by giving some evidence or your experience as an example.

1. How do you feel or what do you think about peer feedback in this piece of work?

As a writer

As a reader

2. What did you learn from peer feedback in this piece of work?

As a writer

As a reader

3. What difficulties you have encountered in peer feedback method in this piece of work?

As a writer.....

As a reader.....

4. What are you **most** and **least** confident about so far in your writing?

(grammar, vocabulary, organization, mechanics, language use, and content)

5. What will you do to write better?

Appendix O

Instructional Manual: Peer Feedback Training

Introduction

The purpose of the instructional manual of peer feedback training is to provide details and guidelines for any instructors who would like to use paper-pencil, e-mail, or web board peer feedback activities in their teaching. It is constructed in order to be used in the experiment study entitled "The Effects of Types of Peer Feedback and Levels of General English Proficiency on Writing Achievement of KMITNB Students" in Writing I course, semester one, academic year 2007. This manual is composed of 3 main parts. The first part comprises the rationale of the peer feedback training, theoretical framework, information regarding instructional training materials, activities, teacher's role, student's role, and assessment and evaluation. The second part is composed of materials, exercises, and formative and summative assessment used in the training sessions. The third part is the guidelines on how to give comments and make correction for the 3 peer feedback groups.

Part I:

Rationale

At King Mongkut's Institute of Technology North Bangkok (KMITNB), writing seems to be a language skill most students have problems with. Though the students had taken two foundation courses and studied English for at least nine years, they still have significant communicative problems in their English writing such as inappropriate language use, incomprehensible message and unorganized text. The evidence from the results of a small-scale study conducted by the researcher can confirm this claim more clearly (Raveewan, 2005).

Thirty heterogeneous ability engineering students' previous writing production and the test scores in Writing I course were analyzed. According to the descriptive analysis of the scores by using SPSS, it was found that the mean score was only 15.99 from the total score of 30 (S.D. = 6.87 and C.V. = 42.96%). The highest score was 28.64 while the lowest score was 3.23. Moreover, the results showed that some students could not perform the direct writing task such as describing a picture. In addition, the informal

interview with the writing instructors revealed that the students often repeated the same kinds of writing errors mentioned above, and the students' writing achievement seems not yet satisfying to them.

Probably, this unfortunate situation appears to be caused by the constraints of our teaching and learning context itself, particularly the large class size, heavy teaching workload, and heterogeneous group of the students. This unavoidably affects the quality of teacher feedback and the students' writing achievement in the English writing course. As a result, it seems that only the process - based approach together with the teacher feedback, which is currently applied in the Writing I course, cannot lessen such problematic phenomena successfully.

One way to increase the students' writing achievement and overcome the teaching and learning context confinements is to shift the teacher centered approach to student centered perspective which peer feedback pedagogy has a major role to play in the writing instructions (National Education Act, 2002; Chaisuriya, 2003; Chinnawongs, 2001; Kamimura, 2006; Padgate, 2001; and Thongrin, 2002).

However, the way to provide feedback does not adhere to only written comments or face-to-face conversation anymore. In order to increase the students' interaction and facilitate the peer feedback process, e-mail and web board are introduced as new promising alternative ways for giving feedback in this study.

To come up with the ideas of providing peer feedback via e-mail and web board, the reasons are endowed with the emergence of electronic communication which has been remarkable in the teaching of composition based on a number of claims. It was reported that there is no domination in a *Computer Mediated Communication (CMC)* environment when the students exchange feedback on their peers' paper. Instead the quality and efficiency of peer suggestions for revision increased in the electronic mode of communication (Sullivan and Pratt, 1996), and result in a greater volume of written output and an improvement in fluency (Bump, 1990; Paramskas, 1993) which are not typically evident in traditional oral feedback or in traditional written feedback.

As a result, due to the benefits of peer feedback and Computer Mediated Communication (CMC) that provide the students opportunity to be more responsible for their own learning, it is clear why the issue deserves attention in the study. This experiment aims to study the effect of paper-pencil peer feedback, e-mail peer feedback and web board peer feedback on the students' writing achievement, their interaction

effect between types of peer feedback and levels of students' general English proficiency (high, moderate and low), and their attitudes toward the peer feedback type they experience are compared and studied.

However, integrating peer feedback in the EFL writing class will never be successful if the students are not be able to give useful feedback. Based on the literature, peer response practices are most effective if they are modeled, taught, and controlled (Hyland, 2003). This is due to the fact that responding to writing is not a skill with which most students have had extensive experience, especially EFL students. Moreover, it is unrealistic to assume that they will be able to effectively read and respond to someone else's writing effectively. Therefore, it appears reasonable to believe that the students need to be given the opportunity to learn how (Berg, 1999).

Furthermore, a number of prior studies found out that some students query about their friends' language ability to provide them the correct and appropriate feedback, so this causes them to prefer teacher feedback. However, this does not mean that the use of peer feedback is not worth introducing in the EFL writing classroom. It is important and necessary to appropriately prepare the students to participate in the peer feedback activity as many researchers (Mittan, 1989; Stanley, 1992; Nelson and Murphy, 1993, Berg, 1999; Hui -TzuMin, 2005) suggested.

Evidently, the success of peer feedback training is guaranteed by the positive effects on students' cumulative writing development, students' ability to provide significantly more and significantly better comment on each other's writing, and students' more confidence (Zhu and McGroarty, 1997; Mittan, 1989; Stanley, 1992; Nelson and Murphy, 1993, Berg, 1999; Hui -TzuMin, 2005), and when peers are trained, the feedback of lower level writers is not less effective (Berg, 1999). As a result, peer feedback training should unavoidably be undertaken at the beginning of the experiment.

Before the details of the training framework are presented, the theories underpinning the use of peer feedback and/ or the technology integration in the writing class will be portrayed first.

Theoretical framework

The conceptual underpinning of the integrating of peer feedback and CMC in the writing class is shaped by the theory of Social Constructivism, Composition Process-

based Approach, Computer-Meditated Communication (CMC), and the benefits of peer feedback in the post writing stage.

Learner-Centered Approach

The concept of Learner-Centered Approach, which is under the umbrella of Progressivism stresses on the individual needs of learners, the role of individual experience, the need to develop awareness, self reflection, critical thinking, learner strategies, and other quality and skills that are believed to be important for learners to develop (Richard, 2002), is employed as the key concept of developing this course. Moreover, the theoretical underpinning in the application of Computer Mediated Communication (CMC) in peer feedback is based on social constructivism in relation to group work collaborative learning, peer feedback providing and process writing

Social Constructivism

According to Vygotsky's Social Constructivism, it is believed that *learning* is facilitated by parents, peers, teachers, and others around them in the community. Students learn cooperatively and collaboratively from each other in a group. In other words, learners are actively involved in the learning process, and acquisition is facilitated when opportunities for learners to interact are maximized. Zone of proximal development embodies the learners' readiness to learn. It is the distance between the learners' actual development level and the level of learning under guidance from more capable people which external and internal scaffolding are central to the learning process. Therefore, providing feedback is one way of external scaffolding that encourage learners in reflection and self monitoring to enhance their writing ability. A learner plays a role as an active participant in collaborative small groups, emphasis on process, learning skills, self-inquirer, social and communication skills and self directed learning. Therefore, teaching is not giving lecture and rote learning anymore, teachers have to teach students how to learn, think, and apply knowledge critically, analytically, and creatively in order to become life long learners, so in this course a teacher's role is to facilitate learning in small groups.

Composition Process Based Approach.

Another important principle guiding the design of this course is Composition Process Based Approach. Conventionally, the focus of teaching writing has been on product rather than on the process, in other words, it deals more with forms rather than meaning. Teaching writing with a focus on product can be a boring activity for students, and it does not provide much chance for students to systematically and critically evaluate their own progress. As a consequence, many students become dependent on teacher evaluation and their sense of responsibility for their own learning is weak. In this course, **writing** is viewed as a tool for the creation of ideas and the consolidation of the linguistic system by using it for communicative objectives in an interactive way. From this perspective, writing implies the successful transmission of ideas that take place between the writer and the reader via the text, and this exchange of information becomes a powerful means to motivate and encourage the development of language skills (Bouhey, 1997; Olshtain, 2001). Moreover, it is believed that what writers need to know such as content knowledge, context knowledge, language system knowledge and writing process knowledge are the key success to complete the writing tasks, and this will be in our main considerations. A writing process involves a number of activities; setting goals, generating ideas, organizing information, selecting appropriate language, making draft, reading, reviewing, revising, and editing. However, as the writing process is recursive in nature, they do not necessarily engage in these activities in chronological order.

The Benefits of Peer Feedback

In addition to the process based approach, the key pedagogical issue which plays the most important role in designing this course is the benefits of peer feedback. In fact, feedback is a fundamental element of a process approach to writing. It can be defined as input from a reader to a writer with the effect of providing information of the writers for revision. In other words, it is comments, questions and suggestions a reader gives a writer to produce reader –based prose as opposed to writer-based prose. Through feedback, the writer learns where he or she has misled or confused the reader by not supplying enough information, illogical organization, lack of development ideas, and inappropriate words choice or tense (Keh, 1996). In peer response groups, students share their drafts with each other as the drafts are developing in order to get guidance and

feedback on their writing. The student would use these comments and suggestions from their peer to write the next draft. They may be free exchanges of reaction to a given student's writing, or they may work with the peer-review guidelines. It is assumed or hoped that the guidance or feedback will result in improved compositions. As a result, peer review is now commonplace as one part of the feedback and revision process of ESL writing classes.

Interestingly enough, several benefits of peer feedback for students both cognitive and affective aspects are distinguishably mentioned in many researches, and its advantages cannot be found in teacher corrective feedback. The outstanding advantages of using peer review are that not only writers but also readers can achieve the benefits from peer feedback during their writing process. First, it encourages active learner participation, authentic communicative context, alternative and authentic audiences (Hyland, 2003). Second, it helps develop students' critical and analysis skills and increase their ability to analyze their own draft critically and this leads to learner independence (Celce-Murcia, 2001, Keh, 1996). Third, students can learn the language of, and uses for; responding to texts from receiving peer feedback so students would see similar problems and weaknesses in their own writing as well as use innovative and creative ideas to which they are exposed to (Mangelsdorf, 1992; Mendonca & Johnson, 1994). Fourth, it also offers nonjudgmental environment and reduces apprehension about writing (Hyland, 2003), and the writers with different ability seemed to learn from one another. The reticent students also revealed more class group participation while in the peer community (Thongrin, 2001).

Besides, while they are engaging in peer response tasks, they gained more spontaneous thinking and responding skills and more language awareness while writing. These benefits seemed to result from reading-writing connections, where the students said that they learned about style, organization, structural patterns and word choices from reading peers' essays and responses and from responding to peers' essays. When they begin to see this improvement, their belief in the efficacy of this technique will also increase. Such benefits also came from collaborative learning, where less competent writers learned from the more competent peers, and vice versa.

What is interesting is that no matter whether the students incorporated a high percentage or relatively lower percentage of peer comments, they say peer comments have certain roles to play. First is enhancing a sense of audience, awareness raising

through reading peers' writing both getting and giving peer feedback. The students express inability to spot their own weakness in their writing, and peer comments helped them notice the problems. Third is encouraging collaborative learning and they had opportunities to clarify their intended meaning to the reader and to negotiate a way to convey the intended meaning more effectively. And forth is fostering ownership of the text and become less reliant on the teacher and more confident in themselves as writers (Tsui and Ng, 2000). The above four roles are roles that teacher comments may be able to fulfill, and comments as detailed and text specific as such may not be provided by the teacher who teach a large class and has to correct all the students' papers.

Computer-Mediated Communication (CMC)

Apart from the potential benefits of peer feedback, the rationales of adopting the integration of technology and peer feedback are due to the great benefits of Computer-Mediated Communication (CMC) stated from previous studies. CMC covers a wide range of technologies of writing. These include various forms of synchronous, or real-time communication, such as that which takes place in instant messaging, on MOOs, or via Internet relay chat; asynchronous (or delayed) communication, such as that which takes place via e-mail or on Web-based bulletin boards; and they become most popular in the writing classroom. As it is not face-to-face, it is not entirely spoken but neither is it strictly written as the composition is done online where the use of planning and editing strategies that are often employed in writing is ruled out. Both the asynchronous and synchronous modes of communication can be valuable tools for discussion, reflection, negotiation, and the development of creative and critical thinking skills. Learning can be turned into an active process of knowledge acquisition. Several previous research stated the advantages of adopting the CMC in writing instruction with a great deal. For instance, online peer feedback allows students to respond spontaneously at their own pace, offers them the opportunity to reflect on their ideas, rehearse their responses, and negotiate meanings, increases student-student interaction, promotes learner autonomy due to no restriction on time, place and pressure, and it is essential for collaborative learning. This leads to a qualitatively higher level of writing skills through the enhancement of critical reading skills (DiGiovanni and Nagaswami, 2001), and results in a greater volume of written output and improvement in fluency (Bump, 1990;

Paramskas, 1993) which are not typically evident in traditional oral feedback or in traditional written feedback.

Importantly, it is noted that only asynchronous modes – e-mail and web board discussion are operated in this experiment, this is due to the fact that the students need time and opportunities to elaborate their thought before writing feedback without classroom pressure, and it is not only convenient for students to give feedback to their friends without time and place restriction because they can provide feedback anywhere and anytime, but it is also convenient for teachers to monitor the students' responses whether they are on the right track and provide contribution and effort on the tasks or not.

Peer Feedback Training

The theoretical frameworks underpinning the use of peer feedback and/ or the integration of e-mail and web board in the study are described in the previous part. To ensure the students' ability of providing useful feedback, the following methods are designed and then implemented in the training session throughout the experiment.

1.) Training framework

The subjects are trained how to generate more specific comments and suggestions to their peers' work effectively rather than only indicate praises or positive comments, and they are trained how to correct and implement peers' feedback to their writing for 2 times at the beginning of the experiment, or in week 2 and 3 of the course for 6 hours by applying Berg's peer feedback suggestions (1991) for preparing students to participate in the activity, and four training steps for peer feedback training by using guidance sheet adapted from Hui –TzuMin (2005).

According to Berg (1999), he suggested some guidelines for preparing students to participate in peer response as follows:

1. Create a comfortable classroom atmosphere and trust among students.
2. Establish the role of peer response in the writing process, explain and discuss the benefits of having peers to respond the students' papers as opposed to teacher's feedback.

3. Emphasize the purpose of peer response among professional writers by giving the students to examine the acknowledgment part in textbooks and other publications.
4. Demonstrate and personalize the peer response experience by showing several drafts of a text written by someone who the students know and demonstrate how peer comments help improve writing.
5. Conduct an activity using a text written by someone who the students do not know and stress the importance of revising the clarity and rhetorical level aspects rather than sentence-level error.
6. Raise the issue of vocabulary and expressions by comparing inappropriate comments versus the appropriate ones.
7. Familiarize students with the response sheet by showing samples and explaining its purpose as a tool designed to help them focus on important areas of the writing assignment.
8. Involve students in a response to a collaborative writing project by having them use the peer response sheet to give feedback to a paragraph written by their peers. Based on the responses, have them revise their own paragraph in pairs or groups.
9. Allow time for questions and expressions of concern by talking to students about their writing, the peer response, the revision they made, the difficulties in judging classmates' comments and the lack of confidence in their revision strategies.
10. Offer revision guidelines by highlighting good revision strategies and explaining that peer response helps authors understand the difference between intended and perceived meaning.
11. Study examples of successful and unsuccessful peer response using videotapes or printed samples to examine level of student engagement, language used and topics discussed.

More recently, Hui -TzuMin (2005) has proposed four training steps for peer feedback training, shown in the following table, which derives from the synthesizing and integrating the previous research in the field. Interestingly enough, the findings illustrated that the students benefited from the training in various ways, for example they were able to produce more relevant and specific comments on global issues, their revision skill was improved, and their confidence was increased.

The justification of applying the four-step peer feedback training is due to the fact that the training is done in the EFL context- Taiwan. Moreover, the subjects of the training done by Hui-ZuiMin and the subjects of the proposed research share some common characteristics which are second year students with intermediate English proficiency.

Four Training Steps for Peer Feedback Training ((Hui-TzuMin, 2005)

Step	Definitions
1. Clarifying the writer's intention	Reviewers try to get further explanation of what writers have said or what is not clear to them in the essays (e.g., an unknown term, an idea)
2. Identifying the problem	Reviewers announce a problematic word, phrase, sentence or cohesive gap
3. Explaining the nature of the problem	Reviewers explain why they think a given term, idea, or organization is unclear or problematic, which should or should not be used in the essay
4. Making specific suggestions	Reviewers suggest ways to change the words, content, and organization of essays

Guidance Sheet for Peer Feedback Training (Hui-TzuMin, 2005)

1. Read the first sentence. What is the topic? What is the controlling idea? Circle them. Is the topic sentence a statement of opinion, intent, a combination of both, or just simple fact? If it is a statement of fact, help the writer rewrite it so that it becomes a real topic sentence (i.e., a statement of opinion, intent, or a combination of both).
2. After reading the topic sentence, what do you expect to read in the following sentences?
3. Now read the following two or three sentences. 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 bridge (second sentence). Did the author choose a word that is not the controlling idea to develop? Did the author talk about an idea more general than or in contrast to the controlling idea? If none of

these applies, reread the topic sentence to make sure that you understand the writer's intention.

4. Read the examples. How many examples are there? Are they well balanced (in terms of sentence length and depth of discussion)? Are they relevant to the controlling idea in the topic sentence? If not, explain to the writer why they are irrelevant. Also work with the writer to think of more things to talk about if the examples are too general or to delete some of the redundant sentences.
5. Read the last few sentences in the paragraph. Is there a restatement at the end of the paragraph? If not, work with the writer on a concluding sentence.
6. What did you learn from reading this paragraph, either in language use or content? Is there anything nice you want to say about this paragraph? Are there any grammatical errors or inappropriate word usage?

2.) **Group conference**

Moreover, to ensure the quality of their feedback given to their friends and their ability to distinguish between the helpful and not so helpful comments from their peers, group consultations are arranged out of class time at the beginning of the experiment, at least 2 times for each subgroup or 30 minutes/ time. Besides, at every step in the training, the goal of the peer feedback activity will be emphasized, and the students are encouraged to believe that they could trust their peer's group assistance.

3.) **Heterogeneous group arrangement**

Group of 6 students with different levels of proficiency (high, moderate, and low) are arranged in a subgroup. The subgroups are arranged at the beginning of the course, and they have had to work with the same group since the peer feedback training until the end of the study.

Based on the Vygotsky's theory, feedback from more advanced peers can provide scaffolding and can reduce problems associated with peer feedback such as lack of credibility of the peer evaluator, reluctance to be critical in the writing process. Moreover, Cho (2004) stated that multiple sources of feedback could improve the effectiveness of feedback. There are several important benefits of multiple peer reviewers. First, writers can improve the audience conception by having multiple peer feedback (Schrivier, 1990). Second, multiple reviews could reduce blind spots and

omissions of any given individual review because more reviews means that more errors are caught. Third, it could reduce the negative impact of incorrect feedback. Fourth, multiple reviewers may be in agreement on some specific problems (Mumford, 1983), and this multiplicity of comments on a given problems may be especially persuasive or salient to a student when they are revising their paper.

4.) Feedback evaluation

In order to ensure that the students put their effort seriously, and do their best in providing feedback in the training session, the quality of feedback is rated the teacher by applying 3 –point scale where 3 = comments specific and relevant, 2 = comments relevant but general 3 =comments irrelevant or inaccurate (adapted from McGroarty and Zhu, 1997). As a result, the teacher’s monitoring and the assigned credits on their given feedback can be another way to enhance the quality of peer feedback in some degrees. As Melzer (2006) suggested that to build in some measure of peer feedback accountability, a teacher should collect responses and give them a holistic score, or ask students to evaluate their peers’ responders and make this part of the class participation grade. As a result, the students have to hand in or send their feedback to the teachers as well.

5.) The engagement of peer error correction:

In fact, students appear to have different expectations from teacher and student feedback. They seem to expect teachers to focus on grammatical correction (Liki, 1991; Radecki& Swales, 1988), while they may expect peers to comment on the content of their writing (Radecki& Swales, 1988). Students may not expect their classmates to find grammatical mistakes because of lack of linguistic skills, which seems to be related to difficulties in providing feedback. However, in my study, the students have to give feedback both in content and form in accordance with the provided guidelines. Generally, the guideline can be more or less specific and they may focus on contents and/or language structures depending on students’ levels of proficiency, their experience of peer reviewing, the stage in the writing process, and the particular features that the course aims to stress (Hyland, 2003). Since both fluency and accuracy are equally focused in the Writing I course, the students in my study have to engage in peer

correction as well. As Fathman and Whalley (1990) asserted that the texts improved most when students received feedback on both content and form.

