PEER FEEDBACK AND FEEDFORWARD IN EFL ARGUMENTATIVE WRITING

BY

MISS RITTU GAMBHIR

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
LANGUAGE INSTITUTE

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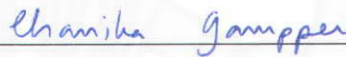# THAMMASAT UNIVERSITY
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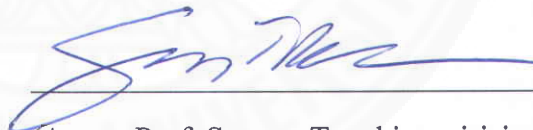
on August 8, 2016

Chairman of the committee: _____

(Chanika Gampper, Ph.D.)

Advisor: _____

(Assoc. Prof. Supong Tangkiengsirisin, Ph.D.)

Member, Thesis committee: _____

(Asst. Prof. Nussara Wadsorn, Ph.D.)

Director: _____

(Assoc. Prof. Pornsiri Singhapreecha, Ph.D.)

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ABSTRACT

This study aims to understand the main types of feedback peers use in an argumentative writing class at a private university in Thailand; and investigates the attitudes of the 30 EFL students towards peer feedback and feedforward. Peer feedback was provided on the draft and final versions of two argumentative essays assigned by the teacher. The types of comments provided by the peers on the peer feedback forms, memos and essays were collected and analyzed quantitatively. Questionnaires were used to collect quantitative data investigating learners' attitudes towards peer feedback and feedforward; and semi-structured interviews with learners were undertaken to triangulate the study. The results revealed that the type of instruments used for giving feedback had an impact on the peer feedback and type of comments. The maximum numbers of comments were found in the feedback forms followed by the memos and essays. Praise was the most common type of comment made followed by advice and critique. Comments related to recognizing progress for improvement as well as advice towards future assignment, were prevalent in the final versions of both essays; such comments enabled learners take peer comments forward into the subsequent assignment. Feedforward did facilitate learners to set their goals; the results of the findings revealed improvement in the goals set by learners. Learners

responded positively towards peer feedback and feedforward indicating that the act of receiving and giving peer feedback and feedforward helped improve the argumentative essay.

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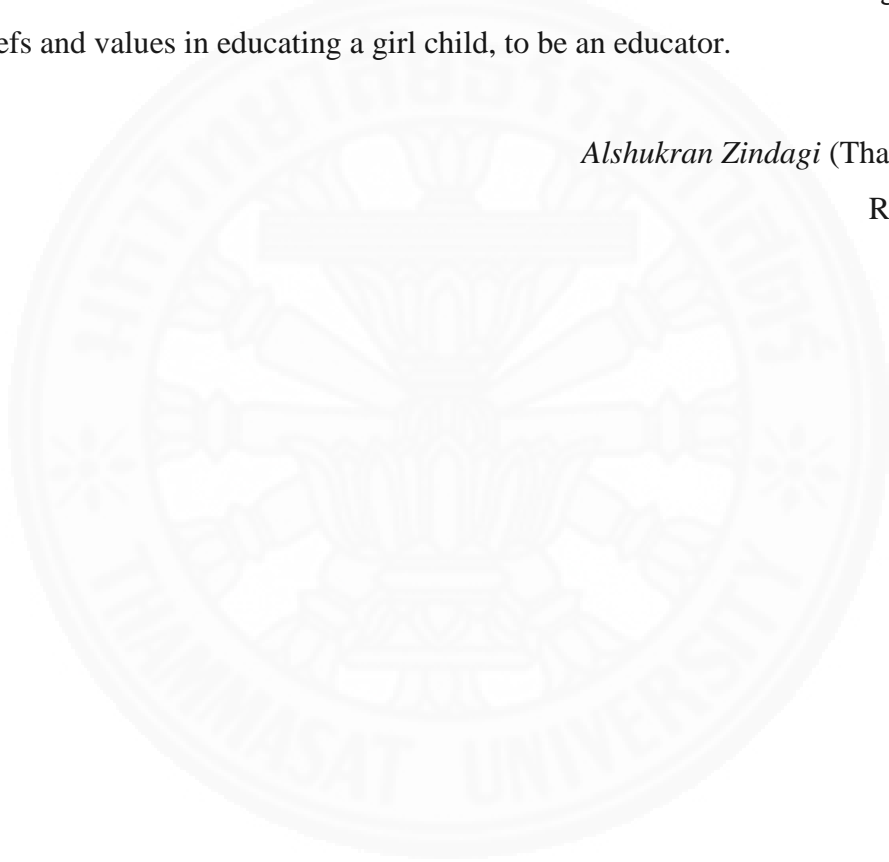
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1.1 Background and Rationale of the study

English is taught as a foreign language in Thailand. Unlike commonwealth countries where English is a second language, the opportunity for using English in Thailand may be limited outside the classroom as Thai is the country's official language. Nevertheless, in Thailand, English remains an important language for effective written communication in the academic and professional community. The Eleventh NESDP (2012 – 2016) clearly mentioned promotion of English as a foreign language (along with proper use of Thai language) as a guideline for human development.

According to the guidelines set for the Basic Education Core Curriculum, English is the suggested basic content of the foreign language learning area, one of the eight areas to develop learners' quality. The core curriculum strongly supports a learner-centered approach where the teacher is the facilitator; encouraging the role of the learners to be more involved in setting objectives, seeking knowledge, applying the knowledge and to "Interact, work and participate in activities organized by their peers and their teachers".

1.1.1 Education Reform in Thailand

The Office of Education Council (OEC) formerly known as ONEC (The Office of National Education Commission) under the Prime Minister Office drafted the National Education Act (NEA) in 1999 to bring about a change in the country's education systems such as 12 years of compulsory education and decentralization of the education management. One of the major tasks of NEA is to foster a learner centered approach.

