PEER RESPONSE TECHNIQUE:
A PROPOSED MODEL FOR EFL WRITING

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A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy in English Language Studies
Suranaree University of Technology
Academic Year 2003

เทคนิคการตอบสนองโดยเพื่อนร่วมชั้น :
แบบจำลองสำหรับการเขียนภาษาอังกฤษเป็นภาษาต่างประเทศ

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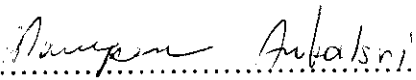
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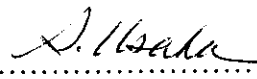# A PROPOSED MODEL FOR EFL WRITING

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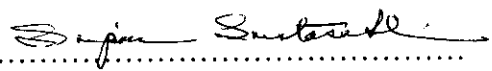
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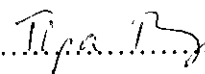
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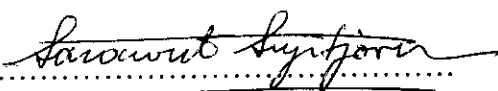
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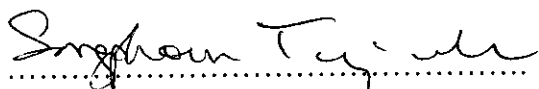
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ภาษาอังกฤษเป็นภาษาต่างประเทศ (PEER RESPONSE TECHNIQUE: A PROPOSED
MODEL FOR EFL WRITING) อาจารย์ที่ปรึกษา : ผู้ช่วยศาสตราจารย์ ดร. ศิริลักษณ์ อุสาหะ,
223 หน้า. ISBN 974-533-304-2

การศึกษาและการวิจัยเทคนิคการตอบสนองโดยเพื่อนร่วมชั้น : แบบจำลองสำหรับการ
เขียนภาษาอังกฤษเป็นภาษาต่างประเทศ มีวัตถุประสงค์เพื่อ (1) พัฒนาแบบจำลองสำหรับเทคนิค
การตอบสนองงานเขียน และ (2) ศึกษาประสิทธิผลของแบบจำลองดังกล่าว กลุ่มตัวอย่างใน
การวิจัยครั้งนี้คือนักศึกษาวิชาเอกภาษาอังกฤษชั้นปีที่ 3 ของภาควิชาภาษาต่างประเทศ คณะ
มนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยขอนแก่น ซึ่งลงทะเบียนเรียนวิชาการเขียนภาษา
อังกฤษ 3 (English Writing III) ในภาคการศึกษาที่ 1 ปีการศึกษา 2546 จำนวน 24 คน ซึ่งแบ่ง
ออกเป็นกลุ่มทดลองและกลุ่มควบคุมอย่างละเท่ากัน โดยกลุ่มทดลองใช้เทคนิคการตอบสนองโดย
เพื่อนร่วมชั้น ในขณะที่กลุ่มควบคุมตอบสนองงานของตนเอง การวิเคราะห์ข้อมูลจากแบบสอบ
ถามและคะแนนสอบก่อนและหลังการทดลองใช้ค่าความถี่ร้อยละ และ t-test ผลการทดลองพบว่า
หลังจากการทำกิจกรรมตามแบบจำลองการตอบสนองงานเขียนโดยเพื่อนร่วมชั้น นักศึกษาส่วนใหญ่
สามารถเขียนได้ดีขึ้น ถึงแม้ว่าจากผลการสอบก่อนและหลังกิจกรรมพบว่า คะแนนการสอบหลัง
กิจกรรมสูงกว่าคะแนนการสอบก่อนกิจกรรมเพียงเล็กน้อย ส่วนคะแนนความเรียงฉบับร่างที่สอง
ของแบบฝึกหัดที่หนึ่ง แตกต่างจากฉบับร่างที่หนึ่งอย่างมีนัยสำคัญที่ระดับ 0.05 และจากการที่
นักศึกษาให้ข้อมูลย้อนกลับโดยการเขียนและจากการสัมภาษณ์พบว่านักศึกษามีความเข้าใจ
กระบวนการการทำกิจกรรมการตอบสนองงานเขียนโดยเพื่อนร่วมชั้น และมีทัศนคติที่ดีต่อเทคนิค
การตอบสนองงานเขียนดังกล่าว

สาขาวิชาภาษาอังกฤษ   ลายมือชื่อนักศึกษา...........................
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PATUMRAT TORWONG : PEER RESPONSE TECHNIQUE : A PROPOSED MODEL FOR EFL WRITING. THESIS ADVISOR : ASST. PROF. SIRILUCK USAHA, Ph.D. 223 PP. ISBN 974-533-304-2.

The purposes of the present study were (1) to develop a practical peer response model for EFL writing and (2) to investigate the effectiveness of the model for improving students' writing. The subjects were 24 third-year English majors who were studying English Writing III (essay writing). They were pair-matched and assigned as experimental and control groups. The experimental group used the guided peer response technique for revision, while the control group worked on their own. Data were collected using a questionnaire, a pretest, a posttest, a reflective essay and an in-depth interview. The data from the questionnaire, the pretest and the posttest were analysed using percentage and t-test. Six subjects from the experimental group wrote a reflective essay and received an in-depth interview. The results were that the peer response model had a positive impact on students' writing. Even though there was only slight difference between the mean scores of the pretest and the posttest, it was found that the difference of the scores between drafts of a practice topic was significant at the 0.05 level. The results of the reflective writing and the interview revealed that the students reacted positively to the model and understood how to do the peer response activity as recommended in the model.

School of English

Academic Year 2003

Student's Signature..

Advisor's Signature..

Co-advisor's Signature..

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

1.1 Background

As the world has become a global community, various nations with different languages have accepted the role of English as an international language facilitating communication across countries. By the end of the year 2000, over 1.5 billion people all over the world were using English as their first and the second language (Naisbitt and Aburdene, 2000). This number clearly shows that English has become the most used language, and as Crystal (1997: 79) puts it, "No other language can match this growth." It can be anticipated that the number of English users will go up each year due to the fact that English prevails in almost all aspects of people's life. The role of English has been stressed even more both in domestic and international communication due to the innovation of computer technology. Using computer technology for communication purposes requires two main literacy skills: reading and writing. As a result, writing, which was used only among small groups of people in the early development of literacy (Grabe and Kaplan, 1996), has turned out to be so important that it is taught globally (Naisbitt and Aburdene, 2000) to serve the communication needs of people in the modern world.

Though communication today increases the significance of writing skills, the way writing is taught and learnt does not seem to enable students, particularly in ESL and EFL countries, to become skilled and proficient writers. One of the problems is that many teachers pay little or no attention to content; instead, they mainly look at

grammar and the mechanics of writing (punctuation and spelling) and correct errors from the first drafts. In Thailand, for example, accurate grammar as well as punctuation and spelling have long been emphasised rather than content. This means that teachers focus primarily on language accuracy (Adiphataranan, 1996). Novice teachers correct students' language errors from the first draft; they do not provide opportunities for students to think how to improve their written draft. As a result, student writers have difficulties in conveying their ideas clearly to their audience, and what the teacher corrects for them might disappear from their memory in a short time.

Another crucial problem is that the teacher-centred approach is still used in some writing classrooms. The approach is totally against the concept of learners' autonomy, which is "the ability to take charge of one's learning" (Holec, 1981: 3). It is against one of the main principles of the 1999 National Education Act in which learners' autonomy, the long-term ideal goal, has been highlighted (The Bureau of National Education Committees, 2000, On-line). The peer response technique, one of the cooperative learning activities, which may be the primary stage to enhance autonomous learning, is included in the process writing approach. A good number of teachers, however, have not recognised it as an important activity in their teaching of English writing. Among the reasons for omitting the peer response activity from the learning process are students' low language proficiency, the time required to prepare materials and a few others (Pichitpan, 2001). Similarly, students view the peer response activity as requiring a good deal of time and considerable English proficiency.

However, there is a body of research findings which reveal numerous advantages of the peer response activity. For example, it gives opportunities to

students to play a more active role in their learning (Jacobs 1989); it raises writers' awareness (Mittan, 1989; Moore, 1986); and it enables students to identify errors in their own writing in terms of content, grammar and mechanics (Allaei and Connor 1990). Therefore, it can be said that the peer response technique may enable students to produce a good piece of written work and at the same time, it may be the primary stage for the development of learner's autonomy if an appropriate peer response model is designed to suit particular learners.

The present study, therefore, attempted to develop a practical model of peer response, which enhanced students' writing quality and allowed students to practise being responsible for their own learning from small groups to individuals. The model development was based on the data from the preliminary study of the present study (see Chapter Three: Development of a Proposed Peer Response Model) and the theoretical premises on the writing process approach and research on the peer response technique in order to suit the EFL setting as in the Department of Foreign Languages of Khon Kaen University.

1.2 Purposes of the Study

The purposes of the present study were to develop a practical and theoretically sound model of the peer response technique for the revision stage of the writing process and to examine the effectiveness of the developed model. This model was designed in order to allow students to play both the writer and reader roles during the revision stage, which was giving comments on other students' written work and receiving peer feedback in return. In so doing, they learned how to write together. In this model, students with different strengths and weaknesses were assigned to work in

groups of three. Each group member produced his or her first draft and displayed it to the group; then, the other group members read and gave comments for revision. Guidelines for revision used in this study stemmed from the taxonomy of revision change (Faigley and Witte 1981), a cognitive process in revision (Flower, Hayes, Carey, Schriver and Stratman, 1986) and the reviewing procedure (White and Arndt 1991). A model of argumentative writing and two on-line writing laboratories, On-line Writing Laboratory at Purdue University (2002) and Writing Centre at Colorado University (2002) were used for developing the revision guidelines as well. This peer response model is discussed in detail in Chapter Three: Development of a Peer Response Model along with some changes made after the pilot study.

In conclusion, the aims of this study were to develop a practical and theoretically sound model of the peer response technique and to investigate the impact of the developed model on the quality of students' writing.

1.3 Research Questions

In order to achieve the purposes stated above, the study centers around the following questions:

(1) What are students' perceptions of and reactions to the peer response technique prior to receiving the treatment?

(2) How can a practical and theoretically sound model of the peer response technique be constructed?

(3) How effective is the developed peer response model?

(4) How do students perceive and react to the developed peer response model after the treatment?

1.4   Significance of the Present Study

As is true in some other tertiary institutes in Thailand, the teaching and learning approach employed in the writing classroom at Khon Kaen University, where the author has worked since 1998, prevents students from producing a good piece of writing on their own and allows them to rely heavily on their teachers. For example, after finishing their first draft, students hand them in, and the teacher gives comments and often, corrects errors of grammar and mechanics of writing, students then revise and rewrite accordingly to produce the final draft. In terms of writing quality, students know how to improve their grammar and mechanics, but they do not know how to improve their content, which is considered crucial to effective writing (Creswell 2000). Some teachers use the teacher-student conference in order to allow students to negotiate text meaning; however, this activity tends to foster the interactions between the teacher and students only. These interactions represent a 'tutor-tutee' relationship, which will ultimately strengthen the teacher-student reliance. As a result, non-autonomous writers emerge after they have completed the undergraduate programme. The question then arises of how these students can learn to help themselves in writing in the real world. It may take them a number of years to develop their writing ability without in-class training on how to be autonomous in their writing when compared to other students who are trained in their writing classes. For this reason, the concept of 'autonomous learners' is one of the goals of education according to the 1999 National Education Act.

The peer response model in the present study focused on both higher order concerns (HOC) and lower order concerns (LOC). According to Cresswell (2000), the HOC distinguishes content, organisation and word choice from grammar and

mechanics. The proposed model also fosters equal participation of response group members. With these characteristics, this peer response model may be an alternative to enhance not only students' writing quality, but also their growth in autonomous learning.

1.5 Rationale for Investigating the Peer Response Technique in the Revision Stage

This section discusses the reasons for undertaking the present study. The contents cover the merits of the writing process-based approach and the concept of the autonomous learning and the peer response technique, an activity in the writing process which may enhance autonomous learning in writing.

The value of process writing has been stressed over the student's writing products. Students produce written work recursively through the stages of pre-writing, writing and revision (Flower and Hayes, 1980, 1981; Raimes, 1985; Hairston, 1982; White and Arndt, 1991). Revision is considered to be the most important stage of the writing process. Murray (1978) contends that the revision is the "heart" of the writing process, for it allows student writers to carefully review and rewrite their composition so that it is comprehensible according to the purpose of their writing. Revision refers to activities of reviewing a written text with the aim of modifying and correcting it in order to produce grammatically acceptable and coherent discourse (Chandrasegaran, 1986). It also includes some complex activities such as the rearrangement of ideas and insertion of new information. For Krashen (1984), Goldstein and Conrad (1990) and Magelsdorf (1992), the revision stage helps students in reviewing and improving their writing. In reinforcing the revision stage,

cooperative learning techniques designed to support cooperation and interaction among students, for example, in employing peer response technique, are required (Keh, 1990).

Regarding the aim of autonomous learning in which an individual is responsible for all of the decisions on his learning and implementing according to those decisions, the individual should be provided opportunities to be responsible for his own learning as much as he can cope with (Dickinson, 1987). In this perspective, the revision stage of the writing process in which the peer response activity is contained may be a path for learners to achieve the goal of autonomous learning because it offers them an opportunity to practice responding to their own writing as much as they can. Through this responsibility, students learn how to work on their own, which results in the long-term benefit since "it is obvious that no students, anywhere, will have their teachers to accompany them throughout life" (Littlewood, 1999: 73). To enhance individual students' autonomous learning of English writing, implementation should not be done in 'leafing' from dependent learning to independent learning right at the beginning. In other words, the sole responsibility for revisions should not be left to the student writers, especially those in EFL settings as in Thailand, especially, at the early stages of the learning process. It should be done step-by-step from peer group response to self-evaluation. Students, then, do not find the assigned tasks too difficult. Once they have gradually learned how to revise a written text from the whole class and peer group, they can eventually work on their own in a full-scale revision process.

In sum, the enhancement of students' writing quality and autonomous learning emerges in the revision stage of the writing process. Given this importance, the

researcher of the present study decided to focus on this stage, particularly on the development of the practical peer response model to enhance students' effective revision of their writing. The results of this research project are of significance in teaching and learning of EFL writing.

1.6 Definition of the Terms

For clarification, four key terms used in this study are defined as follows.

Writing Quality

Writing quality refers to good characteristics of written work that comprise (1) content that has clarity, coverage regarding to the task and explicitness, good organisation and good word choice; (2) grammar that is accurate and consistent according to British versus American English; and (3) mechanics (punctuation and spelling) that are accurate and appropriately used (Gabrielatos, 2000, On-line).

Revision

Revision, which represents the last stage of the writing process, refers to activities of reviewing written text, "as if a new pair of eyes" (White and Arndt, 1991: 136) with the aim of modifying and correcting it so as to produce grammatically acceptable and comprehensible writing (Murray, 1978; Chandrasegaran, 1986). Revision in the writing process requires various types of activities responding to students' written work including teacher comments, conferencing, peer response and self-assessment.

Higher Order Concerns and Lower Order Concerns

According to the On-line Writing Laboratory at Purdue University (OWL), higher order concerns focus on ideas and organisation, whereas lower order concerns focus on grammar, word choice and mechanics. Based on Faigley and Witte's (1981) taxonomy of revision change, word choice was considered as one of the features in the higher order concerns because it influences text meaning. In this study, the higher order concerns, therefore, include ideas, organisation and word choice. The lower order concerns consist of grammar and mechanics.

Peer response

Peer response refers to a technique in which student readers provide other student writers comments on their writing drafts so that those student writers can improve their own written work (Nelson and Murphy, 1993). The activity can be viewed as cooperative learning which increases students' achievement through collaborative learning rather than competitive (Johnson and Johnson, 1987) and individual learning (Bruffee, 1984).

Peer response activities normally appear in the form of pairs and small groups. In the pair-peer response activity, two students, on a voluntary basis or as assigned by the teacher, give comments on each other's written work. Similarly, in the peer response group activity, student writers form or are assigned to small groups to exchange written drafts in order to read and offer comments, in written or oral forms, and receive feedback from one another in return (Grabe and Kaplan, 1996).

Summary

Chapter One gives the overview of the present study, which aims to develop a practical peer response model and to examine its effectiveness for improving students' writing. The contents cover the background of the study, the purposes, the research questions, the significance of the study, the rationale for investigating the peer response technique in the revision stage and the definition of terms. The next chapter reviews the related literature.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter discusses the related theories, previous studies and the relevance of the present study. The contents cover the nature of writing, the significance of writing and English writing, the writing process, the characteristics of the writing process, revision, guidelines for revision, teacher response, peer response, guidelines for peer group response, writing evaluation, and finally the relevance of the present study.

2.1 Nature of Writing

The term 'Writing' has been variously defined by several researchers such as Halliday (1978), Flower and Hayes (1980, 1981), Zamel (1982), Raimes (1983), Tribble (1996), Grabe and Kaplan (1996) and Cumming (1998). According to Halliday (1978), writing is a social construct as its use serves social functions. Flower and Hayes (1980, 1981) state that writing is a problem-solving activity. Similar to some other researchers (e.g., Zamel, 1982; Raimes, 1983; Grabe and Kaplan, 1996; Tribble, 1996), Flower and Hayes (1980, 1981) also note that writing is a recursive process. Even though most researchers view writing as a process, the end product of this process is a good written text that suits the social context. Therefore, the three characteristics of 'writing' can be summarised as follows.

> The word "writing" refers not only to text in written script but also to acts of thinking, composing and encoding language into such text. These acts also necessarily entail discourse interactions within a socio-cultural context.
>
> (Cumming, 1998: 61)

Further, writing may be described as non-composing and composing. According to Grab and Kaplan (1996), non-composing is a type of writing that needs no organisation. Some examples of the non-composing include a shopping list, a note to a colleague, a questionnaire and a bank form. Composing, on the other hand, requires weaving of structural sentence units into a cohesive and coherent larger structure. This type of writing can be divided into telling or retelling and the transforming.

Telling or retelling is a type of writing that is already known to the writer; transforming, on the other hand, involves "the complex juxtaposition of many pieces of information as well as the weighing of various rhetorical options and constraints" (Grabe and Kaplan, 1996: 5). The complicated nature of writing strengthens the need for some forms of teaching (Tribble, 1996). Consistent with Tribble, Grabe and Kaplan (1996: 6) assert that unlike spoken language skills, "Writing abilities are not naturally acquired; they must be culturally (rather than biologically) transmitted in every generation, whether in schools or in other assisting environments."

In short, writing is a complex activity which involves a text, cognitive process and social context. Learning to write requires some forms of academic assistance. The reasons for people learning to write lie in the significance of writing discussed in the next section.

2.2 Significance of Writing and English Writing

Writing has long been considered significant for its numerous roles in a society. According to Grabe and Kaplan (1996), in the Greek-state era, writing was used for recording events, traditions and transactions. Later, during the rise of the Roman Empire, it was used in government and commerce. In the late eighteenth century, the uses of writing began to expand to other purposes, primarily in England, France and the USA. In the mid-nineteenth century—the schooled literacy period—writing was employed as a gate-keeping tool for enabling or disabling the accessibility of life opportunities. During that time, the kind of writing in which writing was involved played an important role both in school and white-collar employment (Stedman and Kaestle, 1987, cited in Grabe and Kaplan, 1996).

To date, writing, particularly writing in English, plays a more significant role because it has been involved in numerous aspects of human life such as social, educational, political, cultural, economic, financial and occupational (Grabe and Kaplan, 1996).

Due to the growth of electronic communication, writing is becoming even more important nowadays. According to Howell-Richardson and Bish (1997), the number of computer-mediated communication users rapidly increases and many thousands of electronic information sites are established each month. This form of communication certainly requires writing that is comprehensible for its audience. As a result, writing continues to be a target at school and post-schooling, i.e., college curricula.

In sum, writing has proven to be very significant, and its significance seems to rapidly increase when the world becomes a global community involving numerous

unique societies with different native languages. English has become an international language weaving those unique societies into one multi-national community. Writing in English appears to be a very crucial tool for communication, including computer-based communication, across countries for all numerous international purposes (Tribble, 1996).

2.3 Writing Process

In order to enhance our understanding of the writing process, this section reviews the main principle of the writing process and the approaches to writing as a process that include the expressive, the cognitive, the social and the discourse community approaches. The focus, however, is on the cognitive approach, which includes two main theories whose concepts this research adopted. These theories are the Flower and Hayes' (Flower and Hayes, 1980, 1981) and the Bereiter and Scardamalia's (Bereiter and Scardamalia, 1987).

2.3.1 Principle of the Writing Process

The main principle underlying the process-based perspective on writing is that writing is a process that is continuous and recursive in nature (Flower & Hayes, 1980, 1981; Zamel, 1982, 1983; White and Arndt, 1991; Tribble, 1996). This continuous process allows writers to go backwards or forwards to any stage: prewriting, drafting, revising and editing, they may find necessary (Raimes, 1985). Besides its focus on a developing period in which the written piece is produced, Cohen (1990) asserts that student writers' motivation may be affected if grammar and mechanics are not proportionally de-emphasised. He also proposes the process

writing strategies by revealing them through his process analysis as follows.

1. Having the recursive procedure

2. Linking ideas and clarifying text meaning by repeating

   key words and phrases

3. Utilising advanced and/or emergent planning

4. Making major revisions after the ideas are written down

5. Making decisions by evaluating different perspectives of writing

6. Having a good word choice

7. Distancing self from the written draft

8. Accounting for the goals and the audience

9. Writing multiple drafts.

The above writing strategies were also used for developing the revision guidelines used in the present study.

2.3.2 Approaches to the Writing Process

According to Faigley (1986, cited in Grabe and Kaplan, 1996) and Hyland (2002), approaches to the process of writing include the expressive, the cognitive and the social and discourse community approaches. The expressive approach aims at producing writing that is fresh, natural and righteous. This means that writers should write what they think and that the writers have already had the necessary resources for writing. In other words, the writing context and social context are essentially ignored.

The approach used in the cognitive stage is the psychologically based-approach. According to Flower and Hayes (1980, 1981) and Bereiter and Scardamalia (1987), writing, in the cognitive view, is a recursive and goal-directed activity. Less-skilled writers compose differently from skilled writers. Less-skilled writers' writing is knowledge telling while that of skilled writers is knowledge transforming. With respect to the social-context approach, writing is viewed as a social activity. Features of a text are therefore influenced by the community for which it is written and instructed through the particular genres of communities (Hyland, 2002).

The ideas of discourse communities are that student writers need to "initiate themselves into the academic communities they wish to join" (Grabe and Kaplan, 1996: 108). A discourse community is an academic community which shares the same public goals (Cooper, 1989). It is a forum for discussion and debate; it is a room for exchanging comments and informative messages among particular groups of people (Swales, 1990). As stated earlier, the researcher of the present study employed the writing process, which stems from the cognitive approach, particularly the Flower and Hayes theory (Flower and Hayes, 1980) and the Bereiter and Scardamalia theory (Bereiter and Scardamalia, 1987) because its principles allow students to improve their writing through stages. Meanwhile, the students are learning throughout these stages. Furthermore, these theories recognise the difference between skilled writers and unskilled writers, which are contained in the real setting. These two important theories, therefore, are used as a basis for designing the teaching and learning process in this study. The two theories are discussed in detail as follows.

2.3.2.1 The Flower and Hayes Model

Based on their protocol analysis, Flower and Hayes (1980) present the writing process, which comprises three major operational processes: the writer's long-term memory, the writing processor, and the task environment. The writer's long-term memory consists of knowledge of topic, audience and writing plans. The writing processor has three components: planning, translating and reviewing. The last operational process, the task environment, comprises two components, the rhetorical problem and the text produced. The researcher of the current study was interested especially in the second operational process, that is, the writing process (Flower and Hayes's writing processor). The writing process consists of three main stages, planning, translating and revising.

Planning, the first stage, includes three sub-processes: generating ideas, organizing and goal setting. In generating ideas, writers assess information in their memory. This assessed information, then, is organised by the guidance of the 'goal setting' sub-component. After that, at the second stage, translating, the information derived from planning is written down. At the final stage, revision, the product of the translating stage, is evaluated and revised. Throughout this operational process of writing, writers can go back or go forwards to any stage at all times. According to Flower and Hayes (1980, 1981), the sub-processes of revising, evaluating, and generating can interrupt any other process at any time in the act of writing. Indeed, the present research put emphasis on the revision stage because it is considered the most important stage (Murray, 1978). The extensive discussion on the revision stage is in 2.5 (Revision).

In general, the Flower and Hayes model has been highly praised for its accounting for recursive nature of writing and its representation of the first attempt into modeling the writing processes. Figure 2.1 shows the Flower and Hayes model of writing.

```
┌─────────────────────────────────────────────────────────┐
│          ┌──────────────────────────┐                    │
│          │   TASK ENVIRONMENT       │                    │
│  ┌──────────────────┐   ┌─────────────────────┐          │
│  │   RHETORICAL     │   │                     │          │
│  │   PROBLEM        │   │   TEXT PRODUCED      │          │
│  │                  │   │   SO FAR            │          │
│  │   Topic          │   │                     │          │
│  │   audience       │   │                     │          │
│  │   exigency       │   │                     │          │
│  └──────────────────┘   └─────────────────────┘          │
└─────────────────────────────────────────────────────────┘
```
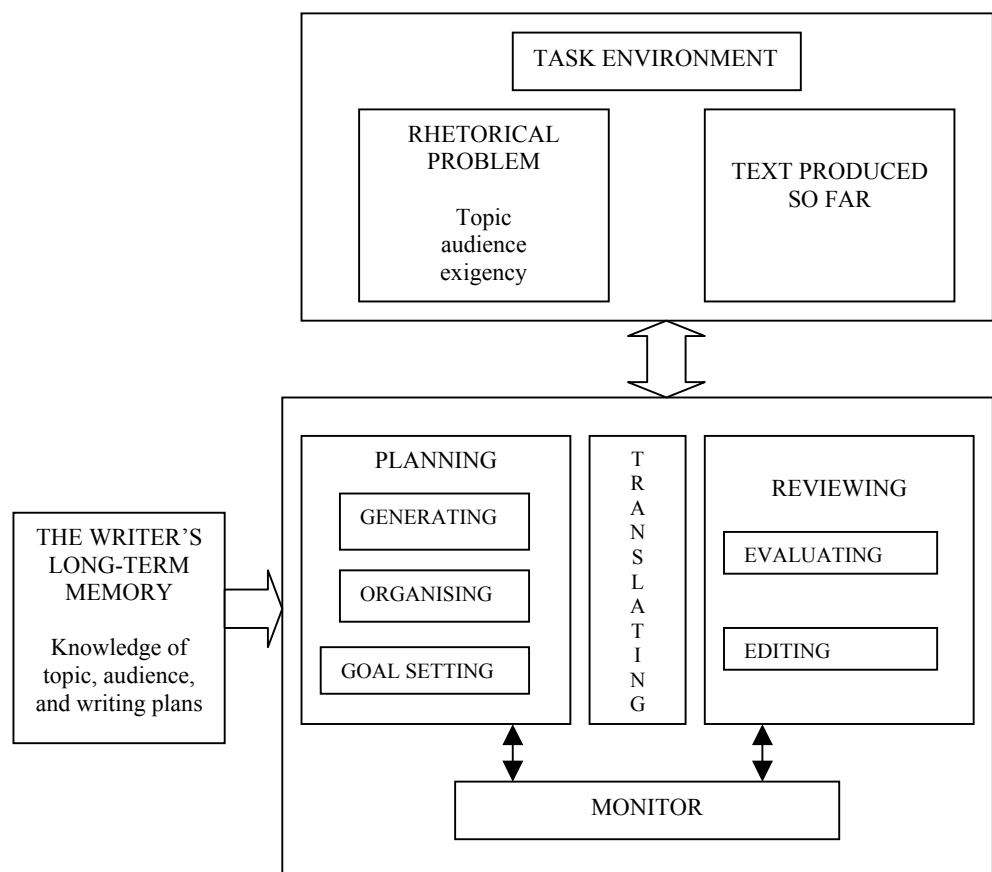

Figure 2.1 The Flower and Hayes Model (Flower and Hayes, 1980)

This model has been criticised by some researchers. Bereiter and Scardamalia (1987), for example, argue that the process of writing should not have only one single process. Rather, it involves two sub-processes, knowledge telling and knowledge transforming. North's (1987) critique is that the model is not clear enough for translating into the actual instruction in the writing classroom. Dorbin (1986) states that the protocol analysis may not be an appropriate method for

a study from which a writing theory is derived. Another criticism made by Grabe and Kaplan (1996) is that while one of Flower and Hayes's hypotheses is on the differences between expert writers and less-skilled writers, their model does not show any recognition of these differences; rather, it displays the similarity all writers make when they compose.

Despite these criticisms of the aforementioned Flower and Hayes model, its main principle-- writing is a recursive process, recognising the writer's long-term memory, the writing processor and the task environment (Flower and Hayes, 1980, 1981)-- is real with respect to what happens when people write. However, in applying this model to the present study, the researcher was aware of these criticisms. Further, the Bereiter and Scardamalia model was used to compliment the Flower and Hayes model with regard to the difference between the writing process of skilled writers and that of less-skilled writers which is discussed in the next section.

2.3.2.2 The Scardamalia and Bereiter Theory

Bereiter and Scardamalia's (1987) theory, another cognitive theory, contends that the 'writing process' comprises different processing models at different stages of writing. The two writing processes proposed by Bereiter and Scardamalia (1987) are knowledge telling and knowledge transforming, which represent two different ways that writers write. The knowledge-telling process is the way less-skilled writers write. The purpose of this writing process is to tell what the writers know about a particular topic. The knowledge-transforming process, which is used by skilled writers when they compose, is a complicated way of writing.   For

Grabe and Kaplan (1996), however, the transforming process is not clear in terms of how or when a writer makes the cognitive transform. They also raise the question whether a writer has a partial transforming stage, and if so, how it can be recognised.

Despite criticisms stated above, the Bereiter and Scardamalia Model (Bereiter and Scardamalia, 1987) has contributed to understanding the writing process of an individual writer. It explains what writers do when they write and why different writers write in different ways (Grabe and Kaplan, 1996). This theory then compliments the writing process initiated by Flower and Hayes (1980). The fact that different writers compose in different ways was accounted for when the researcher designed a peer response model used in the present investigation.

2.4 Characteristics of the Writing Process

According to the two cognitive theories of the writing process discussed above, the Flower and Hayes Model and Bereiter and Scardamalia Model, the main characteristics of the writing process can be summarised as follows.

Writing is a non-hierarchical process which allows writers to go backwards or forwards to any stage where necessary (Taylor, 1981; Hairston, 1982; Zamel, 1983; Flower and Hayes, 1980, 1981; Raimes, 1985; Caudery, 1997). This recursive nature of the writing process offers a writer more opportunities to produce a better quality written work. The writing process is also seen as an exploratory and generative process (Zamel, 1983). Thus, the teacher's guidance and intervention is made through the process (Hairston, 1982); that is, the teacher helps students in generating ideas, setting goals and translating their ideas into writing.