However, the question is how they engage in error correction since they may lack sufficient knowledge in language structures. Theoretically, to make peer feedback more effective, the students should be assigned to give feedback in specific types of errors which are paid attention in the lesson objectives rather than looking for errors in general (Bruton and Samuda, 1980 cited in Jacobs, 1989, Keh, 1996). The value of helping students to engage in peer error correction is to improve the accuracy of their texts through selective and systematic error correction and the role of in-class grammar instruction (Ferris, 2001). It is important for error feedback to be used together with grammar instruction and strategy training so that students will learn to edit their own writing independently (Ferris and Helt, 2000).

As a result, in this part the students have to work on editing of the specific grammatical points pertaining to the unit they are explicitly taught and practice in the class. Then, they have to point out where the errors are, and make suggestions for the correction if they are able to. Thus, in this part the grammatical aspects will be different. To reach the students' mutual understanding and to get their familiarity with the editing checklist, the sheet is explained and discussed as well as practiced in the class before using on their own. To make it more clearly, the means to provide such feedback is taught in the training session by using chapter I (narration) as a model.

6.) The focus on writing process

The peer feedback will be less helpful if the students do not incorporate peer comments and suggestions. To encourage the revision process and reinforce the use of peer feedback, the students' writing process will be taken a vital role in course evaluation. Final drafts of student responses are evaluated in comparison with their initial responses to determine the depth of revision and the student's ability to incorporate peer feedback into the revision process in a meaningful and substantive way. As a result, portfolio is used to examine the students, writing progress over time because it can encourage students to take responsibility for their own writing, and it can accommodate and support extensive revision (Hamp-Lyons, 1991). The feedback is helpful for the students or not is measured by the learning log, and they have to submit it with their finished writing in the portfolio.

In the training session, the students learn how to adopt feedback from their peers to their writing selectively and distinguish helpful and unhelpful comments critically through group work discussion and group conference. Moreover, they also learn how to collect their work and peer feedback in the portfolio.

Setting:

The Institute: King Mongkut's Institute of Technology North Bangkok (KMITNB), located at 1518 Pibulsongkram Road, Khet Bang Sue, Bangkok 10800, Thailand. At KMITNB, all of the students need to take two compulsory English courses – Foundation English I and II, and one elective course before completing the bachelor degree. For the undergraduate Engineering students, they have to select Writing I course as the selective one due to the command of their curriculum.

Writing I course:

In general, the class meets for 3 hours once a week over 15 weeks and counts for 3 credits. During the class time the instruction focuses on process writing such as brainstorming, writing drafts, revision, and editing, both fluency and accuracy are paid equally attention as well as good quality of writing. Moreover, students have library, computing facilities, e-mail account, Internet access, and self-access learning center. The computer lab with internet accessibility is used as the setting, the students can use the computer lab beyond the class time or they can use the computer and the Internet at the library, self access center, or at their faculty. Moreover, other facilities needed in writing course such as dictionaries, thesaurus, and grammar principles both printed and installed programs, whiteboard, and overhead projector are provided in the classroom.

Population and Samples

The population is approximately 200 Thai second year undergraduate Engineering students who enrolled in Writing I course at KMITNB in the first semester of academic year 2007, but the samples of this study are composed of 108 students. The students' age range is 19-25, both male and female. All of them have to pass Foundation English I and II, and they have different levels of general English proficiency. Moreover, it is assumed that the students have the same level of computer literacy in particular

using the Internet browser and e-mail from the computer application course required in the first year.

Goals and Objectives of the Training

Goal 1: Awareness

By the end of the training, the students will have become more aware of their writing in general, and be able to identify the areas (content, organization, language use, vocabulary and mechanics) in which the improvement is needed.

- Objective 1.1: The students will learn how to work in groups to give and receive feedback effectively by using peer feedback guideline.
- Objective 1.2: The students will be aware of writing to peer as a reader not only to write to themselves.

Goal 2: Attitude

By the end of the training, the students will have developed a positive attitude and motivation toward peer feedback activity.

- Objective 2.1: The students will develop positive attitudes toward the value of adopting peer feedback activity in writing class.
- Objective 2.2: The students will become more confident in their ability to provide feedback to their friends, and have positive attitudes toward the use of peer feedback to develop their own writing.

Goal 3: Skills

By the end of the training the students will have the skills to provide useful feedback, and distinguish helpful and unhelpful feedback in their writing.

- Objective 3.1: The students will be able to give appropriate feedback and apply the received feedback to improve the quality of their essay effectively accordance with the given scoring criteria (content, organization, language use, vocabulary and mechanics)
- Objective 3.2: The student will be able to revise and self- edit their writing effectively

- Objective 3.3: The students will be able to provide feedback to their friends effectively by using the mode (paper-pencil, e-mail and web board) they are assigned on the experiment.

Goal 4: Knowledge

By the end of this training, the students will be able to understand the elements of and what constitute good writing

- Objective 4.1: The students will learn how to give appropriate feedback
- Objective 4.2: The students will have an understand of the writing process and apply it to their essay writing effectively
- Objective 4.3: The students will have an understanding how to use peer feedback guideline and peer editing checklist in order to provide feedback to their friends' papers effectively.
- Objective 4.4: The students will learn how the portfolio is used in order to evaluate their writing process in the course.

Contents and Instructional Materials

The tentative contents of the whole course are shown in the following table, and the course units are arranged from simple to more complex writing tasks. For the training session, the students are taught and modeled how to provide useful feedback, how to use the guideline, and how to make use of such feedback in the students' work.

The main instructional material of the course is based on "First Step in Academic Writing" by Ann Hogue (1996) while the contents and materials used in the instructional manual for the peer feedback training are from some part of the course book, the internet, and previous work of the students who enrolled in semester I, academic year 2006. The following table shows the weekly course schedule and details for what the students have to study throughout the semester.

It is noted that all the materials, training techniques, exercises, and formative and summative assessment are the same in the three experimental groups, but the difference is only the means or channel to provide and receive feedback. The materials, exercises, summative and formative assessment used in the training as well as guidelines for the

use of different peer feedback types in making comments and examples are illustrated in the second part.

Weekly Course Schedule:

Week of class	Activities/ Study Unit	Part 1: Organization	Part 2: Grammar and Mechanics	Part 3: Sentence Structure	Part 4: The Writing Process	Tasks	Goals and Objectives	Assessment and Evaluation
1	Introduction & Group Arrangement							
2	Peer Feedback Training	<ul style="list-style-type: none"> - What peer feedback is and its benefits. - How to give useful peer feedback and evaluate its usefulness. - How to revise and make correction. 			<ul style="list-style-type: none"> - The writing process: An introduction 	<ul style="list-style-type: none"> - Exercises - Formative and summative tests 	<ul style="list-style-type: none"> - Awareness - Attitudes - Skills - Knowledge 	<ul style="list-style-type: none"> - 75% of formative and summative assessments
3	Peer Feedback Training & Unit 1: Introducing People	<ul style="list-style-type: none"> - Paragraph form 	<ul style="list-style-type: none"> - What is a sentence? - Subject and verbs - End-of sentence punctuation - Capitalization 	<ul style="list-style-type: none"> - Simple sentence - Connecting words - Sentence Combining 	<ul style="list-style-type: none"> - Free writing 	<ul style="list-style-type: none"> - Writing assignment 1 - Peer Feedback 1 		<ul style="list-style-type: none"> - Jacob et al.'s scoring profile
4	Unit 2:	<ul style="list-style-type: none"> - Time-order paragraph - Planning a paragraph - Time order transition signals 	<ul style="list-style-type: none"> - Compound sentences - Coordinating conjunctions - Comma splices 	<ul style="list-style-type: none"> - Capitalization - Commas 	<ul style="list-style-type: none"> - Review 	<ul style="list-style-type: none"> - Writing assignment 2 - Peer Feedback 2 - Learning log 1 		<ul style="list-style-type: none"> - Jacob et al.'s scoring profile
5	Continue					<ul style="list-style-type: none"> - Learning log 2 		

6	Unit 3:	<ul style="list-style-type: none"> - Descriptions - Space-order paragraph - Specific details 	<ul style="list-style-type: none"> - Adjectives -Prepositions-prepositional phrases 	<ul style="list-style-type: none"> - Prepositional phrases in space and time order 	-Clustering	<ul style="list-style-type: none"> - Preparation for mid-term exam 		
7	Continue							
8	Unit 4:	<ul style="list-style-type: none"> - The topic sentence - The supporting sentences The concluding sentence 	<ul style="list-style-type: none"> - Review of simple and compound sentences -Run-ons sentences 	<ul style="list-style-type: none"> - Adverbs 	- Review	<ul style="list-style-type: none"> - Writing assignment 3 - Peer Feedback 3 		<ul style="list-style-type: none"> - Jacob et al.'s scoring profile
9	Continue					<ul style="list-style-type: none"> - Learning log 3 		
10	Unit 5:	<ul style="list-style-type: none"> - Reasons and examples - Transition signals with examples 	<ul style="list-style-type: none"> - Independent and dependent clauses - Complex sentences - Fragments 	<ul style="list-style-type: none"> - Commas -Capitalization 	- Review	<ul style="list-style-type: none"> - Writing assignment 4 - Peer Feedback 4 		<ul style="list-style-type: none"> - Jacob et al.'s scoring profile
11	Continue					<ul style="list-style-type: none"> - Learning log 4 		
12	Unit 6:	<ul style="list-style-type: none"> Facts and opinions - Transition signals for 	<ul style="list-style-type: none"> - Adjective clauses with who, which, and that 	<ul style="list-style-type: none"> - Review 	- Review	<ul style="list-style-type: none"> - Preparation for final exam 		

		opinions	- Punctuating adjective clauses - Sentence fragments					
13	Continue							
14	- Writing Achievement Test - Questionnaire							
15	- Interview							

Learner's Role

Based on the different activities provided in the training, the students are assumed as actively participants, and they play various roles such as writers, readers, computer users, editors, feedback providers, discussion participants, planners and self directed learners who are able to choose what they want to do based on their interests.

Teacher's Role

In this course, the teacher plays a role as a facilitator who helps the students to learn and at the same time she has to facilitate active interaction between learners. She takes a role as consultant, and resource in the teacher-students conferencing. She is a coach in the students' training session, and she can also function as a moderator to check whether the students are on the right track in the electronic peer feedback activities, and encourages learners to take responsibility for their learning. She also acts as a conductor at the beginning who leads the class discussion.

Assessment and Evaluation

In order to ensure that the objectives of the training are successfully achieved, the students have to attain at least 75% of formative and summative tests.

The evaluation of Writing I course is as follows:

Peer feedback participation	10 %
Portfolio for four writing assignments	25 %
Mid-term exam	30%
Final exam	35%
Total	100%

Validation of the Instructional Manual for Peer Feedback Training

The manual is evaluated by three experts in EFL field in the following aspects; rational, conceptual underpinning, objectives, instructional techniques and activities, and assessment and evaluation. The evaluation form is composed of 2 parts: four point rating scales from Revise (1) to Excellent (4), and open-ended comments. Items which their score higher than 3 are reserve and those lower than 3 are modified and revised.

The Trials of the Instructional Manual of Peer Feedback Training

The manual will be piloted with 15 to 20 students who share the same characteristics with the subjects, and the efficiency of the manual (E1/E2) is calculated. The acceptable value is set at 75/75 (Kitrakarn, 2002).

Part II: Materials, exercises, and formative and summative assessment used in the training sessions

Name:.....

Section:



Peer Feedback Training

Objectives:

1. The students can give feedback (or comments) to their friends' writing assignments effectively.
2. The students can apply their friends' feedback (or comments) to their own work critically and successfully.

Why Peer Feedback?

1. It encourages active learner participation, authentic communicative context, alternative and authentic audiences (Hyland, 2003).
2. It helps develop students' critical and analysis skills and increase their ability to analyze their own draft critically, and this leads to learner independence (Celce-Murcia, 2001, Keh, 1996).
3. Students can learn the language of, and uses for; responding to texts from receiving peer feedback so students would see similar problems and weaknesses in their own writing as well as use innovative and creative ideas to which they are exposed (Mangelsdorf, 1992; Mendonca & Johnson, 1994).

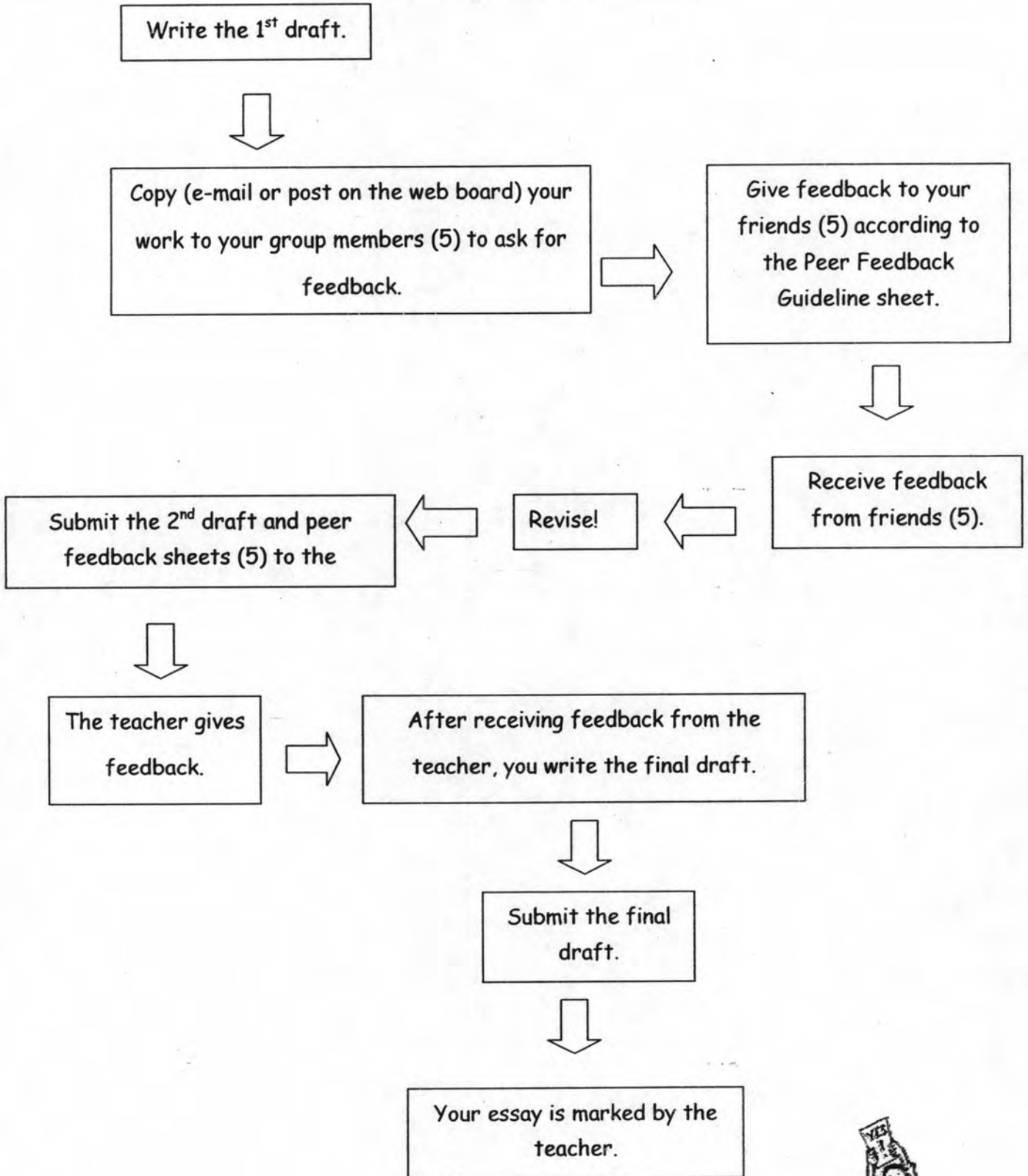
What is the students' role?

- The students play a role as a READER not a teacher.
- Read their friends' work and help them to improve their writing.

What is the teacher's role?

- The teacher plays a role as a facilitator who guides the students to give useful and appropriate feedback.
- Read and give feedback to the students' second drafts.
- Check the students' work improvement and mark their essays.

Writing Process Diagram





How to Give Effective Feedback?

There are four main steps to give effective feedback.

Step	Definitions
1. Clarifying the writer's intention	<p>Readers try to get further explanation of what writers have said or what is not clear to them in the essays (e.g., an unknown term, an idea). The following questions can be used:</p> <ul style="list-style-type: none"> • What do you mean by...? • I cannot get this word,...? • Do you mean that....? • Are you saying...?
2. Identifying the problem	<p>Readers announce a problematic word, phrase, sentence, and transition markers.</p>
3. Explaining the nature of the problem	<p>Readers explain why they think a given term, idea, or organization is unclear or problematic, which should or should not be used in the essay.</p>
4. Making specific suggestions	<p>Readers suggest ways to change the words, content, and organization of essays.</p>

Example 1:**My Grandmother**

I remember my grandmother. She was a great cook. The best cook. Every Sunday we had a big dinner. Fried chicken, mashes potatoes, green beans, and apple pie. Every Sunday we ate the same thing. We never got tired of it. It was our favorite. She never got mad at us. She always defended us when we got into trouble with our parents. When I picked all of the roses in her garden, she wasn't even mad then. My mother was really mad. Grandmother was kind and generous. She gave food to poor people. She never made them feel bad about taking it. She made people feel good. Just like she made me feel good when I picked her roses. She thanked me for picking her a beautiful bouquet. My mother was really angry, buy my grandmother was always forgiving. Forgiving heart.

Step 1: Clarifying the writer's intention**Step 2: Identifying the problem**

- Your paragraph has more than one main idea.
- Are you going to write about your grandmother as a good cook or as a generous person?
- "My mother was really mad." should not be included in the paragraph.
-

Step 3: Explaining the nature of the problem

- A paragraph should have only one main idea.
- You talk about your grandmother not your mother (see line 5).
-

Step 4: Making specific suggestions

- You should select to present only one characteristic, a good cook or a generous person, of your grandmother in the paragraph.
- You should delete the sentence about your mother.
-

How to Evaluate Feedback?

Feedback/Comment	Effective?	Why?
<p>Oh, your story is OK.</p> <p>Try to revise the entire second page.</p>	Vague	Comments that are general, providing little or no specific direction for revision or to use the praise to improve the story elsewhere.
Describe Anna better. How old was your brother when that happened?	General, but useful	Comments that are still too general but provide some direction for revision.
<p>I still can't get a picture of what the boy looked like before. What kind of clothes does he wear, and what does his hair and face look like?</p> <p>I thought the part about the girl at the table throwing pie crust to the horse was funny. You used good details. You should use the same kind of details in describing the old woman sitting on the sofa.</p>	Specific	Comments that provide the writer specific direction for revision.

Exercise 1: Read each of the following comments and evaluate the effectiveness of each.

Feedback/Comments	This is effective because.....	This is not effective because.....
1. First sentence is too short. A few words are misplaced.		
2. Try to shorten your first sentence; it's a good topic but too long.		
3. More specific detail is needed in the first paragraph.		
4. Sentence structure is not too good in some places.		
5. Your topic sentence is not clear. I don't know French and anyone who does not know it too wouldn't understand.		
6. Your writing is very good. I really like it.		
7. You need to give the readers more information.		
8. Good description of your feeling when you lost your cat.		

- c) Figures from the Australian Bureau of Statistics (August 1996) show that 29.3 percent of the school population attends privately run institutions compared to approximately 10 percent in the UK and USA.
- d) As Australian society has diversified it has become advantageous for politicians to improve their popularity with powerful groups by supporting these schools financially, improving their quality and appeal to prospective students.
- e) Unfortunately this seems to have created a vicious circle as public schools are now receiving less from the government and have trouble providing an adequate service. Obviously this makes the fee-paying schools more attractive to parents and allows politicians to justify giving them even more financial support.
- f) As this strange situation has evolved over the past 150 years it is relatively easy to trace the most important causes. Australia was primarily settled by the English, Scottish, Irish and Welsh, who all followed different churches of Christianity.
- g) Parents had to pay for their choice of school and this set a precedent. Now more and more immigrants of diverse cultures and religions come to Australia and decide to set up schools which will protect their children's identities.

The answer is:



Writing Topic 1:

Write a paragraph on the topic you like most (at least 100 words)

1. Think about a time you were nervous. It might have been before a big test or a recital. It might have been the first time you were up to bad, your first plane ride, or the first time you had to give a speech in front of a class.

Write a narrative paper about one time you were nervous. Tell what happened and how you reacted.

2. Parents will often make you do something that you don't really want to do. You would maybe like to tell them that you aren't going to do it, but you know it's to no use. Think about a time when your parent made you do something that you didn't want to do.

Write a narrative paper telling about one time when a parent made you do something you didn't want to do. Tell what happened and how you reacted.

3. Summer breaks from school are an excellent time for many families to go on a vacation. A vacation could be two weeks in Switzerland or a day in Hua Hin. Think of a time when you went on a vacation for any length of time.

Write a narrative paper in which you tell about an event from a memorable vacation that you went on. Tell what happened and how you reacted.

Due date:

- 1st draft
- Peer Feedback
- 2nd draft.....
- Final draft.....