As Thailand is fast approaching the third decade since the enactment of NEA, the impact of the act towards a learner centered approach remains a challenge owing to factors such as conservative budget and finance, culture, and the need for teacher training skills (Hallinger & Bryant, 2013). Tangkitvanich and Sasiwuttiwat (2012) explained that despite the fact that the education budget doubled from 2003 to 2012 contributing to 4% of the country's GDP (gross domestic product), Thailand's

learning outcome stagnated. Thus other than finance, key areas that are believed to help improve learning in Thailand includes autonomy, assessment and accountability (Arcia, MacDonald, & Patrinos, 2014; Tangkitvanich & Sasiwuttiwat, 2012).

Assessment in Thailand falls under the responsibility of The Office for National Educations Standards and Quality Assessment (ONESQA) and The National Institute of Educational Testing service (NIETS). ONESQA, being responsible for assessing schools, is expected to assess the area of pedagogical practice of the learner centered approach in Thai schools and include students' performance in the forthcoming evaluation round (Tangkitvanich & Sasiwuttiwat, 2012). NIETS oversees student tests such as Ordinary National Educational Test (O-NET), General Aptitude Test (GAP) and Professional and Academic Aptitude Test (PAT).

Tangkitvanich and Sasiwuttiwat (2012) suggests tests should be improved to encourage higher order critical thinking rather than learn through memorization without understanding, and pedagogical performance be improvised accordingly. The Basic Education Core Curriculum suggests classroom evaluation and assessment to be such that "Teachers will conduct evaluations themselves or provide learners with opportunities for self evaluation, peer-to-peer evaluation, and evaluation by parents". As Thailand moves towards a learner centered approach where the learners and quality of learners are most important, the reforms related to school, curriculum and teachers will be in orbit around the learner reform (Phungphol, 2005) thereby paving way to learner autonomy.

Phungphol (2005) cites four factors defined by APA (American Psychological Association). The four aspects influencing learner centered approach include enhancement of higher order thinking skills among learners; learner motivation; application in a social context; as well as assessments through feedback to increase learner autonomy considering each learner is unique with a preference of their own learning style. Translating the APA factors in a writing classroom in Thailand, related research shows positive learner attitude towards peer feedback.

1.1.2 Peer Feedback

Feedback is suggested to be viewed as a process enabling learning development through a dialogue, not just as a 'message' provided to learners as a

product (Nicol, 2010). In order to promote higher learner autonomy within a learner centered environment, Kulsirisawad (2013) highly recommended peer feedback to be an effective tool for a writing class in Thailand whereby learners improved (through feedback on grammar and by being able to recognize errors). Students were motivated, confident and functioned in a social context; thereby resulting in learner autonomy by not only depending on teachers for feedback.

Keeping in mind there are mixed research studies regarding learners' preferences towards sources of feedback, peer feedback does not replace teacher feedback. Facilitated by teachers, peer feedback can help create a comfortable classroom for a writing class (Srichanyachon, 2012). Dueraman and Bidin (2012) cited preference of teacher feedback over peer feedback amongst Thai EFL learners owing to doubts in proficiency of peers. However, studies have suggested that training can lead to effective peer feedback (Ferris, 2003). In another study by Srichanyachon (2012), attitudes towards teacher feedback and peer feedback were neutral whereby the teacher provides accurate but not enough detailed feedback. Students prefer long comments especially from teachers; however teachers are typically restricted by time constraints and lack of energy due to heavy workload commitments. The study revealed that feedback provided by peer can be encouraging and result in a successful revision.

Peers are able to provide longer explanations and more detailed feedback compared to teachers (Nicol, 2010), however the effectiveness of peer feedback remains in question in terms of focus. Teacher feedback is focused on rhetoric issues, while student feedback is focused on surface errors (Jones, 2011). Engaging learners in a dialogue and allowing learners to set their own goals (for example structure) in written feedforward forms can help bridge the gap between learners' goals and outcomes (Jones, 2011).

Connecting the learner in more than one feedback cycle will give exposure as a shift occurs to look at the bigger picture such as 'structure and approach' rather than just 'error correction' (Hughes, Smith, & Creese, 2015). In order to move into a bigger picture under the assumption that errors generally decline with revision, certain feedback categories such as questioning are suggested to be included (Hughes et al., 2015). An ongoing dialogue focusing on future assignment answering questions such

as "how could you avoid future misunderstandings" cannot take place without a feedforward approach.

1.1.3 Feedforward

Feedforward aims to bridge the gap between goal performance (feedup) and student performance (feedback), by linking the subsequent and former assignment. The iterative cycle of feedforward can help overcome inefficiencies of feedback (Carless, 2007) by relating assessment to learning; involving the students in the assessment through feedback emphasizing on the criteria and performance (not student); and taking the current feedback forward to future learning.

The success of an effective peer feedback can result in an effective feedforward and vice versa. The literature review is based on the concept that feedback is an incomplete cycle without feedforward. In this study, the concept is strongly supported by self regulatory model of good feedback practice by Nicol and Macfarlane-Dick (2006). Hattie and Timperley (2007) proposed a model to address feedup, feedback and feedforward, therefore contesting feedforward to be a powerful part of feedback.

Nicol and Macfarlane-Dick (2006) acknowledged internalization and dialogue to be important features of peer feedback. Studies by Kaur (2015) and Hughes et al. (2015) suggest that argumentative essay writing can be improved in a peer feedback class where internalization and dialogue takes place through (comments). To provide effective feedback (through comments), Liu and Hansen (2002) proposes a peer feedback guideline to include affective, cognitive, sociocultural and linguistic categories. Ferris (2007) provides explicit practical training materials for novice teachers based on PPP (purpose, process and method) technique guided by the Approach-Response-Follow structure, with common features prevalent in the peer response guideline proposed by Liu and Hansen (2002).