Another important characteristic of the writing process is that it encourages writers to emphasise on the ideas or content first; the grammatical and mechanic considerations can be made later. As Taylor (1981: 15) puts it, "content, ideas and the need to communicate would determine form," and Cohen (1990) proposes that for non-native writers in particular, grammatical and mechanical accuracy should be proportionally de-emphasised in order that writers' motivation is not affected. In terms of class activity, the writing process involves cooperative activities in which teacher-student and student-student interactions are enhanced through teacher-student conferencing and peer response activities. These activities assist writers to create ideas and provide them guidance of how to organise these derived ideas (Sommer, 1980). In addition to the major characteristics mentioned earlier, there are some other features that form the complete process of writing as Hairston (1982) and Caudery (1997) have concluded in the framework for teaching writing using the process approach as follows.

- It focuses on the writing process.
- It teaches how to generate content and discover the purpose.
- It is rhetorically based.
- The evaluation of a piece of writing is based on how well it fulfils the purpose of writing and meets the audience's needs.
- It views writing as a recursive rather than a linear process.
- It is holistic, seeing writing as an activity that includes the insightful, and unreasonable as well as reasonable faculties.
- It views writing as a way for learning, developing and a skill for communication.

- It involves a variety of writing modes.

- It is informed by other disciplines, especially cognitive psychology and linguistics.

- It assumes that writing can be instructed.

- It is based on linguistic research and research into the writing process.

- It emphasises that writing teachers should be people who write.

- It assumes that a piece of writing is produced through the making of multiple drafts.

- Writing can be in part a co-operative activity.

In order to illustrate how the theories of the writing process can be translated into classroom instruction, White and Arndt (1991: 5) give a sample set of activities to produce a full-scale piece of writing in the writing process as follows.

- Discussion (class, small group, pair)
- Brainstorming/making notes/asking questions
- Fast writing/selecting ideas/establishing a viewpoint
- Rough draft
- Preliminary self-evaluation
- Arranging information/structuring the text
- First draft
- Group/peer evaluation and responding
- Conference
- Second draft
- Self-evaluation/editing/proof-reading
- Finished draft
- Final responding to draft

In the writing course where the present study took place, the writing process-based approach was employed. The focus was on the revision stage, in which the peer response activity, the key interest, was incorporated. The detail of the revision and the peer response are discussed in the next two sections.

2.5 Revision

This section gives an overview of revision. The contents cover the definition of revision, its merits and some related studies.

'Revision' has been defined differently in the literature. A great deal has been written about 'revision' (e.g., Stallard 1974; Murray 1978; Sommers 1980; Chandrasegaran 1986). Stallard (1974) refers to revision as correcting, changing, adding to or deleting text from the original written draft. Murray (1978) views revision as the process that allows student writers to carefully review and rewrite their written draft so that it is comprehensible regarding the purpose of writing. Sommer (1980) sees revision as changes in a piece of writing which are initiated by cues and which occur recursively throughout the writing process.

For Chandrasegaran (1986), revision refers to activities of reviewing a written text with the aim of modifying and correcting it in order to produce grammatically acceptable and coherent discourse. According to Lunsford and Connors (1989), revision involves reviewing a draft in order to ensure that (1) the thesis is clearly stated and is developed persuasively; (2) the organization is logical; (3) the sentences are produced variedly; and (4) word choice is appropriate and memorable. This review requires rethinking about the aims and methods with respect to the original purpose and audience. Similar to Faigley and Witte (1981), Lunsford and Connors (1989) also note that revision may call for changes at macro- and micro-levels. For White and Arndt (1991), revision involves evaluating and re-viewing the written draft.

The revision stage is, then, found to be very helpful for writing. In support of this statement, Krashen (1984), Goldstein and Conrad (1990) as well as Mangelsdorf (1992) contend that the revision stage helps learners in revising and improving the quality of their writing. In short, of all three major stages of the writing process, revision is considered the most important stage in which the written draft is improved to become a better piece of writing than the original. Therefore, revision is the "heart" of the writing process (Murray, 1978).

Recognising the significance of the revision stage of the writing process, a number of researchers (e.g. Sommer, 1980; Yagelski, 1995; Polio, Fleck and Leder, 1998, On-line) have conducted their studies emphasising the revising strategies. Sommer (1980) studied the differences between students' revision strategies and experienced writers' strategies. The subjects comprised 20 university students and 20 experienced ones (journalists, editors and academic writers). Each participant wrote three essays and revised another essay. Then, the three revised essays were analysed with regard to revision operations (i.e. deletion, substitution, addition and reordering), levels of change (word, phrase, sentence and theme) as well as scale of concerns. The findings revealed that students were primarily concerned with vocabulary and lexical changes. Sommers (1980) points out that what students need is a set of strategies to identify global errors.

Unlike the student writers, experienced writers' revisions were found to be more complicated. Their revisions focused on both form and content. The results of Sommers's study were claimed to be consistent with those of Faigley and Witte (1981). In their study, Faigley and Witte compared students' revising strategies to those of experienced writers. They developed a taxonomy for analysing revisions in

order to distinguish changes that affected meaning of the text and those that did not (see Figure 2.2: Taxonomy of Revision Change in this chapter). They found that student writers' revising ability was limited to solely dealing with the micro-errors. Nevertheless, some researchers do not agree with this conclusion. Freedman (1992), for example, argues that students are able to deal with global revision as well.

Yagelski (1995) investigated the relationship between classroom context and the revision strategies of high school student writers. In the study, the essays were coded for revisions, and the results were examined with reference to specific features of the teaching method and related features of classroom context. The results of the investigation indicated that the students focused their revisions on surface and stylistic concerns. Yagelski suggests that particular features of the classroom context, including the course structure, the interactions among students, the teacher's responding strategies, and evaluation, probably influence the teacher's and students' views of writing quality and revision and may contribute to the students' focus on micro-errors or lower order concerns.

Polio, Fleck and Leder (1998, On-line) investigated whether or not ESL students revised sentence-level errors and whether or not additional editing instruction reduced this type of errors. Sixty-four ESL students' 30-minute drafts and 60-minute revisions were examined at the beginning and at the end of the semester. The results were that, after the treatment, students in the experimental group showed better performance with regard to language accuracy even though this improvement was not statistically significant.

The findings of the research focusing on the revision strategies stated above were also accounted for when developing a peer response model in the present study.

2.6 Revision Guidelines

In revising their written draft, student writers need guidelines to help them achieve the revision goals. These guidelines are useful in both giving directions how to revise and in assisting students to focus on a particular area that needs attention (Hairston, 1982). Some guidelines are proposed by a number of researchers such as Flower, Hayes, Carey, Schriver and Stratman (1986), Lunsford and Connors (1989), White and Arndt (1991). Before citing these guidelines, it would be useful to review the taxonomy of revision changes developed by Faigley and Witte (1981), which may give us a clearer understanding what changes are referred to in the revision guidelines.

Faigley and Witte (1981) propose a taxonomy of revision changes. The changes that preserve the old information in the text are called 'surface changes,' whereas those that bring new information to the text are called 'meaning changes' or 'text-based changes.' Surface changes are divided into two categories, formal changes and meaning-preserving changes. Formal changes include those in spelling, tense, number and modality, abbreviations, punctuation and format. Meaning-preserving changes involve changes that "paraphrase" the concepts in the text. Under these meaning-preserving changes are addition (what can be inferred), deletions (infer what had been explicit), substitutions (longer units that represent the same concept), permutations (rearrange with substitutions), distributions (pass material in one text segment into more than one segment) and consolidations (consolidate two or more units into one unit).

Meaning changes include macrostructure changes and microstructure changes. Macrostructure change alters the summary of the text; micro change, on the other

hand, does not affect the summary of the text. Faigley and Witte (1981) explain macro- and micro-changes by using the same six operations (addition, deletion, substitution, permutation, distribution, and consolidation) identified under meaning-preserving changes. Figure 2.2 shows the Faigley and Witte Taxonomy of Revision Changes.

Revision Changes

Surface Changes   **Text-Based Changes**

Formal Macrostructure Changes	*Meaning-Preserving Changes*	*Microstructure Changes*	*Changes*
Spelling	Additions	Additions	Additions
Tense, Number,	Deletions	Deletions	Deletions
And Modality	Substitutions	Substitutions	Substitutions
Abbreviation	Permutations	Permutations	Permutations
Punctuation	Distributions	Distributions	Distributions
Format	Consolidations	Consolidations	Consolidations

Figure 2.2 A Taxonomy of Revision Changes (Faigley and Witte, 1981: 403)

Following are the revision guidelines, which suggest that text-based changes are reviewed first, then grammar and mechanics are considered.

Lunsford and Connors (1989) suggest the following points as guidelines for reviewing a piece of written draft.

- Introduction: attractive opening and clear thesis statement

- Supporting points: sufficiently necessary supporting parts

- Organisation: ideas presented in the most useful way

- Paragraphs: clear and complete information

- Sentences: interesting and not too different in length

- Words: effective word choice

- Tone: appropriate and consistent

- Conclusion: memorable way

- Final thoughts: the main strengths and weaknesses in the draft

White and Arndt (1991: 118) offer the following checklist for evaluating texts.

(a) Type of writing:
- What type of writing is this text intended to be?
- Does it conform to the conventions usually expected of its type?
(b) Purpose and ideas:
- Is the writer's purpose clear?
- Do we understand the main idea(s)?
(c) Structure of text:
- Is it easy to follow the development of the ideas/argument?
- Would it help to rearrange the sequence of ideas?
- Do the relations between the ideas need to be changed?
- Do the connections between the ideas need to be made more explicit?
- Are the ideas grouped together in a suitable way?
- Is the text segmented into appropriate paragraphs?
- Should any of the paragraphs be joined together?
- Should any of the paragraphs be broken down into smaller units?
(d) Response as readers:
- Does the opening make us want to read on?
- Do we feel satisfied with the way the text comes to an end?
- Are there any points which are not necessary?
- Are there any points which we don't understand?
- Are there any points on which we would like more information?

Some online writing laboratories also offer guidelines for revision. These laboratories include Online Writing Laboratory (OWL, 2002, On-line) at Purdue University and the Writing Center at Colorado State University. The guidelines also suggest that higher order concerns (HOC) or text-based changes be considered first, then lower order concerns (LOC) or surface changes (see Faigley and Witte, 1981). Following is an example of guidelines offered by OWL.

(a) Higher Order Concerns

- Check the thesis statement.

- Check organisation.

- Reread the essay to ensure explicitness.

- Check the development of the essay to ensure sufficient details.

(b) Lower Order Concerns

- Check grammar points to ensure accuracy.

- Check pronoun reference.

- Check parallel structure.

- Check word choice.

- Ensure the accuracy of mechanics.

It should be noticed that these guidelines for revision cover the writing qualities ranging from content and organisation to grammar and mechanics. However, they seem to require so much time that they might affect students' motivation in doing the task. The guidelines used in the present study, therefore, were adjusted to suit the subjects who were English majors and the chosen rhetorical form of writing (argumentative essay). The subjects were trained how to use the guidelines.

2.7 Teacher Response

Having reviewed the literature on the writing process, we now deal with a specific element of the writing process--responding to students' writing. A response or giving feedback is an on-going process that parallels the writing process of

generating ideas and revising students' drafts (Reid, 1993). The response to students' writing plays a significant role in improving students' writing, particularly among English non-native students, as Swain and Lapkin (1995) state that relevant response could play an important role in advancing students' second language learning. It helps student writers to become aware of a linguistic problem, then generate alternatives and evaluate them. This leads to a tailored output and learning enhancement either through the new linguistic knowledge acquisition, or the existing knowledge consolidation.

Regarding responding to students' writing, some researchers note that a successful response can be achieved only when it is given appropriately both in features and sequence. Zamel (1985), for example, contends that feedback to student writing in the revision stage should be for meaning, and students should be offered specific guidelines and directions on how to proceed (Raimes, 1991; Zamel, 1985). In terms of the sequence of content and form feedback, Zamel (1985) suggests that content feedback be given on early drafts and form feedback on later drafts. Krashen (1984) advocates delaying feedback on errors until the final stage of editing and offers intensive reading practice as a long-range cure for the immediate problems of surface errors. Ashwell (2000), nevertheless, argues that giving the two types of feedback simultaneously does not deleteriously affect students' revision.

A response process, according to Grabe and Kaplan (1996), normally includes reading the first draft for ideas and organisation. In this activity, the teacher, as an expert writer, gives assistance to students with regard to basic problems in the organisation and content of a piece of writing. The teacher provides student writers

supportive feedback; then, in small groups, the students discuss and give feedback to one another in order that they can produce a better draft.

Even though the present investigation focused on the peer response activity, other types of responses are also involved in the writing process. For example, self-response was used prior to the peer response activity. Teacher response was necessary after the completion of the peer response activity in order that it was not an extraneous variable. Reviewing those types of responses, therefore, is necessary. Following are response activities listed by Reid (1993).

- Topics are discussed in small groups, and peers give feedback.

- Drafts are read aloud by student writers, and peers give feedback.

- Tentative thesis statements are written; then, peers and the teacher give feedback.

- The teacher gives oral responses to students' questions in class and in peer workshops.

- Students ask each other about topic ideas, plans for essay writing, or plans for revisions.

- Writers explain their own drafts or describe key features of their own drafts.

- The teacher conducts one-on-one conferences with students during class and outside class regarding writers' notes, plans and drafts.

- In a reader-mode or in a criterion-based mode, peers give comments on peers' written drafts.

The teacher response is considered necessary for student writers, not only student writers in L1 contexts but also those in L2 and EFL (Cohen and Cavalcanti,

1990; Leki, 1990). A number of studies provide evidence for the benefits of teacher response. Fathman and Whalley's (1990) investigation, for example, reveals changes in ESL students' writing. In this study, four different types of responses are given to four groups of student writers: the group receiving no response, the group receiving grammar response, the group receiving content response only and the group receiving both content and grammar responses. The researchers found that students improved their grammatical points, particularly those commented on by the teacher. Student writers found teacher response useful in helping them improve their writing (Ferris 1995). For most of them, the teacher was the only person that they could whole-heartedly trust. The teacher's role was considered that of a real reader and evaluator (Leki, 1990).

Although teacher response has been widely accepted among teachers and learners, it has also been criticised. Zamel (1985) argues that some teacher responses seem not to serve the purpose of helping students to improve their writing. Frequently, teachers misread students' writing; this causes problems of imprecise and inaccurate revisions. Furthermore, Zamel (1985) notes that teachers tend to emphasise giving responses on grammar and mechanics rather than content and organisation. Teacher response, an on-going process (Reid, 1993), can be given in several forms; three forms, however, are commonly employed. They are teacher-whole class response, conferencing and written response.

2.7.1 Teacher-Whole Class Response

This type of teacher response can be given not only on students' written drafts but also on their pre-writing activities. Grabe and Kaplan (1996) suggest that

demonstration of the skills the teacher wants students to use be provided to them, and the strategies necessary for brainstorming should also be introduced.

According to Grabe and Kaplan (1996), the teacher-whole class response can also involve the use of specific students' essays or essay excerpts that indicate some common problems. Then, the whole class discusses these common problems and finds solutions together. Another way is that the teacher gives feedback to a volunteer student's essay. This type of response provides students an opportunity to improve their written draft and develop their own feedback ability through learning from class discussions and the teacher's thinking aloud.

2.7.2   Conferencing

Conferencing refers to the term used to describe one-on-one consultation between the teacher and the student writer during the writing process. The purpose of this activity is to allow the teacher and the student to discuss matters that cannot be handled by written responses alone (Cohen, 1990).

Conferencing has both advantages and disadvantages. On the positive side, according to Grabe and Kaplan (1996), this technique allows informative interactions between the teacher and individual students outside class. The more relaxing atmosphere out of class prevents students from any embarrassment that might occur in class interaction, so they feel at ease to interact with the teacher with regard to their writing. Moreover, it offers an opportunity to students to immediately receive teacher's comments. There are also some disadvantages of this technique. The main problem is that it demands time that most teachers cannot devote and that it requires interactive negotiating skills from the teacher (Freedman, Greenleaf and

Sperling, 1986). To solve this problem, Grabe and Kaplan (1996) suggest that students need to complete a revision planning conference form provided by the teacher. In other words, they need to prepare a guideline specifying certain objectives for the conference before time. In this connection, Reid (1993: 222-3) provides an example of a worksheet for conference as follows.

Revision Planning Conference

1. I thought the best part of my essay was…….
2. I thought the weakest part of my essay was……
3. According to your [i.e. the instructor's] comments, the strengths and problems in the essay draft are as follows:

       STRENGHS   PROBLEMS
       a. …………….   a. ……………..
       b. …………….   b. ……………..
       c. …………….   c. ……………..

4. Based on the feedback, here is my plan for revising this essay (list specific steps you intend to take and specific paragraphs you intend to revise):
       a. ……………………………………………
       b. ……………………………………………
       c. ……………………………………………

5. Three questions I want to ask you [i.e. the instructor] are:
       a. ……………………………………………
       b. ……………………………………………
       c. ……………………………………………

Another criticism of conferencing is the teacher's domination. According to Grabe and Kaplan (1996), conferencing is not successful when the teacher plays a directive role and students a passive role. In the ESL/EFL context, it is even more problematic because the students, particularly lower achievers, prefer to merely listen to the teacher rather than involve themselves in the discussions (Ferris, Hared, Kowal, Lapp and Patthey 1989, cited in Cohen, 1990).

In conclusion, the use of the conferencing technique is becoming more widely accepted in the teaching of writing at present. It can be flexibly employed in all stages of the writing process: pre-writing, drafting, revising, editing and assessment issues in student writing (Tompkins, 1990, cited in Grabe and Kaplan, 1996). However, similar to the teacher-student response, in this study, the teacher-student conference was conducted only after the experiment because it might be an extraneous variable.

2.7.3   Written Response

Giving response to students' compositions in a written form is familiar to all writing teachers in all stages of the writing process ranging from planning, drafting, revising and producing the final draft. The written response appears to be used in various forms, but the common choices, state Grabe and Kaplan (1996), are descriptive written critique, comments for revising content and organisation, and prose-editing responses.

Even though teachers have used the written form in giving comments on students' writing for a long time, there remains a question as to whether or not such comments make a difference in students' written drafts. This question leads to some empirical studies. For example, the results of Cohen's (1987) survey, which was undertaken with over 200 college students in New York State, revealed that about 20% of the students paid little or no attention to the teacher written responses on the final draft.

Another criticism made by Grabe and Kaplan (1996) is that teacher written feedback is often imprecise or unclear to student writers, so it does not help

students when they attempt to improve their writing. At the other extreme, Grabe and Kaplan also point out that some teachers give too detailed response to students' writing, focusing on surface errors instead of the global organisation and content. They then suggest that the written feedback be balanced between these two facets. According to Cohen (1990), the comments have a positive impact on students' written drafts under the following conditions: when they have enough knowledge about the area of the feedback, when they view that the feedback is important for short- or long-term needs, when they understand the feedback and when they have strategies for dealing with the feedback.

The teacher should also account for the above conditions when he or she gives the written feedback and ensure these conditions, for example, avoiding giving response in a complicated way (e.g., using jargon or codes that may confuse students); instead, the teacher should make a written response simple and easy to understand. Teacher comments that are too complicated cause student writers to ignore them, and not attempt to improve their writing. Grabe and Kaplan (1996) suggest that good written responses to student writing, like other forms of responses, should comprise both positive points and a number of comments that lead students to make revisions. They should also provide specific suggestions for content and organization. Grammatical points, spelling and punctuation are to be mentioned solely in a small concrete set so that it can help students to make corrections. Using feedback guidelines and worksheets may be possible under cautious handling.

Despite the establishment of various forms for responding to students' writing, giving feedback in a written form remains necessary. Because teachers tend to have heavy workloads, particularly those who teach large classes of writing as in

ESL and EFL settings, they cannot devote adequate time for other more effective means such as one-on-one conference. Furthermore, written feedback can help remind student writers what needs to be revised and how to write it in a better way. However, this benefit tends to appear only when written comments are given in a proper way as mentioned above.

In summary, in all forms, teacher response has been considered necessary, particularly for ESL and EFL student writers. Even in NES writing contexts, teacher comments are vital. The significance of teacher response is evidenced by its allocated places in the writing process approaches. However, teacher response alone cannot lead to learner autonomy—the essential goal of all learning (Cotterall, 2000). Students need to learn to help themselves as much as possible in their writing. For EFL students, particularly in Thailand where working in a small group is enjoyable, peer response may allow them to learn how to be autonomous in their writing. On the continuum of dependent learning and independent learning, the peer response technique probably stands in the middle point. In the writing class, trying to push students from familiarly dependent learning to purely independent learning or self-assessment seems to be too ambitious. It seems as though all the responsibilities for the learning process are left to students too early. The teacher should provide them sufficient training and opportunities to develop their skills for their new role as autonomous learners in the future. This idea has led the present study to concentrate on the peer response technique.

2.8 Peer Response

This section presents the peer response activity, its strengths and weaknesses according to previous research, and studies investigating the peer response technique.

2.8.1 Peer Response Activity

As stated earlier in Chapter One, the peer response activity refers to a cooperative learning technique, which students provide comments on peers written drafts, and the students improve their drafts accordingly (Nelson and Murphy, 1993, On-line; Bruffee, 1984).

The peer response activity normally appears in the form of pairs and small groups. In the pair-peer response activity, two students, on a voluntary basis or as assigned by the teacher, give comments on each other's written work. The peer response group activity, on the other hand, is the process in which student writers form or are assigned to a small group to exchange essays in order to read, offer comments in either written or oral forms and receive feedback from each other in return (Grabe and Kaplan, 1996). In both types of responses, guidelines for revisions and training may be necessary.

Some researchers support the use of peer response groups (three or more students), whilst others prefer to assign peer pairs (student-student). The former argue that peer response groups offer writers a wide range of responses on their writing, whereas peer pairs tend to foster more a writer-based analysis of written texts (Spear, 1984, cited in Mendonca and Johnson, 1994). The latter, on the other hand, sets up a hierarchical relationship between students--a tutor and a tutee, rather than an equal relationship that develops in peer response groups (Sharan, 1984). Similarly,

Bruffee (1984) asserts that peer response groups provide a context of a variety of thinking, writing, talking, learning, and role-play situations that create an educative force of peer influence. Furthermore, a peer response group activity enhances students' 'learning together,' as Grabe and Kaplan (1996: 379) state, "Responding to peer work will also involve students in each other's writing; in that process, students can learn the language of and uses for responding to texts. Keh (1990), another researcher supporting the use of peer response groups, contends that student writers can understand comments from friends better than those from the teacher because they are at a same stage of maturity.

In short, the peer response is an activity which allows students to learn from one another. In the activity, students may work in pairs or in groups, but peer pairs may foster the 'tutor-tutee' pattern. Some researchers focus more on the peer response group activity. In the peer response group activity, students exchange their written drafts and give comments to one another. Then, they revise their drafts accordingly. The peer response activity is said to be useful to students' writing.

2.8.2 Strengths and Weaknesses

The peer response technique is praised for many reasons. According to Barnes (1976) and Forman and Cazden (1985) the peer response technique gives students opportunities to play a more active role, which is necessary for becoming autonomous learners, in their learning. Jacobs (1989) theorises that peer response also allows more students' cooperation by giving them additional roles of a reader and advisor. It raises writers' awareness. Since the readers read the draft and try to judge the meaning of the writing from their own perspectives (Mittan, 1989; Moore,

1996), the writers have to try to write comprehensibly so that their readers understand accordingly. In addition, Allaei and Connor (1990) believe that through making choices, expressing purposes, reading and rereading their own and peers' written drafts, students are gradually able to identify errors in their own writing in terms of content, grammar and mechanics. This improved learning capability is in accordance with the goal of learner empowerment in English writing, and the peer response technique may be a possible way to achieve this goal.

Despite many advantages of the peer response technique in English writing classes, a good number of researchers are critical of it. They argue that students prefer to follow their teacher's responses because they might not always trust their peers in their revision (Mendonca and Johnson, 1994). Some of them are concerned with students' insufficient ability to evaluate and identify errors in their peers' written work, which may lead to the disheartening situation of the blind leading the blind (Bruffee, 1984). When looking at the use of peer response activity in ESL settings, according to Ashwell (2000), it is found that students give only grammatical comments because they do not know how to judge the content. One cause of students' failure in dealing with content judgement is that they are inadequately prepared to make judgement on the cohesion of text (Chandrasegaran, 1986).

In brief, the advantages of the peer response technique include the following. It allows students to play a more active role, raises students' awareness when they write, fosters cooperative learning and enables students to identify errors. Critiques made on the use of peer response are the lack of peer trust and the inability to judge content.

2.8.3   Studies on Peer Response

Apart from the research reviewed so far, the peer response in ESL/EFL writing classes has been assessed in several studies such as Parris (1989), Connor and Asenavage (1994. On-line), Zhang (1995, On-line), Carson and Nelson (1996, On-line), Mooko's (1996), Berg (1999, On-line), Tsui and Ng (2000, On-line) and Porto (2001).

Parris (1989) examined whether or not peer evaluation improved the writing ability of grade 12 students in an English native-speaking class. Students in the experimental group were trained how to use rating scales for evaluating peers' written work, together with how to give peer response. It was found that the experimental group was superior on dimensions of scores, content, organisation and wording.

Connor and Asenagage (1994, On-line) studied the impact of peer response on subsequent revisions, comparing comments from the teacher with other sources. Over several drafts, the revisions of students' essays were evaluated. The peer interactions were audiotaped; written responses given by teachers or peers were noted. Types of revisions were identified using Faigley and Witte's (1981) taxonomy of revision changes. The results revealed that the students made a lot of revisions but few of these resulted from direct peer group response. Furthermore, students making the greatest number of changes made more text-based changes, whereas those who made fewer changes tended to make surface-level changes. The results of this study raise questions with respect to group formation and types of modeling done for group work.

Zhang's (1995, On-line) investigation aimed at reexamining affective advantages of peer response in ESL classroom. He compared the affective values between teacher response, peer response, and self-directed response. In his study, 81 ESL learners who had experienced the three types of feedback responded to a questionnaire and their preferences were statistically analysed. The results show that claims made about the advantages of peer response in L1 writing did not apply to ESL writing. The ESL student writers preferred teacher feedback.

Carson and Nelson (1996, On-line) examined Chinese students' interaction styles and reactions to the peer response groups in the composition classes. Three peer response groups were videotaped for six consecutive weeks; then, the students were interviewed. The interviews were audiotaped. The data analysis showed that the goal of Chinese students' interactions was to maintain group harmony. Moreover, similar to the finding in Zhang's study, the students also preferred teacher feedback to peer feedback.

Since the subjects in both Zhang's and Carson and Nelson's investigations were only Chinese, there might be a problem with the generalisability of these studies. Some successful use of the peer response technique in other ESL and EFL settings can be seen in several studies such as those of Mooko (1996), Adipattaranan (1996), Berg (1999, On-line), Liangprayoon (2000) and Porto (2001).

In investigating the impact of guided feedback and guided self-assessment on the quality of compositions written by secondary school students in Botswana, Mooko (1996) assigned 82 subjects into two groups: the peer feedback and the self-assessment groups. Both groups were exposed to the same writing process treatment, except in the revision stage where the peer feedback group worked in

groups and gave each other feedback on their first written draft, whereas those in the self-assessment group worked individually to evaluate their own draft. Mooko (1996) reported that guided peer feedback seemed to be better than guided self-evaluation in enabling student writers to improve the introduction and conclusion of their essays, and also in helping to reduce micro-level errors. However, self-evaluation was more effective than guided peer feedback with regard to the content scores. This point is interesting, for it indicates that there might be other factors affecting the quality of writing. It might be because the guidance for peer response was vague, or because the individual interests, which enable or prevent students from improving content, were different.

Adipattaranan (1996) studied how students gave peer suggestions, what guidelines were used to accept peer and teacher feedback and attitudes towards peer and teacher feedback. The subjects were six students studying in Grade 9. In the writing process, the subjects gave feedback on peers' written drafts. Then, there was a student-teacher conferencing. The final draft was submitted after the subjects finished the second revision. The results were that the students were capable of giving comments on both rhetorical and compositional aspects. They appreciated their peers and teacher help in improving their writing. It was also found that it was the writer's own judgment whether to accept the feedback and that the revision made depended upon the writer's commitment.

Berg (1999, On-line) studied the effects of trained peer response. The subjects were 46 ESL students who were divided into two groups: trained and untrained. Students' types of revision were identified, based on Faigley and Witte's (1981) taxonomy that divides changes into two types: those that affect text meaning

and those that do not. Writing quality was evaluated by using a holistic rating procedure of first versus revised drafts. The results of the study showed that the trained peer response had positive effects on types of ESL students' revision and the text-quality.

Liangprayoon (1999) studied the types of written peer feedback, the use of peer feedback, the revision process and qualities of the revised draft. The sample consisted of nine grade-eleven students. The results indicated that peer feedback had a positive impact on the quality of students' written draft. The scores of the final drafts were higher than those of the first and the second drafts. In terms of the use of feedback, it was found that students used their own ideas rather than peer feedback in revising content errors. In contrast, they used peer feedback more than their own ideas in revising grammatical errors.

Tsui and Ng (2000, On-line) investigated the roles of teacher and peer response in revisions of secondary ESL students in Hong Kong. The findings revealed that some students incorporated high percentages of both teacher and peer responses; some incorporated higher percentages of teacher responses than peer comments, and others incorporated very low percentages of peer responses. It was also found that students preferred teacher response to peer response. They viewed the teacher as a figure of authority that guaranteed their writing quality. In terms of advantages, peer response enhanced a sense of audience, raised students' awareness of their own strengths and weaknesses, fostered cooperative learning and promoted text ownership. This indicates that peer feedback plays an important part in L2 writing classes.

Porto (2001) tried the use of a combination of the cooperative writing response group and self-evaluation with her students in Argentina. The findings

showed that the method increased students' awareness, encouraged them to produce modified output, increased their responsibility for their own writing and encouraged group members to focus on a writer's strengths and weaknesses.

The interest of the present research, therefore, was on how to develop a peer response model that would be practically enabling students to become autonomous learners in the long run rather than on which of the two feedback types that would be preferable to students.

While the advantages and disadvantages of the peer response technique are widely debated, empirical studies, particularly at the EFL or ESL tertiary level, seem to be scarce. Most existing literature, particularly in Thailand, tends to provide evidence for the success of the peer response technique in high school setting, which was different from that at the tertiary level. University students, especially the English majors in the present study, were assumed to have accumulated a good level of knowledge and skills in English. Therefore, it is interesting to investigate the use of the peer response technique with a complicated rhetorical form as argumentation.

Despite the positive results of those studies, there does not appear to be an increase in the use of the technique. Most teachers of writing in English at all levels do not include the peer response activity in their instruction even though they accept the merits of the technique. The practicality of the peer response model adopted from the L1 and ESL settings might be questioned. Then, it might be assumed that teachers should integrate the peer response technique in their writing classes if there is a model of the technique that suits their settings.

2.9 Guidelines for Peer Group Response

As recommended by several researchers, in peer group response activities, providing adequate training with guidelines of how to do the peer group response activities is very helpful for students; they have a direction for carrying on the activities effectively. This section, therefore, presents some guidelines developed by some researchers (e.g. Tompkins 1990, cited in Grabe and Kaplan, 1996; Reid 1993 and Keh, 1996). Following are two examples of revision guidelines.