Writing Topic 2:

Write a paragraph on the topic you like most (at least 100 words)

1. How to use the ATM

2. How to quit smoking

3. How to make _____

4. How to get an A in a class

(Strawberry cheesecake, Tom Yum Kung, Salad)

5. How to get an F in a class

6. How to impress a boy/ girl on a

first date

7. How to live on a small budget

8. How to get a driver's license

9. How to bet someone at _____ (tennis, golf, chess, ect.)

10. How to solve the global warming phenomenon

11. How to save the natural resources

Due date:

- 1st draft
- Peer Feedback
- 2nd draft.....
- Final draft.....



Writing Topic 3:

Write about the qualities of an ideal girlfriend, boyfriend, teacher, friend, parents and so forth at least 100 words.

Due date:

- 1st draft
- Peer Feedback
- 2nd draft.....
- Final draft.....



Writing Topic 4:

Write a paragraph on the topic "What is the most important thing in your life?" Explain why and give at least 3 reasons with supporting details. You should write at least 100 words.

Due date:

- 1st draft
- Peer Feedback
- 2nd draft.....
- Final draft.....



Formative Assessment

1. Read the following essays and the given comments. Evaluate the effectiveness of each comment and explain why you think so. (10 points)

An ideal friend

An ideal friend has four important characteristics. First, sincere is the most important quality for relationship, because person who lie and pretend don't receive acceptance and confidence from friends. So, everybody should to open your mind sincerely for new relation. Second, he or she will be called unsympathetic person, if he or she is indifferent about friend's problems. However, a friend to think of limit and suitability. It's not that ! to help friend to do mistake. Third, it's consequence of second. There are reasonable and fair. A friend should to warn someone who take make misbehavior. Friends influence for teenager extremely. Finally, A friend should to be a good advisor. Most teenager are closer with friend than family because they spend a lot of time to do many activities together. They usually tell about something that failed. A friend should to listen and to give an advice foe some friends who have serious problems. In brief, an ideal friend is a person who have at least four qualities like sincere , sympathy ,reasonableness and good advisor.

Feedback/Comments	This is effective because.....	This is not effective because.....
1. Check your title! Is capital letter used?		
2. Line 1, "sincere is the most important quality" The subject of a sentence should be a noun, but "sincere" is an adjective.		
3. You need to clarify more on the topic.		
4. The second characteristic is not clear enough.		

<p>5. I think you should give more examples to support the second characteristic of being an ideal friend such as what a friend should do if you get into troubles.</p>		
<p>6. Line 7, "someone who take make misbehavior": - Why are there two verbs here (take and make)? - It'd be better if you can just change "misbehavior" into a verb. Then you won't need both "take" and "make"</p>		
<p>7. I don't like your concluding sentence. Many errors are found, please rewrite.</p>		
<p>8. I am not sure about "person who lie and pretend don't receive acceptance..." Is it correct?</p>		
<p>9. The verb "gain" is more suitable than "receive".</p>		
<p>10. "someone who take make misbehavior": - Please check the subject + verb agreement.</p>		

2. Read the following paragraphs and answer the questions below. (30 points)

Samed Island

Annually, during the summer time. My friends and I usually plan a trip to some provinces in Thailand which have a lot of amazing places. These places include beautiful beaches, historical castle hills, old temples, and a fantastic architecture. This summer we chose to go to Samed because we thought it was not far from Bangkok and easy to go. First of all, I would like to give a short information of Samed. Samed is a place which is located in Rayong province. It takes approximately 3 hours from Bangkok to Ban Pay. Then, we have to get on a Ban Pay Ferry which takes about 30 minutes to reach Samed Island. This summer, there were six people in my trip including me. We stayed in Lamyai Bangalo in Say Kaew Beach. We had a lot of fun activities while staying on the island. After having lunch, we went swimming. After that, we had lunch and then rent motorcycles. The rental price was about 150 baht per hour. Riding the motorcycles around the island was very enjoyable for all of us. We stopped to watch Sun set at the peak of Samed. It was very wonderful Sun!. Even though Samed is a large island which contains many beautiful beaches, my friends and I only stayed at Say Kaew beach this time due to the limitation of time we had. We spent time not only sightseeing and staying in the bangalo, but also going to a local nightclub to listen to live music. The nightclub had a big screen TV for its customers to watch Soccer games. Finally, we played banana boat before coming back to our rooms.

1. Read the first sentence. What is the topic?

2. What is the controlling idea?

3. Is the topic sentence a statement of opinion, intent, a combination of both, or just simple fact?

4. After reading the topic sentence, what do you expect to read in the following sentences?

5. Now read the following two or three sentences. Did the writer write according to your expectation(s)? If not, what did the writer write instead?

6. Do you think that writer was sidetracked? Go back to the bridge (second sentence).

7. Did the author talk about an idea more general than or in contrast to the controlling idea? If none of these applies, reread the topic sentence to make sure that you understand the writer's intention.

8. Read the examples. How many examples are there?

9. Also work with the writer to think of more things to talk about if the examples are too general or to delete some of the redundant sentences.

10. Read the last few sentences in the paragraph. Is there a restatement at the end of the paragraph? If not, work with the writer on a concluding sentence.

11. Identify 5 errors mistakes in the paragraph, and provide the correct answer with giving explanations.

3. Read the following essay. The sections of this essay are not in order, study them carefully and try to rearrange them. (10 points)

The Most Important Thing in My Life

- a) I think I can not love anyone as much as I love them because they are very important, and they mean everything to me. I will take care of them forever as well as I can.
- b) Third, their love makes me know that no one in this world will love me more than them. I know and believe it because they always show me every day.
- c) The first reason is that their love is the first love and endless love of my life. They always love and protect me although I do something which is very bad and wrong.
- d) In summary, I think nothing in the whole world can compare with my mom and dad's love.
- e) For instance, when I have to do my homework, or I read books until very late at night, one of them always brings a glass of milk to me and speaks something for make me relax.
- f) Furthermore, the warmth which I receive from them makes me feel that they always stay with me and take care of me all the time.
- g) It made me realize that I was wrong, and I promised to myself that I will not drink alcohol again.
- h) For example, I used to drink alcohol in the class, and my teacher called up my father, but when I arrived home, he said nothing
- i) . They always find and choose the best things for me such as school, food, clothes, and etc.
- j) Second, their love never hurts me or lets me down as man's love. Their love makes me feel that I am somebody because they never leave and forget me.

The answer is

Summative Assessment

1. Read the following essays and the given comments. Evaluate the effectiveness of each comment and explain why you think so. (10 points)

The Qualities of an Ideal House

The people live in their houses. Everybody used to imagined a beautiful house. I want to have a beautiful house too. First of all, my ideal house is to live in my family. So, the house must be big enough for us. Second, the house must be strong and durable by good engineer. Third, the house must be beautiful decoration and must have good furniture. The front of the house must have a garden and must be parking for 2-3 cars. Forth, the house must have 3 bedrooms, a living room on the second floor, a kitchen room connect to a dinning room. The first floor have a visitor room with windows to see the garden. Also, the living room and the bedroom must have computers with a wireless high speed internet. In addition, the house must have a security with Hidden cameras all the over the house, and a signal to protect the thieves, finger scanner and password at the door. Indeed, I think my house is very beautiful, full of facititate equipments and the most important is the house must be clean.

Feedback/Comments	This is effective because.....	This is not effective because.....
1. Umm I would love to have a house like this. It sounds so nice and elegant.		
2. I think you topic sentence lacks the controlling ideas. For example, “ My ideal house should has 3 main characteristics which are ...		
3. “My ideal house is to live in my family.” Rewrite!!!		
4. “and a signal to protect the theives”: Should we use the word “protect” or “prevent” here? “Prevent” means to stop something		

<p>from happening, or stop someone from doing something, but “protect” means to keep someone or something safe from harm.</p>		
<p>5. The first floor have a visitor room”: - Please check the subject + verb agreement.</p>		
<p>6. Should we use the word “protect” or “prevent” here? “Prevent” means to stop something from happening, or stop someone from doing something, but “protect” means to keep someone or something safe from harm.</p>		
<p>7. “...and must be parking for 2-3 cars.”: I think you should use the word “parking space”. And should we use “must be” or “must have”?</p>		
<p>8. “the house must have a security with Hidden cameras”: - The word “security” doesn’t fit this context. How about “safe”? But “safe” is an adjective, so you also need verb to be.</p>		

9. I like your writing because it is well-organized with all the transition signals (first, second, etc.), and you can describe the house in great details.		
10. I don't understand "Hidden camera".		

2. Read the following paragraphs and answer the questions below. (30 points)

What is the most important thing in my life?

If you ask someone about what is the most important thing in their life, the answer may be money, family, friends, a big house, dignity or whatever they will answer you. I dare say whatever the answer is, it must be something that can fulfill and satisfy their life.

For me, I think "love" is the most important thing in my life. Let me tell you why.

First of all, love is an inspiration. When you love something or someone I bet that your mind will be full of creative things. For example, some people is inspired by the sound of piano. They might start to sing, draw, write or practice playing piano and become a professional pianist! I myself love airplanes. That is why I studying engineering.

In addition, love is a power. If gas is used to fill cars, then the fuel for the heart must be love. For instance, when I was disheartened, I talked with my mom on the phone, she cheered me up. After that, I have power to fight with everything again. Can you see that love is an invisible power? The last reason, love is optimistic. When your heart is full of love, your heart will be also full of the words like "well-intentioned" and "forgive".

Those things will make every heart optimistic and peaceful. The example is not very far away, it is around you.

If you do not believe me, just let your heart be full of love for one day and you will see that what I say is true. Love is what we now need in the world. Let every heart be full of happiness and peace while there are wars everywhere. I believe that love can solve every problem. Love will always be the most importantest things in my life to

inspire, to fulfill, to help me reach my goals, and to makes myself happy and always peacefulness.

1. Read the first sentence. What is the topic?

2. What is the controlling idea?

3. Is the topic sentence a statement of opinion, intent, a combination of both, or just simple fact?

4. After reading the topic sentence, what do you expect to read in the following sentences?

5. Now read the following two or three sentences. Did the writer write according to your expectation(s)? If not, what did the writer write instead?

6. Do you think that writer was sidetracked? Go back to the bridge (second sentence).

7. Did the author talk about an idea more general than or in contrast to the controlling idea? If none of these applies, reread the topic sentence to make sure that you understand the writer's intention.

8. Read the examples. How many examples are there?

9. Also work with the writer to think of more things to talk about if the examples are too general or to delete some of the redundant sentences.

10. Read the last few sentences in the paragraph. Is there a restatement at the end of the paragraph? If not, work with the writer on a concluding sentence.

11. Identify 5 errors or mistakes in the paragraph, and provide the correct answer with giving explanations.

3. Read the following essay. The sections of this essay are not in order, study them carefully and try to rearrange them. (10 points)

Songkran Festival

- a) Our elders in return wish us good luck and prosperity. I felt calm and happy all day.

- b) Last summer, my family and I visited to my grandmother’s house where is in Samutsongkram on Songkran Festival.

- c) After that, we went to pay respects to the Buddha images, monks, and then to our elders by pouring water which had flowers and Thai perfumes on their hands.

- d) I stayed only five days at my grandmother’s house because my father had to go to work.

- e) My uncle drove along the street to many places such as markets, temples, and parks. We felt very fun, happy, and exhausted.

- f) The next day, my cousins, my friends, and I went out on the back of pick – up truck with buckets of water and our water guns.

g) I felt very sad because I wanted to stay more than five days. Now, I think last summer is the happiest time of my life in this year.

h) On my first day, my cousins and I went to Maeklong Market to buy water guns and Thai perfumes.

i) The next day, All of my family and I went to the temple near my grandmother's house. We went to the temple to pray and give food to monks.

j) The market was very crowded, and the weather was very hot. Most of people started to splash water to people who walked along the street. All of our bodies were cover by powders, and we wet, but we felt very fun and happy.

The answer is

Part 3: How to Give Comments and Make Correction.

A: Guidelines for Paper-Pencil Peer Feedback Group

1. After training the students how to give and useful feedback and evaluate its usefulness, the peer feedback guideline is introduced to the students in order to make them get familiar and understand the form that they have to use throughout the semester.
2. The guidelines are distributed to the students. The teacher gives them time to study the form. Then the questions in the guidelines are explained and the students can ask for more clarifications on the points they might not clearly understand.
3. To ensure that they truly understand the guidelines, previous writing examples are given in order to make them practice. It is a whole class activity and discussion.
4. As there are 2 parts in the guidelines, for the first part the students in the paper-pencil peer feedback group can answer the questions by writing directly on the provided space on the paper. The second part is a checklist providing the specific grammatical points emphasized in each unit, so if the students would like to make error correction, they can underline or circle errors on the copied essay directly. The students give the correct answer only they are confident or they just underline or circle it if they are not quite sure about it and let their friends to recheck.
5. Based on teacher feedback, after the teacher read a student' writing assignment for the first round, she has to give comments on the 1) content including title, main idea elaboration and clarification, topic relevance, and sufficient supporting ideas and 2) organization including topic sentence, supporting sentence, transition words, and idea developments by giving text-specific suggestions rather than giving general comments. The teacher can write the comments on the student's writing directly.
6. For the second round of reading, if the teacher would like to make error correction on the student's writing, she has to circle or underline the error and identifies the type of error by using the correction symbols (Hogue, 1996). Again, all can be directly performed on the student's paper.

Examples of Peer Feedback

Peer feedback Guidelines

(Adapted form Connor and Asenavage, 1994)

Review written by: Thristree <10e1> Date: 27/01/50 Composition: My Nervous
49-1091-009-7

Part 1: Your purpose in answering these questions is to provide an honest and helpful response to your group member's draft. You should also suggest ways to make his/her writing better.

Before beginning your review, be sure to read the composition carefully. After that, respond to the following questions. Be specific. Be constructive.

1. What do you like the most about the composition? Choose the most interesting idea and explain why.

idea ที่น่าสนใจคือ "ในบทประพันธ์" ...
idea ที่น่าสนใจคือ "It help me to spent my life is always very carefully and have conscious." ...
Sentence structure ...
sense ของผู้เขียนที่สำนึกถึงว่า ผู้เขียนต้อง ...
"ฉันมีความสุขมากนะ มีสติ" ...

2. In your own words, state the focus/thesis/topic sentence of the writing.

In my opinion, I think that carelessness an uncarefully is cause of nervous and many accident.

3. Which part(s) should be developed more?

a) Please state the number of the paragraph or line here.
1 ถึง 3 บรรทัด

b) Explain why you think this should be developed more.

c) Make some suggestions. ขอร้องทำให้อ่าน

ควรใช้คำที่หนักหนักขึ้น เช่น ใช้ sleepiness แทน I can sleepiness
 ให้อ่าน: I can't sleep post fence do S. + V₂

4. Which part(s) are confusing? ขอร้องให้อ่าน

a) Please state the number of the paragraph here.

ขอร้องให้ 1 กับ 2 ขอร้องให้ 3 ขอร้องให้ 4 I can sleepiness

b) Explain why you think this is confusing. ขอร้องให้อ่าน

เมื่อ คำว่า sleepiness เป็นคำที่คล้ายกับ sleepiness (n.) หมายความว่า
 ความง่วง

c) Make some suggestions for improvement. ขอร้องให้อ่าน

ที่กล่าวถึง คำว่า I can't sleep แทน I can sleepiness เป็น
 I couldn't sleep ขอร้องให้อ่าน ขอร้องให้อ่าน ขอร้องให้อ่าน ขอร้องให้อ่าน

5. Write short, specific comments to the writer about how his/her writing can be improved.

ขอร้องให้อ่าน Sentence structure ขอร้องให้อ่าน ขอร้องให้อ่าน ขอร้องให้อ่าน

Part 2: Editing Checklists (Adapted from Ann Hogue, 1996)

Read your friends' paper carefully again and edit your friends' paper by using the Editing Checklist provided below. Find some errors in the following aspects (conforming to the lesson's objectives or what you have studied in the class) and make suggestions for correction. Make sure that you are confident on those errors identification and the guidance given to your friends.

Unit 1: Narrating personal experience

Organization

- Is your paragraph in a correct form?

အိမ်ထဲမှာနေတဲ့အခါမှာ အချစ်ခံ၊ အိမ်ထဲမှာ၊ အိမ်ထဲမှာ အိမ်ထဲမှာ margin
အိမ်ထဲမှာ

Grammar and Mechanics

- Check for capital letters.

အိမ်

- Check the spelling.

အိမ်

- Is there a period at the end of all sentences?

အိမ်

- Check for past tense

အိမ်ထဲမှာ အိမ်ထဲမှာ I think thought, အိမ်ထဲမှာ I thought
can hurry to caught the bus, look for thought, looked for

Sentence structure

- Check the sentences.

အိမ် ထဲမှာ အိမ်ထဲမှာ အိမ်ထဲမှာ အိမ်ထဲမှာ

- Do they have at least one subject and one verb, and do they express a complete thought?

Final Test

When I break ^{is it a sentence?}

~~Before~~ break from school in summer. ~~The~~ students have to take

final test. ~~The~~ ^L last year, I ^{(consider) took the exam of several...} tested several subjects such as

^M Mathematics, ^P Physics, ^C Chemistry, ^{and} English. I ^{was} nervous about + (n)

^{verb} ~~read~~ ^{read} the books timely and ~~do~~ ^{do} examination not well.

^{adj} Nervous makes me ~~not~~ ^{unhappy} happiness and origin a stress ^{which} disadvantages

to health. ^{To prevent nervousness, we have to do our best at present.} so no nervous a thing don't happen we make present

the best. I ~~to be~~ ^{got} ready for ^{the} test ^{by dividing} ^{suitable} ^{reading} time for each

^{subject} the book ^{suitable} and ^{practicing} practice many exercises. The best

method to prepare the test is ^{to} assemble ^{with} many friends because

they may have several ways ^{to} make several a way to ^{to} solve a problem. ^{the} In final test day,

I got up early ~~due to~~ ^{because} I ^{due to the fact that} read the books again and ^{be} ready ^{the} to test.

The important thing ^{is} that the students have steady concentration

and intend to do examination.

Sunisa Sangchan

CE 2 RA

1910960246

Examples of teacher Feedback

Section II: Paragraph Writing (50 points)

Handwritten: V. good!

Instruction: Write a paragraph on the topic "My Best Friend" with 200 words approximately. The description should include both physical appearance and personality, and state 3 main reasons with examples why you think he/she is the best.

Cautions:

1. You will not be graded on the appearance of your paper, but your handwriting must be readable. You may change or correct your writing but you should not copy the whole composition over.
2. The quality of your writing will be evaluated on *content, organization, vocabulary, language use* and *mechanics*.

200

My Best Friend

I have many many close friends ^{RO} ✓
 , but I ^{am} ^{have} only one to call my best friend.
 Her name is "Mod" ^{RO} ✓, but I like to call
 her as "little pig" [?]. Her real name is
 "Rattana Thanabonkan". We know each other more
 than six years since I was ^{student} "grade 7 ^{know} until
^{now} She is a (student college) at KMJT'NB
 like me but ^{O/Art.} ^{w.f.} ^{agr.} difference faculty. She study
 studies

a, an, the

Art.

about chemical industry in^v faculty of

Applied Science. She looks like a

Chinese girl. She is medium tall. She

has dark brown eyes and black long

hair. She is more than thin but not plump?

that's why I like to call her as "little pig".

But I think she ^{isn't} ~~don't~~ like it because when ~~doesn't~~

I call her like that she will have an ice

look back to me? However she is ~~smiley~~,

friendly, optimistic, mentally calm and ready

to give a hand for everyone. I like to talk

to her when I ~~feel~~ ^{sp.} feel lonely and in bad mood _{lonely}

because she will make me feel better. Sometimes



he is the good advisor when I have a problem.

That's why I call her ~~(that)~~ "My Best Friend".

B: Guidelines for E-Mail Peer Feedback Group

1. After training the students how to give and useful feedback and evaluate its usefulness, the peer feedback guideline is introduced to the students in order to make them get familiar and understand the form that they have to use throughout the semester.
2. The guidelines are distributed to the students. The teacher gives them time to study the form. Then the questions in the guidelines are explained and the students can ask for more clarifications on the points they might not clearly understand.
3. To ensure that they truly understand the guidelines, previous writing examples are given in order to make them practice. It is a whole class activity and discussion.
4. For the e-mail peer feedback group, the students ask to sign up for an e-mail account if they do not have it before. The teacher explains how to use e-mail for sending writing assignments and feedback to their friends and the teacher.
5. As there are 2 parts in the guidelines, for the first part the students have to answer the questions by e-mailing their comments to their friends who are in the same subgroup. The second part is a checklist providing the specific grammatical points emphasized in each unit, so if the students would like to make correction, the students have to identify the error found and give the correct answer only they are confident or they just ask the writers to recheck if they are not so sure.
6. Based on teacher feedback, after the teacher read a student' writing assignment for the first round, she has to give comments on the 1) content including title, main idea elaboration and clarification, topic relevance, and sufficient supporting ideas and 2) organization including topic sentence, supporting sentence, transition words, and idea developments by giving text-specific suggestions rather than giving general comments.
7. For the second round of reading, if the teacher would like to make error correction on the student' writing, she has to identify the error found by explaining the type of error or asks the students to recheck or study more on that specific point. Then the teacher has to e-mail her feedback to the student.