Peers can remain engaged in a continuous dialogue on an ongoing basis into the subsequent cycle. The comment categories for peer feedback and feedforward are based on the framework proposed by Hughes et al. (2015) to include the ipsative 'performance goal'. Ipsative assessment monitors the progress of the learners towards performance by comparing the previous assignment to the current assignment. In

addition to 'performance goals', Hughes et al. (2015) puts forth Orsmond & Merry (2011)'s comment categories to include praise, critique, advice, clarification request and unclarified request.

1.2 Statement of the Problem

Feedforward is one of the most underdeveloped areas in assessment feedback based on a thematic analysis undertaken by Evans (2013). Research related to peer feedback mainly aims to answer questions such as what happens during peer feedback sessions, how peer feedback affects quality of writing, and/or what are the students' attitudes towards peer feedback (Ferris, 2003). Ferris (2003) suggests a serious need to undertake studies related to feedforward revealing the reasons and consequence of putting forward the comments of the peer into the next writing. Research is mainly focused on the current assignment and does not take into consideration the effect of the peer comment on the subsequent writing because the '*coding of student revisions are all extremely labor-intensive endeavors*' (Ferris, 2003).

As mentioned earlier, Tangkitvanich & Sasiwuttiwat (2012) suggested the education reform calls for the assessment in Thailand to be clearly linked to student performance. Over the last 20 years, other countries such as UK and Australia have been aiming to provide such clarity and transparency through explicit assessments across the program but missed the opportunity to see how the feedback can be effective in the subsequent module as the feedback remained confined to a single feedback cycle in a program (Hughes et al., 2015). Hughes et al. (2015) cited Walker (2009) that feedback can be taken forward into a recurring assignment. Further, Hughes (2011) mentioned that continuous, timely and subsequent feedback engages the learner in the feedforward loop to bridge the gap between current and expected performance. Thus engaging peers in the feedforward cycle can help close the gap.

Evidence from the above literature reviews puts forth a rationale that effective peer feedback includes feedforward. Having noted a minimal focus on research studies related to the effectiveness of feedforward in a peer feedback class in Thailand, there is limited work which foregrounds effective peer feedback and feedforward studies related to argumentative writing. It was therefore significant to carry out a quantitative research by determining the type of comments peers provide

in an argumentative writing class; and determine learners' attitude towards the peer feedback and feedforward cycle. A qualitative analysis through in-depth interview with students was beneficial to bring about triangulation.

1.3 Research Objectives

This study aimed:

1. To investigate the main types of feedback peers use in an argumentative writing class.

2. To investigate the attitudes of EFL students towards peer feedback and feedforward.

1.4 Research Questions

1. What are the main types of feedback peers use in an argumentative writing class?

2. What are the attitudes of EFL students towards peer feedback and feedforward?

1.5 Context

The research was conducted amongst third year students at a private university in Thailand for the second semester of the academic year 2015. The students were registered in the Bachelor of Arts Program in Business English. Students enrolled in the course coded EN3240, course entitled 'Reading in Business English'; course code BG2000 course name English III was a prerequisite for EN3240. The focus of the course was to familiarize students with reading business article and develop an argumentative essay using the Toulmin model. The argumentative essay was based on the classical six paragraphs writing to include introduction, narration, confirmation, refutation, recommendation and conclusion. Based on Beale (1986), a typical classical essay may have five paragraphs to include all above mentioned parts except for recommendation, or with the option of having introduction merged with narration as a single paragraph. For the purpose of this course, the instructor assigned recommendation as a separate paragraph from conclusion as well as separated introduction from narration. The instructor provided a couple of reasons for

encouraging students to use the six paragraph essay. First, students could practice appreciative inquiry in the recommendation paragraph while practicing the Toulmin argumentative elements clearly. Students composing the argumentative essay using all important elements, particularly confirmation and refutation, can effectively state their acceptance and opposing viewpoints (Beale, 1986). Secondly, students were enrolled in a business reading course, thus introduction and narration were separated to allow students to practice summarizing and paraphrasing in the narration paragraph.

I observed a peer feedback class of the previous batch during the first semester for the academic year 2015. The students were introduced to the Toulmin Model of argumentation on August 24, 2015. At the end of the instruction, the students were required to write a paragraph to demonstrate their general understanding of the Toulmin Model. Students were required to exchange their article with their peer in class who would provide specific feedback to their understanding on elements of the Toulmin Model that included data, warrant, backing, rebuttal and claim.

On August 28, 2015, students were required to read an article from the TIME magazine using the PQ3R strategy (preview, question, read, recite, review). The students had been introduced to the 5 steps of reading (PQ3R) during previous lectures. The lecturer instructed the students to write a confirmation paragraph and practice using Toulmin's model to argue for or against the article. Again, students were required to exchange their article with their peer in class who would provide specific feedback to their understanding on elements of the Toulmin Model which included data, warrant, backing, rebuttal and claim.

The main reason for allowing peers to provide feedback within the class hour was due to time constraints. Providing individual feedback during the almost 1.5 hours lecture time slot to a class of 35 students while adhering to the lesson plan poses too big a challenge. Secondly, timely feedback was imperative as students were expected to apply the Toulmin model into the argumentative essay and submit to their instructor in the following class. The students were introduced to a six paragraph argumentative essay writing format during previous lectures. To help students succeed, timely peer feedback was essential.

Learner autonomy seemed apparent upon observation of the peer reviewing activity. I heard a student say that she could not provide feedback to the learner's writing as she was not clear about 'fact' and 'claims' which are important elements of the Toulmin model. She approached the teacher to clarify her understanding and returned to the friend's writing and continued to provide feedback. In this scenario, the learner was a Chinese student who was bold enough to approach the teacher. Keeping in mind Thailand is a collectivist community where learners are passive belonging to a society that believes in high distant power, learners may sometimes not question teachers and peers (Park & Nuntrakune, 2013). Peer feedback remains a challenge in a Thai EFL writing classroom (Dueraman & Bidin, 2012) owing to the Thai culture being *""kreng jai"* or in English equivalent *"being considerate",* thereby resulting in less comments from peers.