Example 1: Writing Group Response

Listener's Compliments
    I like the part where…
    I'd like to know more about…
    I think your main idea is…
    You used some powerful words, like…
    I like the way you described…
    I like the way you explained…
    Your writing made me feel…

Writer's Questions
    What did you learn from my writing?
    What do you want to know more about?
    What part doesn't make sense?
    Is there a part I should throw away?
    Can you tell what my main idea is?
    Did I use some words I need to change?
    What details can I add?

Listeners Comments and Suggestions
    What is your favorite part?
    What part are you having trouble with?
    Do you need a closing?
    I got confused in the part about…
    Could you leave this part out because…
    Could you add more to this part because…
    Is this paragraph on one topic?
    Could you combine some sentence?
    What do you plan to do next?
        (Tompkins, 1990: 86, cited in Grabe and Kaplan 1996: 382)

Example 2: Reader Response Worksheets

WORKSHEET: READER-WRITER RESPONSE
1. Writer: What one question would you like your reader to answer, or what one problem did you need a second opinion about?
2. Reader: Answer the question. Be specific. Then complete the following statements:
    a.   The best part of this paper was…
    b.   When I finished the essay I thought/felt…
    c.   One place I disagreed was where you said…
    d.   One experience or idea I had that was similar to this was…
    e.   When you said……….., I thought about…
    f.   One suggestion I want to make to improve this paper is…

WORKSHEET: GROUP RESPONSE
Instructions: The writer provides draft copies for the readers.
    1.   Readers: Ask the writer: 'How can we help you?'
    2.   Writer (who comes to class with notes that anticipate the question): Indicate specific areas in which you need help.
    3.   Readers: Listen and take notes, then offer verbal and written feedback and suggestions.
    4.   Writer: Listens and takes notes. (S/he retains full authority to evaluate the advice and make the final decisions.)

WORKSHEET: DESCRIPTIVE RESPONSE
    1.   The subject/topic of this paper is…
    2.   The intended audience for this paper is…
    3.   The main ideas of this paper, in order, are…
    4.   This essay has…….paragraphs (sentences).
    5.   This piece of writing is written from the point of view of a person who is………(Describe the writer/narrator—this may be a persona, not the student herself.)

WORKSHOP: READER RESPONSE AND REVISION
    1.   Reader: Read through the draft twice. Then, without looking back at the essay,
        a.   write one sentence that states what you think is the dominant idea.
        b.   explain what you liked best.
        c.   describe where you were confused.
        d.   what specific detail do you remember most clearly?
    2.   Reader: Show where the writer could use more details, images, facts, or description. Suggest a revision.
    3.   Writer: Complete these sentences:
        a.   Having someone else read my essay was……..because……
        b.   The most helpful comment I received from the group was………..
        c.   The least helpful comment was……..because……..
                                        (Reid 1993: 211-12)

Example 3: Guidelines for Peer Group Feedback

Type: check-list/structured
Objective/focus
                        TS: definition/function
                     Logical connectors
                     Support with examples
                     Restatement sentence
1. What is the author's purpose in writing?
    - to show the importance of something;
    - to convince the reader to do something;
    - to explain how something is done.
2. <u>Underline</u> the author's topic sentence.
    Does the topic sentence tell you, the reader, what to expect in the
    remainder of the paper? yes   no
3. Are the author's points clearly presented to the reader?
    Put a triangle △ around every logical connector.
    Can you suggest any other connectors?
4. Does the author give enough examples to support his/her point?
    Put a question mark ? beside anything not clearly explained.
    Put an exclamation mark ! beside a good example.
5. Does the author provide a good conclusion?
    As the reader, do you feel satisfied with the ending?
    <u>Underline</u> the author's restatement sentence.
                                       (Keh, 1996: 299)

Based on the ideas of the above guidelines, the guidelines for the peer response activity in the present study were constructed to suit the rhetorical form of argumentative writing and the EFL setting in order to ensure the practicality of the guidelines.

2.10 Writing Evaluation

The purpose of this section is to review the basic concepts of writing assessment and the holistic methods of writing assessment. The discussion includes approaches to the writing assessment, their characteristics, procedures, strengths and limitations. Similarly, the discussion on the holistic methods of writing assessment involves characteristics, procedures, merits and limitations of each method.

2.10.1 Basic Concepts of Writing Assessment

While the process approach to writing is widely accepted, it seems to be problematic in terms of evaluation. The problem is whether the product or the process should be assessed (Caudery, 1997). Some researchers contend that both the process and the product should be evaluated. Beach (1976), for example, states that the changes made throughout the writing process are as important as or even more important than the final product. To address the problem, some researchers have developed another way to assess writing: portfolio assessment.

A portfolio is a collection of writing produced over a defined period of time in a particular context (Hamp-Lyons, 1991a; White, 1994).   This approach, for

Hamp-Lyons (1991a), should be generally considered more valid because it contains several samples produced in different contexts. However, in 1993, after five years of studying the portfolio assessment at the University of Michigan, Hamp-Lyons and Condon (1993, cited in Kroll, 1998) state that a portfolio may not be a better assessment than a timed-writing holistically scored. This may be one of the reasons why many writing proficiency tests, such as the Test of Written English (TWE) and the International English Language Testing Service (IELTS), still measure the test takers' writing ability from a timed-writing product or so-called the 'direct test.

The timed-writing tests include direct and indirect tests. The indirect test is the approach which evaluates writing in discrete features such as grammar, vocabulary, spelling and punctuation. The direct approach, on the other hand, measures a piece of writing as a whole. The direct test should have at least five characteristics, as follows.

(1) Each test-taker is required to write one or more pieces of consecutive text of at least 100 words in length;

(2) The test-taker is provided with a considerable room within which she/he responds to the prompt;

(3) Every piece of writing is read by reader-judges who have been well trained on how to assess essays;

(4) All the reader-judges use the same criteria in scoring essays;

(5) The reader-judges respond to the essays in the form of numbers instead of written or verbal feedback.

(Hamp-Lyons, 1991a: 5-6)

Because of the above characteristics, a good method for scoring needs to be ensured, particularly scoring procedures for the context in which this research took place. The following section deals with holistic methods of the writing assessment, which gives the ground to the development of the assessing method used in this study.

2.10.2 Holistic Methods of Writing Assessment

According to Cooper (1977: 243, cited in Hamp-Lyons, 1991b), the holistic methods are

> any procedure which stops short of generating linguistic, rhetorical, or informational features of a piece of writing. Some holistic procedures may specify a number of particular features and even require that each feature be scored separately, but the reader is never required to stop and count or tally incidents of the feature.

Under the umbrella of the holistic methods for evaluating writing, there are four main types of rating scales which include primary trait scales, holistic scales, analytic scales and the multi-trait scale on which focused on the procedures to develop and use the scale (Hamp-Lyons, 1990, 1991b; Weigle, 2002).

2.10.2.1 Holistic Scoring

In the holistic scoring, each reader-judge reads the writing quickly and bases his judgment on his impression of the whole piece of writing (Weir, 1990; Kroll, 1998). It does not aim at offering correction, feedback, or diagnosis (Charney, 1984). Some advantages of this type of scoring are that it is a faster and less expensive method (Weigle, 2002), and that it focuses the reader judge's attention (White, 1985). However, the method tends to be problematic in the ESL context, where diagnostic comments and correction play a key role. Furthermore, the way the readers rely on their impression in scoring tends to be a threat in judgment reliability (Hamp-Lyons, 1991b). This threat may be prevented by developing a "sense of community." All reader-judges must agree to the same standards for the sake of the test (White, 1985). Each reader is expected to express his or her agreement or disagreement in scoring. However, the actual conditions are that his or her judgement might be affected by other readers, such as that of the leader of the scoring committee (Hamp-Lyons, 1991b).

2.10.2.2 Primary Trait Scoring

According to Lloyd-Jones (1977, cited in Weigle, 2002), primary trait scoring is based on each reader's judge as in holistic scoring, but this must be done in a particular context because different contexts impose different, obstacles on writers, and thus cause a different quality of writing. As Leki (1995: 24) states, "Good writing in one instance is not…successful for all circumstances,…" Thus, for Hamp-Lyons (1991b: 246), each prompt needs the development of appropriate scoring criteria. She contends that the primary trait scoring should

> contain the task, the statement of primary rhetorical trait to be elicited, an interpretation of the task hypothesising writing performance to be expected, an explanation of how the task and primary trait are related, a scoring guide, sample papers, and an explanation of scores on sample papers.

The writing abilities to be assessed must be those important to the context in which the assessment takes place. The problems of this method are that it tends to be expensive and time-consuming as each prompt needs the construction of a particular scoring criterion.

2.10.2.3 Multiple Trait Scoring

Similar to the primary trait scoring, multiple trait scoring recognises the context-appropriate and task-appropriate criteria (Hamp-Lyons, 1991b; Kroll, 1998). The first purpose of this method is to increase the reliability of assessment while some degree of diagnostic information is being given to concerned people. The second purpose of multiple trait scoring is to maintain the level of validity as the primary trait scoring does, and at the same time, it is applicable to smaller-scale testing as in schools and colleges (Hamp-Lyons, 1991b). In the multiple trait scoring, a piece of writing is usually assessed in three or four most important features. The characteristics of the multiple trait scoring include

> its grounding in actual reading data from the context where decisions are to be made; and the selection of facets of writing quality in that context shown to be most salient by readers in the context, which in turn permit the reader to attend to what is salient on future reading occasions (Hamp-Lyons, 1991b: 249).

Since more facets are scored, the problem was whether or not the scores should be combined. Hamp-Lyons (1991b) suggests that if diagnostic information is also required, each of the facet scores is reported separately, but if reliability is the main concern, the scores should be combined. In combining scores, she says that each facet should be weighed equally; if it is agreed to weigh one facet more heavily than the others, the focussed-holistic scoring should be employed instead.

In the present research, the principles of the multiple trait holistic scoring method were modified to the context, the limited time and the budget. The reliability of the assessment is ensured by employing the 'multiple marking' method, which has proven to increase reliability (Weir, 1990). The rating scale used was adapted from the Michigan Writing Assessment Scoring Guide (cited in Hamp-Lyons, 1991b: 273-74). This scoring guideline was designed to evaluate argumentative essays, on which this research focused. Furthermore, the facets it contains are in accordance with the guidelines for revisions. The Scoring Guide is presented in Appendix D.

By using the multiple scoring method and the adapted rating scale, the assessment, therefore, has both content validity and reliability, which are the most significant characteristics of good writing evaluation. The scoring method of this research is discussed in detail in Chapter IV: The Main Study.

2.11 The Relevance of the Present Study

In this investigation, the cognitive process writing approach was employed because it allows students to produce multiple drafts and fosters the use of the peer

response technique between drafts at the revision stage. In order to enable students' revisions, students were trained how to revise their own writing and how to implement the peer response activity in the revision stage. The guidelines for revision and for peer response developed based on the theoretical premises derived from previous studies and the model of an argumentative essay were given to students to ensure their clear understanding of how to handle the activity.

Summary

This chapter discusses the related literature and the relevance of the present study. The focus is first on the nature of writing, the significance of writing and English writing, the writing process, the characteristics of the writing process, revision, guidelines for revision, teacher response, peer response and guidelines for peer group response, and writing evaluation. Then, relevance of the present study is discussed. The next chapter discusses the development of a proposed peer response model.

CHAPTER III

DEVELOPMENT OF A PEER RESPONSE MODEL

Introduction

The previous chapter discussed the related theories and research, which were used as the basis for developing a peer response model. This chapter presents the way in which the peer response model was developed. The discussions include the preliminary study, the construction of a peer response model, the pilot study and a proposed peer response model.

3.1 Preliminary Study

The purposes of the preliminary study were to explore students' perceptions of and reactions to the peer response technique, which they had experienced, and their suggestions on the use of the technique. The subjects in this preliminary study consisted of 39 third-year English majors of academic year 2001 of the Department of Foreign Languages, Faculty of Humanities and Social Sciences, Khon Kaen University. All of the students had completed English Writing II (paragraph writing). In the data collection, the subjects responded to a questionnaire; only the three pairs of those whose English Writing II grades were A, B+- B and C+- C received an in-depth interview and wrote a reflective essay expressing their perceptions of, attitudes towards and suggestions regarding the peer response technique. In general, the

purpose of an in-depth interview is to obtain as much information as possible; therefore, the number of informants, who are the representatives of the whole group, has to be small. Since the six informants were from different grade groups, it could be assumed that they were the representatives of their grade groups. The reason for selecting two informants from each grade group was to ensure the reliability of the obtained data.

3.1.1 Procedure

The preliminary study included several steps: constructing the instruments, collecting data, analysing the data and interpreting of the in-depth interview and the reflective writing.

3.1.1.1 Constructing the Instruments

For the quantitative method, the researcher used a questionnaire (see Appendix G), which consisted of three parts. Part One, personal background, contained three questions asking about gender, experience in using the peer response technique and English Writing grades. Part Two, the questions about students' perceptions and attitudes towards the peer response technique, consisted of eight questions developed using the Likert Scale. The last part, Part Three, asked about the problems students encountered when using the peer response technique. The questionnaire was first piloted with five third-year English majors of the Department of Foreign Languages, Faculty of Humanities and Social Sciences, Khon Kaen University; then, it was improved. Changes made included simplification of vocabulary and addition of definition of terms.

For the qualitative method of data collection, the instruments used were four open-ended questions asking about students' perceptions, attitudes and suggestions on the peer response technique (see Appendix H). After two experts examined the questions, the researcher improved both content and language so that they were easier to understand and that they ensured coverage of the data needed. The researcher also used the 'six helpers' or WH-questions that emerged during the in-depth interview to gain further details.

3.1.1.2 Collecting Data

The triangulation technique was used in the present study for one main reason, that is, to increase validity and reliability of findings. According to Cohen and Manion (1994: 234), "The more the methods contrast with each other, the greater the researcher's confidence." For instance, if the results of the questionnaire survey correspond to those of the in-depth interview on the same phenomena, the researcher will be more confident about the research findings. In other words, triangulation overcomes the problems of invalidity and unreliability. Selecting methods for data collection of the current investigation was based on the typology of triangulation proposed by Denzin (1970, cited in Cohen and Manion, 1994).

The typology of triangulation used in the research involves time triangulation, space triangulation, combined levels of triangulation, theoretical triangulation, investigator triangulation and methodological triangulation. According to Denzin (1970, cited Cohen and Manion, 1994), time triangulation concentrates on the factors of change and process by using cross-sectional and longitudinal designs.

Space triangulation attempts to overcome the parochialism of studies undertaken within the same subculture by using cross-cultural techniques. Another type, combined levels of triangulation, employs three principal levels of analysis, namely, the individual level, the interactive level (groups), and the level of collectivities (organisational, cultural or societal). Theoretical triangulation draws upon alternative or competing theories in preference to utilising one theory only. A triangulation researcher engages more than one observer. In methodological triangulation, a researcher either uses the same method on different occasions or different methods on the same object of study.

Based on the premise of methodological triangulation, the researcher employed a questionnaire, reflective writing and in-depth interview for collecting data in this Preliminary Study. The students responded to the questionnaire first. Then, the researcher randomly selected two representatives of each of the three grade-groups (A, B+-B, and C+- C), a total of six, for the in-depth interview. To ensure the data reliability, these six students were asked to write a reflective essay expressing their perceptions of, attitudes towards, and suggestions regarding the peer response technique they had experienced.

3.1.1.3 Data Analysis

The data analysis was conducted using descriptive statistics: frequencies and percentage. The results of the data analysis are presented in Tables 3.1 - 3.3.

Table 3.1 Students' Background Information

Description	Number of Students	Percentage
Gender		
Female	36	92.3
Male	3	7.7
Grade Groups		
A	12	30.8
B+ - B	20	51.3
C+ - C	7	17.9
Had used the Peer Response Technique		
Yes	39	100.0
No	-	-
Total	**39**	**100.0**

The above table shows that the majority of the subjects were females (92.3%). The small number of males (7.7%) should not be a factor affecting the results of the study. Group 'A' comprised 12 students (30.8%), Group 'B+-B' 20 (51.37%) and Group 'C+-C 7 (17.9%). All of them used the peer response technique.

Table 3.2 Students' Perceptions of the Peer Response Technique

Description	Number of Students	Percentage
HOC before LOC		
Agree	18	46.2
Neutral	14	35.9
Disagree	7	17.9
LOC before HOC		
Agree	18	46.2
Neutral	17	43.2
Disagree	4	10.3
HOC and LOC at a Time		
Agree	13	33.4
Neutral	23	59.0
Disagree	3	7.7
Total	**39**	**100.0**

It can be noticed that the number of students (46.2%) agreed that in the peer response activity, they should focus on the content (HOC) before grammar and mechanics (LOC) and the number of students who believed that they should focus on the LOC first were the same. Some students (33 %) agreed that HOC and LOC should be concentrated at one time. The findings revealed that more than half of the students were unclear about the steps of the peer response activity.

Table 3.3 Students' Reactions to the Peer Response Technique

Description	Number of Students	Percentage
Useful for Lower Achievers		
Agree	17	43.6
Neutral	9	23.1
Disagree	13	33.4
Useful for Higher Achievers		
Agree	3	7.7
Neutral	8	20.5
Disagree	28	71.8
Useful for Students at all levels		
Agree	25	64.1
Neutral	10	25.6
Disagree	4	10.3
Support Self-reliance		
Agree	28	71.8
Neutral	9	23.1
Disagree	2	5.1
Improve Writing Skills		
Agree	25	64.1
Neutral	12	30.7
Disagree	2	5.2
Total	**39**	**100.0**

The above table shows that the highest number of the students (64.1%) believed that the technique was beneficial to all of them even though a good number

of them thought that it might be more useful to the lower achievers than to the higher achievers. Most students (71.8%) believed that the technique supported self-reliance in their writing, and more than half of the students (64.1%) thought that the technique helped improve their writing skills.

Table 3.4 Problems Students Encountered

Description	Number of Students	Percentage
Identify HOC Errors		
Can	16	41.0
Cannot	23	59.0
Identify LOC Errors		
Can	18	46.2
Cannot	21	53.8
Give Comments to Peers		
Can	15	38.5
Cannot	24	61.5
Gain Peers' Trust		
Can	12	30.8
Cannot	27	69.2
Trust Peers		
Can	12	30.8
Cannot	27	69.2
Self-confidence		
Have	9	23.1
Do not have	30	76.9
Total	**39**	**100.0**

According to the above table, more than half of the students found it difficult to identify both HOC errors (59%) and LOC errors (53.8%). A good number of them (61.5%) did not know how to give comments to peers. Many of them (69.2%) could not gain peers' trust or trust their peers. Most of them (76.9%) did not have confidence to negotiate with peers regarding grammar. The results of the data

analysis indicated that students needed training on how to do the peer response activity properly.

3.1.2 Summary of the Results of Data Analysis

The results of data analysis can be summarised as follows.

(1) Students found the peer response technique useful.

(2) They did not know clearly how to do the peer response activity.

(3) They did not have self-confidence, and they did not gain peers' trust or trust peers.

Since one limitation of a questionnaire is that it may not cover all the details, which might affect the results of the study, an in-depth interview and a reflective essay were administered to six students mentioned earlier. Using multiple instruments to collect data, the researcher not only gained detailed information but also increased the reliability of the results of the study.

3.1.3 Interview and Reflective Writing

This section deals with the data obtained from the in-depth interview on the use of the peer response technique. The informants were six third-year English majors. The interview was conducted in Thai so that English was not the factor affecting the conveying of ideas. The data were then translated into English. The researcher also asked these six students to write a reflective essay in order to ensure the coverage of the data. The results of the in-depth interview and the reflective essay were used to gain insight into the students' perceptions of and reactions to the peer response technique. The findings are described as follows.

3.1.3.1 Students' Perceptions

All students perceived that peer response was an activity in which peers give comments to peers' written work for revision before submitting it to the teacher. The students gave comments merely on the surface level, that is, they dealt only with errors on grammatical points and mechanics. As a result, they made only surface changes, which, for Faigley and Witte (1981), are subcategories of 'formal changes.' The findings were in accordance with the quantitative data analysis results (the questionnaire) reported earlier in this chapter. Figure 3.1 shows the peer response activity in students' typical writing process.

Figure 3.1 Peer Response in Students' Writing Process prior to the Treatment
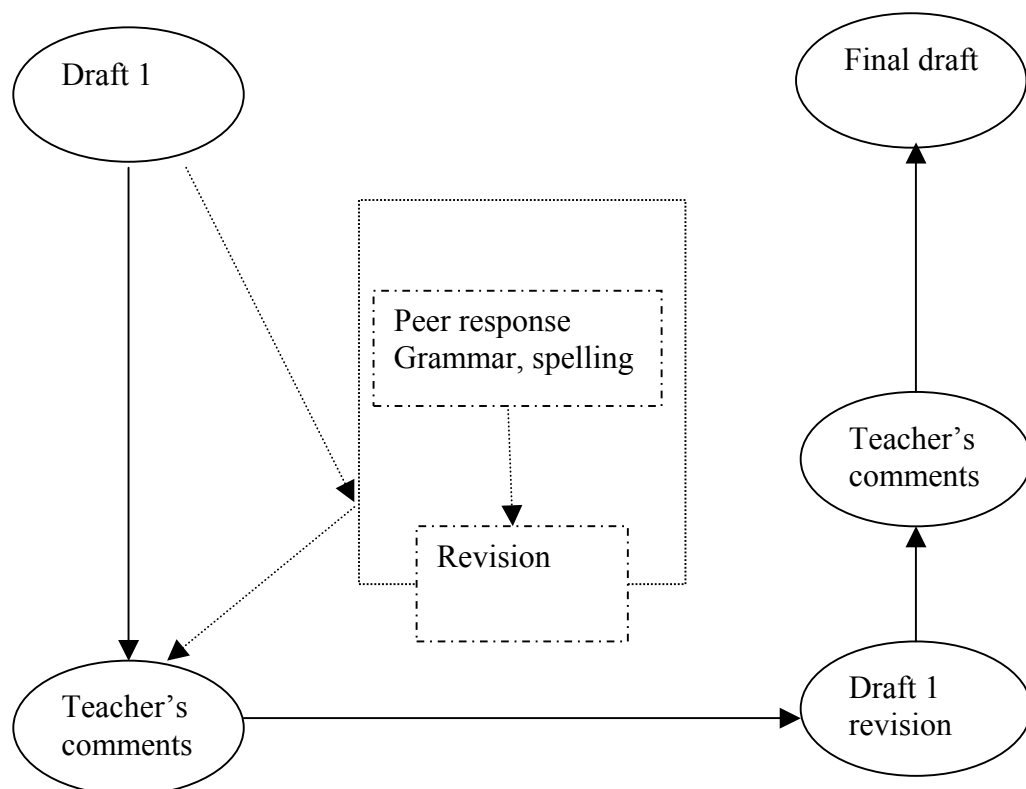
In their writing process, some students sometimes received peer response on grammatical and/or spelling errors. Then, they revised the written draft before handing it in to the teacher. After receiving the teacher's comments, the students revised accordingly and handed it in the revised draft to the teacher. Then, the teacher gave feedback on the revised draft, and the students revised to produce the final draft. It was obvious that students thought that the focus of the peer response was entirely on LOC.

Regarding the flow of feedback, it was found that the responses were given to peers in a hierarchical pattern. In other words, comments mainly flowed from the higher achievers to the lower achievers. Some comments were horizontally made among higher achievers with the same level of English ability, but this never happened among the lower achievers. Throughout the study, no lower achievers gave feedback to the higher achievers. The students believed that this activity was aimed at allowing higher achievers to help lower achievers. Therefore, the activity tended to foster the 'tutor' and 'tutee' pattern, which should only appear in the peer-pair response activity and the traditional teacher-student interactions. In terms of group categories (the higher, the average and the lower achievers), the students classified themselves based on the overall performance, which included speaking, listening, reading and writing skills. The students studied English together every semester, so they knew who were the best, the good, the average and the poor students among them. Moreover, they formed groups based on individual relationships. As a result, some students appeared to work alone or in pairs. Figure 3.2 is the diagramme of the peer response flow according to students' perceptions.
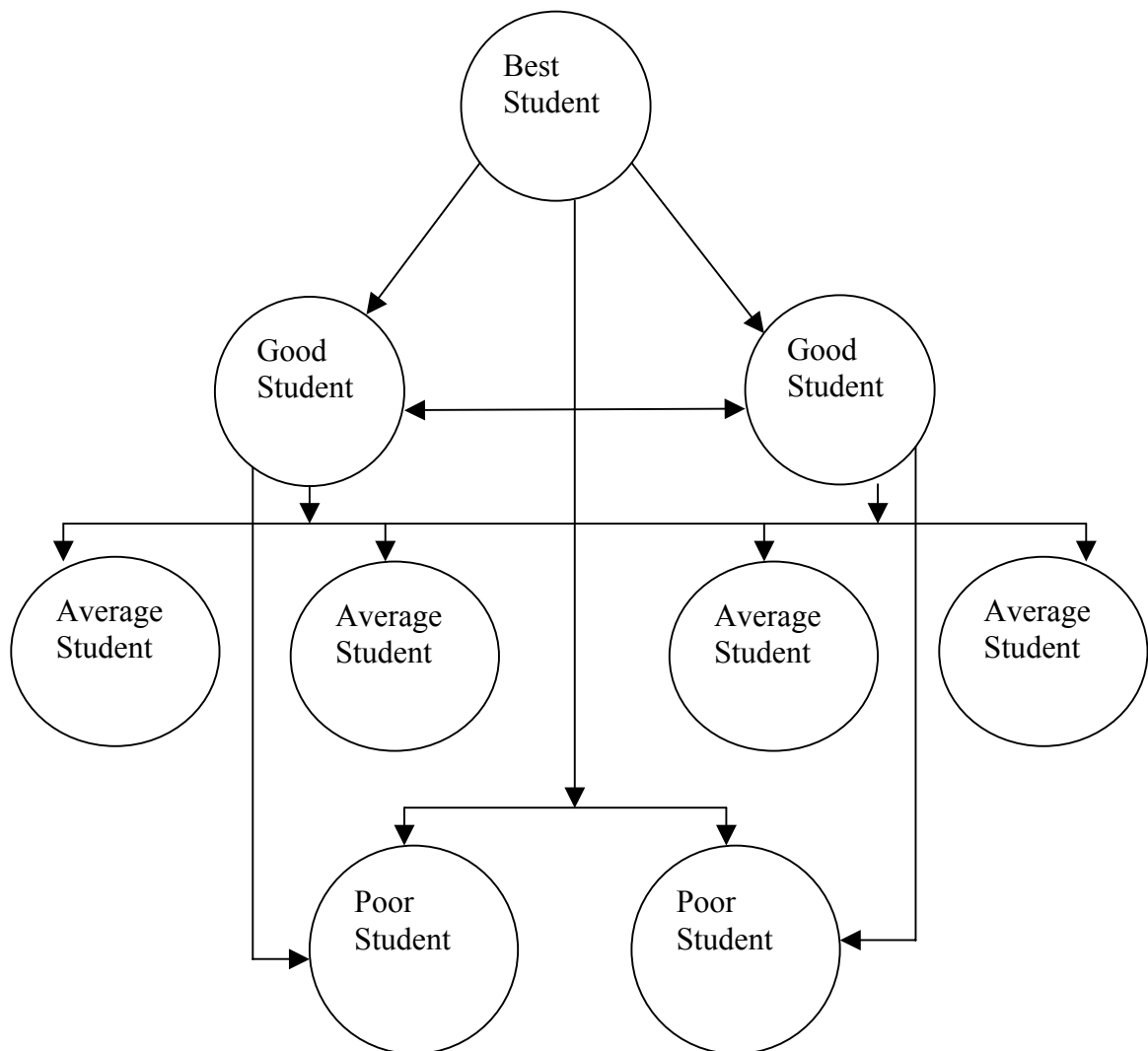
Figure 3.2 Students' Perceptions on the Peer Response

The rationale of this problem was that the peer response

groups in the preliminary study were formed on the 'natural bondage' basis. These

groups were not manipulated in terms of balancing strengths and weaknesses in

order to create equal relationships. In fact, the strength and weakness balance is

considered important to an effective peer response activity (Parris, 1989).

3.1.3.2 Students' Reactions

According to the results of the interview and the reflective writing (see Appendices L and M), students had both positive and negative attitudes towards the peer response technique. Regarding the positive views, students believed that the technique was helpful. It helped students before they submitted their written work to the teacher. Some students found it more convenient to ask for peer comments because they could reach their friends whenever they wanted and they felt at ease to ask friends for help.

For the negative views, the students thought the poor students were most likely to benefit from the peer response activity. This finding was in accordance with Mooko's (1996). The few best students in class felt the activity was not useful for them because the role they played was only a feedback provider, whereas the other students were the receivers. They also thought no one had enough language proficiency to give them comments. They believed that only the teacher could give them feedback. These attitudes strengthened the 'tutor-tutee' pattern. Another negative view was that the poor students felt they were lacking in self-confidence after receiving peer comments. They did not even give response to peers with the same language proficiency level. These students were completely passive peers in their own groups.

3.1.3.3 Students' Suggestions

Some students' suggestions which were useful for constructing a practical peer response model were as follows. First, the peer response method should enable students to contribute equally so that every group member could benefit from

the activity. Second, sufficient training on how to implement peer response activity was required. Finally, all students felt that they did not have enough English to handle the activity effectively. The suggestions are discussed in detail in the next section.

3.1.4 Conclusions and Discussions

Based on the findings from this preliminary study, the peer response was an activity in which students gave feedback on each other's written drafts. The activity allowed the better students to help the poorer correct grammatical errors in their written drafts. The relationship between them, then, appeared in the pattern of 'tutor-tutee,' which will not enhance autonomous learning in their writing in English in the long run. Theoretically, a peer group response should foster an equal relationship (Sharan, 1984). To ensure this equality, strengths and weaknesses of group members should be balanced. In so doing, all group members would probably have more self-confidence to give feedback to one another.

In terms of attitudes, the best students found the technique not to be helpful, while the good students said it was useful. Similar to Bruffee's (1984) findings, both groups questioned the ability of peers to provide feedback to peers. The average students thought it was more convenient to receive peer feedback, but the technique seemed to decrease students' self-confidence. Though the poor benefited the most from peer comments, they still preferred teacher comments. In fact, all students preferred teacher comments. This is in accordance with the findings of Mendonca and Johnson (1994), Zhang (1995, On-line) and Carson and Nelson (1996, On-line).

However, the point was that students were not given the choice of teacher and peer comments, but they were exposed to the teaching and learning methods that had them proceed recursively from working individually, then with the teacher, and then individually, throughout the process of writing. There is no point arguing whether peer feedback is better than teacher feedback or not because the answer is obvious. The point is that since we have adopted the principles of the writing process, student-participation and autonomous learning into our writing class, we should enhance the 'learning together' atmosphere among the students as much as possible. The peer response technique may be an alternative. Nonetheless, a number of drawbacks of the peer response technique were found in the previous studies reviewed earlier and in this preliminary study.