Examples of Peer Feedback

From: "Tanant Suwannabhach" <nutdiablo@hotmail.com>  View Contact Details  Add Mobile Alert

To: "นายศุภมาส วรรณทอง" <ruk_sanook_mak@hotmail.com>, "Anny" <annyyygirl@yahoo.com>

Subject: feedback assignment 4

Date: Thu, 23 Aug 2007 12:14:43 +0700

part 1

1. เป็นเนื้อเรื่องที่น่าสนใจ
2. 3 qualities of the soldier.
3. SOLDIER ใน Topic ควรเป็นตัวใหญ่แค่ Soldier.
soldier have ควรเป็น S ตัวใหญ่เพราะเป็นตัวขึ้นต้นประโยค
If you ต้อง i เป็นตัวเล็ก อยู่หลัง comma
inevery ต้องวรรค in every
so, You ต้องเป็น , so you comma ต้องอยู่หน้า so และ you ต้องเป็น y ตัวเล็ก
It very important ต้องมี verb
Secound, You ต้องเป็น y ตัวเล็ก
--- In additon, If : addition ไม่ใช่ additon และ if ต้อง i ตัวเล็ก
gentleman so everybody ต้องมี comma หน้า so
4. If you want to get the soldier หมายความว่าต้องการเป็นทหารหรือเปล่า ถ้าใช่ต้องเป็น to be
5. ตั้งใจทำน้อยนะ โดยเฉพาะเรื่องการเว้นวรรค และ Capital

Part 2: Editing Checklists

Organization

- The paragraph begin with a topic sentence and end with a concluding sentence.
- The paragraph have 3 reasons and at least one specific example for each reason.
- There are transition signals introduce the reasons and examples.
- The paragraph have unity.

Grammar and Mechanics

- SOLDIER ใน Topic ควรเป็นตัวใหญ่แค่ Soldier.
soldier have ควรเป็น S ตัวใหญ่เพราะเป็นตัวขึ้นต้นประโยค
If you ต้อง i เป็นตัวเล็ก อยู่หลัง comma
inevery ต้องวรรค in every
so, You you ต้องเป็น y ตัวเล็ก
Secound, You ต้องเป็น y ตัวเล็ก
In additon, If : if ต้อง i ตัวเล็ก
- In additon, If : addition ไม่ใช่ additon
- ควรเว้นวรรคหลัง comma
so, You ต้องเป็น , so you comma
gentleman so everybody ต้องมี comma หน้า so
- มีจุดปิดทุกประโยค

Sentence structure

- Yes, they have.
- The paragraph contain simple, compound sentences, but no complex sentences.

- gentleman so everybody ต้องมี comma หน้า so

From: "narumol sueakaew" <fannaja_@hotmail.com> [View Contact Details](#) [Add Mobile Alert](#)

To: "n.daisuki@gmail.com" <n.daisuki@gmail.com>, "hoo_la_la@hotmail.com" <hoo_la_la@hotmail.com>, "donkkub@hotmail.com" <donkkub@hotmail.com>, "annyyygirl@yahoo.com" <annyyygirl@yahoo.com>, "songnang_manu@hotmail.com" <songnang_manu@hotmail.com>, "atomway@hotmail.com" <atomway@hotmail.com>

Subject: second draft of Asg_3

Date: Wed, 22 Aug 2007 16:32:27 +0700

1. What do you like the most about the composition? Choose the most interesting idea and explain why.

ชอบประโยคที่ว่า **Finally, must not invite about bad thing such as skip class , take a drug , steal and everything of immoral.** เนื่องจากประโยคส่วนนี้คิดว่ามันเป็นเรื่องที่น่าสนใจที่สุดสำหรับฉันในวัยเรียน เพราะเรื่องอื่น ๆ จะมีอีกอีกมากมายในวัยนี้ ซึ่งต้องเพื่ออนาคตที่ดีขึ้น ๆ ใครสักคนหาหนทางโลกนี้ คงจะเป็นคนดีสักวันหนึ่ง

2. In your own words, state the focus/thesis/topic sentence of the writing.

Topic sentence คือ A good friend of my ideal have to a character .

3. Which part(s) should be developed more?

3.1 บรรทัดที่ 1 A good friend of my ideal have to a character first, they will have to be giving and helpful everything.

3.1.1 ข้อห้ามแรกคือ ประโยค A good friend of my ideal มีเพียงสองคำที่ควรจะเป็นของทฤษฎี คือ **have to** และ **to** คือ ส่วน **verb infinitive** ส่วนประโยคนี้ไม่มี

3.1.2 พิจารณา a character ระวัง character เป็น uncountable noun

3.1.3 ควรคิดขึ้นประโยคใหม่ก่อนจะ First... จะก่อนจะพูดว่าประโยคนี้

3.1.4 พิจารณา giving and helpful ระวังจาก helpful เป็น adj. ส่วน giving เป็นคำกริยา ในกรณีนี้น่าจะใช้ and หรือ and ก็คือ **and** หลัง **and** คือ ขยับประโยคก่อนจะพูดว่า ประโยคที่หนึ่งว่า **giving** แล้วเป็น **adj.** มันคงจะ

3.1.5 ควรคิด everything ของที่ เนื่องจากไม่จำเป็นต้องมีประโยคนี้ว่า

3.2 บรรทัดที่ 1 Third, must encourage and refuge when be anxious. ประโยคนี้ มันไม่มีประธานประโยค ควรใช้ ประโยคใหม่ 2 จุดคือ คือ **must** และ **when** นอกจากนั้น เมื่อคิดมันใจได้ว่า ประโยคนี้ ประโยค **when** ที่ขยายประโยค **be** เป็น **is am หรือ are** ตามแต่ที่ประธานตัวแรกควรใช้อะไร

3.3 บรรทัดที่ 2 Then exchange a knowledge together about subject of study and everything not understand. ประโยคนี้ไม่มีประธานคือ **แล้ว** ควรใช้ประธานใหม่ **then**

3.3.1 ระวังประโยค **knowledge** เป็น uncountable noun

3.3.2 ควรคิด คำว่า **subject of** ของประโยคนี้ คือ **study** ที่ตอนนั้น

3.3.3 ควรใช้ประโยค **and** หรือ **not** คำนี้

3.4 บรรทัดที่ 2 Finally, must not invite about bad thing such as skip class , take a drug , steal and everything of immoral.

3.4.1 ประโยคนี้ไม่มีประธานคือ ควรใช้ **must** คำนี้

3.4.2 หลัง **steal** ควรใช้ **steal something** เป็นสั้น

3.4.3 พิจารณา **everything of immoral** มันน่าจะสั้นลงอีก ๆ ควรใช้ **everything which is immoral.** คือ

3.5 บรรทัดที่ 4 Friend is person which we meet with them everyday ,and we make a living

together a long time.

3.5.1 อย่างแรกคือ **friend** ซึ่งเป็นประธานเป็นเอกพจน์ ถ้าจะใช้ **them** หลัง **with** ควรเปลี่ยนประธานเป็น **friends** ซึ่งเป็นพหูพจน์

3.5.2 พิจารณา **we make a living together a long time**. อ่านแล้วมันทะแม่ง ๆ แนะนำว่าควรเปลี่ยนเป็น **we spend a long time together**. จะเหมาะสมกว่าค่ะ

3.6 บรรทัดที่ 4 **So, we must to learn a character of our friend for choose stick with a good friend**.

3.6.1 ใช้ **so** ขึ้นต้นประโยคไม่ได้แน่ๆ เนื่องจากมันเป็น **coordinate conjunction** ซึ่งไว้สำหรับใช้กับ **compound sentence** ค่ะ ควรเปลี่ยนไปใช้คำประเภท **In summary**, หรือ **in short**, หรือ คำอื่น ๆ ที่ใช้ในการสรุปเรื่องทั้งหมด (โดยสามารถดูได้ที่ หน้า 114 ในหนังสือเรียน) มาขึ้นต้นประโยคแทนจะเหมาะสมกว่า

3.6.2 ระวัง **character** เป็น **uncountable noun**

3.6.3 พิจารณา **choose stick with a good friend**. เขียนอย่างนี้อ่านแล้ว แปลก ๆ แนะนำว่าควรเปลี่ยนเป็น **choose a good best friend** จะดีกว่าค่ะ

3.7 บรรทัดที่ 5 **All menticned is a good friend of my ideal**.

3.7.1 **menticned** สะกดผิด ต้องเป็น **mentioned**

3.7.2 เนื่องจาก **all mentioned** เป็นประธานของประโยค ดังนั้น ต้องใช้ **mention** แบบนี้ซึ่งเป็นคำนาม แทน **mentioned** ที่เป็น กริยา สุดท้าย แนะนำให้ใส่ **of these** หลัง **all** ด้วยค่ะ เพื่อให้ประโยคสละสลวยขึ้น

4. Which part(s) are confusing?

4.1 บรรทัดที่ 2 **Next , enjoying a time when aa free time**. ประโยคนี้ที่ไม่มีประธานอีกเช่นกัน และประธานก็ไม่ใช่ **you** ด้วย จึงไม่สามารถ ละไว้ในฐานที่ไม่เข้าใจได้ค่ะ ควรใส่เพิ่ม 2 จุด คือหลัง **next** และ หลัง **when** นอกจากนี้ ings ว่า **aa** คืออะไร

4.2 บรรทัดที่ 3 **We are associate with friend in a character as mentioned it will promote a good of my life and succeed everything** .

4.2.1 อ่านแล้ว งง มาก ๆ ค่ะ ว่าแปลว่าอะไร ตรง **and succeed everything**. มันแปลไม่เห็นจะเข้ากับประโยคนี้ตรงไหนเลย

4.2.2 เนื่องจาก **character** เป็น **uncountable noun** ค่ะ ระวังด้วย

4.2.3 เนื่องจาก **mentioned** มันเป็นกริยา จึงควรใส่ประธาน 1 หน้ามันด้วยค่ะ

5. Write short, specific comments to the writer about how his/her writing can be improved.

ในงานเขียนชิ้นนี้ เราคิดว่า ผู้เขียนคงจะสับสนอะไรบางอย่างเกี่ยวกับการละประธานไว้ในฐานที่เข้าใจว่าเป็น **you** แต่ในเนื้อเรื่องนี้ ประธานที่ใช้ไม่ได้ เป็น **you** ค่ะ ดังนั้นเราต้องใส่ประธานให้ครบทุกประโยค

ผู้เขียนควรระวังการใช้คำนามค่ะ ต้องเช็คเสมอว่า คำนามที่ใช้นั้นได้หรือไม่ได้ เพราะมันใช้เขียนแตกต่างกันนะค่ะ

ควรเขียนยกตัวอย่างเหตุผลอธิบายแต่ละ จุดสมบัติของเพื่อนคุณด้วยว่าทำไมถึงต้องการเพื่อนที่เป็นแบบนี้ และควรเรียบเรียงประโยคให้อ่านแล้วเข้าใจง่ายกว่านี้ค่ะ

Part 2: Editing Checklists (Adapted form Ann Hogue, 1996)

Unit 5: Cause and Effect

Organization

o Does the paragraph begin with a topic sentence and end with a concluding sentence?

ค่ะ

o Does the paragraph have at least two reasons and at least one specific example for each reason?

ไม่ค่ะ ส่วนใหญ่มีแค่ ประโยคที่เป็นกรออธิบายเหตุผล แต่ผู้เขียนไม่ได้ยกตัวอย่างเพิ่มเติมเพื่อนมาสนับสนุนเหตุผลที่เขียนขึ้น

o Do transition signals introduce the reasons and examples?

ใช้ค่ะ

o Does the paragraph have unity? (no irrelevant sentences?)

มีความเป็นเอกภาพค่ะ

Grammar and Mechanics

o Check the capital letters.

1. สังเกตที่ชื่อเรื่อง A Friend Of My Ideal คำว่า a กับ of ไม่ต้องเขียนตัวอักษรใหญ่ นะคะ (หน้า 56 ในหนังสือเรียน)
2. บรรทัดที่ 1 second, they must to keep reminding and to help everytime. Second ต้องเขียนตัวใหญ่ เนื่องจากขึ้นต้นประโยค หลัง keep ต้องตามด้วยคำนาม แต่เราไม่มั่นใจว่า reminding เป็นคำนามรึป่าวนะ ลองไปเช็คเองนะค่ะ และหน้า help ไม่ต้องมีคำว่า to นะ นอกจากนี้ควรใส่กรรมในประโยคนี้ด้วยว่า ให้เตือนความจำ และช่วยเหลือใคร สุดท้ายเราจงว่า ทำไมต้องเขียน everytime ด้วย มันไม่น่ามีอยู่เลย ทำให้แปลแล้วงง

o Check the spelling.

มีผิดบางจุดค่ะ แต่แก้ไขให้เรียบร้อยแล้ว

o Check the commas.

แก้ไขแล้วตามข้างบน

o Is there a period at the end of all the sentences?

ครบค่ะ

Sentence structure

o Check the sentences. Do they have at least one subject and one verb, and do they express a complete thought?

ประโยคส่วนใหญ่ในเรื่องนี้ ไม่มีประธานค่ะ แต่ได้แนะนำแก้ไขไปแล้วค่ะ



o Does the paragraph contain simple, compound, and complex sentences?

ค่ะ

o Check the comma splices, run-ons, and fragments.

ไม่มีค่ะ

Examples of Teacher Feedback

From: "annyyygirl" <annyyygirl@yahoo.com>  [Add to Address Book](#)  [Add Mobile Alert](#)

To: hoo_la_la@hotmail.com

Subject: Teacher Feedback

Date: Thu, 12 Jul 2007 19:29:36 +0700

Here are my comments

- 1) Title: what do you mean by "Life to Succeed". Do you want to say something like "To be successful in life" or "To have goals in Life". I am not so clear about your topic.
- 2) Main ideas: I think you have three main reasons to support your writing. However, I do not really understand all your ideas here. They seem to be the same or overlapping.
- 3) Grammar: Serious grammatical mistakes: For example, you write "has attempt and intend into story see much of life", what is this? Where is the noun? How can you have verb+verb+noun+verb. "I work with assign able correct" - V+V+adj+adj. In a simple sentence, there must be only one verb in the sentence. That is a basic rule. Please keep your sentence simple and direct, so you will not get confused about using too many verbs. You also write "I am a good accomplished", where is the noun here? The sentence should be "I am a good + NOUN". What is "accomplished" here in this sentence? It does not make sense.

I think the main error deals with your grammatical usage. That is why I find it difficult to understand your writing.

C: Guidelines for Web Board Peer Feedback Group

1. After training the students how to give and useful feedback and evaluate its usefulness, the peer feedback guideline is introduced to the students in order to make them get familiar and understand the form that they have to use throughout the semester.
2. The guidelines are distributed to the students. The teacher gives them time to study the form. Then the questions in the guidelines are explained and the students can ask for more clarifications on the points they might not clearly understand.
3. To ensure that they truly understand the guidelines, previous writing examples are given in order to make them practice. It is a whole class activity and discussion.
4. The students are introduced to the web board. The students are asked to register to the web board first, and then its functions are explained by the teacher.
5. As there are 2 parts in the guidelines, for the first part the students in the web board peer feedback group can answer the questions by writing directly on the provided space on the paper. The second part is a checklist providing the specific grammatical points emphasized in each unit, so if the students would like to make error correction, they must identify the error found and give the correct answer only they are confident or they just ask the writers to recheck if they are not so sure.
6. Based on teacher feedback, after the teacher read a student' writing assignment for the first round, she has to give comments on the 1) content including title, main idea elaboration and clarification, topic relevance, and sufficient supporting ideas and 2) organization including topic sentence, supporting sentence, transition words, and idea developments by giving text-specific suggestions rather than giving general comments.
7. For the second round of reading, if the teacher would like to make error correction on the student' writing, she has to identify the error found by explaining the type of error and asks the students to recheck or study more on that specific point. Then the teacher has to post her feedback on the web board.



Examples of Peer Feedback

Group A Page
Home Web Board Register Member List Admin Page KMIT'NB HELP

Welcome armyy [Login At: 19:05:06] Your Profile | Logout

Topic1
Topic2
Topic3
Topic4
Topic5
Topic6

ment1 :: Topic1

Title : Phu Kra-Dung

The most of my memorable experience trip that I never forget is trip at Phu Kra-Dung (ภูกระดึง) the coldest place of Thailand. The Phu Kra-Dung is national park mountain in Loei Province that open for tourist to travel in every winter. I went to the Phu Kra-Dung with my family and a large group of my parent's friends and their children when I was about 10-11 years old. The trip was very make adventure feeling. There are many species of wild animals, insects and plants here. The weather on the mountain is very cold and sometime it's freeze!! There were only walk, walk and walk on way in forest. From parking lot we had to walk to camp. There are many beautiful places on the mountain. The attraction of here is there have no transport if you want to move from the camp to each of these specific places you have to walk on your feet only!! It's looked so tired to walk for long distance but when people reach at the destination, feeling of tired disappear and replace by glad and proud because it's very beautiful nature to watch. I saw the light of town on ground below cliff that look like stars on the ground, people call Dow-Din before sun rise, frog sea and beautiful sun rise. I saw a beautiful sun down and had dinner at other cliff. I saw many things that I had never seen. I had gone to many places on the mountain. This is my 5 days trip that is the most of my impressive memory.

post by Sharpshooter at 2007-06-17 22:00:40 [Edit Post] post id = 14

Comment1
Title : Remind!

Please see the Announcement: Click Home, and then Main Page. The "Announcement" is on your light-handed side saying about the due date of peer feedback.

post by annyvv at 2007-06-20 09:37:04 [Edit Post] post id = 55

4 ข้อสำคัญที่ประทับใจกับ glad and proud

post by arakunha at 2007-06-22 23:28:36 [Edit Post] post id = 165

Comment5
Title : Peer Feedback

Part 1

1. What do you like the most about the composition? Choose the most interesting idea and explain why.
 ประทับใจเรื่องที่ได้กล่าวถึงสภาพ ภูกระดึง
2. In your own words, state the focus/thesis/topic sentence of the writing.
 Topic sentence ของเรื่องนี้คือ The most of my memorable experience trip that I never forget is trip at Phu Kra-Dung (ภูกระดึง) the coldest place of Thailand.
3. Which part(s) should be developed more?
 ประทับใจที่ 1 The Phu Kra-Dung is national park mountain in Loei Province that open for tourist to travel in every winter หน้าที่ Phu Kra-Dung ไม่จำเป็นต้องใช้ the เพราะมันเป็นสถานที่ที่สวยงาม หน้าที่ park ความดี comma and แล้วเขียน and แทน เนื่องจากเขียนคำในเป็น 2 คำ และควรใช้ 3 ที่ tourist เนื่องจากมันเป็น uncountable noun
 ประทับใจที่ 2 I went to the Phu Kra-Dung with my family and a large group of my parent's friends and their children when I was about 10-11 years old ควรใช้ comma แทน and หน้าที่ my family และใช้ comma หน้าที่ and their children เนื่องจากเป็นการเชื่อมกันมากกว่า 2 กลุ่ม ขึ้นไป
 ประทับใจที่ 4 There were only walk, walk and walk on way in forest. That was walk. อะไรแบบนั้น
 ประทับใจที่ 4 The attraction of here is there have no transport if you want to move from the camp to each of these specific places you have to walk on your feet only!! พิจารณา The attraction of here is ควรเปลี่ยนจาก is เป็น was เพราะมันเป็นเรื่องในอดีต และเปลี่ยน no transportation เพราะมันถูกกริยา แต่ขอเปลี่ยน เป็น there 2 ข้อคือ เพราะมันเป็นเรื่องในอดีต นอกจากนั้นเปลี่ยน to watch เป็น view เพื่อความสวยงามขึ้น นั่นคือ it looked so tired to walk for long distance. But when people reached at the destination, the feeling of tired was disappear. And it was replaced by glad and proud because it was very beautiful nature view.
 ประทับใจที่ 6 I saw the light of town on ground below cliff that look like stars on the ground, people call Dow-Din before sun rise, frog sea and beautiful sun rise เปลี่ยน look และ call เป็น saw 2 ข้อคือ เนื่องจากเป็นอดีต คือ ที่หน้า ground มีดวงดาว I saw the light of town on ground หน้าที่ call คือ ที่เพื่อนนั่งนั่งฟังที่พูดสิ่งที่ขึ้นประโยคในตอน before the sun rise ดังนั้นจะได้ I saw the light of town on the ground below cliff that look like stars on the ground, people call that Dow-Din ประทับใจที่ before sun rise, frog sea and beautiful sun rise ส่วนนี้ขอแนะนำให้ลบทิ้งไป และเปลี่ยนเป็น and และเขียนเป็น view

had never seen I went to many places on the mountain This 5 days trip is one of the most my impressive memories

post by Sharpshooter at 2007-06-24 22:48:07 [Edit Post] post id = 246

Comment9
Title: Just check it out!