My second observation was the recurrence of errors. Learners received peer comment but repeated the same mistake in the subsequent assignment. Below are examples of the comments with recurring error underlined (See figures 1.1-1.4 for sample).

Table 1: Sample of Feedback

Learner	Feedback on assignment 1 Aug 24th '15	Feedback on assignment 2 Aug 28th '15
1	This person does not have <u>data</u> and backing	For the <u>data</u>, should be statistic, figure.
2	I would like to recommend that the backing should following the <u>warrant</u>.	I wonder that actually your <u>warrant</u> switch with your fact or not.

Based on the observation above, I was interested in the kind of feedback peers give to one another, how the students react to the comments as a receiver, how they can learn as a giver, and how they can respond to or act on the comments in the subsequent lesson. A feedforward cycle can contribute to students improvement in argumentative writing in the short term through ongoing dialogue with peers to complete the feedback cycle for achieving the goal, and take the feedback forward in developing learners' life-long feedback skill in the long term.

Figure 1.1 Sample Learner 1 Assignment 1

24/8/15

In my opinion, I think if we don't go to class, if we're lazy, we don't read a book. So, we cannot do the examination. On the other hand, if we go to the class, and try to listen teacher, and understand what teacher teach us and always review, and work hard. So, we can do the examination easily and get high grades. Yes, my grades reflect my intelligence. It means that we must have more knowledges in order to get high grades.

10 rebuttal 10

- This person does not have data and backing.
* - Claim is wrong position it should be last sentence.
- No warrant

Figure 1.2 Sample Learner 1 Assignment 2

28/8/15

1) ① Ground This turmoil tells us little about the strength of China's economy, which continues to slow at a manageable pace. ② Warrant The Shanghai Shenzhen CSI 300 Index is up 68% over the past 12 month. ③ Backing The party leadership knows that direct intervention to stabilize price migth not work. ④ Rebuttal On the other hand, it's also down more than 30% over past 30 days. ⑤ Claim So, I don't agree with Ian Bremmer in Shanghai Market Swing. I would recommend that the Rebuttal should have the negative word that making the sentence contrast. For the data, should be statistic, figure.

40

*

Figure 1.3 Sample Learner 2 Assignment 1

24/8/15

① Data In my opinion, I think responsible is more important. Because when I got the low grade maybe D or C on some subject. There are many part of score that teacher will give to me such as, score from assignment, score from attendance, etc.. ③ Rebuttal But, If I missed some of score from any parts. It's mean I surely get low score from those parts. ④ Backing So, if those parts will make me miss the good grade from that subject. Thus, I think my grade is more reflect my responsible than intelligence. ⑤ To sum up. I definitely disagree that my grade reflect my intelligence.

② Warrant

Your essay is okay. But I would like to recommend that the backing should following the warrant.

Figure 1.4 Sample Learner 2 Assignment 2

28/8/15

① Do you agree with Ian Bremmer in Shanghai Market Swing? (Your assignment)

Data Ans. This turmoil tells us a bit about the strength of China's economy, which continues to slow at a manageable pace. Warrant The Shanghai Shenzhen CSI 300 Index is up 68% over the past 12 months. Backing The party leadership knows that direct intervention to stabilize price might not work. Rebuttal On the other hand, it's also down more than 30% over past 30 days. Conclusion So, I don't agree with Ian Bremmar in Shanghai Market Swing. I think this is good but I wonder that actually your warrant switch with your fact or not.

1.6 Significance and Implications of the study

Peer feedback is a lifelong skill, which can be applied in business and academic fields. The pedagogical implication of peer feedback and feedforward in an ESL writing class was beneficial in improving practice essay writing. Teachers facilitating the writing class provide peer training to support peers provide feedback by moving from local to global issues. Peer feedback saved teacher correction time and made teachers aware of students' problems through the peer feedback by the types of comments provided, followed by the goals set by learners through feedforward forms. Goals set by the students and monitored in a cycle enabled students to take peer feedback forward into the subsequent assignment by closing the gap between student learning objectives and desired performance (Hughes, 2011; Hattie and Timperley, 2007).

1.7 Operational Definitions of Terms

    1.7.1 Peer refers to students who act as agents to provide information. Feedback refers to the information provided through comments towards the learner's understanding or performance for a given task or assignment (Hattie and Timperley, 2007).

    1.7.2 Feedforward refers to the sequential process of taking the peer feedback comments forward by the writer into the subsequent task or assignment for revision or future learning with the aim to bridge the gap between writer's existing and desired performance (Hattie and Timperley, 2007).

    1.7.3 Argumentative writing refers to six paragraphs comprising of introduction, narration, confirmation, refutation, and conclusion (Beale, 1982) as well as recommendation (Wren & Martin, 1936); the confirmation and refutation paragraph uses a Toulmin Model**.**

    1.7.4 The Toulmin Model refers to elements that include data, warrant, backing, rebuttal and claim (Toulmin, 2003).

        1.7.4.1 Data refers to facts or evidence and the information obtained by reading the business article.

        1.7.4.2 Warrant links the data to the claim.

            1.7.4.3 Backing strongly supports the warrant by providing reasons to convince the reader.

            1.7.4.4 Rebuttal acknowledges the limitation of the claim thus allows writers to justify the statement accordingly.

            1.7.4.5 Claim, also known as thesis, is the concluding statement where the writer clearly takes a stand.

1.7.5   Confirmation refers to the writer's viewpoint for accepting the claim or thesis; refutation refers to the opposing viewpoint of the writer thereby objecting to the claim or thesis legitimately.

1.7.6   Recommendation features the personal statement of the student (Wren & Martin, 1936); Coopperrider & Srivastva (1987)'s appreciative inquiry guideline was provided for students to capitalize on claim statement, inferring upon a crisis or opportunity.

1.7.7   Appreciative inquiry answers four questions, 'What is' (to appreciate the situation, 'What might be' (to envision), 'What should be' (to engage in a dialogue), and 'What will be' (to act innovatively) (Coopperrider & Srivastva, 1987).