In order to make the technique practical for them, most students suggested that they should be designated into a small group of the same level of proficiency. This comment was certainly accounted for in the development of a peer response model, but in a different way. That was, instead of designating the students into a small group of the same strengths, which might result in a homogeneous group with respect to the English capability, the designation should be done based on the difference of strengths and weaknesses. A tool that is normally used to balance students' strengths and weaknesses is a diagnostic test.

Regarding the question on the students' English proficiency, as the third-year English majors, they have been trained intensively in the four skills of English use. The students, then, were assumed to have enough English for giving feedback on peers' written drafts. They might only lack self-confidence. In such cases, the diagnostic test might also help increase their confidence.

3.2 Construction of a Peer Response Model

The previous section discussed the results of the preliminary study. This section deals with the rationale for developing a peer response model, the characteristics of the model and the steps of the peer response activity in the model.

3.2.1 Rationale for the Development of a Peer Response Model

Having stated earlier that the writing process has been widely accepted as an approach which enables student writers to produce a good quality piece of writing, it is assumed that all activities at each stage of the process, to some extent, have contributed in this success. It is, however, found that some EFL writing classes did not recognise an important activity in the most important stage of the writing process: the revision stage (Murray, 1978); that is, the peer response activity. The reasons for this omission are several. For example, the peer response activity requires much time to prepare and implement. Moreover, students need enough English ability in identifying errors and giving comments on the written draft. The result of not recognising the peer response activity is that students may not be able to produce a good-quality piece of writing by themselves since they are not provided an opportunity to take responsibility for their own revision. In order to ensure that the proposed model of the peer response technique was practical to students, the data on their perceptions of, reactions to and suggestions regarding the peer response technique obtained in the preliminary study were used in the model development. As presented earlier, the findings of the study were that most students understood that the peer response technique was an activity in which the higher achievers gave comments on the written drafts of the lower achievers. The interactions of the students were not

equal; the flow of the comments was hierarchical. Moreover, most of the good to average students had some confidence, but the poor students had no confidence at all. Only the best students had high levels of confidence and often did not listen to peer feedback. However, most of the students found the technique useful and suggested that the peer response technique be adjusted to become practical for them.

3.2.2 Characteristics of the Model

In order to solve the problem of hierarchical pattern and self-confidence, the researcher employed the peer response group method because it is believed to allow equal relationship among group members, and this happens only when strengths and weaknesses of group members are well balanced. These designated peer response groups were designed to be permanent. However, shifting groups could be done if it was necessary, for example, when students could not get along well with each other. Changing a group could be done only based on the results of the diagnostic test.

According to Pierson (1967, cited in Mooko, 1996), peer groups are students who are similar in development and educational status and who are assigned to the same class section. From this definition, two issues that were important in forming peer response groups included characteristics of peer group members and assigning students into groups. These issues are discussed under the topics of group size, composition, permanence and physical arrangements (Parris, 1989), steps of the activity, materials and the roles of the concerned people.

3.2.2.1 Group Size

With regard to group size, five is the best and the number of group members should not be more than six because large groups are poor for group discussion techniques (Hawkin, 1976, cited in Parris, 1989; Parris, 1989). Similarly, Moberg (1984, cited in Parris, 1989) agrees that the ideal size is five, but four or six works as well. A group of three or seven is not acceptable, for one student in a group of three may be isolated, whereas a group of seven may divide into sub-groups. In the pilot study, the group size was designed to be four to fit the total number of students because five tended to be too big for limited-time discussion. In the real context, time allocated to each period was only 50 minutes.

3.2.2.2 Group Composition

Once the number of peers in each group being four decided, the characteristics of group members were determined. According to Jolly and Early (1974, cited in Brumfit, 1984: 77), students are different. As they state,

> …some pupils are more intelligent than others, while some (not necessarily the same ones) are more gifted in learning languages, some pupils are out-going, communicative, extrovert personalities while others are shy, withdrawn introverts. In small groups, all these types of learners can meet and mix, compensating for one another's strong points and deficiencies as language learners.

Since one of the main purposes for employing the peer response group activity is to foster students' learning from one another, and the fact that students are different, balancing group composition is necessary in order to ensure effectiveness of the group's function. There are many studies supporting this

statement, such as those of Parris (1989) and Mooko (1996). In the present study, strengths and weaknesses were balanced by using a diagnostic test, the indirect type (discrete-point tests).

(1) Development of the Diagnostic Test

As the group composition was highly accounted for in the present research, balancing of strengths and weaknesses of the group members was required. In order to ensure the effectiveness of the group balance, the diagnostic test required high validity and reliability. This section gives the overview and the details of how the diagnostic test used in this study was developed.

The diagnostic test is a type of indirect approach which aims at evaluating writing in discrete features such as grammar, vocabulary, spelling, punctuation and orthography (Weir, 1990, 1993; Hamp-Lyons, 1991). As the students' strengths and weaknesses need balancing, this type of test was employed before assigning the students into a small group. In so doing, students might have more confidence to give comments on their peer's written draft; meanwhile, they were expected to learn from one another. The pattern of comment flow should be changed from the hierarchical to the equal pattern.

Based on errors frequently found in the English majors' writing, the diagnostic test comprised four parts: 20 items. Part I included subject-verb agreement. Part II tested students' ability on sentences, fragments and run-ons. Part III dealt with parallelism, and Part IV focused on punctuation. All of them were in the form of multiple choice error detection. The test was developed based on the revision

guidelines, particularly the lower order concerns of language control according to the Michigan Writing Assessment Scoring Guide (in Hamp-Lyons, 1991) and the two on-line writing centres: On-line Writing Laboratory at Purdue University (OWL) and Writing Centre at Colorado State University as reviewed in Chapter Two. The points selected for developing each part of the test were the ones on which students often make errors according to Lunsford and Cornors (1989) and two lecturers of English writing at Khon Kaen University. Since the students had not been taught argumentative writing yet, the test did not include the higher order concern facet. The time allocated to the test was 30 minutes.

(2) Details of the Test Development

To develop a diagnostic test (see Appendix I), Henning (1987) suggests that some necessary information be taken into account. This information includes the purpose of the test, the characteristics of the examinees, the accuracy of measurement, the suitability of format and facets of the test, the developmental sample, the availability of equivalent or equated forms and the nature of the scoring and reporting. The details of the diagnostic test development are presented as follows.

(a) The Purpose of the Test-test Validity

The purpose of this diagnostic test was to assess students' language ability, particularly the facets that were a necessary basis to effective writing. Thus, the content of the test was consistent with measuring language ability in order to ensure its validity. The content of the test, then, included subject-verb agreement, parallel structure, fragments and run-ons, and punctuation.

(b) Decision Accuracy: Test Reliability

To ensure that this diagnostic test was consistent, the same test was re-administered to the same group of students following an interval of no more than two weeks (Henning, 1987). The test was then twice administered to the five of the six informants in the preliminary study based on a voluntary basis. The two sets of scores were calculated by using the Pearson Product-Moment Correlation Coefficient Programme. The result was that the correlation was 0.775 ($p<0.05$, 2-tailed test), which indicated the moderate reliability (Roscoe, 1975).

(c) Suitability of Format and Features: Test Applicability

In order to ensure that the test format was familiar to the students, the researcher asked five English majors' opinions about the format of the test. All of them said that the format of the test was familiar to them. The instruction was clear, and the font type was easy to read. The font size was big enough, and the number of test items was appropriate.

(d) The Development Sample: Test Relevance

One reason for constructing this diagnostic test instead of using the 'ready-made' ones developed by some institutions in the United States or Britain was that the samples used in developing those tests had different language backgrounds from the population of the present study. Moreover, this diagnostic test aimed at examining the students' writing ability in particular facets, which were not focused on in general proficiency tests. Using these general tests might affect the reliability. The test was designed to have 20 multiple-error detection items. Even though it was accepted that the more items on the test, the more reliable the test would be, due to time constraint, the items that targeted the necessary information

needed were selected based on the most frequent errors made by the students in their writing.

(e) Scoring and Reporting: Test Interpretability

Before a test is developed, it is important to think about how the test is to be scored and how the scores are to be reported and interpreted (Henning, 1987). Scoring of the diagnostic test in the present study was conducted by using pre-determined criteria. There were 20 items: five items for each area in which students made most errors in essays written by 43 students in English Writing II. The total score was twenty. The interpretation in each area was as follows.

Below 50% = poor

50 - 69%   = average

70 - 89%   = good

90% up   = excellent

The test was tried out with five informants in the preliminary study to ensure test reliability. The result was revealed in Section (b), Decision Accuracy: Test Reliability. Each peer response group comprised members that were good to excellent in each area according to the results of the diagnostic test.

3.2.2.3 Group Permanence

In terms of group permanence, permanent arrangements of peer response groups enhance students' writing ability (Hawkins, 1976, cited in Parris, 1989). The peer response groups in this study were, then, arranged to be permanent throughout the study.

3.2.2.4 Physical Arrangement

According to Parris (1989), a group of five can be arranged in a horseshoe format in order that students face one another or turn to face the teacher when needed. This format, however, may strengthen the hierarchical pattern of group interaction, as we can see in the layout below.
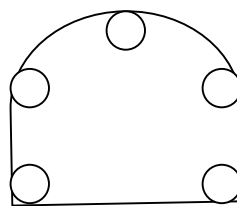
Figure 3.3 Seating of a Group of Five

The student who sits in the middle seems to be the chairperson or a person of high importance. He or she is probably the best student in the group. In this study, the group size was four instead of five because the writer was responsible for defending his/her essay and taking notes of the comments on the essay. A group of five may need too long time for the discussion, especially in an EFL peer group, for it can be assumed that there are quite a number of errors and many points needed more explanations. Seating in the present research was therefore arranged in a circle as shown in Figure 3.4 on the next page.
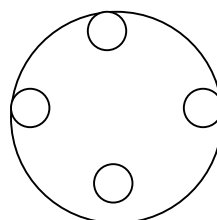
Figure 3.4 Seating of a Group of Four

With this physical arrangement, the equal relationship among the group members was enhanced because the arrangement gave each member equal importance. This seating was therefore used in the present study because it fostered equal contribution rather than hierarchy as arises in the horseshoe seating.

3.2.2.5 Steps of the Activity

The steps of the peer response activity according to the constructed model are listed below.

(1) Drafts of group members and response sheets were posted on the wall.

(2) Group members took turn to read the written drafts and wrote their comments on the response sheets using HOC-based revision and peer response guidelines. Taking turns to write the feedback on the response sheet, each group member could evaluate not only the peer's draft, but also the peer's response. If a member agreed with the previous comments, he or she might give other comments. But if he or she did not agree with a particular comment, he or she was to write "D" (disagree). If he or she did not understand a certain comment, he or she would put "?" after the comment. All comments given to the drafts were written in English, but the students discussed them in Thai. No coding for revision was used in this study because it required time to remember and might lead to confusion.

(3) Group discussion was conducted draft by draft. The owner of the essay noted down the results of the discussions.

(4) Students revised Draft 1 to produce Draft 2 in class so that an extraneous variable was controlled.

(5) Students repeated Steps 1-4 for revising Draft 2, but this time the main focus was on the LOC errors. They students might also give comments on the HOC errors if any.

(6) Each student revised Draft 2 to produce the final draft in class and handed in Draft 1, along with Response Sheet 1, Draft 2, Response Sheet 2 and the final draft by the end of the class.

Figure 3.5 on the next page demonstrates a revision procedure, which incorporate a proposed peer response model.

Stage I: HOC   45 minutes   **Stage II: LOC 45 minutes**

Draft 1 displayed

Peer group response in written form

Peer response evaluated by peers

Peer group discussion on response

Draft1 revised

Draft 2 displayed

Peer group response in written form

Peer response evaluated by peers

Peer group discussion on response

Final draft produced in class
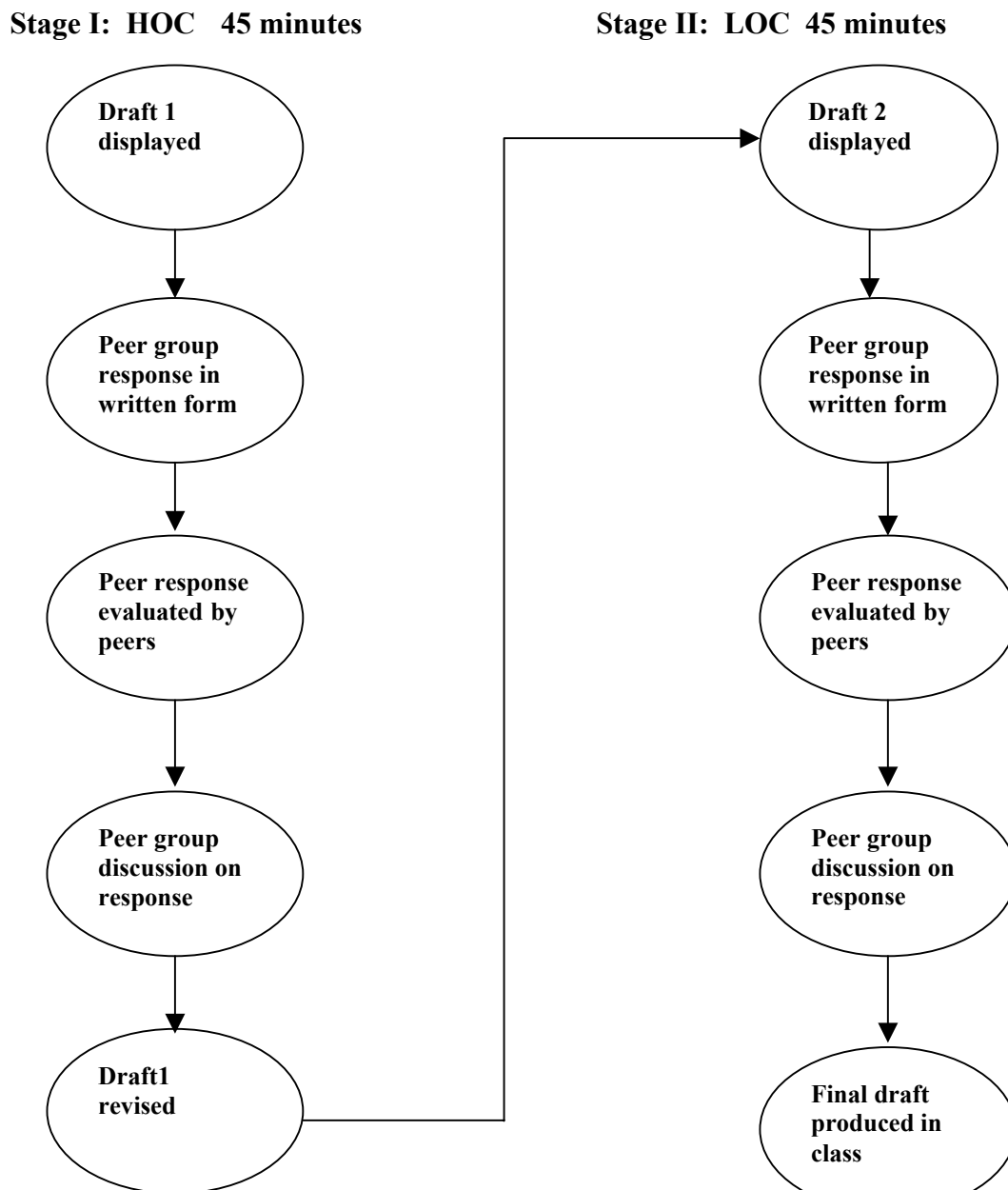
Figure 3.5 A Revision Procedure with a Proposed Peer Response Model

This model differed from other models in that it comprised two main stages, which consist of important sub-stages: the peer response and the peer response evaluation before the peer group discussion. In order to control extraneous variables, in this study, students were assigned to revise Draft 1 in class instead of doing it at home.

3.2.2.6 Materials

The materials used in the peer response activity included guidelines for revision, guidelines for peer response activity, response sheets and other supportive materials.

(1) Guidelines for Revision

The guidelines for revision were developed based on the ideas of higher order concerns and lower order concerns (see Chapter Two), incorporation with a model of argumentative writing. The aims of the guidelines, therefore, were to enable students to identify errors in content, organisation and word choice first; then on grammar, spelling and punctuation. Students needed to be trained to use the guidelines. Below are the guidelines for revision.

Guidelines for Revision 1: HOC

1. **Content**

    1.1 Introduction

    (a) Is the opening interesting for you to read on?

    (b) Is the topic introduced in this part?

    (c) Is the background information given?

    (d) Is a different opinion about this topic stated?

    (e) Is the writer's viewpoint or position stated clearly?

    1.2 Body

    (a) Does this part comprise both the 'pros' and the 'cons and refutation'?

(b) Are the main ideas of the 'pro' paragraphs supported adequately? Should they be given more explanation, examples or any related evidence to become more convincing?

(c) Does the writer give strong enough refutation?

(d) Should any part in each paragraph be omitted?

(e) Do all the paragraphs strongly support the thesis statement?

1.3 Conclusion

(a) Is the writer's position about the topic restated?

(b) Does the writer review all the reasons why his or her position is the best, most correct, or most morally right?

(c) Does the conclusion end with a statement that 'ties it up' for the reader?

2. Organisation

(a) Does the essay have unity? Are all paragraphs relevant to the thesis statement?

(b) Are all the paragraphs in a logical order?

(c) Should any of the paragraphs be broken down into small units?

(d) Are the paragraphs well connected? Can you suggest ways to make connections between the paragraphs clearer and easier to follow?

(e) Are the sentences in each paragraph well linked? Should any of the sentences be combined or broken down? Should any of the transitional devices be used or omitted?

3. Word Choice

(a) Is there any word that is confusing or unclear?

(b) Should any of the words be changed to suit the context?

(c) Is there a repetitive word in each sentence? How should it be changed?

Guidelines for Revision 2: LOC

1. **Does the essay have any of the following errors? How can they be changed? Below is a list of guidelines.**

   (a) Wrong tense or verb form

   (b) Lack of agreement between subject and verb

   (c) Vague pronoun reference

   (d) Wrong or missing verb ending

   (e) Missing comma after an introductory element

   (f) Missing comma in a compound sentence

   (g) Missing comma(s) with a nonrestrictive element

   (h) Comma splice

   (i) Missing comma in series

   (j) Unnecessary comma(s) with a restrictive element

   (k) Wrong or missing preposition

   (l) Missing or misplaced possessive apostrophe

   (m) Sentence fragment

   (n) Dangling or misplaced modifier

2. **Do you find any other errors in the essay? What is the best way to improve them?**

(2) Guidelines for Peer Group Response Activity

Following is a set of guidelines for peer response activity, which gives guidance to students when they do the peer group response activity.

Guidelines for Peer Group Response Activity 1: Content, Organisation and Word Choice (HOC)

Directions:

1. Read the entire essay to get a general idea of what the writer has expressed; then, give feedback on the essay using the guidelines for revision (Guidelines for Revision 1). Please give specific comments and always begin with a positive feedback.

2. Write your comments on Response Sheet 1(HOC) of each essay.

3. Also read your friends' comments and put '?' after the comments that you do not understand and 'D' after those you disagree with.

4. In groups, discuss the comments with '?' and 'D.'

5. Record the conclusion of the discussion on your work in the remark column of the response sheet.

Guidelines for Peer Group Response Activity 2: Grammar, Punctuation and Spelling (LOC)

Directions:

1. Read the essay focusing on grammar, punctuation and spelling.

2. Scan for errors using the guideline for revision (Guidelines for Peer Response Activity 2).

3. Write your comments on Response Sheet 2 (LOC).

4. Also read your friends' comments and put '?' after the comments that

you do not understand and 'D' after those you disagree with.

5. In group, discuss the comments.

6. Record the conclusion of the discussion of your work in the remarks

column of the response sheet.

(3) Other Materials

Other materials provided to the students included

dictionaries, grammar books and revision handbooks.

3.2.2.7 Roles of the Concerned People

The people involved in the activity were students and their

teacher, the researcher. The students played an active role, while the teacher was

only the facilitator who supported the implementation of the activity. This support

included providing the students with the guidelines for revision, guidelines for the

peer response activity and other supportive materials such as dictionaries. The teacher

gave comments on the revised drafts after the peer response activity.

3.2.3 Summary of the Constructed Peer Response Model

In summary, the constructed peer response model allowed students to

work in a group of four. Group members' strengths and weaknesses were balanced

using a diagnostic test. The steps of the activity were that students gave HOC

feedback on each draft, discussed the comments and revised it accordingly.   Then,

the students repeated all the steps, but this time they focused on LOC errors. The

materials used included a model of argumentative essays, revision guidelines, peer

response guidelines, response sheets, dictionaries and grammar books. The length of time was 15 fifty-minute periods, and the length of each essay was 250-300 words. The teacher facilitated the activity while the students played an active role.

3.3 Pilot Study

The purposes of the pilot study were (1) to examine the effectiveness of the peer response model developed based on the theoretical premises, the findings of the previous research and the results of the preliminary study as presented earlier (Section 3.1) and (2) to obtain students' attitudes towards the model. The contents cover the procedures of the pilot study, the lesson plan, controls, data analysis, inter-rater reliability, raters' grading consistency, reflective writing and an interview, summary of findings as well as conclusions and implications.

3.3.1 Procedure

3.3.1.1 A study plan, instruments and teaching plan and materials were prepared.

3.3.1.2 Previously, the study plan was set to involve 15 fifty-minute periods. This duration covered the orientation of the pilot study, the instruction of argumentative writing, the pretest, practice of writing argumentative essays and the posttest. The reflective writing and an in-depth interview were not included in this duration. The rater training took place two weeks prior to the experiment.

3.3.1.3 The above plan had to be adjusted to fit the time the students were available. The students were not able to attend classes during the regular hours because they had to follow their regular class schedules, which were quite different.

As a result, they hardly had the same available time. The study plan was, therefore, adjusted to be 11 fifty-minute periods only. Following was the adjusted plan, which gave details about time, activities, contents and materials.

Table 3.5 Pilot Study Plan

Period	Activities	Contents	Tools/Materials
1-2	• Orientation • Presentation	• Objectives, methods, procedures of the study • Contents to cover • Pre-writing • Writing • Revision	• Outline of the pilot study • Sample essay • Model of the essay • Revision guidelines
3	• Whole-class Practice	• Introduction • Body • Conclusion • Revision	• Essay topic • Revision guidelines
4	• Pre-test • Group division	• Argumentative essay	• Essay topic
5	• Diagnostic test	• Grammar and mechanics	• Diagnostic test
6	• Practice topic 1	• Argumentative essay	• Practice topic 1
7-8	• Peer response activity • Rewriting	• Revision	• Revision guidelines • Peer response guidelines • Peer response sheet (HOC) • Peer response sheets (LOC)
9	• Practice topic 2	• Argumentative essay	• Practice topic 2
10-11	• Peer response • Rewriting	• Revision	• Revision guidelines • Peer response guidelines • Peer response sheets

The pilot study plan for the control group was the same as that for the experimental group until the end of the pretest. After that the students in the control group worked on their own. The details of the instruments and materials used in the pilot study were already discussed in the preceding chapter.

3.3.1.4 Logistics, including asking permission for conducting the study from the Department of Foreign Languages and reserving classrooms as well as other necessary equipment, was ensured in terms of readiness.

3.3.1.5 The subjects were recruited on a voluntary basis.

3.3.1.6 Rater training was held to discuss the scoring criteria and to practice using it for grading students' essays. Prior to the training, the following procedures were conducted:

(1) Selecting a text on how to write an argumentative essay;

(2) Selecting a scoring guide that most fit to the evaluation of an argumentative essay;

(4) Asking the five informants in the preliminary study to write an argumentative essay to be used as sample essays for grading practice;

(5) Contacting the raters to request for their contribution in the pilot study and set the date and time for the rater training;

(5) Reserving a room for the rater training;

(6) Confirming the raters about the date, time, and location of the training

3.3.1.7 The orientation meeting was arranged to inform the students about the purpose of the study, its characteristics and the significance of the study. In this meeting, classes were scheduled regarding students' availability, for they could

not attend classes that had been scheduled by the researcher. They were able to attend classes for only five days: three consecutive periods on a Sunday afternoon, two continuing periods on a Monday, Tuesday and Wednesday and two periods on Monday of the following week. This made a total of 11 fifty-minute periods instead of the planned 15. Furthermore, attending classes more than one period continuously for the essay writing was not in compliance with the actual context of the regular class at this location.

3.3.1.8 Both the experimental and the control groups were taught by the researcher and provided with the same instruction and materials in the first session on how to write an argumentative essay. They were taught by using the same writing process: pre-writing, writing and revision. Both groups were provided with the same revision guidelines and other materials and were trained how to use them. In the second session, the experimental group was trained how to do the peer response activity; the students in this group received the peer response guidelines. They were administered the diagnostic test and designated into groups of four, based on the results of the test. Since the total number of the students in this group was 11, the peer response group sizes were four, four and three. The control group worked on their own using the revision guidelines.

3.3.1.9 Data collection was conducted by using scores of the pretest and the posttest, a questionnaire, an in-depth interview as well as a reflective essay. Similar to the preliminary study, the interview and the reflective writing were conducted in Thai, and then translated into English by the researcher.

3.3.1   Lesson Plan

The 11 class periods were divided into three parts: three periods for how to write an argumentative essay; three periods for the pretest, the posttest and the diagnostic test; two periods for writing first drafts of two topics; three periods for peer response. During the first three periods, the students in the experimental group and the control group were taught how to write an argumentative essay. The contents of the lesson comprised the characteristics of an argumentative essay, the models of this type of essay writing and the writing process. The fourth period was devoted to a pretest: writing an argumentative essay on the topic chosen by the researcher and two other lecturers.   Another period was devoted to the diagnostic test. Then, two class periods were devoted to writing the Practice Topic 1 first draft. The students spent three periods revising their own written draft using the peer response technique. The last period was the posttest. It can be noticed that the time devoted to the peer response activity was only three periods for one topic, instead of six periods for three topics as originally planned. This could also produce the non-significant results. The time factor, then, was considered in the main study.

With respect to the teaching and learning process, there were five steps involved. The first step focused on what an argumentative essay was. In this part, the class was given a model essay to analyse and discuss its components. Then, the teacher gave a wrap up. The second step was how to write each part of the essay. Students analysed the introductory paragraph of the essay used in the first step to know how each sentence functioned in the paragraph. After that, they made an outline of their own introductory paragraph. The same process was repeated with the body and concluding paragraphs. Finally, they had the outline of the whole essay. In

the third step, the writing stage, the students drafted their essay using the outline. In the fourth step, the revision stage, they practiced revising their own draft against the revision guidelines. Then, they rewrote the essay to produce the final draft. After finishing the process of writing, the students were administered the pretest to ensure that the experimental group and the control group had the same starting point.

The students in the experimental group were administered a diagnostic test after they had been taught how to write an argumentative essay; then, they were designated into small groups of four, based on their strengths and weaknesses shown in the results of the diagnostic test. With a total number of 11 students in the experimental group, peer response groups were formed: two four-member groups and one three-member.

Regarding the essay topics, four were previously selected from the web page: http://www.toefl.org by the researcher and the lecturers of writing in English. The students were to choose only two topics. The students were also involved in topic selection before they were divided into the experimental and the control groups. The reason to let them choose the topics was to enhance students' participation in the teaching and learning process. Moreover, it might be ensured that they would write about something they were interested in and that they had enough background information to develop their ideas to write their essays. Following was the list of topics.

1. Do you agree or disagree with the following statement?

   "When people succeed, it is because of hard work. Luck has nothing to do with success."

2. What is your opinion about the following statement?

> "Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students."

3. What is your opinion about the following statement?

> "Some people say that the Internet provides people with a lot of valuable information. Others think access to so much information creates problems."

4. Do you agree or disagree with the following statement?

> "Grades encourage students to learn."

The students voted for Questions 1 and 2 because the topics were interesting and not too difficult for them to write in the limited time.

Then, the students spent another four periods writing two argumentative essays on the two topics they chose. After finishing their first draft, the students in the experimental group were instructed on how to do the peer response activity. They gave responses to each other using the peer response guidelines and the revision guidelines. They were assigned first to give feedback on HOC, then LOC. Then, they discussed the responses given by group members and decided how to improve the essay. Finally, the students revised their own drafts. The students in the control group worked independently using the revision guidelines. The students in both groups had to finish revising their drafts in class.

3.3.2   Controls

In order to avoid threats to validity and to increase generalisability, controls were introduced over some variables discussed as follows.

3.3.3.1 Recruitment of the Pilot Sample

As reported earlier, this pilot study was not assigned to a regular class due to the fact that English Writing III (essay writing) was offered only in the first semester, and by the time the plan for this pilot study was ready, the first semester had ended. An extra class, therefore, was arranged especially for the pilot study. Since this was an extra class and the recruitment of the subjects was conducted on a voluntary basis, there were only 19 students, out of 43, who were able to participate in the activity. This small number of volunteers might affect the results of the pilot study in terms of generalisability.

3.3.3.2 History

Attempts were made to schedule class one period on a weekday, three days a week for both the experimental and the control groups to prevent the effect of intervening variables such as tiredness and to reduce other extraneous variables like extra-curricular activities; however, as the students were not available exactly at the same time during the working hours, three classes were held consecutively on a Sunday, and two continuing classes were held in the evening of four consecutive days. As a result, fatigue could probably be a factor that affected the students' performance. Moreover, during the time the students in both groups revised their first draft to produce the second draft of the second topic, loud music from a party at a building nearby proved to be distracting. Some of the students sang along, causing the rest of the class to lose their concentration. Even though the atmosphere was more relaxing, some students could not produce an essay of good quality they were expected to. Two of them could not complete their essays within the given time.

3.3.3.3 Testing

In order to examine the effectiveness of the peer response model, the pretest and the posttest were administered to the students in the experimental and the control groups. These tests were in a timed-writing type even though the teaching and learning in this study was the process-based approach. The interest of this study was to examine whether the process of writing that included the peer response activity would produce a better product of writing when compared to the non-peer response activity. Therefore, using this type of test to assess the effectiveness of the peer response model in this study was justifiable.

(1) Pretest and Posttest Development

The question used for the pretest and the posttest was the same so that the factors relevant to different responses to a particular topic were controlled. To choose the topic, the researcher, first, asked two other lecturers to list four topics that students liked to write most. These four topics included love, study, jobs and college life. Then, the researcher asked the five informants in the pilot study to choose the topic they liked to write about. Four out of five students preferred to write about the study and prospective jobs, especially the needs to take another degree course while they were studying in an undergraduate programme. Based on students' suggestions and on Gear and Gear (2000), the researcher constructed a question for the pretest and the posttest, which is shown below.

" Some students think that taking more than one degree
courses will bring them success in their future work. Some
disagree with the idea. What is your opinion?"

(2) Effects of Testing

The following efforts were made to minimise the effects of testing. First, during the administration of each test, the researcher was present and served as a proctor. Second, the technique of 'coding' was used to prevent rater bias. Each set of the essays was coded differently so that the raters could not recognise the writers. Third, the raters used the same criteria to grade the essays. Fourth, the same topic was used for both the pretest and the posttest. Finally, the type of the tests was the direct test so that testing threat could be prevented.