Nothing ka Just check the system

post by annyay at 2007-06-25 15:51:35 [Edit Post] post id = 261

Comment10
Title: comment : คำผิด 2

บทประพันธ์ 1 Phu Kra-Dung is one of the most the cold place of Thailand. คำผิดคือ s ที่คำว่า place คำว่า เนื่องจากทุกครั้งที่ไปนั้นต้องเสียค่าเช่าที่พักหนึ่งคืนราวสี่สิบลบาทด้วยก็มีที่อื่น ๆ อีก

บทประพันธ์ 2 I went to tPhu Kra-Dung with my family, a large group of my parent's friends, and their children when I was about 10-11 years old. The trip made a lot of adventures for me. พัง I went to มี t ที่หน้าเป็นพยางค์

บทประพันธ์ 3 The weather on the mountain was very cold and sometimes it's freeze!! พัง a and พัง comma เนื่องจากส่วนนี้ compound sentence

บทประพันธ์ 4 if you want to move from the camp to each of these specific places you have to walk on your feet only. เนื่องจากส่วนนี้ If-clause คำผิด comma หลัง you

บทประพันธ์ 5 it looks so tired to walk for long distance. But when people reached at the destination, the feeling of med was disappear. And it was replaced by glad and proud because it was very beautiful nature view. เนื่องจากข้างหน้าหน้าและหลังมี but and คำผิดเป็น tense เนื่องจาก สังเกตจึงควรเปลี่ยน it looks เป็น was แทน

บทประพันธ์ 7 I saw frog sea and beautiful sun rise. คำผิดแทน fog ไม่ใช่ frog

post by my puppylove at 2007-06-25 18:37:10 [Edit Post] post id = 271

Comment11
Title: Remind

1. ประโยคแรกนั้นไปแทนด้วยคำตาย
2. อนาคตจะทำได้ past tense แต่ไปใช้ present tense
3. ประโยคสุดท้าย แทนไม่ได้โดยวาง

Examples of Teacher Feedback

Comment12
Title: final draft

The most of my memorable experience trip that I never forget is trip at Phu Kra-Dung Phu Kra-Dung is one of the coldest places of Thailand Phu Kra-Dung is national park and mountain in Loei Province that opens for tourists to travel in winter. I went to Phu Kra-Dung with my family, a large group of my parent's friends, and their children when I was about 10-11 years old. The trip made a lot of adventures for me. There were many species of wild animals, insects, and plants here. The weather on the mountain was very cold, and sometimes it's freeze!! From parking lot we had to walk to camp. There were many beautiful places on the mountain. The attraction of here is there have no transportation. if you want to move from the camp to each of these specific places you have to walk on your feet only. it was so tired to walk for long distance. But when people reached at the destination, the feeling of med was disappear. And it was replaced by glad and proud because it was very beautiful nature view. I saw the light of town on ground below cliff that look like stars on the ground before sun rise. This is called Dow-Dim. I saw fog sea and beautiful sun rise. I saw a beautiful sun set and had dinner at other cliff. I saw many things that I had never seen. I went to many places on the mountain. This 5 days trip is one of the most impressive memories for me

post by Sharpshooter at 2007-07-01 12:25:54 [Edit Post] post id = 372

Comment13
Title: Comment!

Good content and organization. You can tell the story very well with logic organization. I bet your readers including me want to go to Phu Kra-Dung ka

1. The most of my memorable experience trip that I never forget is trip at Phu Kra-Dung — The most memorable experienced trip... is the trip at Phu Kra-Dung
2. Phu Kra-Dung is one of the most the cold place of Thailand. ...one of the cold places in Thailand or ... is the coldest place in Thailand.
3. Phu Kra-Dung is national park and mountain in Loei Province that opens for tourists to travel in winter. ... the mountain, is the national park ...
4. From parking lot we had to walk to camp. ...a camp
5. The attraction of here is there have no transportation. — The attraction of here is that there is no transportation
6. if you want to move from the camp to each of these specific places you have to walk on your feet only. it looks so tired to walk for long distance. — a long distance
7. But when people reached at the destination, the feeling of tired was disappear. — After people reached the destination, the feeling of tiredness disappeared.
8. And it was replaced by glad and proud because it was very beautiful nature view. Actually "and" is not used at the beginning of the sentence. It was replaced by gladness (noun) and being proud of themselves.
9. I saw the light of town on ground below cliff that look like stars on the ground before sun rise. — check sun rise. — I saw the light of the town below the cliff that looked like stars on the ground before sunrise.
10. I saw the fog sea and beautiful sun rise. — check sun rise
11. I saw a beautiful sun set and had dinner at other cliff. — check sun set — at the other cliff or at other cliffs, but it would be better if you can name the cliff

Appendix P**Efficiency of the Instructional Manual**

Student	Formative Test	Summative Test
	(50 points)	(50 points)
1	40	41
2	41	40
3	39	37
4	45	43
5	38	40
6	37	38
7	36	39
8	37	37
9	46	43
10	44	44
11	39	42
12	38	40
13	46	43
14	45	43
15	43	40
16	35	38
17	40	44
18	42	40
19	41	42
20	38	39
Total	810	813

Percentage of Formative and Summative Test

	Formative Test (Total score = 50 points)	Summative Test (Total score = 50 points)
Number of the students X Total score	20 X 50 = 1000	20 X 50 = 1000
Total scores of 20 students	810	813
Percentage of the students' test score	81%	81.3%

Efficiency of the instruction manual was 81/81, and it was higher than the acceptable value set at 75/75 (Kitrakarn, 2002).

Appendix Q

Test of Normality and Homogeneity of Variance of the Writing Achievement Scores

Test of the Multivariate Normality

Shapiro-Wilk Test

Peer Feedback Type	High			Moderate			Low		
	Stat	df.	Sig.	Stat	df.	Sig.	Stat	df.	Sig.
Paper-pencil	0.087	10	0.098	0.934	10	0.468	0.919	10	0.350
E-mail	0.947	10	0.636	0.942	10	0.579	0.967	10	0.857
Web board	0.942	10	0.573	0.948	10	0.641	0.930	10	0.450

The Result from Shapiro-Wilk shows that the significant values of all 9 subgroups were greater than the critical value of 0 .05. It means that all groups had normal distribution of scores.

Levene's Test of Equality of Error Variances(a)

Dependent Variable: SCORE

F	df1	df2	Sig.
1.806	8	81	.088

* $p < 0.05$

Appendix R

Data Analysis of the Questionnaire, Learning Log, and the Interview

1. Data Analysis of the Questionnaire (closes-ended)

To answer research question 4 investigating the students' attitudes toward the peer feedback they experience, 55 questionnaire items were analyzed and presented in Table 1.1. A five point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5) is using.

Table 1.1: Attitudes toward peer feedback of the three peer feedback groups

Peer Feedback Group	Paper (N=30)		E-mail (N=30)		Web (N=30)	
	Mean	C.V. (%)	Mean	C.V. (%)	Mean	C.V. (%)
1. Attitudes toward peer feedback method in general						
1. I think peer feedback is useful.	4.20	13.10	4.23	14.89	4.43	11.29
2. I would like to learn writing in this manner.	3.70	23.78	3.47	30.84	3.93	17.56
3. I do not think I am learning something new in the peer feedback.	1.83	49.73	1.97	45.18	1.63	34.36
4. Writing class is more interesting when applying peer feedback method.	3.53	22.10	3.80	21.32	4.00	16
5. Peer feedback helps me recognize errors better.	4.47	17.45	3.97	24.18	4.47	12.75
6. Peer feedback method is time consuming.	1.90	48.42	2.50	50.00	2.17	50.23
7. Peer feedback method encourages me to exchange	4.17	11.03	4.07	22.36	4.37	12.81

English knowledge to others.						
8. Peer feedback method encourages me to acquire English knowledge in order to give the high quality of feedback.	3.90	15.64	3.77	25.73	4.00	16
9. The peer feedback experience is stressful.	2.70	46.67	2.83	46.64	2.73	37
10. I am willing to accept the process of peer feedback.	3.83	20.63	3.93	19.85	3.87	14.73
11. I am willing to accept feedback from my peer.	4.37	11.21	4.50	12.67	4.43	11.29
12. Through the peer feedback process, I realize that I am writing to other readers rather than to myself.	4.17	16.79	4.00	12.25	4.30	12.33
13. I think peer feedback is not helpful.	1.63	49.69	1.90	50.53	1.53	44.44
14. I prefer writing alone.	2.00	54.00	2.23	52.47	1.83	47.54
2. Attitudes toward peer groups						
15. I feel comfortable to participate in peer feedback group.	3.60	30.56	3.37	38.58	3.97	25.19
16. The multiple perspectives of others in heterogeneous groups may spark new ideas in my mind.	4.07	19.16	3.93	17.56	4.23	11.82
17. I feel embarrassed to share my thoughts with my peer group.	2.33	48.07	1.90	55.79	1.97	55.84
18. I don't mind sharing my writing with peer group.	4.23	16.08	4.53	11.58	4.33	12.70

19. I am willing to share my writing with my peer group though we have different writing proficiency.	4.37	15.33	4.47	11.41	4.40	11.36
20. I prefer working in the same group or with the same peers.	3.43	34.69	2.73	45.05	3.10	47.42
21. It is good to have variety of opinions from my peer members.	4.30	13.95	4.07	16.95	4.23	13.48
22. I am frightened by the group interactions due to my weak language skills.	4.07	28.00	3.70	31.08	3.07	45.93
3. Attitudes toward the benefits of peer feedback as a writer						
23. I think the process of peer feedback cannot help me write with high accuracy.	2.20	41.82	2.20	43.64	2.00	47.50
24. My writing cannot improve after getting peer feedback.	1.97	45.18	2.13	47.42	2.07	56.52
25. I find that reading other friends' paper help me to produce a better second draft.	4.03	18.86	4.00	16.00	4.23	10.17
26. Peer feedback helps me improve my paper in terms of ideas.	3.80	21.32	4.03	21.09	3.97	18.14
27. Peer feedback helps me improve my paper in terms of organization.	4.03	15.14	4.00	18.50	4.10	16.10
28. Peer feedback helps me improve my paper in terms of language usage (grammar and sentence structure).	3.70	24.86	3.70	29.46	3.97	10.33
29. Peer feedback helps me improve my paper in terms of	4.07	12.78	3.90	12.31	4.10	11.71

vocabulary.						
30. Peer feedback helps me improve my paper in terms of mechanics.	4.00	16.00	4.10	18.54	4.07	15.72
31. I have got a stronger critical awareness in writing than before.	3.73	28.95	4.00	19.75	4.07	24.08
4. Attitudes toward the problems of using peer feedback as a writer						
32. I find that comments from peers usually vague or not clear.	3.10	30.97	3.23	30.03	3.03	36.30
33. I am not sure whether or not I can rely on peer comments because my friends might have been afraid to point out weak points in my papers directly.	3.07	39.09	2.93	41.98	2.63	41.83
34. I don't know whether or not I should consider peer comments for my final draft because the readers might have ungrammatical problems.	3.10	31.94	3.33	31.83	3.27	32.11
35. My friends usually edited my papers in grammatical or spelling mistakes rather than contents or organization.	3.87	26.10	3.73	28.15	3.70	30.27
36. Some criticisms are too harsh.	3.10	35.16	2.50	46.80	2.93	44.71
37. I can make use of friends' comments.	4.30	10.93	3.83	22.72	4.23	16.08
38. I always make corrections according to my peer response.	4.23	13.48	3.83	19.58	4.10	23.41
5. Attitudes toward the benefits of peer feedback as a						

reader						
39. I find that reading other friends' papers is useful for me to improve my own writing.	4.13	13.80	4.10	18.54	4.13	12.35
40. Peer feedback helps me to realize my own mistakes when I found the same kind of mistakes in the other learners' papers.	3.90	16.92	3.77	21.75	4.03	20.10
41. It made me more confident in my own writing ability.	3.53	26.63	3.83	22.72	3.77	23.87
42. It helps me to learn how to organize or arrange my own papers more effectively.	3.70	22.70	3.97	19.14	4.07	16.95
43. It helps me look at my own papers critically.	3.93	19.85	4.00	19.75	4.27	12.18
44. I could borrow some good expressions and use them in my own papers.	3.87	26.10	3.87	30.23	3.57	35.01
45. It helps me get more ideas about what I am writing.	3.87	21.19	3.83	29.24	4.17	14.15
6. Attitudes towards the problems of using peer feedback as a reader						
46. It is hard for me to comment other friends' papers because I am not proficient in reading.	3.60	33.06	3.27	41.59	3.10	43.55
47. I am afraid to comment the papers or to point out the mistakes for fear that my friends might be offended	3.57	28.01	3.20	42.19	2.37	56.12
48. I am afraid that my comments might be incorrect because I am an inexperienced writer.	4.00	21.75	3.77	28.38	3.73	27.08

49. I don't know what good writing should look like, so I cannot give comments to friends' papers.	3.03	40.26	2.97	41.08	2.93	39.93
50. I can give feedback to my friend effectively.	2.40	40.00	3.17	32.18	3.37	31.75
51. I contribute my effort to read and comment my peers' papers.	3.87	25.06	4.03	20.10	3.93	27.48
52. I can give feedback to my peers in terms of grammar.	3.33	27.63	3.20	32.19	3.27	33.94
53. I can give feedback to my peers in terms of content.	3.67	28.07	3.47	29.97	3.87	16.28
54. I enjoy giving comments to my friends' papers.	3.20	34.38	3.30	39.09	3.73	26.81
55. I feel comfortable giving feedback to my peers.	3.53	31.44	3.80	28.95	3.57	38.66

Table 1.1 shows means and Coefficient of Variance (C.V.) of questionnaire responses of the students in the three peer feedback groups in the six main aspects of attitudes towards peer feedback. The value of C.V. signifies the variation of the students' answers to each question. It is said that the higher the C.V. value, the more variable the students' opinions are in that question and vice versa (Sukamolson, 2001). As shown in the table, the top three high positive attitudes of the students towards different aspects of peer feedback are reported.

Firstly, the table shows attitudes towards peer feedback in general. The results illustrate that the students in the paper pencil group highly agreed that peer feedback helped them recognize errors better (item 5, $\bar{X} = 4.47$); they were also willing to accept their peer feedback (item 11, $\bar{X} = 4.37$), and they thought that peer feedback was useful (item 1, $\bar{X} = 4.20$). In contrast, they disagreed with the statements saying that peer feedback is not helpful (item 13, $\bar{X} = 1.63$), I do not think I am learning something new in the peer feedback (item 3, $\bar{X} = 1.83$), and I prefer writing alone

(item 14, $\bar{X} = 2.00$). Interestingly, the top three high responses and the lowest response of the students in the web board peer feedback group were similar to those of the paper-pencil group. The e-mail peer feedback group highly agreed that they were willing to accept peer feedback (item 11, $\bar{X} = 4.50$), peer feedback was useful (item 1, $\bar{X} = 4.23$), and peer feedback method encouraged them to exchange English knowledge with others (item 7, $\bar{X} = 4.07$) while the lowest response resembled that of the paper-pencil and the e-mail peer feedback groups.

The second aspect examining the attitudes toward peer groups illustrated that all the three groups highly agreed that they did not mind sharing their writing with the peer groups although they had different English proficiency (item 18 and 19), and they thought that it was good to have a variety of peers' opinions (item 21). Besides, all the three groups also shared the same point of view that they disagreed with item 17, I feel embarrassed to share my thoughts with my peer group.

Attitudes toward the benefits of peer feedback as a writer were also studied. The paper-pencil groups mentioned that peer feedback helped them improve their paper in terms of vocabulary (item 29), followed by reading other friends' paper helps them in term of organization (item 27), and I find that reading other fiends' paper help me produce a better second draft (item 25). However, they disagreed with item 23, I think the process of peer feedback cannot help me write with high accuracy and item 24, my writing cannot improve after getting peer feedback with the means were 1.97 and 2.20 respectively.

The responses of the students in the e-mail peer feedback group showed that peer feedback helps them improve their papers in terms of mechanics (item 30), and ideas development (item 26) while the third high rank is item 25, 27, and 31 reported with equal means ($\bar{X} = 4.00$). Likewise the paper-pencil peer feedback group, the students disagreed with item 23, I think the process of peer response cannot help me write with high accuracy and item 24, my writing cannot improve after getting peer feedback with the means are 2.20 and 2.13 respectively.

For the web board peer feedback group, the top three high mean responses are item 25 (I find that reading other fiends' paper help me produce a better second draft),

item 27 (reading other friends' paper helps me in terms of organization), and item 29 (peer feedback helps me improve my papers in terms of vocabulary) respectively while the students highly disagreed with item 23, and item 24 like the responses of paper-pencil and e-mail peer feedback groups.

When examining the attitudes towards the problems of using peer feedback as a writer, the paper-pencil group highly agreed that they can make use of friends' comments (item 37, $\bar{X} = 4.30$), and they always make corrections according to their comments (item 38, $\bar{X} = 4.23$), and their friends usually edited their papers in grammar or mechanics rather than contents or organization (item 35, $\bar{X} = 3.87$). Additionally, it seemed that the students' attitudes were neutral with the problems mentioned in items 32, 33, 34, and 36. The findings also revealed that the responses of the students in the e-mail and web board groups were likely to resemble the paper-pencil group. It could be concluded from the findings that the students in the three groups moderately agreed on the problems found as a writer (all the means ranged from 2.5 – 3.33).

For the fifth aspect investigating the attitudes toward the benefits of peer feedback as a reader, the attitudes of the students in the three peer feedback groups are quite similar with high agreement on every item (all the means ranged from 3.33 – 4.13 in the paper-pencil group, 3.77 - 4.10 in the e-mail group, and 3.57 – 4.13 in the web board group).

Finally, in regard to the attitudes towards the problems of using peer feedback, paper-pencil group highly agreed on item 48, I am afraid that my comments might be incorrect because I am an inexperienced writer, followed by item 51, I contribute my effort to read and comment my peers' papers, and item 53, I can give feedback to my peers in terms of content (the means are 4.00, 3.87, and 3.67 respectively) while item 50, I can give feedback to my friend effectively, is reported with the lowest agreement ($\bar{X} = 2.40$) in this aspect.

For the e-mail peer feedback group, the students addressed the top three high mean responses on item 51, I contribute my effort to read and comment my peers' papers as the first rank ($\bar{X} = 4.03$), item 55, I feel comfortable giving peer feedback to my peers ($\bar{X} = 3.80$) second, and followed by item 48, I am afraid that my comments

might be incorrect because I am an inexperienced writer ($\bar{X} = 3.77$) while item 47, I am afraid to comment peers' papers or to point out the mistakes for the fear that my friends might be offended, is reported with the lowest agreement ($\bar{X} = 2.63$).

Focusing on the web board group, the results revealed that the students highly agreed on item 51, I contribute my effort to read and comment my peers' papers, followed by item 53, I can give feedback to my peers in terms of content, and item 48, I am afraid that my comments might be incorrect because I am an inexperienced writer (the means are 3.93, 3.87, and 3.73 respectively) while item 47, I am afraid to comment the papers or to point out the mistakes for fear that my friends might be offended, is reported with the lowest agreement ($\bar{X} = 2.37$).

To make the data more clear, the students' attitudes were interpreted by using the evaluation criteria described below:

0.00-1.50 means positive attitude towards peer feedback was very low.

1.51-2.50 means positive attitude towards peer feedback was low.

2.51-3.50 means positive attitude towards peer feedback was moderate.

3.51-4.50 means positive attitude towards peer feedback was high.

4.51-5.00 means positive attitude towards peer feedback was very high.

For readers' convenience, the responses in each aspect were summarized in the following table.