CHAPTER 2
REVIEW OF LITERATURE

2.1   Feedback

Feedback has been dominant in the engineering world since the industrial revolution and remained mechanical until 1950 when cybernetics paved way for learning to take place by providing feedback to include both the human and machine systems (Boud & Molloy, 2013). Feedback entered the field of learning and education in the mid twentieth century. Transferring feedback as a "system-control function" by Ramaprasad (1983) into learning whereby feedback is defined as information with a purpose to close the gap between the actual performance of a student and learning goals, Sadler (1989) suggested learners to incorporate the following in feedback :

a. Goals

b. Student's actual performance versus goals

c. Action taken to bridge the gap between goals and performance

Emphasizing on two of the above mentioned conditions (b) and (c), Sadler (1989) recommends learners to engage in dealing with feedback through training, connect feedback to improve the (writing) task, and take feedback forward to improve subsequent or future tasks. To observe effective feedback, learners engage in more than one task by acting upon the feedback in the subsequent task, thus completing the feedback cycle attributed by feedforward (Boud & Molloy, 2013).

Feedback strategies depend on aspects such as context as well as the content (Brookhart, 2008). Depending on the context (student, teacher and task), the type of feedback provided differs in terms of timeliness (immediate or delayed response), quantity (sort or prioritize), mode (oral or written) and audience (personal or group). The type of feedback also differs depending on the content resulting in various features such as focus (work in process or product), comparison (criteria or self-reference), function (descriptive or evaluative), valence (positive or negative). Feedback based on content driven by word choices includes clarity (lucid or unclear), specificity (precise or general) and tone (polite and effective).

2.1.1   Providers of Feedback

In addressing second language (L2) writing, Hyland (2003) suggests teacher written feedback, teacher-student conferencing and peer response to be effective contributors of feedback towards student writing. Hyland (2003) lightly touched on electronic feedback as one of the written forms provided by teachers, advent of the digital world proposed feedback facilitated by computer to be one of the key mediators of effective feedback for L2 student writers (Hyland & Hyland, 2006). Broadly stated, Hyland (2003) identified teachers and peers to be the main sources of feedback.

Teacher feedback can be provided through hand written methods such as marginal comments, cover sheets and criteria checklist, as well as direct and indirect error feedback (Hyland, 2003). As mentioned earlier, written teacher feedback can be provided digitally through electronic media. Teacher-student conferencing provides students an opportunity to meet with the teacher face-to-face, engage in a dialogue with the teacher to discuss and negotiate or clarify feedback that the teacher provides on the student's writing (Hyland, 2003).

Peer feedback, much supported by Vygotskian sociocultural theories such as 'zone of proximal development' and 'scaffolding', though evident in L1 writing classes, is beginning to see advent into the second language writing classrooms. The advantages of peer feedback provided by Hyland (2003), leverages on the strength of the sociocultural theories, enhancing learner's critical skills, reducing learner anxiety and exposing learners to real life audience. Hyland (2003) discusses the disadvantage of peer feedback such as learner's limitations on rhetoric and experience to provide comments, cultural barriers particularly in a constructivist society, as well as student bias to prefer teacher feedback over peer comments. Thus feedback provided through peers has resulted in mixed findings.

Studies supporting effectiveness of peer response does not suggest preference of peer over teacher, but rather supports the role of peer feedback as a balancing act being just one of the two sources of feedback (Hyland & Hyland 2006). In process writing, students generally prefer teacher feedback to improve rhetoric in the initial draft essays while focusing on grammar at a later stage (Hyland, 2003). However the advantages summarized by Hyland (2003) provide benefits to student as well as

teachers. Students benefit from peer feedback by taking ownership, and learner anxiety is lowered as the situation is friendlier and less threatening when engaging with peers; while teachers benefit from facilitating peer feedback as the workload for instructors is greatly reduced.

2.1.2   Positive and Negative Feedback

Feedback provided can be either positive or negative. As Brookhart (2008) explains, positive feedback includes praise while negative response includes criticism. In addition to *praise* and *criticism*, Hyland (2003) focuses on *suggestions* to bring about a revision. *Criticism* may or may not bring about revision as there is no explicit advise provided as to how to bring about the change. However, *suggestion* is a direct recommendation attached to the advice how change or improvement can be brought about.

Positive and negative comments do not literally translate as good or bad comments. Rather, keeping the end in mind, whether the reviewer intends to deepen the acknowledgement of an existing skill or aims to bring about an improvement, positive and negative comments are provided accordingly. Hyland and Hyland (2006) suggests that feedback should be well balanced between positive and negative comments whereby teachers may provide positive comments by acknowledging and enhancing student's skill through praise and boosting student morale, while negative comments such as constructive criticism (or suggestion) facilitates student's improvement in the revision process, not de-motivate the learners.

2.1.3   Content and Form Feedback

Hyland (2003) noted the two camps that debated on teacher's effectiveness towards feedback, acknowledging Truscott's viewpoints that student writing may not improve with teacher's grammatical error correction, therefore suggesting the feedback to be more rhetoric or global rather than grammatical or local. Hyland (2003) further cited research by Ferris (1997) advocating decline in errors when the focus is on the form through written comments, not by correcting the error. Thus Hyland (2003) agrees with Fathman and Whalley (1990) that feedback on 'content and form' can improve student writing.

2.2 Feedforward

Feedforward opportunities exist when a task or assignment is in continuity; the ongoing sequential process enables learners to close the gap between learning outcome and student performance through effective feedback (Hattie & Timperley, 2007). Effective feedback leads to effective feedforward and vice versa as a feedback cycle remains incomplete without feedforward.

2.2.1 Relationship between Feedback and Feedforward

Sadler (1989) traces the history of feedback from engineering where information provided was mechanical and external with no assurance that feedback has been acted upon, while feedback with information related to learner development (based on action taken) is *self monitoring*. A formative assessment requires transmission of information from feedback to self monitoring (Sadler 1989); information can be controlled through a feedback loop to monitor the impact that feedback information has on student learning (Boud & Molloy, 2013).