3.3.3.4 Mortality

During the peer response activity of the second topic, two students did not finish revising their written drafts in class. This means that they did not complete the process of revision using the peer response. In other words, they practiced less than the other students. This could possibly affect the internal validity.

3.3.3.5 Other Effects

In order to prevent the 'Hawthorn Effect'--the situation when the subjects know they are being measured, so they modify their behaviour (Brenner, 2002, On-line), the researcher clearly explained to all the subjects about the purpose of the study, the procedures and the significance of their 'natural' contribution to the study.

3.3.4 Data Analysis

As stated earlier, the purposes of the pilot study were to examine the effectiveness of the peer response model and to obtain students' attitudes towards the model. The results of the study were used to improve the peer response model to be

used in the main study. The data used for analysis were the pretest and the posttest scores. The results of data analysis were as follows.

Regarding effectiveness of the peer response model, the results of the data analysis showed that the peer response model had no significant effects on the students' writing performance. With respect to the essay scores, it was found that there was no substantial difference between the scores of the pretest and the posttest of the students in the experimental group.   Figure 3.6 shows the difference between scores of the pretest and of the posttest.

**Table 3.6 Difference between Scores of the Pretest
and the Posttest**

Experimental Group		Control Group	
Pretest	3.046	Pretest	3.375
Posttest	3.318	Posttest	3.375
Posttest > Pretest	0.272	Posttest > Pretest	0

There was no difference between the pretest and the posttest scores in the control group. The mean scores of the pretest and the posttest of the students in the control group were the same (3.375), whereas those of the experimental group were a little different but not significant (Pretest = 3.046, Posttest = 3.318). It can be noticed that even though there was not substantial change, there was a trace of improvement in the experimental group.   The mean scores of the posttest were slightly higher than those of the pretest (0.272). To ensure reliable results, however, a longer period of time was allocated to the experiment in the main study, and the difference of the mean scores between drafts of the practice topics were also examined.

3.3.5 Inter-rater Reliability

To obtain the inter-rater data, scores of the pretest and the posttest given by Raters X, Y and Z were analysed by using the Spearman Rank Correlation Coefficient in the SPSS Programme for Windows. Table 3.7 shows the correlations among the raters' grading which indicates the inter-rater reliability.

Table 3.7 Correlations between Raters

Rater	Pre-test			Post-test		
	X	**Y**	**Z**	**X**	**Y**	**Z**
X	1.000	0.460*	0.484*	1.000	0.687**	0.451
Y	0.460*	1.000	0.141	0.687**	1.000	0.512*
Z	0.484*	0.141	1.000	0.451	0.512*	1.000

$p < 0.05$

For the pretest scores, it was found that, Rater X's grading and Rater Z's were probably correlated; the correlation coefficient was 0.484 at the 0.05 level of significance. The correlation coefficient between Rater X's grading and Rater Y's was a little lower, that is, 0.460 at the 0.05 level of significance. Rater Y's grading and Rater Z's were very different; the correlation coefficient was only 0.141 at the 0.05 level of significance. For the posttest scores, Rater X's grading and Rater Y's were correlated; the correlation coefficient was 0.687 at the 0.01 level of significance. Rater Y's grading and Rater Z's were radically different; the correlation coefficient was 0.512 at the 0.05 level of significance. There was no significance between Rater X's grading and Rater Z's. In sum, the way each rater graded students' essays appeared to be different. The problem of low level of inter-rater reliability might stem from the lack of efficient and sufficient rater training. To avoid this problem in

the main study, the implementation plan for rater training was improved. Changes made on this plan are discussed in detail in Section 3.4.

3.3.6 Raters' Grading Consistency

To examine the grading consistency of the three raters, the scores of the pretest and the posttest were analysed using the Spearman Rank Correlation Coefficient in SPSS Programme for Windows. Table 3.8 shows the results of the analysis.

Table 3.8 Raters' Grading Consistency

Rater	Correlations between Pretest/Posttest Scores
X	0.604
Y	0.812
Z	0.340

In terms of rating consistency, Rater Y's rating was proved to be most consistent (r = 0.812, p < 0.05); Rater X's grading consistency was acceptable (r = 0.604, p < 0.05), whereas Rater Z's scoring had no consistency (r = 0.340, p < 0.05). The agreement on what and how to rate the essays as well as intensive rater training was essential.

3.3.7 Reflective Writing and an In-depth Interview

The following reveals the students' perceptions of and reactions to the peer response technique obtained from the reflective essay and the in-depth interview.

3.3.7.1 Students' Perceptions of the Peer Response Technique

The students' perceptions of the peer response technique were in accordance with those in the preliminary study. That was, the students learnt that the peer response technique was an activity which allowed them to help one another in revising their written draft. Unlike the results of the preliminary study, most students perceived that feedback should not only be given on the grammar, punctuation and spelling (LOC), but it should also be placed on the content, organisation and word choice (HOC). They admitted that because of the time constraints and fatigue from having studied regular courses all day, they found it hard to concentrate on HOC errors. Both issues were raised in the reflective essays and during the activity. As a result, some of the students could only give comments on what they had been familiar with, the LOC errors.

3.3.7.2 Students' Reactions to the Model

According to the reflective essay and the interview, the students viewed that the peer response technique was very useful for their revision. They agreed that by working on their own, they did not notice errors in their own written draft. One of the students in the experimental group said,

I took less than 10 minutes to finish revising my first draft on my own because I found only few grammatical errors in it.

[Student 1]

Another student from the experimental group asserted,

I like working in the peer group because my friends found

errors that I didn't; and I could identify errors in their essays,

while they didn't. We have learnt a lot from one another.

[Student 2]

However, the students found it difficult to give feedback on how to improve the essay despite knowing that a particular part of the essay was wrong. For identifying facets of errors, the findings in the pilot study were different from those in some previous research (such as Sengupta, 1998) in that the pilot subjects found it more difficult to deal with complicated grammatical structures. A student said,

Sometimes our group knew what was wrong grammatically, but

we didn't know how to improve it. We didn't have much trouble

with identifying and giving comments on the HOC errors.

[Student 3]

In terms of the response flow, it was obvious that students gave feedback to each other in the horizontal pattern as expected. Similar to the other two informants, one student said,

Everybody in my group contributed equally.

[Student 4]

3.3.7.3 Students' Suggestions

For the peer response model used in the pilot study, the students suggested that more sources of reference should be provided. In fact, they were provided with dictionaries and grammar books, but the time constraint might have prevented them from using these resources. Another suggestion was that the students should be designated into the peer response group with the same writing ability so that every group member could equally contribute to the activity. This was their misconception about the group composition. Some students were not confident to give feedback to better students. They thought that they did not have enough English to judge the better students' writing. These two comments suggested that the diagnostic test used should be improved to become more effective for group forming and that the students needed to know their strengths. Moreover, intimacy might be another factor affecting the peer response group activity. Some students found it difficult to give frank feedback on their peer written draft. Like the findings of Carson and Nelson (1996) and of Zhang (1995, On-line), some students preferred to avoid any conflict that might be caused by their comments. This issue was taken into account when grouping the students in the main study. A sociometric measure (Cohen, 1976) might be used alongside with the results of the diagnostic test.

For grouping, all students preferred groups of three or four to pairs. One student reasoned,

> *In a group of three or four, the majority could come to agreement on a particular point easily, whereas this would be difficult in pairs.*

[Student 5]

This showed that the students agreed to adopt democratic principles, which are the characteristics that fundamentally support the peer response activity, into their learning process. However, it was found that a group of four working on the four argumentative essays with 250-300 words in length took a long time and caused them fatigue. In other words, there was too much work for the students to complete within the limited time, and this might affect the quality of their feedback and revision. In a group of three, students worked in a more relaxing atmosphere because they had to work on only three essays. In other words, they could finish their task within the given time without too much anxiety or fatigue.

With respect to group interactions, Moberg (1984 cited in Parris, 1989) states that a group of three is not acceptable because one member may be isolated. However, for the context of the pilot study, it was found that a group of three showed more effective interactions; that is, each member contributed equally, and the peer response activity could be completed in the allocated time. Moreover, it was found that a group of three increased the responsibility of the group members. A student said,

> *Our group has only three members while the others have four,*
> *so if any of us is absent or late, the rest will not be able to*
> *work.*

[Student 4]

This group was always found to be on time, with no absenteeism or handing in incomplete work. With regards to the revision guidelines, the students found them practical. A student stated,

Without the guidelines, I wouldn't have known what points to look for. What I did was only checking the grammar and spelling. Now I know there're many other things I need to check when I revise my work.

[Student 6]

For the physical arrangement, the students found it more relaxing to read the essays posted on the wall. Furthermore, writing their comments on the response sheets, which were also posted on the wall encouraged them to give more comments on the essays because they did not have to worry if the student writers detected who commented on what, which happened in the circle-pass-around. One student said,

I feel uneasy when I have to sit in a circle, especially when sitting next to the owner of the draft and write comments on her work.

[Student 2]

3.3.8   Summary of the Findings

The major findings of this pilot study were discussed mainly on the practicality of the peer response model, which was shown through student's performance, perceptions and reactions.

In terms of students' performance, it was found that there was not significant change between the scores of the pretest and those of the posttest for the experimental group. However, there was a sign of improvement in this group when

compared to the control group where the scores of the pretest and of the posttest remained the same.

Regarding the students' perceptions after the treatment, the students understood the concept of the peer response activity. They perceived that the peer response activity allowed them to help each other in revising their written draft. The group member relationship was in a horizontal pattern, and the facets of writing to focus on included both the HOC and LOC. The evidence showed that the constructed peer response model had served its purposes. With respect to the reactions, the students viewed that the peer response technique as useful and enjoyable although some of them still lacked confidence in providing feedback.

3.3.9 Conclusions and Implications

As mentioned earlier, the model of the peer response needed improving, particularly in terms of grouping and the time allocated to each step of the implementation. For more effective group forming, the change of a diagnostic test in both contents and format was needed in order to ensure that the strengths and weaknesses of the group members were well balanced. Group size needed to be reconsidered as it was related to the time allocation and students' feedback and revision quality. In order to prevent the factors of fatigue and absenteeism, the main study was conducted in an actual classroom setting, English Writing III. For the inter-rater reliability, an intensive training on what and how to grade the essays using the scoring guide was required. Changes made are discussed in detail in the next section.

3.4 A Proposed Peer Response Model

This section discusses the changes made for the main study. The contents include the larger changes and the other changes.

3.4.1 Larger Changes

3.4.1.1 Group Size

The peer response groups in the pilot study mainly consisted of four members with different strengths and weaknesses according to the results of the diagnostic test. However, it was found that a group of four required too much time to achieve the goal of the activity in producing an argumentative essay (approximately 40 minutes for giving HOC comments on peer written drafts, 30 minutes for giving LOC comments, 40 minutes for rewriting according to the HOC comments and 20 minutes for rewriting according to the LOC comments), while a group of three needed less time (approximately 25 minutes for giving HOC comments, 20 minutes for giving LOC comments, 40 minutes for rewriting according to HOC comments and 20 minutes for rewriting according to LOC comments). There was no difference between these two groups in terms of the feedback quality because each student had strengths in various facets, and they also gave feedback based on the revision guidelines. Even though a group of three is not acceptable, according to Moberg (1984 cited in Parris, 1989), because one member may be isolated, the results of this pilot study provided a positive view in that group responsibility was increased and the activity fitted the allotted time. The ideal size of five or even four was not practical in this context where the time for each class period was limited to 50 minutes only.

To make the model applicable for the real context, the researcher took the allocated time as a crucial factor.

3.4.1.2 Group Composition

A peer response group contained members whose strengths and weaknesses were balanced, based on the diagnostic test result as in the pilot study. However, the diagnostic test was changed both in terms of contents and format in order to ensure its validity and reliability. Based on the revision guidelines and the written comments of the three raters on the errors found in students' essays in the pilot study, the contents of the improved diagnostic test included (1) subject-verb agreement, (2) verb form, (3) pronoun reference, (4) parallelism and (5) sentence faulty. The test consisted of 50 items: 10 on subject-verb agreement, 10 on verb-form, 10 on pronoun reference, 10 on parallelism and 10 on sentence faulty (see Appendix J). The format of the test was changed from multiple choice to error detection as in the TOEFL test of structure and written expression. Alongside with the idea of the use of a diagnostic test in forming a peer response group, the researcher adopted the principle of sociometric measures (Bogardus, 1928, cited in Sherman, 2000, On-line) to identify the position of an individual student within class and made use of the information for designating students into a permanent group.

The sociometric measure adopted into this study was adapted from the classroom social distance scale (Sherman, 1985, cited in Sherman, 2000, On-line). Instead of using the rating scale, the researcher developed an acceptance inquiry form which appeared in the filling-in format because the only purpose of using this tool was to learn the 'natural bondage' of sub-groups in the whole class. It

was assumed that a group activity would be more effectively and enjoyably implemented if group forming was based on not only academic ability but also good relationships between group members. The acceptance inquiry form was shown in Appendix M.

3.4.1.3 Length of the Study

As stated earlier, the time devoted to the pilot study was only 11 class periods. Only six periods were actually devoted to the peer response for the two practice topics, and this might produce non-significant results. In the main study, therefore, the length of the study was longer; that was, 15 periods. Students would be assigned to write three essays on different topics, and two periods were allocated to peer response for each essay.

3.4.2   The Other Changes

Apart from the major changes mentioned in the previous section, some other changes should also be made in order to ensure the validity and reliability of the findings of the main study.   Such changes include rater training and length of an essay.

3.4.2.1 Rater Training

In the pilot study, the three raters agreed on the facets for judging the essays as stated in the Michigan Writing Test Scoring Guide (see Appendix D). Then, they practiced rating only two essays because of time constraint. This might have caused the low inter-rater reliability. To increase the reliability, intensive training was organised in the main study.

The raters first agreed on the expectations of the course on students' performance. Then, they studied the rating scoring guide, which the researcher adapted from the Michigan Writing Test Scoring Guide. The discussion was made on the clarification and the adjustment of the rating scale. Then, the raters received six model essays of different scores selected from the pilot study, marked the essays, and agreed to use them as models for scoring. After that, they practiced rating another six essays using the scoring guide and recorded the overall scores on the score profile form. The results of the training were that the raters gave the same score on each essay.

3.4.2.2 Length of an Essay

Some students could not finish their concluding paragraph during the pilot study. This affected the overall scores. In the main study, therefore, the length of the essay was strictly limited to 250-300 words, and this was emphasised in the pre-writing stage.

3.4.3 Conclusion of the Proposed Peer Response Model

3.4.3.1 Group size: Three

3.4.3.2 Group permanence: Fixed

3.4.3.3 Group composition: Balanced strengths and weaknesses

3.4.3.4 Physical arrangement: Circle

3.4.3.5 Steps of the peer response activity: HOC comments, group

discussions, revision, and then LOC comments, group

discussions and revision

      3.4.3.6 Materials: A model of an argumentative essay, revision guidelines, peer response guidelines, response sheets, dictionaries and grammar books

      3.4.3.7 Length of time: 15 fifty-minute periods

      3.4.3.8 Length of essay: 250-300 words

Summary

The present chapter deals with the development of a proposed model of peer response technique. The discussions focus on the results of the preliminary study, the construction of the model, the pilot study and the proposed peer response model, which was then improved, based on the results of the pilot study. The next chapter, the Main Study, discusses how the effectiveness of the proposed peer response model was examined.

CHAPTER IV

THE MAIN STUDY

Introduction

In the previous chapter, the development of the proposed peer response model was discussed. In this chapter, the focus is on how the main study was conducted. The contents cover the restatement of the research questions, the research design, facts about the setting, the population and the subjects, the procedure, the variables, the description of instruments, the scoring method and the rater training, and the data collection and analysis.

4.1 Restatement of Research Questions

This research has four questions as stated in Chapter One. The restatement of these questions is made here for the benefit of the readers. Following are the research questions.

1. What are students' perceptions of and reactions to the peer response technique prior to receiving the treatment?

2. How can a practical and theoretically sound model of the peer response technique be constructed?

3. How effective is the developed model of the peer response technique?

4. How do students perceive and react to the developed model of the peer response technique after the treatment?

Questions 1 and 2 were answered in Chapter Three, the Development of a Peer Response Model. Questions 3 and 4 were discussed in Chapters Five and Six.

4.2 The Research Design

The main study was designed to be a pretest-posttest control-group design with pair-matching. In order to answer Questions 3 and 4, a mixed methods strategy was used for data collection and analysis. According to Creswell (2003), a mixed methods research focuses on using both quantitative and qualitative methods for collecting and analysing data in a single study. The factors for determining a mixed methods strategy are shown below.

Table 4.1 Mixed Methods of Research Methods

Implementation	Priority	Integration	Theoretical Perspective
No Sequence Concurrent	Equal	A Data Collection	
Sequential – Qualitative first	Qualitative	At Data Interpretation	Explicit
Sequential – Qualitative first	Quantitative	With Some Combination	Implicit

Creswell et al. (2003, cited in Creswell, 2003: 211)

In this study, the quantitative method (a questionnaire and scores of the pretest, the posttest and the practice topics) was used to answer Research Question 3. To answer Research Question 4 (the qualitative method, an in-depth interview and reflective writing) was used.

4.3 Facts about the Setting

The aim of this section is to give a description of the setting where the present study was undertaken. The contents cover English courses for undergraduate English majors, one of which was selected for the present study, and the actual classroom.

4.3.1 English Courses for Undergraduate English Majors

Like in any typical undergraduate EFL curriculum, the English majors at Khon Kaen University are required to take courses in structures, linguistics, literature, translation, listening and speaking, reading, and writing. It is clear that the students are gradually prepared for written communication. For writing courses, they take English Writing I (sentence writing), English Writing II (paragraph writing), English Writing III (essay writing), Creative Writing and English Writing for Communication. We can see that English Writing III, the course where the present study took place, is the highest fundamental course for writing in English.

In the present study, the researcher chose to look into English Writing III (essay writing), especially argumentation, for two main reasons. First, so far there has not been any investigation on revision of the argumentative writing in Thailand. Second, argumentation is one of the requirements of the course syllabus.

4.3.2 The Actual Classroom

In the semester when the main study took place, two sections of English Writing III were offered at different times and places.

Section 1 was on Tuesday and Thursday during 08.00 – 09.30 a.m. in room 1108 of Humanities and Social Sciences Building 1 (HS1108). The room is

about 8 x 10 metres wide and with air-conditioning. There are also seven flying fans. With ten light lamps and glass windows, which serve as a wall, the room is well lighted. The two doors, one at the front and the other at the back on the right hand, are in good condition. The only disadvantage of this room is that students can be easily distracted because a car park is just 100 metres away. Fortunately, as the class was held during office hours, there were not serious distractions from events outside.

Section 2 was on Thursday, 1.00 – 2.30 p.m. and Friday, 07.30 – 09.00 a.m. Both classes took place in Room 1214, which was air-conditioned on the second floor, a two-storey building. The room is approximately 10 x 12 metres in size. It was previously used as a sound-laboratory. At present, all the booths have been replaced with 50 lecture chairs. Teaching facilities in the room include an overhead projector, a white board, a chart stand, a microphone, a video set and two loud speakers. The room has no windows. The floor, a theatre type, consists of five steps, one metre wide. With six fluorescent lamps, the room is well lighted. The walls are soft boards. The only door, which is on the left hand, is in the front part, and it cannot be closed properly. It also causes a loud noise when opened or closed. This was a distraction while students rewrote their draft or someone came to class late. Unfortunately, this intervening variable could not be controlled because the room use had been pre-scheduled. Changing the rooms was not possible because all the rooms were occupied, particularly during the working hours.

The number of students in Section 1 was 19, and that in Section 2 was 33. This great disparity in the number of students in the two sections led to a change in subject selection, which is discussed in the following section.

4.4 Population and Subjects

4.4.1 The population

The population in this study was 52 third-year English majors who were studying English Writing III (essay writing) in the Department of Foreign Languages, Faculty of Humanities and Social Sciences, Khon Kaen University. In each academic year, approximately 52 English majors take this course. The majority were from the northeastern region of Thailand.

4.4.2 The Subjects

The subjects comprised 24 English majors who were studying English Writing III (essay writing). These students were drawn from a total number of 52, based on random sampling and pair-matched methods.

As mentioned earlier that the students registered in one of the two sections based on their availability, the researcher did not manipulate such selection. Therefore, this group division could be considered a form of random sampling. Assigning subjects into the experimental and the control groups was conducted by a draw. The results were that the experimental group was in Section 2 and the control group was in Section 1. Each group comprised 12 subjects, 10 females and two males. These subjects were pair-matched based on their grades in English Writing II (paragraph writing). Regarding the sample size, Roscoe (1975: 184) states, "In behavioral research with tight experimental controls (matched pairs, for example), successful research may be conducted with samples as small as 10 to 20 in size." The sample size in the present study, therefore, should be acceptable.

4.4.2.1 The Experimental Group

The experimental group consisted of 12 students, 10 females and two males. They were exposed to a peer response model in the revision stage of the writing process. The materials included the model for writing an argumentative essay, the guidelines for revision, grammar books and dictionaries. The class met twice a week, 1½ hours at a time, for five weeks or 10 periods altogether and was taught by the researcher.

4.4.2.2 The Control Group

The control group comprised 12 students, ten females and two males like the experimental group. As in the experimental group, the students in the control group were taught by the researcher and were provided with the same materials. The only difference was that they were trained how to evaluate their own drafts using the guidelines for revision. Similar to the experimental group, the control group met twice a week, 1½ hours a time, for five weeks or 10 periods.

4.5 The Procedure

To conduct a pretest-posttest contol-group design with matching, Borg and Gall (1989: 679) outline the six steps typically employed as follows.

(1) Administer measures of the development variable or variable closely correlated with the dependent variable to the research participants.
(2) Assign participants to matched pairs on the basis of their scores on the measures described in Step 1.
(3) Randomly assign one member of each pair to the experimental group and the other member to the control group.
(4) Expose the experimental group to the experimental treatment and administer no treatment or an alternative treatment to the control group.

(5) Administer measures of the dependent variables to the
experimental and control groups.
(6) Compare the performance of the experimental and control
groups on the posttest(s) using tests of statistical significance.

The present study applied the six-steps to suit the context as follows.

(1) Twelve students in Section 1 were pair-matched to those in Section 2 (four As, six Bs and two Cs) based on their grades in the previous writing course as stated earlier. Therefore, it could be assumed that each pair was equal in terms of English writing ability. Furthermore, all of them were from the northeastern region. Then, the two sections were randomly assigned as the experimental and the control groups. The control group was in Section 1, while the experimental group was in Section 2. The other students in both groups participated in all activities, but their scores were not used for the analysis.

(2) The experimental and the control groups were taught with the same materials and by the researcher. The difference between both groups began after the students had studied how to write an argumentative essay. The students in the experimental group were exposed to the model of the peer response technique. They used the peer response technique in the proposed model in the revision stage. Those in the control group worked on their own when they revised their work. The teacher was only a facilitator in the activity.

(3) The pretest was administered to both groups before the treatment and four weeks later, the posttest.

(4) Scores of the pretest and the posttest were compared using the t-test to determine statistical significance of difference between the performance of the students in the experimental and the control groups.

(5) The data obtained after the experiment (reflective writing, a questionnaire and an in-depth interview) were used for the data analysis.

4.6 The Variables

In order to ensure that the results of the study were not influenced by any factors, efforts were made to minimise threats to internal validity and external validity.

4.6.1 Internal Validity

Threats to internal validity include history, maturation, testing and instrumentation, etc. These factors affect a researcher's ability to draw a right inference from the data (Creswell, 2003). To control these threats, the following were undertaken.

4.6.1.1 History

As discussed earlier in this chapter (4.5.1), the students participating in the present study were pair-matched based on their grades in English Writing II (paragraph writing). As a result, the competence of the students in both the experimental group and the control group was equal, particularly, in terms of their English writing ability. Any difference of mean scores of the pretest and the posttest was assumed to be resulted from the treatments administered.

4.6.1.2 Maturation

In taking a test, some physiological changes within students could be a variable that influences their performance (Creswell, 2003). Two of these

changes were stress and fatigue. To control the physical and mental factors, the pretest and the posttest were administered to both the experimental and the control groups in their regular class and on the same day so that no one was in a more beneficial situation. In doing so, the testing was made natural, which was a supportive environment for a direct test taker.

Regarding the fatigue factor, the experimental group might be in a disadvantageous position because the only day that both the sections had class on the same day was Thursday. The experimental class was scheduled at 1:00 – 2:30 p.m., just after two morning classes and lunch. As a result, they might be more tired than those in the control group, whose English Writing III class was their first class of the day. This issue is dealt with in Chapter VI.

4.6.1.3 Testing

Since the objective of this writing course was to enable students to write an argumentative essay, it was justifiable to administer a direct test as the pretest and the posttest to learn whether the students' performance had improved or not. This section presents the way in which testing variables were controlled. The contents cover the test development and the effects of testing.

(a) The Test Development

Since it was found that four out of 20 of the pilot subjects could not finish their writing test within the limited time (one hour) due to the difficulty of the test questions, a new test question was selected from a list of questions on ETS web site (http://www.toefl.org). Below is the test question.

"Some people believe that university students should
be required to attend classes. Others believe that going to
classes   should be optional for students. What is your
opinion?"

Three students, who were the same population as the subjects, volunteered to write an essay using the selected question.   The conditions were that they had to finish a 250-300 word essay within one hour.   After being guided on how to write an argumentative essay, they wrote an essay. The result was that all of them finished in time. They said the topic was familiar to them, so it was not too difficult to write about.

(b) Effects of Testing

To minimise possible effects of testing, the following measures were taken. First, the researcher proctored the testing in both sections. Second, each set of the essays was coded differently in order to prevent rater bias. Third, the three raters used the same scoring guide to assess the essays. Fourth, the essay question was the same for the pretest and the posttest, and it was selected by the researcher and the same two lecturers in the pilot study. Since the tests were the direct type, the threat to testing (test-wiseness, which often arises in an indirect test) could be controlled. Regarding the nature of direct testing, test takers are supposed to write a paragraph or an essay promptly. They have to generate ideas, then organise those ideas into a piece of writing, and revise the written piece. This type of testing gives the test takers no true or false answers to the question, as the indirect testing does. As a result, it is not likely that the test takers get higher scores when they re-test with the same question.

4.6.1.4 Instrumentation and Materials

Instrumentation refers to changes within the measuring instrument which could affect the pretest and posttest scores (Creswell, 2003). To control this factor, the researcher typed all of the essays, coded them, then sent them to the raters. Even though the pretest and the posttest essays were rated separately, a two-month-gap between rating the two sets of essays and the shuffled coding technique used should prevent the raters' bias. Each essay was rated by raters X, Y and Z, who were trained a week prior to the experiment.

4.6.2 External Validity

According to Borg and Gall (1989), external validity is the situation where the overgeneralisation occurs. Population can be divided into two groups, the accessible population and the target population. Generalising the research findings from the accessible population to the target population might be risky. The reasons for this argument are that the two populations might have some differences, such as economic status, characteristics and English proficiency ground. These differences could weaken the generalisability. In order to avoid overgeneralisation, the research findings in this study were generalised only from the sample to the accessible population.

4.7 Description of Instruments

4.7.1 Pretest and Posttest

In the pretest and the posttest, the subjects were assigned to write an argumentative essay of 250-300 words in length within 1 hour. The pretest was administered on 10th July 2003 and the posttest on 7th August 2003.

4.7.2 Practices 1 and 2

During the experiment, the students practiced writing on two topics using different techniques for revising their written drafts. The control group employed the self-evaluation as they would normally use in regular writing classes. The experimental group used the peer response technique. In each practice, the students were required to complete Draft 1 in the first period (1½ hours) and Draft 2 in the following period (1½ hours). At the end of the 1st period, the students in the experimental group handed in their essays and peer response sheets, and so did those in the control group. The researcher then made a copy of the essays, typed and coded them. In the following period, the researcher returned Draft 1 and the response sheets to the students so that they could revise them to produce Draft 2. Figures 4.1 and 4.2 show the steps of revision process in the experimental and the control groups.

Period 1 Stage I: HOC   1 ½ hrs   Stage II: LOC   1 ½ hrs

```
   ┌──────────┐                          ┌──────────┐
   │ Draft 1  │                          │ Revised  │
   │ displayed│─────────────────────────▶│ draft    │
   └────┬─────┘                          │ displayed│
        │                                └────┬─────┘
        ▼                                     ▼
   ┌──────────┐                          ┌──────────┐
   │Peer group│                          │Peer group│
   │response in│                         │response in│
   │written form│                        │written form│
   └────┬─────┘                          └────┬─────┘
        │                                     │
        ▼                                     ▼
   ┌──────────┐                          ┌──────────┐
   │Peer response│                       │Peer response│
   │evaluated by │                       │evaluated by │
   │peers        │                       │peers        │
   └────┬─────┘                          └────┬─────┘
        │                                     │
        ▼                                     ▼
   ┌──────────┐                          ┌──────────┐
   │Peer group│                          │Peer group│
   │discussion on│                       │discussion on│
   │response     │                       │response     │
   └────┬─────┘                          └────┬─────┘
        │                                     │
        ▼                                     ▼
   ┌──────────┐                          ┌──────────┐
   │Revision of│─────────────────────────│Revision to│
   │Draft 1    │                          │produce    │
   └──────────┘                          │Draft 2    │
                                          └──────────┘
```
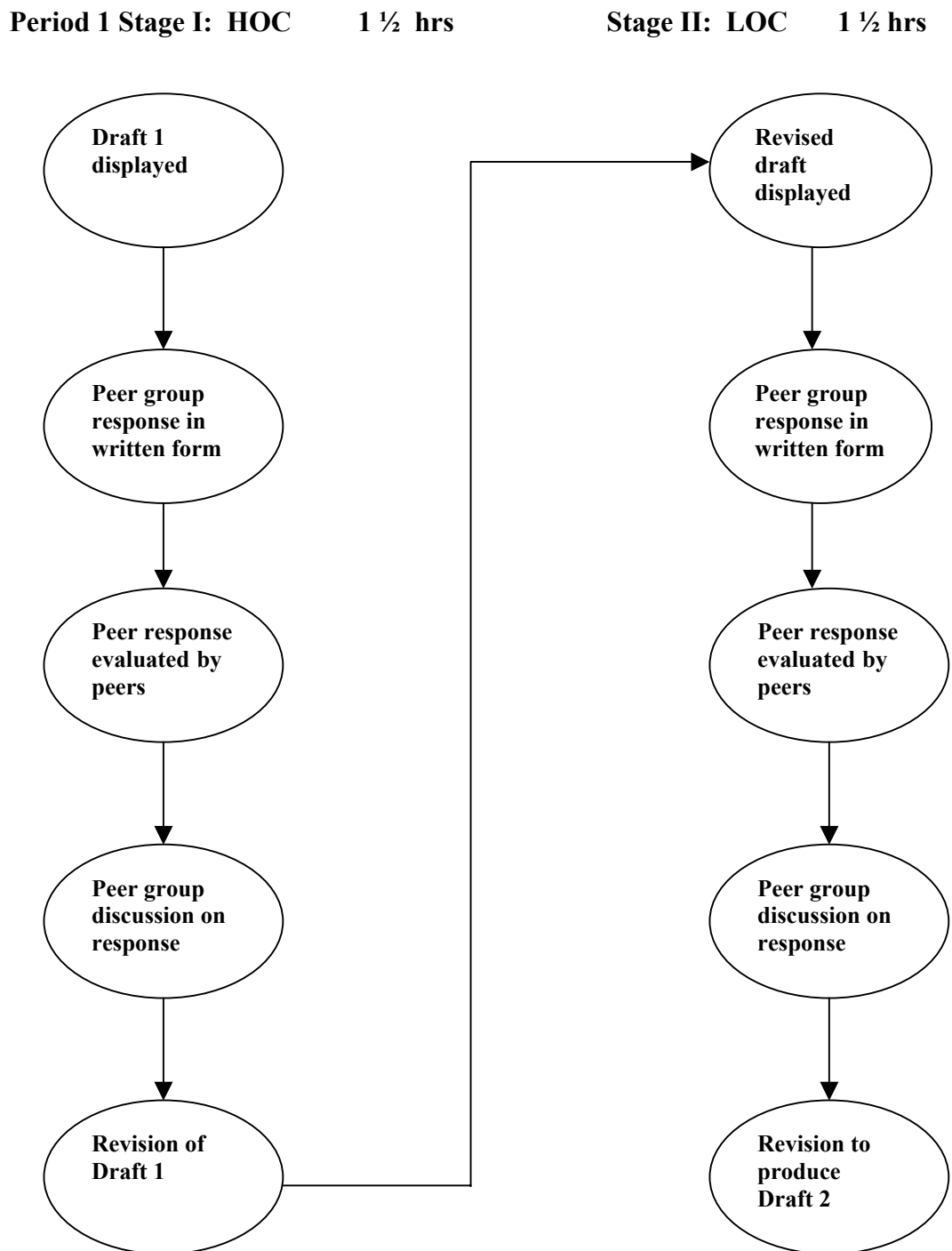
Figure 4.1 Steps of the Revision Process: Experimental Group

According to Figure 4.1, students displayed their first draft to the group members. Then, the group members gave written comments. While taking turns writing feedback on each draft, the students had a chance to evaluate peer

comments as well. Then, they discussed the comments to get a solution to a particular error. After that each writer revised his/her own draft. This set of steps was applied to both HOC and LOC stages.