Table 1.2: Means and Coefficient of Variation (C.V.) of the students' attitudes of the three peer feedback groups in 6 main aspects of peer feedback they experienced

	Paper-pencil		E-mail		Web board	
	Mean	C.V. (%)	Mean	C.V. (%)	Mean	C.V. (%)
Aspect 1: Attitudes towards peer feedback in general (items1 – 14)	High (3.86)	20.47	High (3.81)	24.41	High (4.02)	16.67
Aspect 2: 15 - 22 Attitudes towards peer groups	High (3.70)	24.59	High (3.70)	24.05	High (3.90)	22.82
Aspect 3: 23 - 31 Attitudes towards the benefits of peer feedback as a writer	High (3.91)	20.46	High (3.93)	20.87	High (4.05)	17.78
Aspect 4: 32 – 38 Attitudes towards the problems of using peer feedback as a writer	Moderate (3.19)	28.21	Moderate (3.13)	32.27	Moderate (3.27)	31.80
Aspect 5: 39 - 45 Attitudes towards the benefits	High				High	18.75

of peer feedback as a reader	(3.85)		High (3.91)		(4.00)	
		20.78		23.02		
Aspect 6: 46 - 55 Attitudes towards the problems of using peer feedback as a reader	Moderate (3.15)	33.02	Moderate (3.37)	50.74	Moderate (3.33)	33.33

Figure 1.1: Attitudes toward peer feedback in the 6 main aspects of the students in the three peer feedback groups

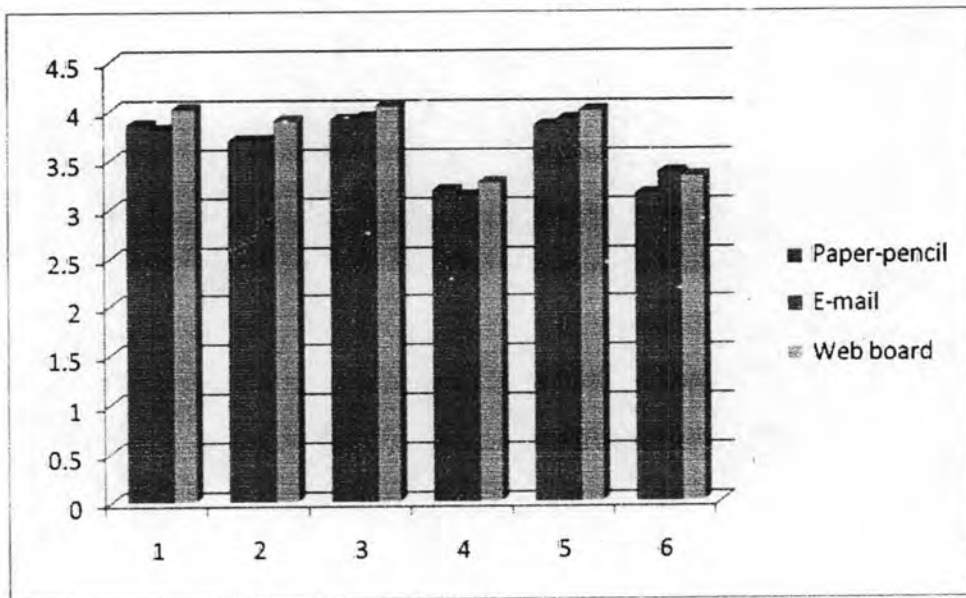


Table 1.2 indicates that the three peer feedback groups had highly positive attitudes toward peer feedback they experienced because all means of the three groups were greater than 3.5 excluding the fourth and the sixth aspects. According to the evaluation criteria, the mean of the response between 3.51 - 4.00 is interpreted as the students had highly positive attitudes towards the subject matter. Means of the paper-pencil, e-mail, and web board peer feedback were 3.86, 3.81, and 4.02 respectively on

the attitude toward peer feedback in general. Besides, aspect 2 (Attitudes towards peer groups), aspect 3 (Attitudes towards the benefits of peer feedback as a writer), and aspect 5 (Attitudes towards the benefit of peer feedback as reader) yielded the similar results like the first aspect that the students in the three groups had highly positive attitudes. However, when study into details, it could be noticed from Figure 1.1 that the means of the web board peer feedback group were higher than the other two groups in all aspects excepting the sixth aspects. Nevertheless, the means of all the three peer feedback groups tended not to be significantly different.

In addition, the means of responses of the students' attitudes toward the problems of peer feedback as a writer (aspect 4) of the paper-pencil, e-mail, and web board peer feedback groups are 3.19, 3.13, and 3.27. The results reveal that the students in the three peer feedback groups had moderately positive attitude toward this matter. Like aspect 6, attitudes toward the problems of peer feedback as a writer, the three peer feedback groups also had moderately positive attitudes towards the problems of peer feedback as a reader. Means were 3.15 (paper-pencil), 3.37 (e-mail), and 3.33 (web board).

All in all, the results provide evidence that students had quite similar positive attitudes although they received a different type of peer feedback. This suggests that the students in the three types of peer feedback groups accept the peer feedback as a very good and useful method to improve their writing ability.

In addition to the 55 items, the students were asked to answer 2 open-ended questions. The findings of open-ended questionnaire items are presented in the subsequent part, qualitative findings.

2. Results of Qualitative Data

In addition to the quantitative data, the qualitative data from the open-ended questionnaire, the learner log and the interview were used to support the quantitative part and provide more in-depth data for discussion.

2.1 Analysis of the Open-Ended Questionnaire

The open-ended questionnaire is composed of 2 main questions. The first question asked their overall thought and feeling about the peer feedback they experienced as a writer and as a reader. Moreover, the last question elicited their

suggestions on the peer feedback process improvement. The findings from each peer feedback group are separately presented.

Paper-pencil peer feedback group

As a writer, 25 out of 30 students in the paper-pencil peer feedback group seemed to like the activity because of the benefits they received. Following are some of their opinions translated into English:

I think peer feedback is very useful to me because it helps me improve my paper, and I gain new knowledge such as errors that I have never known before, and my vocabulary expands too.

Peer feedback makes me enjoy writing and put more effort to write because I consider that there are other friends waiting to read my work.

I am more confident in writing in English comparing at the beginning of the course because I gain inconsiderable knowledge from peer feedback.

It motivates me to write and further study on the language in order to write appropriately and interestingly because others are interested in my work.

I think my writing is improving as I know my weaknesses were indicated by peers.

In contrast, 4 students stated that they did not like peer feedback activity as their poor English background and insufficient knowledge to give comment were their complaints. Besides, one student did not provide comments in this item.

As a reader, 15 students said that they gained benefits from reading other friends' work and providing feedback in many aspects such as improving reading skills, further studying from other language sources beyond the course book to give correct and useful feedback, expanding their vocabulary from reading friends' work, being proud of having ability to give feedback to higher proficiency friends, and avoiding making the same errors found in peers' writing.

The difficulties were also undeniably mentioned. Seven students reported that they were unconfident in their ability to give useful comments because of poor English background especially grammar. Moreover, 4 students complained about their friends' poor handwriting, and 4 students claimed that they had insufficient time to the peer feedback due to other subjects' burden.

For suggestions, 6 students recommended to decrease the number of assignments from 4 essays to 2 or 3; a few students suggested that it would be better not to work in the same group throughout the semester; and 2 students proposed that the number of the students in the subgroup should be reduced from 6 to 4. Besides, 6 students said it is not necessary to change anything because it is already good in their opinions while 10 students did not answer the item.

E-mail peer feedback group

When asked about their opinion about peer feedback, nearly all of the students (28) in the email group expressed their appreciation in applying it in the writing course. More than half of the students asserted that peer feedback was very useful to improve their work and writing skills as a writer. In particular, using e-mail as a medium for peer feedback process could facilitate their writing in many ways as described in the following examples:

It is very convenient for me to give and receive feedback via e-mail instead of paper because I can send it anywhere and anytime. Unlike my friends in the paper-pencil group, an appointment for work submission is hard to make because they hardly have the same free time to meet each other.

It is easier and faster to communicate with other friends in the same group, and I did not have to keep a great number of papers which might be lost easily.

However, one student complained that full mail box seemed to be a major problem for him, so it obstructed him to receive new e-mails. Besides, due to many e-mails in the mail-box, it was hard to find the e-mail he would like to use. Furthermore, it is noted that one student did not provide their idea in the item.

Twenty-one from 30 responses considered the usefulness of peer feedback as a reader for many reasons which are quite similar to the paper-pencil peer feedback group such as improving reading skills, further studying from other language sources beyond the course book to give correct and useful feedback, expanding their vocabulary from reading friends' work, being proud of having ability to give feedback to higher proficiency friends, and avoiding making the same errors found in peers' work.

In contrast, 7 students complained about the difficulties they found while using e-mail were that they could not read the alphabets in the e-mail due to their different

encoded alphabet versions, and some said that they felt uncomfortable reading from the computer screen while there was no answer from 2 students in this item.

Focusing on the suggestions, 4 students recommended reducing the number of assignments and a few students proposed working with different group. Some asks for more effort and responsibility from the peers' part by increasing the scores on the activity while 3 students suggested special language training for low proficiency students. Moreover, 4 students said that applying web board as a mean for communication instead of e-mail should be taken into account as it is more convenient from their own technology experience. Besides, 11 students commented it was not necessary to change anything while 4 students did not answer the item.

Web board peer feedback group

Peer feedback was also very well received by the students in the web board peer feedback group both as a reader and a writer.

As a writer, most of the students (29 out of 30) conceded their favors of peer feedback in the writing course as the following reasons were reported:

I received useful comments from peers that I can make use of them in various aspects such as ideas exchange, grammar knowledge, and vocabulary.

I think that my writing is improving because I learned something new from my peers' comments. I do not take every comment into account or believe what they said before I have had considered about it critically and analytically.

Besides, most of the students also mentioned about the advantages of integrating web board with peer feedback that can facilitate the peer feedback process in several ways. They commented that web board could support their learning out of class time. It provided out of class student-student and teacher-student interactions. Moreover, it was fast, convenient and easy for them to exchange ideas, submitted work and gave feedback without time and place restriction. Besides, it provided a safe place to storage data which could be retrieved or accessed whenever they would like to.

Only one student expressed her negative point of view saying that peer feedback was sometimes unreliable since her group members did not put much effort in the peer feedback activity.

As a reader, 29 students insisted that they liked web board peer feedback because they gained many advantages such as having fun reading and giving feedback,

reviewing their English knowledge as well as checking their ability whether they can give feedback, applying peers' language in their writing, taking peers' writing weaknesses and strengths into consideration, and practicing reading skills. These reasons resembled the paper-pencil and e-mail peer feedback groups.

Moreover, one said, "Actually, I do not want to read and give feedback to other friends' papers at first because of time consuming, but after the first writing assignment my attitude changed since I realized that my writing is also getting improve from taking other papers' weaknesses into my consideration when I write my own work."

As the web board was used as a mean for communication, some expressed their positive attitudes towards the technology integration as follows:

As a reader, I can seek knowledge or what point that I might not understand or not certain about immediately from the Internet while I am giving feedback to my peers.

I can give honest and frank feedback to my friends' writing without being afraid of hurting their feelings or making them embarrassed.

I feel relaxed giving feedback to higher proficiency friends because they do not know who I am, and I can say whatever I want from my true feelings and thoughts without a sense of saying something stupid.

I can read other comments posted by other friends' members and these make me more confident if we share the similar points to make. Also, I can learn from those comments as well.

On the other hand, one student complained that it took too much time to complete the task, so he could not do other subjects' assignment.

In the suggestion part, 5 students recommended reducing the number of assignments; a few students proposed working with different group while a few proposed some strong punishment for the irresponsible students who did not submit work and feedback on time. Besides, 17 students commented it was already good and not necessary to change anything. Three did not response to this item.

2.2 Analysis of the Learning Log

The analysis of the learning log was carried out to provide more insights for the fourth research question. This part is composed of the results of 5 main questions set in the learning log. The details of data categorization in each learning log question could be seen in Chapter 3, Qualitative Data Analysis. From the 4 learner logs, the results

were presented into 2 phases from learner log question 1 to learner log question 5 respectively. The first phase includes the first two logs distributed before the mid-term exam and the last two logs distributed after the mid-term exam.

When investigating the students' opinions about peer feedback in their writing assignments, Table 1.3 shows the results from a writer's perspective, and Table 1.4 shows the results from a reader's perspective.

Table 1.3: Students' attitudes toward peer feedback as a writer to the writing assignments in two phases

Skills and Knowledge	Phase 1 (Learner log 1 and 2)			Phase 2 (Learner log 3 and 4)		
	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group
Positive Response	78 (88.64%)	73 (92.41%)	91 (88.35%)	78 (90.70%)	88 (95.65%)	103 (97.17%)
Language skills and English knowledge	22 (28.21%)	20 (27.40%)	32 (35.16%)	20 (25.64%)	31 (35.23%)	38 (36.89%)
- I gained more knowledge in vocabulary from peer feedback.	2	1	1	2	2	2
- Peer feedback helped me improve my writing in terms of organization.	2	1	1	2	2	1
- I gained knowledge in language usage and grammar from peer feedback.	1	2	1	2	1	1
- Peer feedback made me know errors and new language structures that I have never known before.	5	1	6	3	3	5
- I received different and interesting ideas from friends to improve my writing.	5	3	9	3	7	12
- I gained knowledge in every aspect which was important to writing.	3	8	2	4	8	8
- I gained more English knowledge from other sources such as grammar books for using in my writing.	2	2	2	1	3	3
- I received specific and useful comments in my work.	2	2	10	3	5	6

Total	22	20	32	20	31	38
Non Linguistic skills	56 (71.79%)	53 (72.60%)	59 (64.84%)	58 (74.36%)	57 (64.77%)	65 (63.11%)
a. Affect						
- I felt good for having others identify my mistakes and helped me improve my work.	29	20	33	35	28	36
- I was impressed with friends' effort of providing feedback to my work.	3	4	4	1	2	2
- I felt good that friends were interested in my work.	7	11	5	8	6	5
- I felt that my writing was getting improved comparing to the beginning of the course.	4	9	8	5	15	10
- I had fun practicing writing and reviewing what I learned in the class.	10	2	3	5	2	4
Total	53	46	53	54	53	57
b. Others						
- Peer feedback made me more concerned about readers because not only the teacher read my work but also other friends.	1	1	0	2	0	0
- I was more aware of improving my writing skills due to many comments were indicated from peers.	2	5	4	2	4	3
- I intended to put more effort in writing next time because my work was read by many friends.	0	1	2	0	0	5
Total	3	7	6	4	4	8
Negative Response	10 (11.36%)	6 (7.59%)	12 (11.65%)	8 (9.30%)	4 (4.35%)	3 (2.83%)
Non- Linguistic skills	10 (100%)	6 (100%)	12 (100%)	8 (100%)	4 (100%)	3 (100%)
a. Affect						
- I was unconfident how to correct the received feedback.	2	0	0	1	0	0
- I lost confidence and felt dissatisfied when received incorrect feedback from friends.	0	0	8	0	0	0

- I felt bad that many mistakes were found comparing to other friends.	3	3	1	2	2	0
- I felt bad that I had to write again because of other subjects' assignments.	1	0	0	2	2	0
- I received too much direct feedback that created bad feelings.	0	1	1	0	0	2
- I received little and non specific feedback.	4	2	2	3	0	1
Total	10	6	12	8	4	3

When asked about the students' attitudes toward peer feedback as a writer's point of view, the students from the three peer feedback groups expressed their highly positive responses towards the writing assignment in both phase 1 and phase 2 (paper-pencil = 88.64%, 90.70%; e-mail = 92.41, 95.65%; web board= 88.35%, 97.17%) while low percentage of negative responses were reported (the percentage ranged from 7.59%-11.65% in phase 1; 2.83%-9.30% in phase 2). It is noted that the negative responses in phase 2 was lesser than those in phase 1. It could be said that the students had more positive opinions as the time progressed. Moreover, non linguistic factor especially affect seems to be frequently stated rather than language skills and knowledge as the students mentioned most that they felt good for having others identify their mistakes and helped them improve their work.

Table 1.4: Students' attitudes toward peer feedback as a reader to the writing assignments for two phases

Skills and Knowledge	Phase 1 (Learner log 1 and 2)			Phase 2 (Learner log 3 and 4)		
	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group
Positive Response	52 (58.43%)	46 (66.67%)	60 (75.95%)	69 (72.63%)	88 (87.13%)	109 (91.60%)
Language skills and English knowledge	22 (42.31%)	19 (41.30%)	23 (38.33%)	34 (49.28%)	53 (60.23%)	49 (44.95%)
- I gained more knowledge about grammar and vocabulary which was	8	8	12	8	12	11

used in friends' writing.						
- I had a chance to share knowledge and helped each other.	5	4	2	5	7	3
- I gained more knowledge in order to have ability to give useful feedback to friends from the course content and other sources.	1	2	2	2	2	2
- My reading skills were getting improved because I could read and understand friends' writing better than before.	1	0	0	1	2	2
- Friends' writing was getting improved so I spent less time to give feedback.	7	5	7	18	30	31
Total	22	19	23	34	53	49
Non-linguistic skills	30 (57.69%)	27 (58.70%)	37 (61.67%)	35 (50.72%)	35 (39.77%)	60 (55.05%)
a. Affect						
- I was proud that I could provide feedback to my friends.	12	4	8	12	5	12
- I enjoyed reading friends' papers.	9	9	8	10	9	10
- I was more confident in giving feedback to friends.	2	2	4	3	5	7
- I had fun giving comments to friends.	0	2	2	2	5	6
Total	23	17	22	27	24	35
b) Cognitive						
- I gained criticizing and analyzing skills.	4	7	12	3	8	20
- Peer feedback offered me finding time to review what I learned from the class in order to be able to give useful comments.	2	1	2	3	2	3
- I knew friends' strengths and weaknesses in writing so I could make use of it.	1	2	1	2	1	2
Total	7	10	15	8	11	25
Negative Response	37 (41.57%)	23 (33.33%)	19 (24.05%)	26 (27.37%)	13 (12.87%)	10 (8.40%)

Non-linguistic skills						
a. Affect						
- I felt that I did not have ability to give feedback to my friends.	1	0	1	1	0	0
- I felt uncomfortable because it was hard to find friends' errors.	3	4	4	2	1	1
- I felt uncomfortable because I was afraid of creating bad feelings among friends.	4	1	0	5	3	1
- I felt unconfident whether the feedback I gave to friend was correct or not.	14	7	6	5	3	3
- I was so lazy to read and did not want to read friends' long writing.	1	2	1	1	1	1
- I was tired of correcting friends' work.	0	1	2	0	0	1
- I felt uncomfortable to give feedback to friends because of my low English proficiency.	0	4	4	2	3	2
Total	23	19	18	16	11	9
b. Others						
- I spent a lot of time to read friends' work, to understand, and to give specific feedback.	8	3	1	4	1	0
- I spent a lot of time to look up vocabulary that I did not know from the dictionary.	1	0	0	0	0	0
- The teacher should give more time for writing assignments.	1	1	0	1	1	1
- It was hard to read friends' handwritten.	4	0	0	5	0	0
Total	14	4	1	10	2	1

Focusing on a reader's point of view, Table 1.4 shows the percentage of positive response is higher than that of the negatives response in both phases in the three peer feedback groups. It is clearly shown that the difference of the positive and negative responses was not obviously noticed in phase 1, but it was distinguishable in phase 2.

Moreover, in phase 2, the web board group expressed the highest positive response (91.60%), e-mail group second (87.13%) and paper-pencil group last (72.63%).

According to the positive response, non-linguistic skills especially affect such as being proud of having ability to provide feedback and enjoyment of reading peers' work, were mentioned most for both phases. However, this might not be true in the e-mail group expressing higher percentage in language skills and knowledge in phase 2.

Being unconfident in giving correct feedback seemed to be a major concern of the student as a reader in the three peer feedback groups, but this anxiety seemed to lessen after half of the semester.

Next, when asked about what the students learned from peer feedback in the writing assignments, Table 1.5 illustrates the results from a writer's perspective and Table 1.6 shows the results from a reader's perspective.

Table 1.5: What the students learned most from the writing assignments as a writer in two phases.

Skills and Knowledge	Phase 1 (Learner log 1 and 2)			Phase 2 (Learner log 3 and 4)		
	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group
Positive response	115 (100%)	83 (100%)	125 (100%)	89 (100%)	100 (100%)	143 (100%)
Language skills and English knowledge	62 (53.91%)	45 (54.22%)	65 (52%)	52 (58.43%)	56 (56%)	74 (51.75%)
- I learned more on vocabulary from peer feedback.	13	4	7	12	9	7
- I learned more on organization from peer feedback.	7	1	4	8	1	3
- I learned on language use and grammar from peer feedback.	13	5	7	13	6	5
- I learned how to correct mistakes and improve them.	1	6	8	1	9	9
- I received different ideas from friends which made my work more interesting.	1	3	3	1	4	7

- I received more knowledge from peer feedback.	5	4	5	5	6	8
- I gained knowledge on mechanics from peer feedback.	2	1	0	1	0	0
- I gained more English knowledge from practicing writing skills.	20	21	31	11	21	35
Total	62	45	65	52	56	74
Non-Linguistic skills	53 (46.09%)	38 (45.78%)	60 (48%)	37 (41.51%)	44 (44%)	69 (48.25%)
a. Affect						
- I felt good having others editing my work.	5	0	4	2	2	4
-I was more confident in writing and proud that my writing was improving.	7	10	8	4	12	14
Total	12	10	12	6	14	18
b. Cognitive skills						
- Feedback from pees offered me to review what I learned from the class as well as other sources in order to use in my writing.	11	13	23	11	17	26
- I learned how to make a decision to incorporate or not to incorporate peer feedback in my work.	16	9	8	6	5	5
Total	27	22	31	17	22	31
c. Others						
- I learned to accept others' opinions and how to work in a group.	2	3	4	3	4	6
- I was concerned that readers' voice was important to improve my work	6	1	4	6	2	4
- I gained creativity to compose essay.	4	2	8	3	2	9
- I was concerned that my writing needed to improve.	2	0	1	2	0	1
Total	14	6	17	14	8	20

In terms of a writer's perspective, the students in the three peer feedback groups learned more on language skills and English knowledge than non linguistic factors in both phases, but the difference was not significantly shown. No negative response was found.