Feedback provided in isolation for a single task without taking the feedback into a subsequent or future assignment leaves the feedback cycle incomplete. Feedback is generally given for a current assignment, while the effect of the feedback on the subsequent assignment is often left out of the loop. Cartney (2010) explained the gap between 'feedback given' and 'feedback acted upon' is believed to have an impact on future learning, but the linkage between feedback provided and the action taken upon often goes missing. Thus there is a call for research studies that goes beyond the feedback that students receive from the current task into how the feedback is taken forward into the future writing by autonomous learning which can be facilitated by peer feedback (Hyland & Hyland, 2006).

2.2.1.1 Feedforward based on Feedback Principles

Based on the rationale that learning is characterized by feedback and self monitoring, a seven principle of good feedback practice is outlined by Nicol and Macfarlane-Dick (2006). The principle is based on a self regulatory model derived from internal and external feedback. Internal feedback generated by cognition, motivation and behavior includes clarifying goals, self assessment, quality feedback,

self esteem, bridging the gap, and pedagogical improvement. External feedback is generated by peers, teachers and other agencies.

The seven principles to a good feedback practice by Nicol and Macfarlane-Dick (2006) is proposed based on analysis of research literature reviewed. The good feedback practice helps clarify what good performance is (goals, criteria, expected standards); facilitates the development of self-assessment (reflection) in learning; delivers high quality information to students about their learning; encourages teacher and peer dialogue around learning; encourages positive motivational beliefs and self-esteem; provides opportunities to close the gap between current and desired performance; and provides information to teachers that can be used to help shape teaching (Nicol and Macfarlane-Dick, 2006).

While self-generated feedback influences cognition and motivation of a learner for any given task as a single stage, feedback influences behavior when the task is undertaken in two (or more) stages to display revision and/or improvement in the subsequent task. In a typical situation, learners receive feedback in stage one and moves on to the next task without taking feedback forward to improve in stage two, thereby not being able to close the gap between learning goal and actual student performance. Attributed by feedforward, self regulated internal feedback influences learner behavior to bridge the gap by providing feedback for a task in stage one to help improve the second stage or the subsequent task (Nicol & Macfarlane-Dick, 2006).

2.2.1.2 Feedforward based on Feedback Model

While behaviorist theorist believe that feedback can bring a change in learner behavior, Hattie and Timperley (2007) took into consideration Kulhavy (1977)'s argument that not feedback in itself, but the 'acceptance, modification, or rejection' of feedback affects performance depending on the students 'hunger for knowledge'. Taking into consideration feedback towards performance takes place after instruction is received by learners to acquire a skill or knowledge to meet the goals, a model was proposed by Hattie and Timperley (2007) outlining an effective feedback. The *Hattie and Timperley's Model* of effective feedback, proposed after reporting synthesis of

500 meta-analyses from 180,000 studies with 450,000 effect sizes, addresses three questions:

1. *Where am I going* referring to the learner goals that need to be attained (*feed up*).

2. *How am I going* refers to the current performance (*feed back*).

3. *Where to next* refers to learning that can be taken to subsequent assignment (*feed forward*)

The feedback model aims to close the gap between the student's actual performance by answering the three above stated question across four levels namely task, process, self regulatory and self level. Feedback towards task ensures understanding. Feedback towards process aims to complete the task through strategy that learners adopt and is a result of learner's confidence to accomplish the task. Self regulated feedback, also referred to internal feedback (Sadler 1989), results in learner autonomy through learner endeavor and understanding enabling learners to take the feedback further than the task in order to meet the learning goal. Self level refers to the positive and negative feedback.

Looking closely at the three questions and the four levels of feedback, feedforward *Where to next* (question 3) is powerful in bridging the gap between learner's existing and desired performance. Based on the meta-analyses reports, process and self-regulation are effective feedback while self level is least effective. Hattie and Timperley (2007) integrate the three questions and four levels of feedback addressing the important issues to give feedback at the right level. Note that in covering all issues, a feedforward approach to take the feedback on a two stage approach is required to help close the gap between learning goal and student performance through timing, positive/negative feedback, classroom and assessment.

In terms of timing, feedback on task level maybe immediate but feedback on the process should take place within an appropriate interval between the two tasks. Commitment enables learners to take positive comments creatively towards more challenging goals, while negative comments can drive motivation to improve and seek positive remark by acting on the subsequent task. Following effective classroom instructions by the teacher, feedback can be provided at the task, process and self regulatory level by the teacher, peer and/or self, accordingly. However, teachers need

to understand 'when, how and at what level' feedback should be provided to enhance further learning. Assessment in the form of feedback information can be provided at task, process and regulatory level, however, assessment should also benefit students by answering questions 2 and 3 (How am I going and Where to next). Such implications will help learners understand how to perform better and what needs to be done next to show improvement.

2.2.2 Dialogic Feedforward

Under the assumption that feedforward and self regulatory are important characteristic of feedback (Boud & Molloy, 2013), external feedback such as teacher and peers can strategically facilitate internal feedback by bringing about a change in the learner behavior to bridge the gap between learner goal and performance (Nicol & Macfarlane-Dick, 2006). The external feedback strategies that can help regulate learner behavior to bridge the gap includes providing feedback on task that require revision and a two stage task, modeling, giving 'action point' as feedback, and allowing learners to set up their 'action points'. Based on the self regulation model, effective external feedback can be facilitated through internalization and dialogue (Nicol & Macfarlane-Dick, 2006).

Lantolf and Thorne (2006) mentioned internalization takes place when a learner comes in contact with cultural artifacts such as a social environment (external feedback such as peers) and undergoes a negotiation process by thinking internally to produce the result based on the thought process (internal feedback). The learner engages in an inner dialogue to understand the meaning from the feedback and apply the learning in the subsequent assignment (Nicol, 2010). However, to make sure feedback is understood, learners can engage in a dialogue with the provider of the feedback to negotiate, clarify or discuss the information received.