Stage I: HOC   1 ½ hrs   Stage II: LOC   1 ½ hrs
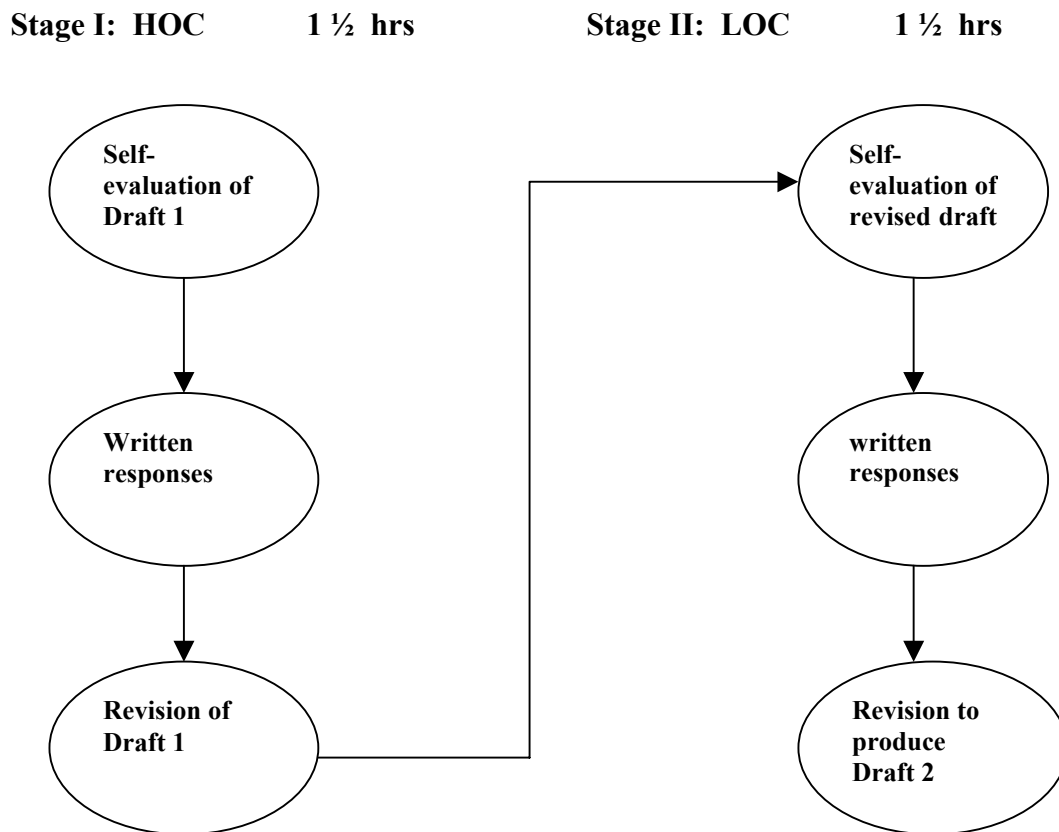
Figure 4.2 Steps of the Revision Process: Control Group

The students in the control group evaluated their written draft on their own before the revision. They first focused on the HOC, then the LOC errors. Teacher feedback was given after the students finished Draft 2 so that it was not a factor that influenced the changes of scores between drafts, which might affect the overall results of the study.

4.8 Scoring Method and Rater Training

This section discusses how the three raters graded students' essays and how to ensure the inter-rater reliability. The contents cover the scoring method, which based on the multiple-trait scoring, and the rater training which aimed to increase the reliability among the three raters.

4.8.1 Scoring Method

According to Hamp-Lyons (1991), even though it is accepted that a piece of writing should be measured as a whole so that the scores represent what a good writer can do, the judgement reliability can be questionable. This problem may be solved by using a multiple grading method, either inter-rating or intra-rating. In this study, the inter-rating method was employed because it required less time for each rater to grade the essays. During the semester when this study took place, all lecturers were engaged with heavy workload. For example, Rater X taught 15 hours a week, Rater Y 18 hours a week and Rater Z 21 hours a week. Consequently, they could not devote time to scoring the essays twice. In other words, the intra-rating was impossible in this study.

Ideally, the researcher wished that the essays had been rated at the same time and in the same environment so that other intervening events, such as interruption of visitors, which might affect the rating, were controlled. However, due to their heavy workload, the raters preferred to rate the essays at home during their free time. What they agreed upon was to grade strictly following the scoring guide.

4.8.2 Rater Training

The purpose of the rater training was to ensure the inter-rater reliability of the assessment. Prior to the training, the researcher approached the three raters to request their participation in the present study. Then, the training date and time was scheduled to be conducted at Department of Foreign Languages. The materials used included a scoring guide (Michigan Writing Assessment Scoring Guide), a model of an argumentative essay and two sets of five essays, which were selected from the pilot study and based on the correlation among the three raters. In the main study, the three raters were experienced British, Thai and American lecturers of writing in English (see the plan for the rater training in Appendix C and the scoring guide in Appendix D).

The training began with the researcher informing the raters about the purposes of the training, the procedures and the expected outcome. Then, the raters discussed the model of the argumentative essay writing and the scoring guide. According to Hamp-Lyons (1991), in multiple trait scoring, each of the three facets of writing, is weighed equally. Based on this principle, the raters agreed to weigh the three writing features (ideas and arguments, rhetorical features and language control) equally. The essay components, with respect to the scoring guide, were focused on rather than the length. The length of the essay was controlled with the number of words within the time given.

As for the duration of grading essays, the raters preferred to do the grading individually at their convenience because they were neither available at the same time nor did they take the same length of time to grade each essay. Rater X used 1 ½ -2 minutes to grade each essay, Rater Y 9-10 or even 15 minutes, and Rater

Z 3-5 minutes. Furthermore, their grading strategies were different. Rater Y stopped grading after 30 essays, whereas Rater Z preferred to have a pause after 14 essays. Unlike the other two raters, Rater X examined the whole set of essays of each topic at a time because he found that a pause between grading had negative impact on his judgment. This grading habit was in accordance with the suggestion of Mehrens and Lehmann (1984) who believe that marking all students' answer to the same question in one sitting reduces the chance of variation in marking. Even though the three raters in this study had different grading strategies, all agreed to read an essay twice before giving scores.

In conclusion, the results of the rater training were as follows. (1) The raters agreed to grade essays strictly based on the scoring guide. (2) The essay components were focused on rather than the length. (3) Each facet of writing as weighed equally. (4) The raters agreed to read an essay twice before giving scores.

4.9 Data Collection and Analysis

In order to prove the effectiveness of the peer response model, that is, to answer Research Question 3, the data were collected and analysed as shown in (1) and (2).

(1) Scores of the pretest and the posttest as well as the practice essays were used for analysis. The purpose was to see improvement of students' performance after the treatment. The two sets of the mean scores of the experimental group and the control group were compared. In each set of the mean scores, the difference between the pretest and the posttest, and that of the first draft and the second draft of the practice essays were examined as follows.

Pretest	and	Posttest
Practice 1 Draft 1	and	Practice 1 Draft 2
Practice 2 Draft 1	and	Practice 2 Draft 2

(2) The scores of the pretest and the posttest were analysed using the t-test. Then, the results of the analysis of the experimental and the control groups were compared. The differences of the mean scores between the pretest and the posttest of the two groups showed the effects of the treatment on students' performance. The other comparison was also conducted across grade groups between the experimental and the control groups in order to look at the effectiveness of the treatment over each grade group. To ensure the results of the analysis of the pretest and the posttest scores, the scores of Drafts 1 and 2 of the two practice topics were also analysed.

To obtain the information of students' perceptions of and reactions to the peer response model, the investigator requested the experimental group subjects to write a reflective essay after the posttest. Then, six students from different grade groups were interviewed in Thai so that the informants could give as much information as possible without a language barrier. Later, the data was translated into English by the researcher. The two activities were conducted in order to answer Research Question 4.

Summary

This chapter focuses on how to conduct the main study. The contents cover the restatement of the research questions, research design, facts about the setting, the population and the subjects, the procedure, the variables, the description of

instruments, the scoring method and the rater training, and the data collection and analysis. The next chapter discusses the results of the data analysis.

CHAPTER V

DATA ANALYSIS

Introduction

This chapter deals with the quantitative data analysis to investigate the effectiveness of the peer response model and the qualitative data analysis to explore students' perceptions of and reactions to the model. The contents cover the overview of statistical procedures, the analysis of the pretest and the posttest scores, the changes of scores between drafts, comparison of mean scores among grade groups, response analysis and the correlation among raters' grading. Then, the analyses of the questionnaire, the reflective writing, and the in-depth interview are discussed.

5.1 Effectiveness of the Peer Response Model

To answer Research Question 3, this section discusses the statistical results of the data analysis. The findings indicated the effectiveness of the peer response model.

5.1.1 Overview of Statistical Procedures

The data used for analysis in this study were drawn from the essay scores of the pretest and the posttest and the two practice topics (see essay samples in Appendices M, N, O, Q, S). The purposes of the analysis were to examine the differences of the scores between the pretest and the posttest, and between drafts of the practice topics.

The essays were written by 24 students who were pair-matched and randomly assigned into the experimental and the control groups as discussed in detail in Chapter Four. Raw scores were given by three trained-raters. The analysis was conducted using SPSS for Windows, and the statistical tool was paired sample t-test. The reasons for using t-test to analyse the data in this study were twofold: (1) the test is valid for samples of any size; (2) the design of the present study was equivalent to using two experimental treatments (peer response and self-evaluation), and the essays were measured by the same criteria (Scoring guide for assessing argumentative essays). According to Roscoe (1975), t-test for two independent samples is designed to examine the significant difference between the criterion means of the two groups (the experimental and the control groups). With this principle, the difference between the pretest scores and the posttest scores as well as between those of Draft 1 and Draft 2 of the practice topics were determined. Statistical procedures in this research involved four steps.

(1) The raw scores of each essay were calculated into mean scores. Since there were three raters judging and giving scores to each essay, the mean scores were needed.

(2) The mean scores obtained in (1) were analysed by using the paired-sample t-test. The results are revealed in the next section.

(3) The results of the t-test (t-value) were compared between groups and grade groups. The significance level for this study was set at 5 % ($p < 0.05$). The typical trend in language studies is that the significance level is set to be either at $p < 0.01$ (1%) or at $p < 0.05$ (5%) (Brown, 1988 cited in Mooko, 1996).

(4) The raw scores were computed, then the correlations between raters were examined by Spearman's Rank Correlation Coefficients.

5.1.2   The Analysis of the Pretest and the Posttest Scores

As already mentioned in Chapter Four, the indication of effectiveness of the peer response model was that the posttest scores should be higher than the pretest scores. This section discusses the results of data analysis. The analyses of mean scores and a t-test showed that students in both groups performed better after the treatments as shown in Tables 5.1-5.2.

Table 5.1 Comparison of the Mean Score Difference between the Experimental and the Control Groups

Experimental Group		Control Group	
Pretest	2.833	Pretest	2.944
Posttest	3.167	Posttest	3.056
Posttest > Pretest	0.334	Posttest > Pretest	0.112

It can be seen that the mean scores of the posttest were higher than those of the pretest scores in the experimental group (3.167) and the control group (3.056).   However, the difference of mean scores in the experimental group was slightly higher (0.334) than that in the control group (0.112). This was a positive result. Table 5.2 shows the changes between the mean scores of the pretest and the posttest.

**Table 5.2 Changes of the Mean Scores between the Pretest and
the Posttest (t-test)**

Experimental Group			Control Group		
Posttest vs. Pretest		1.694	Posttest vs. Pretest		0.421
Tabled Value	2.201				

P<0.05, 2 tailed-test, df = 11

According to Table 5.2, the calculated t-value in each group (1.694 in the experimental group and 0.421 in the control group) was below the tabled value. This indicated that statistically, there was no significant change of scores between the posttest and the pretest in both groups.

5.1.3 Changes of Scores between Drafts

In order to ensure a reliable conclusion, the scores of the two practice essays were also analysed by using the same statistical method as that of the pretest and the posttest scores analysis. The results of the analysis are shown in Tables 5.3 and 5.4.

Table 5.3 Mean Scores between Drafts

Experimental Group		Control Group	
Practice 1 Draft 1	3.056	Practice 1 Draft 1	2.639
Practice 1 Draft 2	3.528	Practice 1 Draft 2	2.694
Changes	**0.472**	**Changes**	**0.055**
Practice 2 Draft 1	3.139	Practice 2 Draft 1	2.972
Practice 2 Draft 2	3.389	Practice 2 Draft 2	2.917
Changes	**0.250**	**Changes**	**-0.055**

N = 12

Regarding Practices 1 and 2, the mean scores of the experimental group also changed in a positive direction (0.472 and 0.055), while those of the control group were positive in Practice 1 (0.055), but negative in Practice 2 (-0.055).

Table 5.4 Comparison of t-values between Drafts

Experimental Group		Control Group	
Practice 1 Draft 2 > Draft 1	2.837	Practice 1 Draft 2 > Draft 1	0.456
Practice 2 Draft 2 > Draft 1	2.017	Practice 2 Draft 2 > Draft 1	-1.483
Tabled Value	**2.201**	**Tabled Value**	**2.201**

$p < 0.05$, 2-tailed test, df = 11

Table 5.4 shows that the difference between the mean scores of Draft 2 and Draft 1 was significant in the experimental group because the calculated t-value (2.837) was above the table t-value at $p < 0.05$. For Practice 2, the calculated t-value was 2.017, below the significant level according to the table t-value. The calculated t-values of the control group, however, were far below the table t-value (0.456, -1.483). Therefore, it might possibly be interpreted that the peer response activity had a positive impact on students' performance.

5.1.4 Comparison of Mean Scores among Grade Groups

In an attempt to prove the effectiveness of the peer response model, many perspectives were analysed. In the previous sections, the results of the pretest and the posttest scores analysis and practice essay scores analysis were discussed.

This section examines the impact of the model on each grade group. A comparison of mean scores of Practices 1 and 2 was conducted in three pairs as shown in Table 5.5.

Table 5.5 Comparison of Mean Scores among Grade Groups

Grade Groups	Experimental				Control			
	Practice 1		Practice 2		Practice 1		Practice 2	
	Draft2	Draft 1	Draft 2	Draft 1	Draft 2	Draft 1	Draft 2	Draft 1
Higher	4.083	3.833	3.749	3.583	3.082	3.248	3.583	3.665
Draft 2 > Draft 1	**0.250**		**0.166**		**-0.166**		**-0.082**	
Average	3.557	2.886	3.332	3.110	2.667	2.499	2.666	2.722
Draft 2 > Draft 1	**0.670**		**0.222**		**0.168**		**0.056**	
Lower	2.335	2.000	2.830	2.330	2.000	1.835	2.330	2.330
Draft 2 > Draft 1	**0.335**		**0.500**		**0.165**		**0**	

The table above shows that the changes between the mean scores of Draft 1 and those of Draft 2 of the experimental group were all in a positive direction (0.250, 0.670 and 0.333; 0.166, 0.222 and 0.500), whereas those of the control group varied (-0.166, 0.168 and 0.165; -0.082, 0.056 and 0). It should be noted that, for higher achievers, the difference between mean scores of the control group was in a negative way (-0.166 for Practice 1 and –0.082 for Practice 2). The mean scores of the average and the lower achievers were much lower than those of the subjects in the experimental group.

It can be also observed that the changes of mean scores of the average achievers, both in the experimental (0.670 and 0.222) and the control groups (0.168 and 0.056), were higher than those of the higher grade group. Interestingly, the difference between the mean scores of Draft 1 and Draft 2 of the lower grade group

was the highest (0.500) when compared to the other grade groups. This observation is discussed later in Chapter VI.

5.1.5   Response Analysis

Because the number and quality of peer responses were among the indicators of the effectiveness of the peer response model, the researcher analysed the number and types of comments in relation to the differences of mean scores between drafts of Practice 1 essays to see what caused of such differences. The decision to analyse this set of essays was based on the principle of random sampling (random draw). The results of the analysis are reported in Table 5.6 on the next page.

5.6 Responses and Changes of Mean Scores between Drafts: Experimental Group

Students		Total	Responses N	%	Draft 1	Draft 2	HOC	Used	%	LOC	Used	%
H	1	12	8	58.3	3.3	3.7	1	1	100	11	7	63.6
	2	23	2	8.7	4.3	3.7	2	2	100	21	0	0.0
	3	11	7	63.6	3.0	4.0	5	1	20	6	6	100.0
	4	4	3	75.0	4.7	5.0	2	1	50	2	2	100.0
	Sub	**50**	**20**	**40.0**			**10**	**5**	**50**	**40**	**15**	**37.5**
Av	5	13	12	92.3	3.3	3.7	2	1	50	11	11	100.0
	6	6	6	100.0	3.0	3.7	3	3	100	3	3	100.0
	7	19	17	89.5	1.3	3.0	3	3	100	16	14	87.5
	8	19	18	94.7	4.0	4.0	2	2	100	17	16	94.1
	9	12	12	100.0	3.3	4.0	3	3	100	9	9	100.0
	10	6	5	83.3	2.3	3.0	2	2	100	4	3	75.0
	Sub	**75**	**70**	**93.3**			**15**	**14**	**93.3**	**60**	**56**	**93.3**
L	11	13	11	84.6	2.3	3.0	2	2	100	11	9	81.8
	12	15	13	86.7	1.7	1.7	2	2	100	13	12	92.3
	Sub	**28**	**24**	**85.7**			**4**	**4**	**100**	**24**	**21**	**87.5**
	Total	**153**	**114**	**74.5**			**29**	**23**	**79.3**	**124**	**92**	**74.1**

The results of the analysis reveal that the subjects in the experimental group did not use all the peer responses. According to Table 5.6, the total number of responses was 153 (29 HOC and 124 LOC). The number of the responses used was 113 (73.86%). The higher achiever group used only 40% of the responses, while the average group used 93.3%, and the lower achiever group used 85.7%. As shown in Table 5.5, the difference of the mean scores of the average group and of the lower achiever group was higher than that of the higher achiever group. It should be noted that the number of responses used had an impact on the score changes. It was more likely that the more the peer responses were used, the higher were the scores generated. Student 3 in the higher achiever group did not use any of the LOC responses, so her Draft 2 scores dropped from 4.3 to 3.7, for example. However, it might be possible that a number of the LOC changes did not always lead to any change of scores in the lower achiever group because of the quality of the responses or the ability effect. These issues are discussed in Chapter VI (6.1.3).

5.1.6 Correlation among Raters' Grading

Regarding the level of coefficients, the coefficients on the order of 0.30 to 0.70 show moderate relationship; coefficients that are below the level stated above indicate a low relationship, and coefficients that are larger than these show a high relationship (Roscoe, 1975).

The correlation coefficients in this study ranged between 0.411-0.865. That was 0.411 at the 0.05 level of significance for the pretest and 0.526 at the 0.01 level of significance for the posttest. For the practice topics, the correlation coefficients were 0.865 at the 0.01 level of significance for practice Topic1 Draft 1,

0.663 at the 0.01 level of significance for Topic 1 Draft 2, 0.562 at the 0.01 level of significance, and 0.424 at the 0.05 level of significance for Topic 2 Draft 2. These results showed that the correlations between raters were at a high level for practice Topic 1 Draft 1, and the rest were at a moderate level (0.30 - 0.70), which was acceptable in social behaviour studies (Roscoe, 1975).

5.2 Students' Perceptions of and Reactions to the Peer Response Model

In order to obtain the answer to Research Question 4 which focused on students' perceptions of and reactions to the proposed peer response model, the data from a questionnaire, an in-depth interview and reflective writing were used for analysis.

5.2.1 Questionnaire

The purposes of the questionnaire were to find out how students perceived the peer response technique in the proposed model and how they reacted to the model. The results of the data analysis are shown in Table 5.7.

Table 5.7 Students' Perceptions of and Reactions to the Peer Response Model

Descriptions	Reactions			
	Positive	**%**	**Negative**	**%**
Focus	HOC first	91.70	LOC first	8.30
Idea sharing	Equally	83.30	Unequally	16.70
Group size	Suitable	91.70	Unsuitable	8.30
Strengths	Sufficient	66.70	Insufficient	33.30
Group permanence	Fixed	83.30	Unfixed	16.70
Revision guidelines	Practical	100.00	Impractical	0.00
Peer response guidelines	Practical	100.00	Impractical	0.00
Length of time	Suitable	91.70	Suitable	8.30

The above table shows that students had correct perceptions on how to conduct the peer response activity. Most students (91.70%) knew that higher order concerns (HOC) should be dealt with before lower order concerns (LOC). In terms of equality of idea sharing among group members, most of the subjects (83.30%) reported that their group members shared ideas equally. 91.70% of them agreed with the group size (groups of three); 66.70% thought that their group members had enough strengths to give comments to each other. Regarding the permanence of group members, most of them (83.30%) agreed that the group members should be fixed. All of them found guidelines for revision and guidelines for peer response activity practical. Most of them (91.70%) also viewed the length of time that the peer response model required for revising each essay (two periods of 90 minutes) as

appropriate. In brief, the students understood how to do the peer response activity and reacted positively to the model.

5.2.2   In-depth Interview

This section reports the results of the in-depth interview on how the students perceived the peer response activity in the model and how they reacted to the model as follows.

5.2.2.1 Perceptions of the Peer Response Activity in the Model

The results of an in-depth interview were in accordance with those obtained from 5.2.1, which revealed that after the treatment, all of the students understood the process of the peer response activity as in the model. The students' views on the peer response activity in the model are shown below. Students 1 and 2 were the higher achievers. Students 3 and 4 were the average, and Students 5 and 6 were the lower achievers.

> *I thought that I had to look at only grammar points. I didn't know that I had to look at other things like HOC when I revised my essays.*
>
> [Student 1

> *In my group, I shared ideas with friends and we learned from each other. We followed the steps in the peer response guidelines. We focused on HOC first, then LOC.*
>
> [Student 3]

I could write faster because I only revised my LOC after HOC was settled.

<div align="right">[Student 4]</div>

When I finished Draft 1, I exchanged it with my friends in the group for evaluation and comments. We looked at both HOC and LOC and improved the essays using the comments.

<div align="right">[Student 5]</div>

5.2.2.2 Group Interactions

In terms of group interactions, the students realised that they were expected to contribute their ideas to other members in the same group. As a result, the interactions were dynamic. In other words, the students shared ideas equally, as they said,

Everybody in my group shared ideas equally. Nobody talked too much or too little.

<div align="right">[Student 2]</div>

We didn't have any problem working together in our group because we were close friends…so, everybody felt free to give comments and express ideas in group discussion.

<div align="right">[Student 6]</div>

The above statements were proven by the number of comments that the students gave on each other's written drafts (see examples of peer comments

in the response sheets, in Appendices P and R). The model directed the students to share ideas equally.

5.2.2.3 Reactions to the Model

With respect to students' attitudes towards the peer response model, in general, all six informants from different grade groups agreed that the model was practical. During an in-depth interview, the students expressed their opinions about the components of the model.

(1) Group size

Most of the informants, five out of six, agreed with the merit of a group of three.

> *Three was a good size. Two would be too few to give feedback. But four would be too many and difficult to work together in limited time.*
>
> [Student 1]

> *Three was a good size. If bigger than this, subgroups might be formed.*
>
> [Student 2]

(2) Group Composition and Permanence

Regarding the number of the group members and the status of the membership, five out of six students agreed that peer response groups should be fixed. They found it enjoyable to work with close friends. They also believed that

they had a variety of strengths in English, so they thought they could help one another. This was in accordance with the results of data analysis reported in 5.1.1. Three students said,

My group did not have any problem working together because we are all close friends and we always enjoy working together.

[Student 3]

We could give comments without being afraid of friends getting offended because we normally speak frankly to each other.

[Student 4]

I think strengths of the members in my group were enough. Of course, there were some errors we did not know how to improve, but for our level, I think we were okay.

[Student 6]

Nevertheless, two informants did not agree with their friends. They suggested that group members should not be fixed. Changing groups would allow the students to learn more and from various perspectives. They said,

There should be shifting of members among groups so that various ideas are shared. It's better than working with the same people.

[Student 2]

Strengths of three members might not be sufficient in terms of

variation and knowledge in particular points. We sometimes did

not

    know how to correct some errors such as vocabulary. So, we had

to

    ask friends in another group. We know who is good at what

    because we have studied together in many classes.

<div align="right">[Student 5]</div>

(3) Guidelines for Revision and Peer Response

    It should be noted that the students strictly used the guidelines for revision while doing the peer response activity. They said,

    I looked at the guidelines for revision carefully and went through

    them point-by-point when I wrote and gave feedback on my

    friends' drafts. I looked at them less often for Topic 2 because by

    then I remembered those points in the guidelines.

<div align="right">[Student 1]</div>

    The guidelines for revision were comprehensive. I used them

    every time I wrote my own draft and read my friends' essays and

    gave them comments.

<div align="right">[Student 3]</div>

(4) Procedure

Regarding the procedure of the peer response activity suggested in the model, it was observed that the students enjoyed the activity. They had fun in their discussions. According to an interview, all informants agreed that the procedures of the activity, which allowed them to focus on the HOC before the LOC, were appropriate. They stated,

> *I think it's right to focus on the HOC first because it's the most important thing. It makes us understand what the writer wants to tell us. LOC can be focused later when the HOC has been taken care of.*
>
> [Student 2]

> *It's a good idea to correct the HOC errors first, then the LOC. If the LOC were corrected right from the first draft, they might have to be changed again to match the HOC changes.*
>
> [Student 4]

5.2.3 Reflective Writing

According to the reflective writing, all students in the experimental group had positive attitudes towards the peer response activity with respect to the model. The higher achievers wrote,

> *The peer response model was very useful to me. To work with others was a good way to revise our essays. I was not afraid to make errors. My*

friends helped me with my grammar and gave me advice on other points. In fact, I was relaxed when I worked with my friends. It was fun to work with them.

[Student 1]

Something that has been overlooked may be spotted by friends.

[Student 2]

The average achievers expressed their views,

The peer response model allowed group members to exchange ideas and to learn to make decisions rationally and democratically.

[Student 3]

Peer comments helped me see strengths and weaknesses in my own writing. When we worked together in a group, we hoped that our work would be better than the others'. It was like we wanted to beat them, so we had to write the greatest essays…

[Student 4]

Similar to most students in other grade groups, the lower achievers found the peer response activity useful. They believed it improved their writing skills. It also motivated them to learn. They said,

After doing the peer response activity, my writing skills were improved. I really like this method. It is a challenge to check other people's work. It

proved whether I was good or bad at English grammar and writing

skills…The model encouraged me to learn more and more.

[Student 6]

Even though most students found the model useful and practical, one lower achiever felt that the model worked well only with ideas, but it did not improve her grammar. She wrote,

This method had no positive impact on revising grammatical points. Sometimes I wrote correctly, but my friends gave incorrect feedback. Sometimes we didn't spot errors. When I gave comments on peer essays, I was not sure whether I was correct because I was very bad at grammar.

[Student 5]

It is quite clear that the group composition (strengths and weaknesses) probably needs to be reviewed to make it optimally beneficial to lower achievers.

Summary

This chapter deals with two main points, the quantitative and the qualitative data analyses. The contents cover the overview of statistical procedures, the analysis of the pretest and the posttest scores, the changes of scores between drafts, comparison of mean scores among grade groups, response analysis, the correlation among the raters' grading, and analyses of the questionnaire, the reflective writing, and the in-depth interview.

CHAPTER VI

CONCLUSIONS, DISCUSSIONS, LIMITATIONS AND RECOMMENDATIONS

Introduction

This chapter concludes the results of the data analysis, discusses them in relation to the related theories and previous studies reviewed in Chapter Two; then, it reports the limitations of the present study and gives recommendations for the use of the peer response technique, and for future investigations.

6.1 Conclusions

This section draws the conclusions from the findings of the data analysis in order to answer each research question. Since Research Questions 1 and 2 were discussed in detail in Chapter Three, this section gives a brief answer to each of the two questions. It then summarises the answers to Research Questions 3, effectiveness of the developed peer response model, and Research Question 4, students' perceptions and reactions.

6.1.1 Answers to Research Question 1

What are the students' perceptions of and reactions to the peer response technique they had experienced prior to the treatment?

It was found that the students understood that the peer response technique was an activity which allowed the higher achievers to give feedback to the lower achievers on grammatical errors. The higher achievers did not benefit from the activity as much as the lower achievers did.

6.1.2 Answers to Research Question 2

How can a theoretically sound model of the peer response technique be constructed?

Based on the theoretical premises and the findings of the preliminary study, the proposed model of the peer response technique was constructed scientifically and systematically. That was, each component of the model, which included the size, the composition, the permanence, guidelines for revision and for peer response, and the response sheets, was piloted and improved to ensure its practicality.

6.1.3 Answer to Research Question 3

How effective is the developed peer response model?