In phase 1, the paper-pencil group reported they learned most from practicing writing skills followed by language use and vocabulary from peer feedback. The students in e-mail group and web board mentioned that they also learned most from practicing writing skills while gaining ability to improve their work from peer feedback and learning on language use from peer feedback were mentioned second and third respectively.

Likewise the results shown in phase 1, all the three groups said that they learned most from practicing writing skills while other benefits they gained as a writer varied as shown in Table 1.5.

Table 1.6: What the students learned most from the writing assignments as a reader in two phases

Skills and Knowledge	Phase 1 (Learner log 1 and 2)			Phase 2 (Learner log 3 and 4)		
	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group
Positive Response	97 (93.27%)	106 (93.81%)	116 (95.87%)	92 (95.83%)	118 (96.72%)	134 (99.26%)
Language skills and English knowledge	21 (21.65%)	28 (26.42%)	18 (15.52%)	18 (19.57%)	19 (16.10%)	13 (9.70%)
- I learned more on more vocabulary from peer writing.	10	11	5	11	12	6
- I learned on language use and grammar from peer writing.	5	5	4	2	1	1
- I practiced reading.	6	12	9	5	6	6
Total	21	28	18	18	19	13
Non- linguistic skills	76 (78.35%)	78 (73.58%)	98 (84.48%)	74 (80.43%)	99 (83.90%)	121 (90.30%)

a) Affect						
- I enjoyed reading other friends' work.	11	12	19	11	17	18
- I was more confident in writing as I had ability to give comments.	7	12	9	7	12	5
- I appreciated friends' efforts put on my writing.	5	1	6	2	2	14
Total	23	25	34	20	31	37
b) Cognitive skills						
- I knew friends' weaknesses and avoided making the same mistakes.	12	3	2	12	8	8
- I could check and evaluate my knowledge whether I had an ability to give comments.	4	1	2	3	2	4
- Peer feedback provided me a chance to review and to evaluate my knowledge.	7	13	4	7	12	6
- I studied friends' writing and make use of it to my work.	7	14	15	6	11	21
- I knew friends' weaknesses and strengths so that I could apply it to my work.	12	11	23	13	19	25
- I could give more feedback to friends comparing to previous work.	3	6	5	4	6	6
Total	45	48	51	45	58	70
c) Others						
- I learnt to have more responsibility.	2	2	3	3	4	4
- I was more aware of myself for which aspects I should study more.	3	1	1	3	1	2
- I considered that friends' writing was getting improved.	3	2	9	3	5	8
Total	8	5	13	9	10	14
Negative Response	7 (6.73%)	7 (6.19%)	5 (4.13%)	4 (4.17%)	4 (3.28%)	1 (0.74%)

Language skills and English knowledge						
- I could not understand friends' essay because I had limited vocabulary.	2	0	0	1	0	0
- I was not able to find errors.	1	7	2	1	3	0
Total	3	7	2	2	3	0
Non- linguistic skills						
a. Affect						
- It was such a waste of time reading friends' work and giving feedback.	2	0	1	1	1	1
- I was not confident whether my feedback was correct or not.	2	0	2	1	0	0
Total	4	0	3	2	1	1

According to a reader' perspective, the percentage of positive response outnumbered the negative one. Moreover, the difference of the positive responses of the three peer feedback groups were not obviously found (paper-pencil = 93.27%, 95.83%; e-mail = 93.81%, 96.72%; web board= 95.87%, 99.26%). In addition, the results showed that the students in the three groups benefited more on non- linguistic factors particularly cognitive skills such as evaluating their current knowledge whether they had an ability to provide feedback, evaluating and analyzing friends' work by indicating weaknesses and strengths as well as critically applying them into their work. It could be said that peer feedback can promote critical thinking, analyzing skill, and evaluation skill.

The difficulties that the students encountered when they did the writing assignments as a writer and a reader were also examined in the learner log as shown in Table 1.7 and 1.8 respectively.

Table 1.7: The difficulties the students encountered as a writer in the writing assignments in two phases

Skills and Knowledge	Phase 1 (Learner log 1 and 2)			Phase 2 (Learner log 3 and 4)		
	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group
Language skills and English knowledge	68 (73.91%)	51 (68%)	49 (41.88%)	40 (66.67%)	45 (75%)	34 (40.48%)
- I had limited vocabulary.	12	20	12	8	18	6
- I had problems with organization.	5	8	2	2	5	3
- I did not know how to write more clearly and concisely.	1	1	0	1	0	0
- I had problems with grammar usage.	39	20	27	20	19	20
- I had difficulties in expressing ideas in English.	9	2	8	9	3	5
- I had problems with mechanics.	2	0	0	0	0	0
Total	68	51	49	40	45	34
Non- linguistic skills	14 (15.22%)	24 (32%)	53 (45.30%)	15 (25%)	15 (25%)	40 (47.62%)
a. Affect						
- I was unconfident whether peer feedback was reliable.	4	8	8	5	5	8
- I had negative attitudes toward writing such as poor English proficiency, hating English and writing, and low self-confidence.	1	1	3	1	1	3
- Peer feedback hurt my feeling.	1	1	1	2	1	1
Total	6	10	12	8	7	12
b. Cognitive skills						
- I had problems in making a decision to use or not to use peer feedback in my work.	1	0	2	1	0	1
Total	1	0	2	1	0	1
c) Others						

- I needed more time for writing because I could not finish on time.	4	7	18	3	5	10
- I lost friends' work.	3	0	0	3	0	0
- I had problems with technology such as the Internet access.	0	6	20	0	2	17
- My typing skill was poor.	0	1	1	0	1	0
Total	7	14	39	6	8	27
No problem	10 (10.87%)	0 (0%)	15 (12.82%)	5 (8.33%)	0 (0%)	10 (11.90%)

When asked about what the students found as difficulties when writing, language skills and English knowledge especially limited and insufficient grammar knowledge was the major difficulty reported most by the three peer feedback groups. In phase 1, the students in the paper-pencil groups (73.91%) seemed to more highly consider this as the problem comparing to the students in the e-mail group (68%) and web board group (41.88%). However, the e-mail group (75%) seemed to be concerned this most in phase 2 while the paper-pencil group second (66.67%) and the web board group last (47.62%).

Based on the non-linguistic factors, it was found that the difference of the problems from non-linguistic factors and the problems from language skills and knowledge was not obviously seen in the web board group while this difference was clearly noticeable in the other two groups. This might be due to the fact that the web board group had to undeniably encounter with the problems of Internet and web board access. Again, both phases revealed the similar results.

In contrast with a writer's perspective, non linguistic factors were considered as the main problem with higher response than language skill and English knowledge in the paper-pencil group and the web board group while the opposite results were reported by the e-mail group. It was likely that the results from both phases were in the same direction. Findings are shown in Table 1.8.

Table 1.8: The difficulties the students encountered as a reader in the writing assignments in two phases

Skills and Knowledge	Phase 1 (Learner log 1 and 2)			Phase 2 (Learner log 3 and 4)		
	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group
Language skills and English knowledge	36 (40%)	41 (55.41%)	16 (26.67%)	29 (36.71%)	36 (52.17%)	14 (26.92%)
- I had limited vocabulary.	11	18	7	6	15	5
- I had problems with organization.	3	2	2	1	2	2
- I had problems with grammar usage.	9	7	7	10	7	7
- I had problems with mechanics.	1	0	0	0	0	0
- It was hard for me to understand friends' expression or what they would like to communicate.	12	14	0	12	12	0
Total	36	41	16	29	36	14
Non - linguistic skills	52 (57.78%)	29 (39.19%)	40 (66.67%)	48 (60.76%)	25 (36.23%)	30 (57.69%)
a) Affect						
- I was tired of giving feedback due to many friends' papers to read.	4	2	1	2	1	1
- I was not confident in my ability to give useful feedback.	14	7	15	13	6	9
- Due to my poor English background, it was hard for me to find friends' errors.	6	1	3	6	2	1
Total	24	10	19	21	9	11
b. Others						
- I had problems with technology such as the Internet access.	0	4	11	0	6	14

- Friends' handwriting was poor.	7	0	0	6	0	0
- I could give fewer comments because of friends' writing improvement.	5	6	0	6	4	2
- It was hard to make appointment out of class time to submit feedback.	9	0	0	6	0	0
- I needed more time to provide feedback.	5	7	7	5	4	3
- I was afraid of making other friends sad if honest feedback was given.	2	2	3	4	2	0
Total	28	19	21	27	16	19
No problem	2 (2.22%)	4 (5.41%)	4 (6.67%)	2 (2.53%)	8 (11.59%)	8 (15.38%)
Total						

In regard to the language skill and English knowledge, the paper-pencil group and the e-mail group had problems most with interpreting writers' intention in what sense they would like to communicate while this was not mentioned by the web board group. Moreover, vocabulary and grammar usage were another important problems agreed by all the three groups. Again, the results from phase 1 corresponded to the results from phase 2.

Focusing on the non-linguistic factors, the results quite varied in this part. In phase 1, the students in the paper group had problems most with their confidence in providing quality feedback while limited vocabulary and grammar knowledge were ranked second and third. In phase 2, apart from the confidence in giving feedback, other factors such as poor hand writing, poor English background, and difficulty in making appointment for work and feedback submission were equally expressed.

The students in the e-mail group said that the first three difficulties they encountered most often as a reader in phase 1 were confidence in providing quality feedback, time constraint for giving feedback, and the low quantity of feedback due to friends' writing improvement while the problem with technology was mentioned most in phase 2.

In the web board group, the students reported that the first three difficulties they encountered in phase 1 were confidence in providing quality feedback, the Internet access, and time constraint for giving feedback. It was likely that these problems were also encountered most in phase 2, but with different rank.

Next, the students were asked about what is the most and least confident area in their writing, and the findings are shown in the following table.

Table 1.9: The language area the students are confident most and least in their writing

What are you <i>most</i> confident about so far in your writing?	Phase 1 (Learner log 1 and 2)			Phase 2 (Learner log 3 and 4)		
	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group
Content	13 (21.66)	15 (25%)	12 (20%)	12 (20%)	13 (21.66%)	8 (13.33%)
Organization	5 (8.33%)	9 (15%)	8 (13.33%)	5 (8.33%)	6 (10%)	5 (8.33%)
Vocabulary	30 (50%)	20 (33.33%)	22 (36.66%)	26 (43.33%)	24 (40%)	30 (50%)
Language use	4 (6.66%)	4 (6.66%)	10 (16.66%)	10 (16.66%)	6 (10%)	12 (20%)
Mechanics	8 (13.33%)	12 (20%)	8 (13.33%)	7 (11.66%)	11 (18.33%)	5 (8.33%)
Total	60 (100%)	60 (100%)	60 (100%)	60 (100%)	60 (100%)	60 (100%)
What are you <i>least</i> confident about so far in your writing?	Phase 1 (Learner log 1 and 2)			Phase 2 (Learner log 3 and 4)		
	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group
Content	2 (3.33%)	3 (5%)	5 (8.33%)	1 (1.66%)	2 (3.33%)	3 (5%)
Organization	4 (6.66%)	6 (10%)	6 (10%)	3 (5%)	3 (5%)	3 (5%)
Vocabulary	11	5	5	4	3 (5%)	4

	(18.33%)	(8.33%)	(8.33%)	(6.66%)		(6.66%)
Language use	39 (65%)	41 (68.33%)	40 (66.66%)	50 (83.33%)	49 (81.66%)	47 (78.33%)
Mechanics	4 (6.66%)	5 (8.33%)	4 (6.66%)	2 (3.33%)	3 (5%)	3 (5%)
Total	60 (100%)	60 (100%)	60 (100%)	60 (100%)	60 (100%)	60 (100%)

Table 1.9 indicates that the students in the three peer feedback groups had the same agreement that vocabulary was considered as the area they were confident most in their writing while language use was in the opposite for both phase 1 and phase 2.

To increase the students' awareness in their learning, the students were asked about what they will do to write better. The results are presented in the table below.

Table 1.10: Students' learning awareness what they should do to improve writing

Question 5: What will you do to write better?	Phase 1 (Learner log 1 and 2)			Phase 2 (Learner log 3 and 4)		
	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group	Paper-pencil peer feedback group	E-mail peer feedback group	Web board peer feedback group
1. I will study more on grammar, vocabulary, and mechanics.	21 (20.58%)	9 (8.49%)	20 (16.13%)	22 (23.66%)	11 (10.57%)	17 (13.71%)
2. I will apply writing process when I have to write the essay	2 (1.96%)	0 (0%)	2 (1.61%)	1 (1.07%)	0 (0%)	2 (1.61%)
3. I will gain knowledge from other sources such as grammar book or dictionary.	3 (2.94%)	2 (1.88%)	1 (0.81%)	3 (3.23%)	2 (1.92%)	3 (2.42%)
4. I will read English more.	13 (12.74%)	33 (31.13%)	24 (19.35%)	15 (16.13%)	24 (23.07%)	22 (17.74%)
5. I will practice writing more	12 (11.76%)	26 (24.53%)	26 (20.97%)	13 (13.97%)	35 (33.65%)	28 (22.58%)
6. I will ask more competent friends to explain what I do not understand.	1 (0.98%)	0 (0%)	0 (0%)	2 (2.15%)	0 (0%)	0 (0%)
7. I will ask teachers to explain more.	7 (6.86%)	4 (3.77%)	3 (2.42%)	2 (2.15%)	2 (1.92%)	2 (1.61%)
8. I will apply friends' useful comments into my work.	18 (17.65%)	10 (9.43%)	6 (4.84%)	15 (16.13%)	11 (10.57%)	14 (11.29%)
9. I will review what I have	6	2	20	5	3	16

learnt in the class.	(5.88%)	(1.88%)	(16.13%)	(5.38%)	(2.88%)	(12.90%)
10. I will recite vocabulary.	3 (2.94%)	10 (9.43%)	10 (8.06%)	3 (3.22%)	7 (6.73%)	10 (8.06%)
11. I will edit my work more carefully before submission.	2 (1.96%)	1 (0.94%)	0 (0%)	2 (2.15%)	0 (0%)	0 (0%)
12. I will pay more attention to the subject	14 (13.72%)	9 (8.49%)	12 (9.67%)	10 (10.75%)	9 (8.65%)	10 (8.06%)
Total	102 (100%)	106 (100%)	124 (100%)	93 (100%)	104 (100%)	124 (100%)

Table 1.10 shows the students' advice and learning awareness what they should do in order to improve their writing skills. The students from the paper-pencil group maintained that they should study more on grammar, vocabulary, and mechanics for both phases with the highest responses while reading English for enjoyment and practice writing more were most considered by the e-mail group in the first and second phase respectively. The students from the web board group said that they should practice writing more than this for both phases.

2.3 Analysis of the Interview

This part reports the findings of the qualitative data collected from the interview in order to answer the fourth research question asking about the attitudes of students towards peer feedback they experienced. The data were derived from 27 randomly selected subjects- 3 high, 3 moderate, and 3 low proficiency students from each peer feedback group.

According to the interview, the findings can be categorized in 6 main headings that reflect the issues emerging from the interview data and the main questions explored.

Attitudes towards Peer Feedback

When asking the students how they felt about peer feedback they received, most of the students from the three peer feedback groups liked and seemed to be satisfied with the type of peer feedback they experienced.

All agreed that peer feedback was very useful for their writing improvement, and they gained advantages from this activity both as a writer and as a reader. The students from the three groups obviously emphasized on the similar point that peers

could indicate their mistakes and provided useful suggestions to improve their work. They gained more knowledge in grammar and vocabulary. Moreover, they state that peer feedback encouraged student-student interactions that strengthen their relationships and taught them to accept other people's opinions. This inevitably helped them improve their writing.

Beyond this, some other opinions were also mentioned in the following examples:

I can think critically to select what feedback should be reasonably incorporated in my writing.

It is a good chance for me to practice criticizing others' work.

Peer feedback encourages me to review what I have learnt as well as what I haven't known before from other sources out of class time.

I have fun and enjoy reading others' work because I gain new knowledge.

However, some high proficiency students from the three groups had the same complaints that although peer feedback was generally quite useful, sometimes someone didn't put much effort to give feedback so this might not be useful. Sometimes the given feedback was not specific enough and only complimentary or positive comments were provided.

Moreover, some moderate students from the three groups shared the same common opinions that they learned from both high and low proficiency students.

In regard to the low proficiency learners, all liked it and thought it was useful. A few low proficiency students in the web board group said that they learned most by comparing work to higher proficiency students and it made their writing improved considerably. Moreover, one from the paper-pencil group said that having others to read her work made her more motivated to produce interesting work to capture the readers' attention. One in the web board group stated that this activity forced her to read more which contradicted to her behavior. She never did this in any course because she had negative attitudes toward English and doesn't like the language.

Another low proficiency student in the e-mail group said he never liked English, but this made him more motivated and his attitude began to change. This might be because of collaborative classroom and the feeling of achievement that he could give

feedback to higher ability friends. This challenged him to learn and pay more attention on the subject.

The negative attitudes toward peer feedback were also found from the interview as well, but all of them derived from low proficiency students. One in the paper-pencil group said, “it’s hard to find errors or feedback to friends because I have poor English background, so I am not sure whether my feedback is useful, but I solve this problem by reviewing what I have learned in the class and seeking knowledge from other sources out of class.” As a result, it quite takes time for them to complete the task. Another complaint was from two low proficiency students in the web board group saying, “Sometimes the feedback I received from peers are too much direct and it hurts my feelings.”

Perceptions of the Students’ Writing Improvement

The interview also yielded the students’ perceptions of their own writing improvement. Results illustrated that all of the students in the three peer feedback groups agreed that they were more confident in writing after taking peer feedback because of several interesting reasons. All students believed that their writing was improving for both fluency and accuracy as the semester progressed because they learned more in the course content and out of sources such as grammar books, from others’ friends’ mistakes, and from peers’ comments as well. High proficiency students in the paper-pencil group reported that they were more confident when they received positive response and compliment from friends. In addition, low proficiency students from the three peer feedback groups added that they were so proud that they could give feedback to higher ability friends. This made them more confident. However, one low proficiency student in the paper-pencil group said that she sometimes chose to believe in high ability students without rechecking and she refused to take a look at lower ability friends’ comments because they might be incorrect. It could be concluded from the findings that the students in the three peer feedback groups perceived that their writing was improving as the time progressed, so peer feedback should be introduced to the EFL writing class without reluctance.

Perceptions of the Quality of Peer Feedback

The interview revealed the students' attitudes toward the quality of the peer feedback they received, and what aspects of peer feedback they considered as useful to implement in their essay were also identified.

When asked about the reliability of the feedback the students had to provide after reading their friends' first drafts, all of the students in the three peer feedback groups believed that their feedback was useful to friends' writing in some degrees. The students from the high proficiency group said that they were confident in the quality and the correctness of the feedback because they checked it from reliable sources such as grammar book before. They would not give unconfident feedback because of their high responsibility. Two moderate proficiency students in the paper-pencil group added that although they were not sure about the feedback they had given, they thought they should let the writers know to make them recheck once again. It helped them have critical thinking about to use or not to use those comments. The low proficiency students reported that although they might not give feedback on grammar due to their insufficient knowledge, they tried to study more from other sources and they focused more on content, and they were proud if they could give feedback to higher ability friends. In contrast, one stated that he was under pressure and uncomfortable to give feedback to high ability group.

Most of the students in the e-mail group said that some feedback from lower ability was not useful at the beginning but the quality of the feedback improved as the semester progressed. This may be due to the fact that they might need more time to shift from dependent learner to independent learner, required more time for adaptation, and were familiar with other friends in the subgroup.

When asked about which elements from peer feedback were helpful to their writing development, most of the students in the paper-pencil group viewed that grammar seemed to be the most frequently received feedback from higher ability peers while feedback on the content was mostly distributed from lower ability group. The results from the e-mail and web board peer feedback groups resembled the paper-pencil group.

Interestingly, all of the students from different proficiency groups said that they would not believe peer feedback or took it into account until they checked whether the given feedback was right or wrong. They were willingly to take advice and implement it

in their essays if they found that they definitely did something wrong or the feedback was reasonable enough.

According to the straightforwardness of feedback, most of the students in the paper-pencil group said they used polite words when they wrote feedback. Most of the time, they gave the correct answers instead of explaining in sentences to avoid conflict or hurt anyone's feelings when negative feedback was given. Moreover, one student said that they were more careful when he gave comments to girl friends rather than boy friends. Furthermore, the students from the high and moderate proficiency groups felt that lower ability students are afraid of giving comments and suggestions to higher ability students because they felt that they were more competent and the given comments might be incorrect. However, one student said that they were so close to friends and got familiar with them, so he could give direct and honest feedback as he would like to. He said there was an agreement among group members to give ultimate advantages of this activity. He added that he would feel *Kreng Jai* to whom he was not familiar with.