Feedback dialogue provided by peer is friendly, less threatening, provides strategies and tactics, offers empathy (when common errors occur), is motivating, and more acceptable to accept critique (Nicol & Macfarlane-Dick, 2006). Hyland and Hyland (2006) located peer feedback (external feedback) as a process within the sociocultural theory whereby social interaction mediates between the learner and the social environment (peers) contributing to improvement in writing skills for second

language learners. In examining potential possibilities for research in the area of feedback for second language writing, Hyland (2010) suggested peer feedback to be one of the sources facilitating self development.

2.3 Peer feedback in Argumentative Writing using Toulmin's Elements

Issues regarding ineffectiveness of peer feedback usually arise owing to the validity and reliability as well as meticulousness of the assessment (Langan & Wheater, 2003). Peer assessment for highly objective assessments with accurate answers are advocated to be more effective opposed to low objective assessments like argumentative writing. Nevertheless, studies have suggested how peer feedback can improve essay writing (Higgins, Hartley, & Skelton, 2002; Hughes, 2001) thus peer assessments with low objectives such as essay writing need not be dismissed. Kaur (2014) mentioned argumentative writing to be the most difficult writing genre but an important and challenging skill for academic achievement especially at the university level. According to Kaur (2014) lack of practice is one of the factors that contribute to argumentative writing difficulty amongst Thai EFL learners.

With an aim to teach argumentative writing effectively, Kaur (2015) suggests an effective teaching approach by developing strategies through uncovering students' weakness in argumentative writing. Amongst various strategies used, peer feedback was implemented when teaching argumentative writing and reported to be effective in developing writing skill. In assigning skills to which feedforward can be implemented, Hughes et al. (2015) cited Lea and Street's (1998) revelation of argumentative skill as a higher order skill for a specific discipline which needs to be explored further.

Acknowledging that argumentative writing is one of the most important and difficult genres of academic writing, Wingate (2012) further explained that the main reason students struggled with argumentative writing is inadequacy in writing guidelines. The results revealed that students did not correctly understand the definition of an argument. While difficulties faced by students included lack of structure, analysis, evidence, unrelated conclusion and unrelated information, the study uncovered problems related to unclear writing instructions. Thus in order to improve the argumentative writing skill, an essay writing framework was

recommended where an argument is developed from a macro level using illustrations and text boxes. The writing gradually developed into a bigger piece and continually assessed to monitor student progress.

Previous research conducted by Rycker & Ponnudurai (2011) states that one-sided argument is a global issue resulting in the shortcoming of cognitive development and in turn hampers argumentative skills. In an experiment conducted amongst 90 students: 44 students who read text online were compared to 46 students who read the printed version. Both groups were expected to deliver a writing task in the form of an argumentative essay. The essay was rated and the results were statistically significant where online readers posed better results compared to print readers, however there is room for improvement for counter-argument in both groups. Rycker & Ponnudurai (2011) acknowledged that reading strategies be coined with critical and two sided argumentative writing practices which can be key successful strategies in pedagogical teaching.

In order to improve argumentative writing, M. Larson, Britt, and A. Larson (2004) recommended instruction should be explicit and argumentative text comprehended. An experiment conducted by Larson et al. (2004) using Toulmin's claim as argument schema to comprehend the text suggested that readers need to be taught to identify key argument components. Coffin (2004) refers to various studies including Toulmin's model for effective argument writing, especially during an IELTS test where two-sided arguments are required. Thus Toulmin's counter argument component is applicable. A Toulmin element of argument exemplified by Toulmin (2003) is provided in Table 2.

Table 2: Toulmin Elements with Examples

Elements	Example
Ground	Harry was born in Bermuda
Warrant	A man born in Bermuda will legally be a British citizen.
Backing	I trained as a barrister in London, specializing in citizenship, so I know that a man born in Bermuda will legally be a British citizen
Rebuttal	A man born in Bermuda will legally be a British citizen, unless he has betrayed Britain and has become a spy for another country
Claim	(So) Harry is a British subject

Based on the above mentioned literature, though argumentative essay writing is one of the most difficult genres (Kaur, 2015), peer feedback can help students overcome the challenge and identify weakness through ongoing monitoring process (Wingate, 2012). Two sided argumentative practice can help improve argumentative writing (Rycker & Ponnudurai, 2011) using argument schema to comprehend the text and identifying key argument elements (Larson et al., 2004). The Toulmin Model of argument that presents a two-sided argument (Coffin, 2004) can have a pedagogical impact to improve student's argumentative essay writing (Rycker & Ponnudurai 2011) through a feedforward class (Hughes et al., 2015).

2.4 Providing Peer Feedback and Feedforward

Teachers often find that providing feedback to students can be challenging and time consuming, thus teachers have been encouraged to be trained to provide effective feedback (Ferris, 2007). If such trained professionals find feedback a challenge, peers undoubtedly would find providing feedback to learners in a classroom challenging, and may even wonder where and how to start providing feedback. Several studies have confirmed that peer training is an effective strategy to a good feedback practice.

In advocating the result of studies that peer response training leads to good feedback, Liu and Hansen (2002) and Ferris (2003) put forward feedback guidelines to prepare students to provide peer response. Guidelines by Berg (1999) has been most influential in fostering Liu and Hansen (2002) and Ferris (2003) to provide manuals for peer feedback. Liu and Hansen (2002) as well as Ferris (2003) were straightforward in providing the 11 guidelines by Berg (1999).