Although there was no significant difference in the mean scores of the experimental and the control groups, it was found that the former outperformed the latter as shown in Tables 5.3 and 5.4 when changes between drafts were investigated. The scores of the revised draft were significantly higher than those of the first draft in the experimental group. This led to the conclusion that the peer response model improved students' writing. The average and lower achievers benefited more from the treatment than did the higher achievers. The different levels of acceptance of peer responses among members of ability groups might account for the writing

improvement. For example, the higher achievers used the least peer responses they received. Regarding the results of the study above, it might be concluded that the developed peer response model had a positive impact on the students' writing.

6.1.4 Answer to Research Question 4

How do students perceive and react to the developed peer response model after the treatment?

Based on the results of the reflective writing and the in-depth interview, it could be concluded that the students understood the process of the peer response activity as in the proposed model and knew how to use it effectively to improve their writing. In terms of their reactions to the model, the students viewed the model as practical.

6.2 Discussions of the Results

This section discusses the difference between the pretest and the posttest scores, the changes of scores between drafts, and ability effects first and then students' perceptions and reactions.

6.2.1 The Difference between the Pretest and the Posttest Scores

As reported in Chapter Five, the pretest and posttest scores were analysed using an inferential statistical method (t-test) in the SPSS Programme for Windows. The assumption was that the posttest scores were significantly higher than the pretest scores. The findings showed that there was no statistically significant difference between the pretest and the posttest scores in both the experimental and the

control groups (see Table 5.2). The findings possibly supported Zhang's (1995, On-line). Zhang contends that the peer response technique used in L1 writing effectively does not apply to ESL writing.

To draw reliable conclusions, it was probably reasonable not to judge the effectiveness of the peer response model using only one set of the results of statistical analysis (the t-test value derived from the pretest and the posttest scores analysis). Instead, Cohen and Manion (1994) suggest that different methods on the same object of study be employed. Following their ideas, the researcher discusses the results of data analysis on the difference of scores between drafts in the next section as well.

6.2.2 Changes of Scores between Drafts

In Table 5.4, the mean scores of Draft 1 were higher than those of Draft 2 in the experimental and the control groups. This was probably because of the effect of the process-based approach. According to White and Arndt (1991), the activities, the peer response included, in the writing process-based approach help students to develop a set of skills in writing. It is obvious that the students in the experimental group performed substantially better than the control group with regards to the differences of scores between drafts. The findings support Berg's (1999, On-line) and Mooko's (1996) studies. In Berg's study, the students in the experimental group were trained to use the peer response technique. She found that trained peer response positively affected ESL students' revision types and text quality. Similarly, Mooko (1996) found that the guided peer response group's performance was superior to that of the guided self-assessment group in revision. In the Thai context,

Adipattaranan's (1996) study revealed that the students were able to give comments on both rhetorical and compositional aspects. Similar to the researchers mentioned above, Liangprayoon (1999) found that peer feedback had a positive impact on the quality of students' work.

6.2.3 Ability Effects

The purpose of comparison of grade groups' performance was to examine the impact of the peer response model on their writing. The results were positive. The students in all grade groups performed better in producing Draft 2 than Draft 1 (see Table 5.5). However, it should be noted that of all the students, the higher achievers benefited the least from the peer response activity, whereas the average and lower achievers benefited more. The findings were in accordance with Mooko's (1996). The research results showed that the lower achievers benefited more from the peer response activity because they tended to accept peer feedback more than the higher achievers. In the present study, it was also found that the number of responses used influenced students' writing quality. As shown in Table 5.6, the number of peer responses used in the average and the lower achiever groups was higher (93.3% and 85.7%) than in the higher achiever group (40%). It can be inferred that the lower number of peer responses used had an impact on changes in the higher achievers' essay scores (see Table 5.5). At this point, it can be also concluded that the quality of the peer responses was unquestionable.

It was worth noting that a subject in the lower achiever group did not show any improvement in his writing after he used most of the peer responses (see Table 5.5). The student used 86.67 % of the peer comments he received. The

findings were that the student made 33.33% of incorrect-incorrect changes. It might be because he lacked the ability to make use of the feedback. One positive point about the case was that he tried to improve his writing. This could imply that he valued peer responses. In other words, peer responses might have motivated him to improve his own writing.

6.2.4 Students' Perceptions and Reactions

In the previous section, the effectiveness of the proposed peer response model based on students' performance was discussed. This section looks at the effectiveness of the model from another angle, students' perceptions of and reactions to the model in relation to their writing performance.

6.2.4.1 Perceptions of the Peer Response Model

As reported in Chapter Three, the students in the preliminary study viewed the peer response as an activity that allowed the higher achievers to give comments to lower achievers. This finding supports Mooko's (1996) findings, which was discussed in the previous section (Section 6.1.3), but does not support what Sharan (1984) found about the equal relationship in a peer response group. In the main study, after the students were trained how to do the peer response activity using the guidelines for the peer response, they thought that group members should contribute equally to the activity throughout the process. As a result, the 'tutor-tutee' (Sharan, 1984) or hierarchical pattern did not appear in the assigned peer response groups. In terms of feedback focuses, in the preliminary study the students perceived that they were expected to look for grammatical and spelling errors only. However,

after the treatment, the students in the main study focused on the HOC first, and then the LOC.

6.2.4.2 Students' Reactions to the Peer Response Model

(a) Positive Views

In general, the students in the main study had positive reactions to the peer response model. The reflective writing revealed that all the 12 students in the experimental group praised the usefulness of the model in several ways. The first merit of the model was that it motivated them to improve their writing. Most of the students (91.50%) in the peer response group made both the HOC and the LOC changes, whereas only 41.67 % of the students in the control group did. As mentioned earlier, Mooko (1996) found that students respected and valued peer feedback, so they were willing to integrate peer responses into their revision. Most of the students in the control group had noted their feedback on the self-response sheets, they made only the LOC changes (grammar, capitalisation and spelling).

Another merit of the model was that it created a friendly learning atmosphere (see 5.2.3). This situation arose from the process that allowed the students to work with friends and without teacher's interference at an early stage. Most of them wished their teacher would give feedback the same way their friends did. The findings contradicted both Zhang's (1995, On-line) and Carson and Nelson's (1996) results, which suggested that the students preferred teacher feedback to peer feedback, and Mooko's (1996), which showed that more than half (52 %) of the students in the peer response group thought the teacher was necessary because he or she was the only one who could give useful comments.

Another good point of the model was that it offered the 'learning together' atmosphere (Grab and Kaplan, 1996). The findings corresponded to those of Barnes (1976) and Forman and Cazden (1985), which revealed that the peer response technique provided students with opportunities to play a more active role. The students learned from each other. In the present study, the students believed that they had a chance to learn from their own mistakes and from peers at the same time. Also the findings supported Keh's (1990) assertion that students understand peer response better than teacher response because they are at the same stage of maturity.

While working in a peer response group, the students in the present study practiced identifying errors and giving feedback using the guidelines for revision and the guidelines for peer response. Through these procedures, together they learned what to look for, how to give comments, and how to make changes accordingly. Such procedures fostered the "cooperative learning atmosphere" (Jacob, 1989; Tsui and Ng, 2000, On-line). Apart from the merits stated above, similar to Porto's (2001), Tsui and Ng's (2000, On-line) findings, the model also raised students' awareness of their own strengths and weaknesses.

(b) Negative Views

The reflective essays and interview results revealed that the majority of the subjects showed no negative opinions about the peer response model. Only a few students (25 %) felt that the model did not improve their grammatical ability very much. Similar to Sengupta's (1998) findings, they thought that they did not have enough linguistic competence to correct grammatical errors. This might imply that they needed more language training.

6.2.4.3 Students' Reactions to the Components of the

Peer Response Model

(a) Group Zize

Regarding the group size, according to the earlier studies (Hawkin, 1976 cited in Parris, 1989), five is the best group size, and the number of group members should not be more than six because a large group does not support discussion (Moffet, 1968). Similarly, Moberg (1984, cited in Parris, 1989) agrees that the ideal size is five, and also four or six. Three or seven is not suggested because one member in a group of three may be isolated, whereas a group of seven may divide into sub-groups. The findings, however, in this study showed that, in the context where the experiment was undertaken, a group of three was the most suitable size. As shown in Table 5.9, most students (91.70 %) thought that a group of three was the best size because it allowed equal sharing of ideas and sufficient time to complete the rest of the activity.

(b) Group Interactions

The results of data analysis obtained from a questionnaire revealed that the majority of students (83.30%) shared ideas equally in their group. It can be said that the group interactions were dynamic, which supports the peer response models drawn from several studies (Moberg, 1984 cited in Parris, 1989; Sharan, 1984; Forman and Cazden, 1985; Johnson and Johnson, 1987; DiPardo and Freedman, 1988; Goldstein and Conrad 1990; Mendonza and Johnson, 1994).

(c) Flow of Activities

White and Arndt (1991), the On-line Writing Laboratory at Purdue University, and the Writing Center at Colorado State University suggest that text changes (HOC) be corrected first, then surface changes (LOC) later (see guidelines for revision in Chapter Two). The students in the present study were instructed to focus on the HOC first, then the LOC only after the HOC were settled. As shown in Table 5.7, most students (91.70 %) followed the suggestion.

(d) Group Composition

As mentioned in Chapter IV, the subjects were assigned to groups of three based on the diagnostic test results. Thus, their strengths and weaknesses were balanced within the group. Like Parris's (1989) and Mooko's (1996) findings, this method was proven to be effective.

(e) Group Permanence

Most students (83.30 %) felt that fixed groups were suitable for the peer response activity. They reasoned that they were working with close friends and were happy to work together. They became close enough to give honest feedback knowing that their friends would not be offended. Permanent groups had positive impact on students' writing (Hawkin, 1976 cited in Parris, 1989). However, in the study two students wished to change groups because they did not trust their peer's English ability.

(f) Guidelines for Revision and Peer response

All students viewed the guidelines for revision and the guidelines for peer response as practical. They stated that the guidelines covered all components that made a good piece of writing, so they knew how to write a good essay. They also found that the peer response guidelines were clear and easy to follow.

6.3 Limitations of the Study

Like other empirical studies, the present investigation had some limitations as listed below.

6.3.1 Although the present study took place in an actual classroom, the work was not counted as part of the class evaluation; consequently, it is possible that the students were not motivated to take the lessons seriously, knowing they would not earn any credit (grades). Had credit been given as part of the course, the results of the study might have been different.

6.3.2 The small number of subjects in the experimental group (12 in total) did not lend itself fully to the use of a sociometric device for group assignment. This coupled with a limitation resulted from previous writing grades, and the diagnostic test results made it difficult to make it different to make use of intimacy to enhance trust among each group member.

6.3.3 Students' essays could not be scored in the same context (place and time) because the three raters had different schedules, working styles, and workload. These differences might have affected their scoring even though they had already been trained.

6.3.4 The duration of the present study was limited to 15 hours or five weeks, which apparently was too short to allow students to improve their writing. Studies of this nature should be conducted to investigate the impact of the peer response technique over a longer course of time.

6.4 Recommendations for the Use of Peer Response Technique

The following recommendations could be made to use the peer response technique effectively to enhance the teaching and learning EFL writing.

6.4.1 It was apparent that the students benefited from the guidelines for revision of argumentative essays. Therefore, similar guidelines should also be developed for teaching other rhetorical modes of writing, namely, narration, description, and exposition.

6.4.2 The peer response technique should be included as a class activity so that students learn to become autonomous learners. Furthermore, this activity increases students' motivation in their learning. It also raises awareness as the students are expected to identify errors in peer-written drafts and then help one another to find an appropriate solution for a particular error. In so doing, they will learn to avoid making the same errors in their subsequent writing.

6.4.3 The writing process-based approach should be employed so that students can improve their writing through multiple drafts.

6.4.4 In assigning students to groups, teachers should balance students' strengths and weaknesses and consider sociological aspects as well.

6.5 Recommendations for Further Studies

Following are some recommendations for further research.

6.5.1 Replication of the present study in other universities both in the same and the different regions in Thailand

6.5.2 Investigation of the factors that prevent teachers from integrating the peer response technique in their instruction

6.5.3 Replication of the present study with different types of writing

6.5.4 Investigation of the quality of peer feedback and changes made in revision

6.5.5 Investigation of the extent to which peer responses are used by student writers

6.5.6 Replication of the present study with a larger sample

Summary

This chapter concludes the results of the study and then discusses them in relation to the literature reviewed. The limitations of the present study are listed and recommendations for the use of the peer response technique to enhance EFL writing and for further studies are made. Regarding the effectiveness of the proposed peer response model, the results of the data analysis revealed that the constructed peer response model had a positive impact on student's writing although the difference between the pretest and the posttest scores was not statistically significant.

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APPENDICES

Appendix A

Lesson Plan for the Main Study
1st – 31st July 2003
Department of Foreign languages
Faculty of Humanities and Social Sciences
Khon Kaen University

Lesson Plan 1: Experimental Group

Period 1, 1 ½ hrs.

Activities/ contents	Objectives	Procedures	Materials
1. Presentation on argumentative essay writing.	• Be able to draw a model of an argumentative essay writing.	• Display a model essay • Let students draw the model of an argumentative essay writing from the model essay.	• A model essay • A model of argumentative essay writing • Exercise for each component of an essay: introduction, pros, cons & refutation, conclusion
	• Be able to identify the characteristics of an argumentative essay.	• Let students draw the characteristics of an argumentative essay.	

Lesson Plan for the Main Study
1ˢᵗ – 31ˢᵗ July 2003
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Faculty of Humanities and Social Sciences
Khon Kaen University
(Continued)

Activities/ contents	Objectives	Procedures	Materials
2. Practice	• Be able to write each part of an argumentative essay.	• Give students an exercise of each component of an essay.	• A topic for practice
	• Be able to write an argumentative essay.	• Assign students to write an argumentative essay.	

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Faculty of Humanities and Social Sciences
Khon Kaen University
(Continued)

Lesson Plan 2: Experimental Group
Period 2, 1 ½ hrs.

Activities/ Contents	Objectives	Procedures	Materials
1. Review of a model of argumentative essay writing	• Be able to indicate the components of the essay.	• Class indicate the components of the essay model. • Wrap up by displaying an essay model.	• An essay model
2. Presentation on revising an essay	• Be able to revise an essay, HOC and LOC.	• Display a sample essay to the whole class. • Revise the essay, HOC first, then LOC.	• A sample essay • Revision guidelines
3. Diagnostic test	• Be able to designate students with different strengths and weaknesses into groups.	• Administer a diagnostic test to students	• A diagnostic test and an answer sheet

Lesson Plan for the Main Study
1ˢᵗ – 31ˢᵗ July 2003
Department of Foreign languages
Faculty of Humanities and Social Sciences
Khon Kaen University
(Continued)

Lesson Plan 3: Experimental Group
Period 3, 1 ½ hrs.

Activities/ Contents	Objectives	Procedures	Materials
1. Pre-test	• Obtain the scores that tell the initial point of student's performance.	• Administer the test to students.	• A4 paper, pencil, eraser • Pre-test and answer sheet
2. Group forming	• Have a small group composing of students with different strengths and weaknesses.	• Assign students into groups by using the diagnostic test scores.	• Guidelines for revision • Scores of the diagnostic test
3. Presentation on peer	• Students can do the peer	• Provide the guidelines for the peer response	• Guidelines for the

Lesson Plan for the Main Study
1ˢᵗ – 31ˢᵗ July 2003
Department of Foreign languages
Faculty of Humanities and Social Sciences
Khon Kaen University
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Lesson Plan 3: Experimental Group
Period 3, 1 ½ hrs.

Activities/ Contents	Objectives	Procedures	Materials
4. **Presentation** on peer response activity	• **Students** can do the peer response activity.	• **Provide** the guidelines for the peer response activity to the students. • Explain the guidelines.	• Guidelines for the peer response activity
5. Practice how to do the peer response activity	• Be able to give response on peer's essay.	• Give a sample essay to students to practice giving response	• 33 copies of a sample essay selected from the pilot study

Lesson Plan for the Main Study
1ˢᵗ – 31ˢᵗ July 2003
Department of Foreign languages
Faculty of Humanities and Social Sciences
Khon Kaen University
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Lesson Plan 4, 5, 6, 7, 8, 9: Experimental Group
Periods 4, 5, 6, 7, 8, 9, 1 ½ hrs/period

Activities/ Contents	Objectives	Procedures	Materials
1. Write an essay topic 1	• Be able to produce an argumentative essay by using the peer response technique.	• Allow 45 minutes to students to write an essay.	• A4 paper, pencil, eraser • Guidelines for revision • Guidelines for the peer response activity
2. Peer response: HOC		• Allow them to use the peer response technique in the revision stage.	• Peer response record sheet
3. Revising HOC		• Let them revise their essays using peer responses	

Lesson Plan for the Main Study
1ˢᵗ – 31ˢᵗ July 2003
Department of Foreign languages
Faculty of Humanities and Social Sciences
Khon Kaen University
(**Continued**)

Lesson Plan 10: Experimental Group
Period 10, 1½ hrs.

Activities/ Contents	Objectives	Procedures	Materials
1. Post-test 2. Questionnaire 3. Reflective essay 4. Interview	• Obtain the data to answer the research questions.	• Administer the posttest to the students. • Administer the questionnaire to the students. • Assign students to write a reflective essay. • Give an interview to the students who are the representatives of various performance groups.	• A4 paper, pencil, eraser • Questionnaire • Question for a reflective essay • Questions for an interview

Appendix B

Lesson Plan for the Main Study
1ˢᵗ – 31ˢᵗ July 2003
Department of Foreign languages
Faculty of Humanities and Social Sciences
Khon Kaen University

Lesson Plan 1: Control Group
Period 1, 1 ½ hrs.

Activities/ contents	Objectives	Procedures	Materials
1. Presentation on argumentative writing 2. Practice	• Be able to draw a model of an argumentative writing. • Be able to identify the characteristics of argumentation. • Be able to write each part of an argumentative essay. • Be able to write an argumentative essay.	• Display a model essay • Students draw the writing model from the model essay • Identify the characteristics of argumentation. • Give students an exercise of each component of an essay • Let students write an argumentative essay	• A model essay • A model of argumentative writing • Exercise for each component of an essay: introduction, pros, cons & refutation, conclusion • A topic for practice

Lesson Plan for the Main Study
1st – 31st July 2003
Department of Foreign languages
Faculty of Humanities and Social Sciences
Khon Kaen University
(Continued)

Lesson Plan 2: Control Group
Period 2, 1 ½ hrs.

Activities/ Contents	Objectives	Procedures	Materials
1. Review of a model of argumentative essay writing	• Be able to tell the format of an argumentative essay	• Let the class fill in the blank box of an essay model • Wrap up by displaying a model of argumentative essay writing	• A blank chart of an essay model • A model of argumentative essay writing
2. Presentation on revising an essay	• Be able to revise an argumentative essay both HOC and LOC aspects	• Display a sample essay to the whole class • Let the class revise the essay; focus on HOC first, then LOC	• A sample essay • Revision guidelines

Lesson Plan for the Main Study
1st – 31st July 2003
Department of Foreign languages
Faculty of Humanities and Social Sciences
Khon Kaen University
(Continued)

Lesson Plan 3: Control Group
Period 3, 1 ½ hrs.

Activities/ Contents	Objectives	Procedures	Materials
1. Pretest	• Obtain the scores that tell the initial point of student's performance.	• Administer the test to students.	• A4 paper, pencil, eraser • Pre-test and answer sheet • Guidelines for revision
2. Presentation on self-response	• Be able to give response on peer's essay.	• Provide the self-response record sheet to the students. • Explain how to record the responses on the record sheet.	• 20 copies of a sample essay selected from the pilot study • Self-response record sheet
3. Practice the self-response	• Be able to give response on peer's essay.	• Give a sample essay to students to practice giving response	

Lesson Plan for the Main Study
1ˢᵗ – 31ˢᵗ July 2003
Department of Foreign languages
Faculty of Humanities and Social Sciences
Khon Kaen University
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Lesson Plans 4, 5, 6, 7, 8, 9
Periods 4, 5, 6, 7, 8, 9 1 ½ hrs/period

Activities/ Contents	Objectives	Procedures	Materials
1. Write an essay topic 1.	• Be able to produce an argumentative essay.	• Allow 45 minutes to students to write an essay.	• A4 paper, pencil, eraser
2. Self-response: HOC		• Allow them to use the work individually to give response to their own essay.	• Guidelines for revision
3. Revising HOC		• Let them revise their essay using their own responses	• Self-response record sheet

Lesson Plan for the Main Study
1ˢᵗ – 31ˢᵗ July 2003
Department of Foreign languages
Faculty of Humanities and Social Sciences
Khon Kaen University
(Continued)

Lesson Plans 4, 5, 6, 7, 8, 9
Periods 4, 5, 6, 7, 8, 9, 1 ½ hrs/period

Activities/ Contents	Objectives	Procedures	Materials
1. Write an essay topic 1.	• Be able to produce an argumentative essay by using the peer response technique.	• Allow 45 minutes to students to write an essay.	• A4 paper, pencil, eraser
2. Peer response: HOC		• Allow them to use the peer response technique in the revision stage.	• Questionnaire
3. Revising HOC			• Question for a reflective essay
		• Let them revise their essay using peer responses	• Questions for an interview

Appendix C

**Lesson Plan for the Main Study
Rater Training: Holistic Multiple Trait Scoring
23ʳᵈ June 2003, Room 1212
Department of Foreign Languages
Faculty of Humanities and Social Sciences
Khon Kaen University**

Activities/ Contents	Objectives	Procedures	Materials
1. Purposes of the training 2. Procedures of the training 3. Scoring guide 4. Practice grading using the scoring guide.	• Know the objectives of the training. • Be able to follow the procedures of the training. • Obtain the improved scoring guide. • Be able to grade essays using the scoring guide.	• Inform raters the purposes of the training. • Explain procedures. • Give the raters a scoring guide. • Discuss it. • Clarify or make changes. • Practice grading 3 sets of students' essays. • Discuss the results of grading. • Agree upon weighing each facet of writing.	• A draft of a scoring guide • A model essay rated band 6 (native-writer's) • 3 sets of 5 essays from the pilot study : set 1 is those with correlated scores between the two raters in the pilot study; sets 2 and 3 are randomised from the pilot study.

Appendix D

Michigan Writing Assessment Scoring Guide

Band	Ideas and Arguments	Rhetorical Features	Language Control
6	The essay deals with the issues centrally and fully. The position is clear, and strongly and substantially argued. The complexity of the issues is treated seriously and the viewpoints of other people are taken into account very well.	The essay has rhetorical control at the highest level, showing unity and subtle management. Ideas are balanced with support and the whole essay shows strong control of organisation appropriate to the content. Textual elements are well connected through logical or linguistic transitions and there is no repetition or redundancy.	The essay has excellent language control with elegance of diction and style. Grammatical structures and vocabulary are well-chosen to express the ideas and to carry out the intentions.
5	The essay deals with the issues well. The position is clear and substantial arguments	The essay shows strong rhetorical control and is well managed. Ideas are generally balanced with	The essay has strong language control and reads smoothly. Grammatical

Michigan Writing Assessment Scoring Guide (Continued)

Band	Ideas and Arguments	Rhetorical Features	Language Control
	are presented. The complexity of the issues or other viewpoints on them have been taken into account.	support and the whole essay shows good control of organisation appropriate to the content. Textual elements are generally well connected although there may be occasional lack of rhetorical fluency: redundancy, repetition, or a missing transition.	structures and vocabulary and generally well-chosen to express the ideas and to carry out the intentions.
4	The essay talks about the issues but could be better focussed or developed. The position is thoughtful but could be clearer or the arguments could have more substance. Repetition or inconsistency may occur occasionally. The writer	The essay shows acceptable rhetorical control and is generally managed fairly well. Much of the time ideas are balanced with support, and the organisation is appropriate to the content. There is evidence of planning and the parts of	The essay has good language control although it lacks fluidity. The grammatical structures used as the vocabulary chosen are able to express the ideas and carry the meaning quite well, although

Michigan Writing Assessment Scoring Guide (Continued)

Band	Ideas and Arguments	Rhetorical Features	Language Control
	has clearly tried to take the complexity of the issues or viewpoints on them into account.	the essay are usually adequately connected, although there are some instances of lack of rhetorical fluency.	readers notice occasional language errors.
3	The essay considers the issues but tends to rely on opinions or claims without the substance of evidence. The essay may be repetitive or inconsistent; the position needs to be clearer or the arguments need to be more convincing. If there is an attempt to account for the complexity of the issues or other viewpoints this is not fully controlled and only partly successful.	The essay has uncertain rhetorical control and is generally not very well managed. The organisation may be adequate to the content, but ideas are not always balanced with support. Failures of rhetorical fluency are noticeable although there seems to have been an attempt at planning and some transitions are successful.	The essay has language control which is acceptable but limited. Although the grammatical structures used and the vocabulary chosen express the ideas and carry the meaning adequately, readers are aware of language errors or limited choice of language forms.

Michigan Writing Assessment Scoring Guide (Continued)

Band	Ideas and Arguments	Rhetorical Features	Language Control
2	The essay talks generally about the topic but does not come to grips with ideas about it, raising superficial arguments or moving from one point to another without developing any fully. Other viewpoints are not given any serious attention.	The essay lacks rhetorical control most of the time, and the overall shape of the essay is hard to reorganise. Ideas are generally not balanced with evidence, and the lack of an organising principle is a problem. Transitions across and within sentences are attempted with only occasional success.	The essay has rather weak language control. Although the grammatical structures used and vocabulary chosen express the ideas and carry the meaning most of the time, readers are troubled by language errors or limited choice of language forms.
1	The essay does not develop or support an argument about the topic, although it may "talk about" the topic.	The essay demonstrates little rhetorical control. There is little evidence of planning or organisation, and the parts of the essay are poorly connected.	The essay demonstrates little language errors and restricted choice of language forms are so noticeable that readers are seriously distracted by them.

From Hamp-Lyons (1991b: 273-74)

Appendix E

A Model of Argumentative Essays

INTRODUCTION (inverted triangle)	• Hook the reader • Background information • Thesis statement—your position or opinion about the topic

BODY

First Argument Second Argument Third Argument	• Show the arguments that will support your opinion (use facts and examples to prove you are correct).
Other Viewpoints and Refutation	• State that even though your position is valid, others disagree. • Show the main arguments that are against your opinion and refute them.
CONCLUSION (triangle)	• Restate your position about the topic. • Review all the reasons (in a short form) why your opinion is the best, most correct, or most morally right. • End with a statement that "ties it up" for the reader.

Adapted from Spencer and Arbon (1996)

Appendix F

Model Essay: Early Steady Dating

Young people in the U.S. are steady dating too early. Some constantly date the same person from as young as 13 years old. Some people think that this trend is fine because everyone has the right to choose when to begin dating and for how long. However, early steady dating should not be encouraged for two main reasons.

First, it dangers social development. Developing socially is a very important part of becoming a contributing member of society. Having many friends of both sexes has been seen as a vital factor in this social development. People who group-date during their teens or who date many different people before they finally get married seem to have a variety of friends during their adult life, can relate to other people in more positive and accepting ways, and have a more lasting relationship in their marriage. If a young teenager focuses socially on only one person, a type of social handicap can occur because only one person is the major stimulus for learning how to get along with others.

Second, early steady dating causes false love which leads to early, unstable marriages. Because the emotional bond that young people feel may be misinterpreted as true love, teen marriage sometimes occurs. In a marriage based on false love, the emotional entanglements become even more complex. For example, the wife is left at home alone with the baby while the husband goes off to a job because they have bills to pay. The husband might go out with the boys in the evening, something he never did before because he was going out with only her. Moreover, he was the only one

she cared to know and associate with during high school, but now she begins thinking about the boys in her class who are preparing for a profession or vocation and wondering "How would it have been if...?" Therefore, because of the false expectations before marriage and the reality of the situation after marriage, both people could feel betrayed and even more lonely and unloved. In young marriages, "growing up together" is so painful that divorce is very likely.

Although there is strong evidence against early steady dating, those who are against any age restraints claim that they are defending a young person's right to choose. They say that establishing an age for steady dating is damaging to the ego of young people and causes rebellion. Rather than more rules, they say that the youth need more freedom so that better adult-youth relationships can develop. In other words, when adults respond to the pressure of teens to do what they want, peach will reign. These claims may have some degree of truth, but total freedom may also spoil the teens. They may think that their decision is always right, so they do not listen to another person's opinion. This may cause them difficulty in dealing with other people in the long term.

In conclusion, early steady dating can be detrimental to a young person's social development. Furthermore, relationships based on false love often result in early marriage, which throws young people into the raw realities of the demands of family. The marriage becomes unstable, and divorce occurs. Therefore, having an age limit for steady dating is not only wise, but highly advisable.

Adapted from Spencer and Arbon (1996)

Appendix G

Questionnaire: Preliminary Study

Purpose: To get the data on your perceptions of and attitudes on the peer response technique. The data obtained will be used for developing a practical model for English writing.

Instruction: This questionnaire consists of three parts: your personal background, attitudes towards the peer response technique and the problems occurred when you used it.

Part I: Please tick (/) to give information about yourself.
1. You are…   ( ) male   ( ) female.
2. Your grade in English writing II is… ( ) A   ( ) B+-B   ( ) C+ - C
3. Have you ever used the peer response technique when you revised your written draft?
          ( ) Yes.   ( ) No.

Part II: Please tick (/) to express your attitudes towards the peer response technique.

Statements	Very much agree	Agree	Neutral	Disagree	Very much disagree
1. Peer response should be first given on content, then grammar and mechanics.					
2. Peer response should be first given on grammar and mechanics, then content.					
3. Peer response should be given on grammar, mechanics and content at a time.					
4. The peer response activity is useful only to advanced students.					
5. The peer response activity is useful only to poor students.					
6. The peer response activity is useful to students at all levels of English proficiency.					
7. The peer response activity supports the self-reliance in your English writing.					
8. You have learned English writing skills through the peer response activity.					

Part III: Please tick (/)the problems you had when you used the peer response technique.
( ) Cannot identify content errors.   ( ) Cannot identify grammatical errors.
( ) Cannot give advice to improve peer's writing. ( ) Do not gain peer's trust.
( ) Do not trust peer's advice.   ( ) Lack self-confidence for negotiation.
( ) Others …………………………………… …………………..(Please specify.)
Remarks: Peer response refers to classmates' comments.
          Mechanics are punctuation, spelling and capitalisation.
           Content refers to ideas and their organisation.
                    Thank you for your cooperation.

Appendix H

Questions for an In-depth Interview

Purpose: **To obtain the reflections of the students experiencing the peer response activities.**

Technique: **Qualitative using the six helpers (Wh-questions) and yes-no questions or on-spot questions while each informant telling story. Field notes are taken.**

1. Personal background
   Main question:
       Would you tell me about yourself?

2. Perceptions on the peer response technique
   Main questions:
       Please tell me your steps of writing.
       Whom did you ask to read your essay before you handing it in to the teacher? Why?
       Whom did you usually give comments to?
       When you read your friends' essays, what kinds of errors did you find?