When asked the students in the email peer feedback group about the straightforward of peer feedback, most of the students in the high ability group said it could lessen the cultural trait, *Kreng Jai*, because work was submitted via e-mail and less confront with face to face conversation. One student said that she used words carefully to avoid hurting them. One student added that the group should have high ability for discussion because low ability quite believed what the high ability said without using critical thinking. For the moderate group, only one girl student said she was more careful to use more polite words because she was concerned on other friends' feelings. Two boy students said they felt *Kreng Jai* at the beginning but felt more relaxed and could give useful feedback after the first assignment. One from low ability students said they were afraid of giving feedback to high ability students because they knew those were good at English, but he was more confident after the semester progressed. Moreover, one student said that he felt that friends tried to avoid giving direct feedback and saved their feelings by using indirect words.

Interestingly enough, the students in the web board peer feedback group seemed not to have problems with Thai cultural traits such as *Kreng Jai* like the paper-pencil and the e-mail peer feedback groups. Most of them reported that they could give sincere feedback without the fear of making friends embarrassed or creating bad feelings.

Moreover, the students in the low proficiency group said that they felt more relaxed in providing feedback to higher ability friends. Although all of the students agreed that they received honest and frank feedback from their friends in the subgroup, some students said that some comments hurt their feelings, and they received more negative comments rather than positive comments. One student said that she felt bad sometimes but accepted it because what friends' comments were right and useful.

Attitudes towards Mixed Ability Peer Feedback Group

The interview also revealed the students' attitudes toward working with the mixed ability friends that all of the students stated that they did not mind working in the subgroup which was composed of 2 high, 2 moderate, and 2 low students.

Paper-pencil peer feedback group

All of the students in the paper-pencil group said that they liked to study with mixed ability group due to many reasons. The students from the high proficiency group asserted they felt good and were willing to help others improve their work. They also said that low ability students could also give useful feedback to them, especially different ideas that they could use in their work.

Moreover, most of the students thought that they preferred working in the same group rather than changing group from time to time because it was easier for them to submit work to friends whom they already knew. Moreover, they also knew the strengths and weaknesses of their friends' writing and would feel more familiar working with the same group. This could allow them to lessen such cultural traits such as *Kreng Jai*. Besides, 3 students from low proficiency levels obviously stated that they felt less pressure to work with mixed ability group.

E-mail peer feedback group

The results revealed that although all of the students did not mind working in the mixed ability group arranged by the teacher, it would be more preferable if they had an opportunity to select friends by themselves. One moderate proficiency student said he had more fun working with close friends. Moreover, more than half said they would like to change group to see varieties of writing. In contrast, one high proficiency student commented that he preferred having high ability students in his group in order to have

more discussion. It seemed that the relationship among this group might not be as close as paper-pencil peer feedback group, so most of the students preferred not to stick with the same friends.

Web board peer feedback group

The opinions of the students in the web board group revealed that all of them prefer working with mixed ability students. Only two of them would like to change group to see the variety of writing while other students reasoned that they would like to work in the same group throughout the semester since it was better to see the development of friends' writing, and this might help their friends write better.

Strengths and Weaknesses of Peer Feedback They Received and Suggestions

The information from the interview also revealed the strengths and weaknesses of the type of peer feedback the students received, and their suggestions were also provided.

Paper-pencil peer feedback group

The students from the paper-pencil group identified the weaknesses of paper-pencil peer feedback as follows:

A lot of papers involve, and it is such a waste of time copying and distributed papers to other friends in the group.

It is hard to make appointment to exchange work because we are studying in different subjects.

The available spaces for comments are not sufficient for me to write all what I want, but sometimes in the other way around I have nothing much to write.

I think it is hard to collect work and can lose it easily.

More than half of the students complained about poor handwriting of their friends as saying, "I have difficulty in reading friends' handwriting. Poor handwriting is one barrier that reduces my motivation to read. It is extremely hard for me to understand and leads me not to willingly give feedback."

One student who is good at computer and typing skills stated that peer feedback process could be much better if integrating with technology because it would be more convenient to write, give, and receive feedback. Moreover, he could search knowledge

from the Internet for checking the correctness of the received feedback and searching information for commenting on friends' papers as well. Moreover, he thought that he could write longer and provide more detailed feedback as they would like to.

Another low proficiency student commented it was very slow to receive feedback because she has to wait until she met other friends. Moreover, it took time because cut and paste functions were not provided.

In regard to the strengths of paper-pencil peer feedback, most of the students said it was easier to give comments as they could circle the errors on papers, but they could not do this via e-mail and web board. Moreover, they thought that they gained more on writing on the papers rather than typing since they had to write over and over by themselves so they reminded their mistakes very well. Some added that reading papers was more comfortable than reading on the computer screen, and they could read and take it with them whenever and wherever too.

For the suggestions, 2 high proficiency students reported that peer feedback was useful and should be used in the next semester. One suggested that the space should be more than this while moderate students asked the teacher to be more careful on group arrangement. Two low proficiency students said they would like to try using other channel for giving feedback. One suggested that reducing assignments and group members were preferable.

E-mail peer feedback group

The results revealed the strengths of e-mail peer feedback as it was convenient to use. The students could send work anytime, had unlimited spaces to give comments and discussion, they did not have to worry about losing assignments, and they could get through the sources from the Internet easily. One said, "Using e-mail in learning English is very trendy and no other courses do it, so not only writing skills but also technology skills I attain." One low proficiency student stated that technology was quite new to him and he apprehended at first because he didn't have an e-mail address.

When asked about the drawbacks of e-mail peer feedback, all of them said that the Internet accessibility was the major barrier as well as the speed of the Internet. Some students complained that they did not have a computer at home so they had problems of late work and feedback submission. Some students said that they had to check e-mail every day whether the feedback from their friends was sent or not. One

stated that writing by themselves made them remember the errors better than typing. Moreover, writing via e-mail was contradictory to the exam condition that paper not a computer was used, and it was sometimes inconvenient to find previous e-mail that might be intentionally deleted. A few moderate and low proficiency students who were not good at computer said their typing skill was getting improved and they also gained technology competence.

For the suggestions, more than half suggested to provide them opportunity to work with other groups in order to see different writing styles. Most of them said that the group member should be decreased to 3-4 as well as the number of writing assignments because it took time, and there was other subject homework. Moreover, two low students added that they needed more time to give feedback to friends.

Web board peer feedback group

The results from the interview revealed the strengths of the web board peer feedback in many aspects. All of the students addressed its convenience for communication as the first priority without time and place restriction and basic computer functions such as cut and paste was provided, so it was easier to make correction.

Second would be anonymity environment which made them freer to express their true thoughts and feelings without considering “Kreng Jai” as one of Thai cultural traits. Moreover, most of the students from the high and low proficiency levels said that web board was an effective tool for data management system as they could browse to their previous work or other friends’ work easily. This also allowed them to read and learned from other friends’ comments which were publicly shown on the web board. Another strength claimed by a number of students was the sense of publicness of their work. One said, “I am very proud of myself as my work is shown online although I feel embarrassed at first.” Another said, I am more confident in my feedback if there is other friends give comments on the same points.”

According to the weaknesses of the web board peer feedback, the Internet accessibility and low speed and poor Internet connection were the major difficulties of the web board group. Two moderate students expressed that feedback sometimes hurt their feelings because it was too much direct. The students from low proficiency levels

complained that sometimes they were confused and did not know which comments should be taken into account due to a lot of comments posted.

Based on the suggestions, most of them said web board peer feedback was already good. Two high proficiency students would like to work with other friends in other groups while three moderate students suggested increasing the number of readers or allowing other people from other groups or out of class could read their work while the students from the low proficiency levels maintained that the number of group members should be less than this.

Attitudes towards Peer Feedback, Teacher Feedback, and Their Preferences

Paper-pencil peer feedback group

Comparing to teacher feedback, all the students in the paper pencil group seemed to be satisfied to have peer feedback from their friends. One high proficiency student reported, "I think both teacher and peer feedback are useful, but it doesn't work if only peer feedback is implemented." Besides, moderate students believed that teacher feedback is needed, and it could be appropriately implemented only after peer feedback.

Interestingly enough one student stated that he gained more and different ideas from friends rather than from the teacher. He enjoyed receiving and sharing ideas which were possibly right or wrong because he could make a decision on what comments should be incorporated in the essay while he had to believe in teacher feedback without critical thinking or going back to recheck because he had to correct whatever the teacher said. It seemed that he could not refuse teacher feedback.

Moreover, two thought that if the teacher gives feedback on a first draft, he will lose motivation and feels bad because of red pen or correction of every sentence. As a result, they preferred receiving peer feedback before receiving feedback from the teacher.

E-mail peer feedback group

Like the students in the paper-pencil peer feedback group, although teacher feedback is necessary in the students' opinion, most students showed their preference on peer feedback with giving reasons that they could receive different ideas from friends, and gained critical thinking skill on what comments should be useful to their writing while teacher feedback was always correct and they had to follow what the

teacher said. In addition, most of them reported that they would like to share opinions and received different feedback from friends because this was hard to do with the teacher since she might not have time.

In contrast, one stated that she preferred teacher feedback because she was confident that it was one hundred percent correct, and she did not have to waste time checking its correctness.

Web board peer feedback group

All the nine students in the web board group expressed a similar opinion that they liked peer feedback because they could receive more ideas from peer feedback rather than from teacher feedback. Most of them also agreed that feedback from teacher was slow although it was more reliable. Moreover, all low proficient students emphasized that peer comments were less stressful not like teacher comments, and it made students think critically whether to implement feedback or not in their writing. However, some stated that they felt more confident in their writing when errors were indicated by the teacher in their second drafts. As a result, it could be said that both types of feedback could be continuingly taken in the writing course especially peer feedback because of the students' preference.

In conclusion, this part provides the research results of the qualitative data analyses from three research instruments: open-ended questionnaire, learning log, and interview, with the aim of gaining more in-depth data to answer the fourth research question asking about the students' attitudes toward peer feedback they received in various perspectives. Since the results in this part are rich in details, in order to provide readers with much clearer picture, a summary of the key findings of the study is shown in Table 4.14.

Appendix S

A Summary of the Results from Qualitative Data Analysis

Research Question 4: What are the students' attitudes toward the peer feedback they experience?	Paper-pencil peer feedback	E-mail peer feedback	Web board peer feedback
Open-ended Questionnaire (90 students)	<p>- 83.33% reported their preferences in receiving feedback from friends.</p> <p>- 50% were in favor of giving feedback to their friends while another half complained about their poor English background, insufficiency knowledge, and other subjects' burden.</p> <p>- Suggestions on reducing workload and working in different subgroup were proposed.</p>	<p>- 93.33% reported their preferences in receiving feedback from friends.</p> <p>- Convenience of the use of e-mail became their first favorable reason.</p> <p>- 66.77% were in favor of giving feedback to their friends' writing; others complained about technology problems such as the Internet access and inability to read e-mail from different encoded alphabet versions.</p> <p>- Some changes</p>	<p>- 96.67% reported their preferences in receiving feedback from friends.</p> <p>- Convenience of communication and anonymous responses were the main reasons why they liked web board peer feedback.</p> <p>- 96.67% were in favor of giving feedback to their friends' writing as a reader due to non-threatening and more relaxing atmosphere provided.</p> <p>- Reducing workload and working in</p>

		would be on reducing workload and working in different subgroups. Some suggest using web board as a mean for communication.	different subgroups were also suggested like the other two groups while more than half of the students said it was already good and nothing to change.
Learner logs (90 students)			
1) The students' opinions about peer feedback in their writing assignments as a writer and as a reader.	<p>- 88.64% were positive responses in phase 1 and 90.70% in phase 2, which the majority of responses belongs to non-linguistic factors.</p> <p>- Focusing on a reader's perspective, it seemed the students' attitudes much improved as the time progressed (58.43% and 72.63% in phase 1 and 2 respectively. This might be due to the fact that they had more confidence in</p>	<p>- 92.41% of positive responses were expressed in phase 1 and 95.65% in phase 2, which the majority of responses belongs to non-linguistic factors.</p> <p>- Focusing on a reader's perspective, it seemed the students' attitudes much improved as the time progressed (66.67% and 87.13% in phase 1 and 2 respectively) like the paper-pencil group</p>	<p>- 88.35% of positive responses were expressed in phase 1 and 97.17% in phase 2, which the majority of responses belongs to non-linguistic factors.</p> <p>- Focusing on a reader's perspective, it seemed the students' attitudes much improved as the time progressed (75.95% and 91.60% in phase 1 and 2 respectively) like the paper-pencil group</p>

	<p>their ability in providing feedback as they had more experienced and was familiar with the task.</p>	with similar reasons.	with similar reasons.
<p>2) What the students learned from peer feedback in the writing assignments as a writer and as a reader.</p>	<p>- In terms of a writer's perspective, the students learned more on language skill and English knowledge than non-linguistic factors in both phases, but the difference is not significantly shown. No negative response is found.</p> <p>- According to a reader' perspective, the students benefited more on non-linguistic factors particularly cognitive skills.</p>	<p>- The findings resemble those in paper-pencil peer feedback.</p>	<p>- The findings resemble those in paper-pencil peer feedback.</p>
<p>3) The difficulties that the students encountered when they did the writing assignments as a</p>	<p>- As a writer, language skills and knowledge especially insufficient grammar knowledge in</p>	<p>- As a writer, language skills and knowledge especially insufficient grammar knowledge in</p>	<p>- The findings resemble those in paper-pencil peer feedback.</p>

writer and a reader.	writing were the major difficulty in both phases while non-linguistic factors such as poor handwriting and time constraints were the problems of a reader.	writing was the major difficulty in both phases like the paper-pencil group while language skills and English knowledge were viewed as a reader's major problems.	
4. What the most and least confident area in their writing are.	- The first three high percentage of the students' most confidence in their writing were vocabulary (50%), content (21.66%) and mechanics (13.33%) in phase 1, and vocabulary (43.33%), content (20%) and language use (16.66%) in phase 2 while the language use (65%, 83.33%) seemed to be their major problem in both phases.	The first three high percentage of the students' most confidence in their writing were vocabulary (33.33%, 40%), content (25%, 21.66%), and mechanic (20%, 18.33%) respectively in both phases while the language use (68.33%, 81.66%) seemed to be their major problem in both phases.	The first three high percentage of the students' most confidence in their writing were vocabulary, content, and language use in phase 1, and vocabulary (50%), language use (20%) and content (13.33%) in phase 2 while the language use (66.66%, 78.33%) seemed to be their major problem in both phases.
5.what they will do to write better	- The students maintained that they should study more	- Reading English for enjoyment and practice writing	- The students said that they should practice writing

	on grammar, vocabulary, and mechanics for both phases with the highest responses.	more were most considered by the e-mail group in the first and second phase respectively.	more for both phases.
Interviews (27 students)			
1. Attitudes towards Peer Feedback	<ul style="list-style-type: none"> - The students seemed to be satisfied with peer feedback they experienced with the common agreement that it was useful for their writing improvement. - They benefited from reading other students' work as they prepared to give feedback, and learning from others' strengths to offset their own weaknesses. - Struggles in the process were also mentioned by low proficiency students such as insufficient 	<ul style="list-style-type: none"> - Positive attitudes were reported as the students regardless general English proficiency levels welcomed peer feedback in the writing process. - Benefits of peer feedback were similar to those in the paper-pencil group. - However, distrust in low proficiency students' ability seemed to be an unresolved problem. 	<ul style="list-style-type: none"> - Positive attitudes were reported as the students regardless general English proficiency levels welcomed peer feedback in the writing process. Benefits of peer feedback were similar to the other two groups, - However, distrust in low proficiency students' ability seemed to be unresolved problem.

	language knowledge and poor English background.		
2. Perceptions of the Students' Writing Improvement	The students perceived that their writing improved both fluency and accuracy as the semester progressed and their confidence in writing also increased.	- The findings were similar to those in the paper-pencil group.	- The findings were similar to those in the paper-pencil group.
3. Perceptions of the Quality of Peer Feedback	<p>- All reported that they put their efforts and did their best to provide useful feedback while they considered feedback received from their peers regardless friends' level of general English proficiency as helpful.</p> <p>- Culture trait, Kreng Jai, seemed to affect the quality of peer feedback since it obstructed the honest communication and provided stressful</p>	<p>- Although the majority of the students considered peer feedback as useful for both as a writer and a reader, some reported that feedback from lower ability was not useful at the beginning but the quality of the feedback improved as the semester progressed.</p> <p>- E-mail can lessen the cultural trait, Kreng Jai, and face-to-face confrontation</p>	<p>- Like the paper-pencil group, all reported that they put their efforts and did their best to provide useful feedback while they were considered feedback received from their peers regardless friends' level of general English proficiency as helpful.</p> <p>- The students seemed not to have problems with Thai cultural trait, Kreng Jai, like the paper-</p>

	atmosphere for lower ability students in giving comments to higher proficiency ones.	because work was submitted via e-mail.	pencil and e-mail peer feedback group. Most of them reported that they can give sincere feedback without the fear of making friends embarrassed or creating bad feelings.
4. Attitudes towards Mixed Ability Peer Feedback Group	- The students preferred to work in a mixed ability group and most preferred to work in the same group.	- The findings were similar to those in the paper-pencil group, and some suggestions on working with different subgroups were also reported.	- The findings were similar to those in the paper-pencil group, and a few suggested on working in different subgroups.
5. Strength and Weakness of Peer Feedback They Received and Suggestions	- Poor handwriting, time constraint, limited spaces were considered as paper-pencil peer feedback's weaknesses. - The strengths were the convenience of marking errors which could be done directly on the paper, and more	- Internet and computer accessibility, e-mail technical problem, speed of the Internet were considered as the weaknesses. - The strengths were the convenience of communication without time and place restriction and gaining computer	- Internet and computer accessibility, low speed and poor Internet connection were the major difficulties of the web board group. - Some feedback was too harsh even it was useful, and confusions over a number of posted

	<p>comfortable to read on paper rather than on the computer screen.</p> <p>- Group arrangement, more spaces for providing comments, reducing workload or number of group members, and trying on other channels such as e-mail and web board were recommended.</p>	<p>technology skill apart from writing skill.</p> <p>- Having an opportunity to work with different subgroups, reducing group members or writing assignments, and increasing more time for the task were suggested.</p>	<p>comments could occur.</p> <p>- Complete anonymous communication, computer technology functions, unlimited space, no time and place restriction, relaxing atmosphere and increasing opportunity for negotiation were the strengths of web board peer feedback.</p> <p>- Suggestions were similar to the other two groups.</p>
<p>6. Attitudes towards Peer Feedback, Teacher Feedback, and Their Preferences</p>	<p>- Students tended to like peer feedback because they received more and immediate feedback.</p> <p>- Teacher feedback was expected to provide error correction with more authority, and it still plays a vital role in students' beliefs.</p>	<p>- Most of the students tended to be satisfied with peer feedback while teacher feedback could not be eradicated in the writing process.</p> <p>- No clear evidence was shown which feedback type is more preferable or</p>	<p>- Like the other two groups, both teacher and peer feedback were in their favor.</p> <p>- Although feedback from the teacher is more reliable, peer feedback could help more in terms of ideas.</p> <p>- No clear evidence was shown which</p>

	- No clear evidence was shown which feedback type is more preferable or superior in the students' point of view.	superior in the students' point of view.	type was more preferable or superior in the students' point of view.
Conclusions	<ul style="list-style-type: none"> - Peer feedback was well received by the students. - The students seemed to be satisfied with the type of peer feedback they experienced. - Drawbacks were mentioned such as poor handwriting, time constraints, and insufficiency English knowledge. - Call for technology integrated peer feedback was made by half of the students as suggestions due to the inconvenience of paper-pencil mode 	<ul style="list-style-type: none"> - Most of the students had favorable attitudes toward the innovative use of e-mail peer responses to writing due to its convenience. - The medium cannot solve all but lessen some degrees of the cultural barrier. - However, feedback from low proficiency students was discredited. - Technical problems such the Internet access and overloaded e-mail box often occurred. - Poor grammar knowledge was viewed as their major 	<ul style="list-style-type: none"> - Nearly all of the students had favorable attitudes toward the innovative use of web board to writing due to its convenience, and anonymous environment provided. - The medium can well solve the cultural trait, Kreng Jai, and other discriminations. - Web board tended to facilitate writing process both cognitively, affectively as well as socially. - Poor grammar

	for communication.	difficulty.	knowledge was viewed as their major difficulty in the revision process.
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Appendix T

Results from one-way ANOVA Comparing the Attitudes of the Students in the 3 Experimental Groups

ANOVA

ATTITUDE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.059	2	.030	.655	.522
Within Groups	3.940	87	.045		
Total	3.999	89			

* $p < 0.05$

It is interesting to further investigate whether the attitudes of the students who received different type of peer feedback were different or not. One-way ANOVA was performed, and it was found that the attitudes' of the students in the three peer feedback groups are not significantly different. In other words, they have more or less the same attitudes toward peer feedback.

BIOGRAPHY

Raveewan Wanchid is currently an English instructor at King Mongkut's Institute of Technology North Bangkok. She obtained a B.Sc. in General Science from Kasetsart University with second class honors, and M.A. in English for Business and Industry from King Mongkut's Institute of Technology North Bangkok. She is particularly interested in responding to second language writing and peer and self assessment.