3. Attitudes towards the peer response technique
   Main question:
       How do you feel about reading your friends' essays and give them comments on their writing?
       What are the advantages and the disadvantages of the activity?
       Would you give comments to make it practical to you?

Appendix I

Diagnostic Test: Main Study

This test consists of 2 parts. Part One, items 1 – 40, indicate the error in the sentence. Part Two, items 41-50, indicate the errors with fragments or run-ons. Time allocated is 25 minutes.

Part One: Write the letter of error part in your answer sheet.

1. The climbers <u>on</u> the sheer face <u>of</u> the mountain <u>needs</u> to <u>be rescued</u>.
             (A)   (B)   (C)   (D)

2. All of the students in the class <u>taught</u> by Professor Browns <u>is required</u> <u>to turn</u>
                              (A)   (B)   (C)
   in <u>their</u> term papers next Monday.
     (D)

3. The farmland they <u>had</u> <u>purchased</u> with their life savings <u>were</u> forty miles
                  (A)   (B)   (C)
   <u>beyond</u> the river.
    (D)

4. The proposal <u>brought</u> so <u>much</u> new work to the partnership that there <u>was</u> not
                (A)   (B)   (C)
   enough hours <u>to complete</u> all of it.
             (D)

5. Every man, woman, and child in this line <u>are</u> required <u>to sign</u> the forms in
                                  (A)   (B)
   order <u>to complete</u> the <u>registration</u> process.
        (C)   (D)

6. <u>Every time</u> someone <u>take</u> unnecessary <u>breaks,</u> precious moments of production
   (A)   (B)   (C)
   time <u>are lost</u>.
      (D)

7. <u>Anybody</u> who <u>go</u> to the top of the Empire State Building <u>is</u> impressed <u>with</u>
    (A)   (B)   (C)   (D)
   the view.

8. Each <u>number</u> in <u>a</u> binary system <u>are</u> formed <u>from</u> only two symbols.
        (A)   (B)   (C)   (D)

9. Of all the <u>evidence</u> that <u>has piled</u> up since Webster's paper <u>was published</u>,
            (A)   (B)   (C)
there <u>is</u> no new ideas to contradict his original theory.
    (D)

10. Everybody <u>except</u> the <u>part-time</u> workers <u>attend</u> <u>the</u> staff meeting once a month.
            (A)   (B)   (C) (D)

11. Before she <u>left</u>, she has <u>ask</u> her mother for <u>permission</u>.
  (A)   (B)   (C)   (D)

12. She <u>has</u> <u>rarely</u> <u>rode</u> <u>her</u> horse in the park.
    (A) (B) (C) (D)

13. Alice in Wonderland, first <u>published</u> in 1865, <u>has</u> <u>been</u> <u>translating</u> into 30
                                   (A)   (B) (C)   (D)
languages.

14. The advisor <u>tells</u> himself, while <u>listening</u> to the speech, that a dozen other
               (A)   (B)
reporters would <u>have</u> already <u>asked</u> that question.
          (C)   (D)

15. A patient <u>suffering</u> <u>from</u> amnesia may <u>had</u> partial or total <u>loss</u> of memory.
           (A)   (B)   (C)   (D)

16. Nails <u>are</u> commonly <u>make</u> of steel but also can <u>contain</u> <u>substances</u> such as
     (A)   (B)   (C)   (D)
aluminium or brass.

17. Every morning <u>during</u> last summer the plants <u>had to</u> <u>be</u> <u>water</u>.
           (A)   (B)   (C) (D)

18. The houses <u>with</u> ocean <u>views</u> could <u>sell</u> for <u>considerably</u> more.
       (A)   (B)   (C)   (D)

19. Everyone <u>was</u> <u>arrived</u> at 8 o'clock, just after the boss <u>had</u> <u>left</u>.
      (A)   (B)   (C) (D)

20. The method <u>for</u> <u>organising</u> files should be <u>improving</u> <u>prior</u> to the
          (A)   (B)   (C)   (D)
reconstruction.

21. Every passenger <u>is</u> the doctor's <u>patient</u>, and <u>there're</u> no escape from <u>him</u>.
           (A)   (B)   (C)   (D)

22. Commercial letters of credit are often <u>used</u> to finance <u>export</u> trade, but <u>them</u>
                                    (A)   (B)   (C)
   can have other <u>uses</u>
                   (D)

23. When adult children <u>experience</u> too <u>much</u> frustration, <u>its</u> behaviour <u>ceases</u> to
                        (A)   (B)   (C)   (D)
   be integrated.

24. Although the destruction that <u>it</u> cause <u>is</u> often terrible, cyclones <u>benefit</u> much
                                  (A)   (B)   (C)
   more than <u>they</u> devastate.
              (D)

25. <u>A baby</u> starts learning the meanings of words as <u>they</u> are spoken by <u>others</u>
      (A)   (B)   (C)

   and later uses <u>they</u> in sentences.
                  (D)

26. There are many different kinds of aspirin <u>on</u> the market, but <u>theirs</u> effects
                                              (A)   (B)
   <u>seem</u> <u>to be</u> equal.
    (C)   (D)

27. The administration <u>was</u> not in favour of <u>installing</u> the new security system
                       (A)   (B)
   because <u>they</u> <u>cost</u> was high.
           (C)(D)

28. The new student <u>has been</u> assigned <u>to work</u> <u>on</u> the group research project
                    (A)   (B)   (C)
    with <u>you and I</u>.
         (D)
29. Each of <u>the</u> team members <u>had</u> <u>their</u> new <u>uniform</u>.
           (A)   (B) (C)   (D)

30. Helicopters are <u>being used</u> more and more <u>in</u> emergency situations because of
                    (A)   (B)
   <u>its</u> ability <u>to reach</u> out-of-the-way places.
    (C)   (D)

31 A <u>bankruptcy</u> <u>may be</u> either <u>volunteer</u> or <u>involuntary</u>.
      (A)   (B)   (C)   (D)
32. Fire <u>extinguishers</u> can <u>contain</u> liquefied gas, <u>dry chemicals</u>, or <u>watery</u>.
         (A)   (B)   (C)   (D)

33. Manufacturers <u>may use</u> food additives <u>for preserving</u>, to colour, to flavour, or
               (A)   (B)
    to <u>nutritionally fortify foods</u>.
       (C)   (D)

34. <u>Many</u> people <u>think</u> that <u>being rich</u> <u>is</u> better than to be poor.
      (A)   (B)   (C)   (D)

35. How <u>to buy</u> a <u>used</u> car can be <u>as difficult as</u> <u>buying</u> a new car.
        (A)   (B)   (C)   (D)

36. He <u>wants</u> either <u>to go</u> by train or <u>taking</u> a cab to the airport <u>tomorrow</u>.
       (A)   (B)   (C)   (D)

37. I know where you <u>go</u> and <u>what</u> you <u>did</u> the night <u>before</u>.
             (A)   (B)   (C)   (D)

38. Sam <u>is</u> always <u>good-nature</u>, <u>generous</u>, and <u>helpful</u>.
       (A)   (B)   (C)   (D)

39. <u>There are</u> papers <u>to file</u>, reports to type, <u>and</u> letters <u>should be answered</u>.
      (A)   (B)   (C)   (D)

40. Dining <u>in</u> a restaurant <u>is</u> <u>more fun</u> than <u>to eat</u> at home.
      (A)   (B) (C)   (D)

Part Two: In your answer sheet, write 'S' for the sentence, 'F' for the fragment and 'R' for the run-on sentence.

41. …… Smoking in the work place is not allowed in this country.

42. …… After jogging had caused Jimmy a muscle pain.

43. …… Because his essay was excellent, he won the first prize.

44. …… They were not dangerous criminals they were detectives in disguise.

45. …… I need to find a new house. Because the one I stay in now is too far.

46. …… A record of accomplishment beginning when you were first hired.

47. …… Paying too much attention to polls can make a political leader unwilling
        to propose innovative policies.

48. …… The Prime Minister decided not to run for re-election he preferred to
        retire to his charity work.

49. …… Aerobic dance is an excellent exercise however it can be harmful to
        joints.

50. …… Giving an interview to 10 students in a row to obtain their attitudes on the materials used in the self-access centre.

Adapted from Gear and Gear (2000), Butler, Hickman and Overby (1991) and Langan (2000)

Appendix J

Questionnaire: Main Study

Purposes: 1. To obtain data on your perceptions of the peer response technique as in the proposed model;
2. To obtain data on your reactions to the peer response model.

Instructions: This questionnaire consists of two main questions. Question 1 asks about your understanding on the peer response technique. It comprises 2 items. Question 2, which composes of 6 items, asks about your attitudes towards the model. Tick (/) to answer the questions.

No.	Questions	Code
1.	Which happened in your peer response group? 1.1 Every one shared ideas equally. ( ) Yes. ( ) No. 1.2 The HOC was focused first, then, the LOC. ( ) Yes. ( ) No.	
2.	What do you think about the peer response model? 2.1 A group of three was suitable. ( ) Yes. ( ) No. 2.2 Strengths of your group members were sufficient for the activity. ( ) Yes. ( ) No. 2.3 Group members should be fixed through the course. ( ) Yes. ( ) No. 2.4 The guidelines for revision were practical. ( ) Yes. ( ) No. 2.5 The guidelines for peer response were practical. ( ) Yes. ( ) No. 2.6 The process of the peer response technique as in the model was too long. ( ) Yes. ( ) No.	

Appendix K

In-depth Interview: Preliminary Study

Wiset

At the self-study area of the Department of Foreign Languages, the Faculty of Humanities and Social Sciences, our conversation began with greetings, then Wiset, who got "A" in English Writing I and II, started telling me about his personal background.

I am from Ubonrachathani Province. There are seven persons in my family. They are my father, mother, elder brother, younger sister, younger brothers and I. My parents run an Indo-China tour business. I finished from Benjamamaharacha High School. I began learning English when I was in grade five. I love to learn English very much, so in my free time, I always read English materials such as magazines and newspapers. And I also watch English-version films. I think they improve my English. I passed the quota exams to enroll in this university, and English major was my first choice. I got a scholarship to join a Rotary Exchange program in August 1997- June 1998. In Wisconsin, I had a chance to attend English courses. I learned all the four skills of English.   For writing, the way the teacher gave comments was different from our class here. It was like he was talking to me through writing. What he cared for was only the ideas, not the grammar.   Everybody in the class including me enjoyed the activity.   However, I think grammatical comments are useful too.

After listening to his personal background, I realised that his family background, his own talent, his enthusiasm in learning as well as his experience in the USA might contribute to his English proficiency, and of course, his high self-confidence. I, then, asked him to reflect on the use of the peer response technique at Khon Kaen University. He first looked relaxed, but later on he seriously told me about his experience.

To me, peer feedback is the activity that friends correct friends' written work instead of waiting for only the teacher to do. A student with better English helps poorer friends. And I use this technique to help my friends without being assigned by the teacher. I first learned to use this technique when I studied English Writing I. One activity was that the students were assigned to post their journals on the web-board, and then they gave comments to one another.

It was quite obvious that Wiset partially understood the principle of the peer response technique. He thought a better student played an active role, whereas a lower capability student played only the passive role. In addition, he revealed a pitfall he found in using this technique with his class. *"A poorer friend does not want or dare to give feedback to the work of a better friend,"* he said. I noticed that his high self-confidence also affected the use of this technique when he said, *"My friends don't want to give me comments on my writing since I am the top student in our class. In fact, I probably made some errors, but none of my friends dared giving me comments."* It was clear that Wiset did not think the peer response technique was helpful to him. However, he was happy to help his friends.

In English Writing II, the teacher did not put the peer response in his lesson plan at all. We did the activity on our own, outside class. I was glad to help my friends. I know a lot of words that my friends don't know, so I can help them.

In conclusion, to Wiset, the peer response technique allowed friends to help friends by giving feedback on one another's written draft. However, he was the only one who played an active role. This situation showed unintentional distortion of the main purpose for using this technique. Nevertheless, Wiset had positive attitudes on giving help to his friends, and these attitudes were essentially supportive to the peer response activity.

Wanna

Wanna, another grade "A" student, began to tell me her background.

I am from Muang Khon kaen. There are six people in my family: my father, mother, younger brother, grandma, aunt and me. My father works for a governmental office, The Office of Water Irrigation in Khon Kaen, and my mother is a housewife. My younger brother studies in a college of technology. In the free time I watch TV and listen to songs. I like listening to English songs very much. My parents treat me democratically. That is, they let me make decisions on doing anything, including my education. My family income is approximately 100,000 baht per year. So, I do some extra work, that is, teaching English to kids at the Future Kid. I think I have a happy family.

Wanna's face was full of happiness when she talked about her own family.

I began learning English in the kindergarten. I finished elementary school from Mahathai Holy Redeemer's School, Khon Kaen, and high school, Science stream, from Kaennakhon Wittayalai School. I have enjoyed learning English since I was in Grade 9. I think it was because of my good teacher and increasing interest in English. I was admitted to this university by the quota examination. I chose English as my major because I have always wanted to be a diplomat, and my high school teachers suggested that I take English major. Now I also take Japanese as my minor and Spanish as my free elective.

Then, she went on.

I think it is because I like English, so I can learn it more. I always practice all skills of English. For instance, I help my friends with English-Thai and Thai-English translation. I think helping friends is good; it is one way to increase my own needs to learn.

This was how Wanna learned and improved her English. When asked about her perception on and experience of the peer response technique, she told me about it.

In English Writing II, I wrote a journal, then asked my friend, Wiset, to read it and to give me some comments. This was done on voluntary basis; our teacher said it was optional. Wiset was very helpful to all friends. I myself also read my friends' work and gave them comments. They made some errors on grammatical points such as tenses, parallelism, capitalization and spelling. My friends asked me why I thought their work was wrong, so I explained to them. Then, they showed their unclear understanding before they turned to

ask Wiset. Wiset's strength, in my opinion, is vocabulary. He knows a lot of difficult words. In fact, this activity is done only among us who are really close friends.

It can be observed that students formed their own natural groups led by students with high English proficiency level.

I only give comments to my close friends whose English is as good as or lower than mine. So, I feel more confident to comment their written work. For those whose English is as good as mine, I suggest they ask other people for comments as well. With those whose English is poorer than mine, I have more confidence.

This shows the linear pattern in doing the peer response activity. It is the tutorial pattern that a better student teaches a poorer student. In terms of the language used in giving comments to peer work, Wanna said, *"I verbally give comments in Thai. It is easier to get ideas across."* I believe her English speaking is good, for she got "A" in the course Speaking and Listening I and II, but she prefers to give comments in Thai.

Wanna also mentioned a disadvantage of the peer response technique.

Sometimes I can't identify errors in our writing. Or even though I can do it, I still can't explain to my friends as clearly as my teacher or my friend whose English is better than mine.

It is worth noting that Wanna was warm and rather compromising, which is a typical characteristic of interactions accounting for group harmony. This might result in no wishing to give a frank critique on peers' written draft for fear that she would hurt their feelings.

 In conclusion, Wanna understood that the peer response was the activity that allowed students to give comments on grammatical errors and vocabulary. Even though she agreed with the purpose of the use of this technique, she questioned the students' English capability.

Waewwan

Waewwan, a highly confident looking told me about her background, and then her reflections on the use of peer response technique.

> *My hometown is in Korat. There are five people in my family: my father, mother, two younger sisters and me. My parents run a small grocery store in the market near my house. Family income is approximately 100,000 per year. My family's economic status is not so good, so I chose to study here; it's cheaper to study here. I think I am not an outstanding student in any particular area. I like to observe things and people around. This habit helps me learn things in life including English.*

Waewwan got a "B" in both English Writing I and II. She said she was not outstanding in any particular area, but she was excellent at playing the "Uphomium"; she was a school-band member. And she had opportunities to go abroad because of this talent.

I have been abroad two times. The first time, when I was in Grade 8, I went to South Korea, and the second time, when I was in Grade 10, I went to the Netherlands, Belgium, Germany, and Switzerland. Both trips aimed at participating in the international band competition. In South Korea, I had a chance to use English, but not at all in Europe. I correspond with English native speakers through e-mail confidently. I don't care whether it is right or wrong in terms of grammar or expression. I just make my writing simple and understandable, and I notice that my e-mail friends also do the same.

It is worth noting at this point that having a chance to go abroad might make her feel more confident in using English. When asked about the use of the peer feedback technique, she looked serious.

In English Writing I, the teacher, first, assigned us to write a journal, then, without any correction or comments from her, she gave our work to another student, rather than the owner, to correct only the grammar, not the ideas. So, we did accordingly. And when my friend returned my work, I reconsidered whether I should follow those comments or not. Sometimes I did not agree with my friend and teacher's comments. In such cases, I chose to trust myself, unless there was evidence supporting their ideas.

This is one way a confident student learns and reacts towards peer feedback. Waewwan knew that delaying correction according to peer comments until she found out the actual answers to those comments could support her long-term memory. This

style of learning should be taken into account also when planning the peer response activities. Like Wiset and Wanna, Waewwan mentioned,

In English Writing II, the peer response technique was recommended but not incoporated into any class activity. So, students did this activity by themselves. I did this activity because I wanted to; I don't want anybody to order me to do things.

Waewwan also concerned on English proficiency.

I think the disadvantage of the peer response technique is that the poor students do not know where to begin. This technique should be used among the students with good English.

She thought the lower achievers cannot do the peer response activity. This is a perspective of a student from the good to average student-group; it would be interesting to find out the poor group's reactions.

In summary, from the conversation, it was observed that Waewwan misunderstood that the peer response technique was only the correction of grammatical errors. She might need to be given a right guidance from the beginning.

Amornrat

Below is what Amornrat said about herself and her perceptions and reactions on the use of the peer response technique.

I live in Korat. I live with my father, mother and elder sister. My father is a soldier, and my mother is a housewife.   My elder sister studies in Ubonratchathani University, majoring in Mass Communication.   My father and mother are so kind to me. They treat me democratically. I passed the quota entrance examination, so I enrolled in this university. I take English as my major because I like to talk to foreigners. I began learning English when I was in grade five. For high school education, I finished from St. Mary School. There, I studied English with an English native speaker for six years. In my free time, I read Thai comic books and newspapers.   I have visited Malaysia, Burma, and Laos, but my most impressive was Malaysia because the people there speak English, so I got to speak English with them. In class, I also like to speak to friends in English even though some of them said that I am "kra-dae" (overacting).

Amornrat then added some more information about her language experience.

Since my father is a soldier, every year I have a chance to speak with American soldiers participating in the Cobra Gold mission. I speak with them every day for a month.   And I also occasionally correspond with some of them through e-mail after they go back to their country. I am not afraid to make the language errors in my writing. I never have any one correct them for me before e-mailing my message. I used simple words, as they did.

Amornrat got "A" in English Speaking and Listening, got a "B" in English Writing I, and a B+ in English Writing II. It can be noticed that her performance may relate to her learning motivation. For the use of peer feedback technique in English writing, she said,

In English Writing I, the teacher divided us into two groups; one gave comments on peer journals through the web-board, the other did the self-study. So, each week every one had two periods in class, and the other period our group worked on the web-board, while the other did the self-study.

Amornrat also said that her teacher was conducted an action research to compare the use of two different teaching and learning methods: the method with self-study activity and the one with peer response through web-board.

Regarding the application of the peer response technique, Amornrat thought students did not have enough self-confidence. She said, *"Even I myself have to ask a friend who was an AFS student. I think if one wants to use the peer technique, he or she must have enough English."* However, she still thought that this technique improved her English if it was used in an appropriate way. Giving peer response through the web-board was unacceptable to her.

Posting her written draft on the web-board for peer comments embarrassed me and prevented me from participating in this activity. I did it only once. Fortunately, my friend did not get angry with me when she got my comments on the web. This was because we were close friends. After a while, I did not

participate in this activity. I did not care for it because there were no points given.

Like most students, Amornrat thought that score was a most important incentive. This is a very typical phenomenon. In her reflective essay, Amornrat summarised that there were both advantages and disadvantages of the use of peer response technique.

Peer response allows me to learn new knowledge from friends. I am not shy to ask my friends about my writing, but I really am when I have to ask for help from my teacher. And I feel it is very convenient to ask my friends as we are together almost all the time. So, I can ask for their help whenever I like to.

Apart from the merit of the peer response technique mentioned above, Amornrat expressed her concerns:

If peer comment is incorrect and we followed it (in case we do not have much self-confidence), we will be wrong. Student whose English is poor will lose more confidence and believe whatever a better student says.

Somsri

An informant from the C grade group, Somsri said:

I come from Udornthani Province. I finished from Satrirachinuthit School, science-math stream. My father is in Korat; I live with my mother and two elder brothers. My mother runs a small grocery store at home. My elder brother has a cyst in his brain, so he cannot study. The other brother studies in the same faculty with me; he is majoring in French. First I intended to study business management, but I was not successful. I chose the English major at Khon Kaen University as my last choice. Fortunately, I was successful. After some time, I began to enjoy it much more. Therefore, I did not move to Kasetsart University when I passed second-time entrance exams. My parents were glad that I still study in the same old university.

For the peer response activity, Somsri. She said that it was useful for her, but she was only a comment receiver.

I asked a friend who participated in the AFS exchange program to give comments on my written draft, and I learnt from her. I have never given any feedback to any of my friends because I don't have a wide range of vocabulary.

In conclusion, Somsri understood how to do the peer response activity, but she thought she could only be a feedback receiver. This might be wrong. An individual person has his/her own strengths and weaknesses. As an English major who had been

intensively trained on English use, at least Somsri should be good at some particular facets of writing. It was then the responsibility of the teacher to diagnose her strengths and weaknesses before designating her into a small peer response group.

Somjai

A tidy girl from a soldier family, Somjai, gave her background and reactions on the peer response.

I came from Korat Province. I finished my high school education from Suranareewittaya School, English-French stream. I live with my father, my mother and my elder brother. My father is a soldier, and my mother sells foods at the army canteen in Korat. My brother and I are allowed to make a decision on our own education. I have the principle in choosing what and where to learn by considering whether it is affordable to my parents or not. I passed the quota entrance exams to this university. I think English is necessary; I will be able to get a job more easily. In my free time, I decorate my house. I seldom e-mail to a foreigner, for I am afraid that I will make a lot of language errors.

Even though she was from the C-group, from her background, Somjai should be a good student because she passed the quota entrance exams to become an English major. However, she lacked self-confidence in communicating with a foreigner through e-mail. For the use of the peer response technique, she still relied too heavily on the teacher.

> *I prefer to receive the teacher's comments to peers'. It's annoying to wait for another student's comment, which may not be correct. Moreover, I am not sure that I have enough language skills and knowledge to give comments on peer's written draft. So, I always have to turn to ask another student with better English. This is kind of time-consuming.*

Nevertheless, peer response activity, to Somjai, also has an advantage, that is, she can learn from her mistake when she receives peer comments. *"Having someone else correct my work helps improve my writing. This time I make a mistake, but next I will not make the same mistake again."*

In terms of group forming, she preferred working in a small group to working in pairs.

> *This activity should be done in a small group, not in pairs. Each member gets to read at least two other pieces of writing and make comments. However, the peer response activity should not be the main activity in class; I still prefer the teacher's lecture.*

In conclusion, even though Somjai thought peer response was useful, she preferred teacher's response. This idea might hinder learner autonomy.

Appendix L

Acceptance Inquiry Form

1. In this class, your close friends are…

   (a)…………………………………….

   (b)……………………………………

   (c)…………………………………….

   (d)……………………………………

2. Friends you like to work with are…

   (a)…………………………………….

   (b)……………………………………

   (c)…………………………………….

   (d)……………………………………

3. Friends you usually ask for help when you have a problem with your study

   are…

   (a)…………………………………….

   (b)……………………………………

   (c)…………………………………….

   (d)…………………………………….

Adapted from Sherman (2000, On-line)

Appendix M

Example of Students' Essays: Pretest (Main Study)

Experimental Group: Written by Student 9 (Average Achiever)

Attending classes

Attending class is common for every students. We attend classes because we want to acquire knowledge from the teacher. Some people may think that university students don't have to pay much attention for the classes because they're grown up. However, students should be required to attend classes for two main reasons.

First, learning from the teacher directly has some advantages. The teacher may tell us something which isn't in the book that later on, might appear in the test. Teacher can help us answering something we still don't understand from reading just books. We can also learn some new important tips in classes.

Second, participating in class helps improving our discipline. Discipline is very important that everyone should have it. The best way to begin is from school life. If the student has a good discipline, he or she will grow up to be a good adult when the company accept that person to work with them, they would be very satisfied.

Although attending classes is advantageous in many ways. Some students still didn't agree. They don't want the teacher to roll call because it is like forcing students to come to class. They need more freedom to choose whether they will attend class or not. However, giving freedom to students this way can lead to many trouble in the future.

In conclusion, university students should participating more in class. They may think that it is hard to get up early or whatever. But soon they will know the usefulness of it when they grow up.

Appendix N

Example of Students' Essays: Posttest (Main Study)

Experimental Group: Written by Student 9

Long-termed advantages

Student's responsibility is to study what was taught. Everyday we go to school to acquire knowledges. Students have to attend classes that they have enrolled. Some students skip classes because of various reasons. However, students should be required to come to classes for these following reasons.

First, coming to classes makes students develop their disciplines. If they know that it is their responsibility to come to classes and they try to do it concisely, they will grow up to be responsible for upcoming matters in the future.

Second, coming to classes is advantageous in the way that the students can get knowledges from the teacher directly, unlike self studying. They can interact to one another. And the tests are always hinted by teacher that students couldn't get from reading books alone.

Although attending classes is important, there are some students who insist that going to classes should be optional. These people think that they can read from the books, or if they want to know more, they can go to the library. This thought is not entirely wrong. But coming to classes gives them more than just knowledges.

In conclusion, students should be required to come to class because it will make them more resonsible and they can get to know other students in the class. They will learn how to be in a society and a lot of things besides the lessons, that will be important in the future.

Appendix O

Example of Students' Essays: Draft 1 of Practice Topic 1
Experimental Group: Written by Student 9

Luck and hardwork

Someone said that the key to be successful is hard work. So everyday people work so hard in respond to their needs. Most people think that if they continue working hard, someday they will be in high rank and able to make a lot of money. However, working hard only couldn't open the door to the success. Here are the reasons why luck is a little key to be successful.

First, opportunity comes with luck. If a person has a potential in doing something, but still no one gives him the opportunity to do it, he is useless though. Not everyone will really get the opportunity to do things they good at. That's why they have to continue the boring work and lose the motivation to be successful.

Second, some kinds of work need lucks. Business people wouldn't refuse that luck is involved in their career. Their investments will gain profits or not depends on luck, as well as clever decisions.

Although luck is a helper to the success, we can't just wait for luck to come to us doing nothing. Still there are some people who would choose to work without considering luck as an important thing. This is good for the company though, but as for oneself, having luck is the motivation.

In conclusion, having luck is an advantage to the success. Everyone wants to be lucky in their life and their work. So we can't say that has nothing to do with being successful.

Appendix P

Response Sheet 1: HOC

Peer Group Response on Student 9's Work

Impressions

Peer 1:

- Good language use

- Interesting to read on

Peer 2:

- Good introduction

- Pretty good word choice

Comments	Remarks
Peer 1	
- You should say 'Luck is part of …' instead of 'a little key.'	- Change 'a little key' to 'a key.'
- In paragraph 4, you should mention other viewpoints, not yours.	- Mention other viewpoints and refute them.
Peer 2	
- Balance the length of each paragraph.	- Add some more examples in paragraphs 2-5.

Appendix Q

Student 9's HOC Revised Draft

Luck and hardwork

Someone said that the key to be successful is hardwork. So everyday people work so hard in respond to their needs. Most people think that if they continue working hard, they will be in high rank someday and able to make a lot of money. However, working hard alone couldn't make a person succeed unless he has a helper called 'Luck'. Here are some reasons why luck is involved in success.

First, Luck always comes with opportunities. One is considered a lucky person if he had the opportunity to do thing he's good at. Imagine an office worker who's really good at managing, but still he hasn't been promoted to be a manager. He won't have a chance to show others that he has a potential to do it.

Second, some kinds of work need luck. Business people wouldn't refuse that luck is a part of their careers. Their investments will gain profits or not depends on luck, as well as their clever decisions. Another example of job that needs luck is a game show player. If there is no luck, he may be lose.

Although luck helps one to be successful, there are some people who would choose to work without considering luck as an important thing. They think that they can't just wait for luck to come by doing nothing. This is a good thought. But for most workers, luck is the motivation.

In conclusion, having luck is advantageous to be successful. So we can't say that luck has nothing to do with success. Instead, luck also takes a key part in people's success, not only in their life but also their work.

Appendix R

Response Sheet 2: LOC

Peer Group Response on Student 9's Work

Impressions

Peer 1: Good grammar.

Comments	Remarks

Peer 1
- Add 's' to 'thing' in the Paragraph 2.
- I think you should put 's' after the word 'career.'
- Change 'may be lose' in Paragraph 3 to 'may lose'.
- You should change 'someday' in Paragraph 1, to 'one day.'

Peer 2
- Paragraph 1, change 'hardwork' to 'hard work' and change 'with' in the thesis statement to 'in.'
- Paragraph 2, change 'opportunity' to 'opportunities.'
- Is 'in respond to' correct?
- In Paragraph 4, is it necessary to put 'there are' in front of 'people'?
- In the same paragraph, is it necessary to put 'to come' after 'wait for luck'?

Remarks (Peer 1):
- I'll change them accordingly.

Appendix S

Student 9's LOC Revised Draft

Luck and Hard Work

Someone said that the key to be successful is hard work. So people work so hard in response to their needs. Most people think that if they continue working hard, they will be in a high rank one day and able to make a lot of money. However, working hard alone couldn't make a person succeed unless he has a helper called 'Luck'. Here are two main reasons why luck is involved in success.

First, Luck always comes with opportunities. One is considered a lucky person if he had the opportunity to do things he's good at. Imagine an office worker who's really good at managing, but still he hasn't been promoted to be a manager. He won't have a chance to show others that he has a potential to do it.

Second, some kinds of work need luck. Business people wouldn't refuse that luck is a part of their careers. Their investments will gain profits or not depends on luck, as well as their clever decisions. Another example of job that needs luck is a game show player. If there is no luck, he may lose.

Although luck helps one to be successful, some people who would choose to work without considering luck as an important thing. They think that they can't just wait for luck to come by doing nothing. This is a good thought. But for most workers, luck is the motivation.

In conclusion, having luck is advantageous to be successful. So we can't say that luck has nothing to do with success. Instead, luck also takes a key part in people's success, not only in their life but also in their work.

THE WRITER'S BIOGRAPHY

Patumrat Torwong was born in Chiang Mai. She obtained a B.A. in English and an M.Ed. in Non-formal Education from Chiangmai University. She has experience in teaching of English in formal and non-formal educational systems. She has worked for Khon Kaen University since 1997. She studied in the co-supervision programme between the School of English, Institute of Social Technology, Suranaree University of Technology, Thailand and the Department of Linguistic Cultural, Law and International Studies, School of Arts, University of Surrey, United Kingdom for a Degree of Doctor of Philosophy in English Language Studies. Her interests include teaching methodology, autonomous learning, writing strategies and writing assessment.