The 11 point guideline provided by Berg (1999) outlined by Ferris (2003) suggests creating a comfortable classroom environment; explaining the role of peer response in the writing class; discussing how professional writers use peer response; share how teacher utilize peer response in their own writing/teaching; modelling peer response with the whole class using a sample text; discussing (in)appropriate vocabulary and expressions for peer feedback; introducing the peer response form; practicing the process by having groups of students write a paragraph collaboratively and then having another group critique for revision; facilitating conversations among readers, writers, and the teachers about the feedback process; discussing strategies for

implementing peers' feedback in revision; and viewing then discussing video clips of a successful and an unsuccessful peer response session.

Liu and Hansen (2002) expanded Berg's (1999) 11 points guideline into 16 points upon referring to Liu and Saddler (2002). The outline by Berg (1999) was classified by Liu and Hansen (2002) into affective, cognitive, sociocultural and linguistic categories. Feedback begins with the affective category where students are provided a schema to the 'what, how and why' of peer response. Students are introduced to the process of providing feedback in the cognitive category. Intercultural experiences are shared to guide the peers to respect one another; linguistic pragmatics is provided as a guideline so L2 learners can use appropriate language to provide comments.

Ferris (2007) suggests feedback training using a PPP (purpose, process and method) technique guided by the Approach-Response-Follow structure. Ferris (2007) suggests feedback provided should be a 'selective, prioritized approach' to include long term learning through assessment and evaluation, not just fixing errors for current assignment. Though the article mainly targeted teacher trainers, Ferris (2007) acknowledged feedback can be a 'judicious mix' sourced by teacher, peer and/or self. As part of the 'Approach-Response-Follow' structure, 'Follow-up' suggested by Ferris (2007) is a useful approach allowing room for negotiation for learners to understand the comments, and take the feedback comments forward into the next revision (or subsequent assignment).

The researcher attempted to closely look at the guideline provided by Liu and Hansen (2002) as well as Ferris (2007), transferring the training guideline to peers. Ferris (2007) used the guideline to train teachers by enabling the teachers in training provide peer response to one another.

Table 3: Guidelines for Providing Peer Response Training

Ferris (2007) (Approach-Response-Follow)	Liu & Hansen (2002) Berg (1999); Liu & Saddler (2000)

Approach
 	
Discuss issues, questions, experience:
 	
    Giver of feedback
 	
    Receiver of feedback
	1.Affective
	
	1.1 Create comfortable environment
	
	1.2 Encourage peer support
	
	1.3 Establish role of peer response
	
	1.4 Familiarize with procedure
	
	1.5 Peer comments before teacher

Response
 	
Start reading without marking
 	
Refer to criteria:
 	
    Rubric
 	
    Task specification
 	
    Feedforward
 	
    Recent lessons
 	
Marginal commentary
 	
Modal examples
 	
Hands on activity
 	
Generate own feedback
	2.Cognitive
	
	2.1 Highlight purpose
	
	2.2 Stress importance of revision
	
	2.3 Use task specific sheet
	
	2.4 Model the process
	
	2.5 Provide guidelines
	
	2.6 Practice asking questions
	
	3.Sociocultural (Intercultural, experience, respect peers)
	
	4.Linguistics (Pragmatic expressions,)

Follow (Negotiate/Revise/Resubmit)	

Based on the assumption that feedforward is an ongoing process, at least one cycle of feedback should occur between current and subsequent task that leads of self monitoring. Sadler (2002) suggests the procedure to setting criteria for qualitative

judgment; the examples are based on the researcher's understanding using the Ferris' (2007) Approach, Response and Follow-up approach.

2.5 Feedback/Feedforward Typology

Feedback, through behavioral, motivational and cognitive process, leads to learner autonomy (Nicol & Macfarlane-Dick, 2006). Feedback comments can help learners improve writing and learners can take the feedback forward into the subsequent assignment to bridge the gap between learning goals and student performance (Hattie and Timperley, 2007). In guiding students on how peers should provide feedback to learner's essay, Liu and Hansen (2002) encouraged negotiation through questioning (*clarification/elaboration*) leading to effective revision. Allowing the writer to negotiate lessens learner anxiety and allows learner to take 'ownership of the text' thus not always waiting to be 'told' what to do. In feeling entitled to the text, the learner sets goals thus engaging in a noteworthy act of intentional change in performance (Sadler 1989).

2.5.1   Types of Comments (on forms)

Liu and Hansen (2002) cites Liu and Sadler (2000) in suggesting feedback to be more focused on revising global rather than local issues where *clarification/elaboration* is most effective. In addition to clarification and elaboration, *evaluation, suggestion and alteration* are other types of comments that need to be specific to result in effective global revision. Liu and Hansen (2002) illustrate examples for global issue as follow:

Evaluation: 'This is not a clear thesis statement' is more effective than 'This is a great thesis statement'.

Suggestion: 'Your thesis should be explained more clearly' is more effective than 'Your thesis should stay as is'.

Alteration: *'Change your thesis in X'*

Hughes et al. (2015) draws upon the feedback categorization from Orsmond & Merry (2011) to include praise, critique, advice, clarification request and unclarified request. Feedback remains a 'one-way message' until the comments are crucially

related to the student task or assignment such that the feedback comments can be put as feedforward into the subsequent assignment. Hughes et al. (2015) and Liu and Hansen (2002) are of similar notion that praise, suggestion and critique would be most effective when the feedback comments are specific.

To overcome the challenge making praise effective, Hughes et al. (2015) added the Ipsative 'performance goal' to the feedback categorization to clearly differentiate praise that may be subject to just current task, whereas ipsative recognizes progress in comparison to the previous task. Critique was subdivided to discriminate global and local issues. To ensure advice is actionable as feedforward, a subdivision was clearly defined to include suggestions for future assignment.

The feedback categories adapted by Hughes et al. (2015) and Hughes (2011) with examples are illustrated in Table 4.

Table 4: Categories of Feedback Comments

Category of feedback	Code	Sub-category	Examples (Hughes, 2011)
Giving praise	P1		'A well-constructed argument...'.
Recognising progress (ipsative)	P2		'This represents a significant improvement...' 'You have taken on board critique...'
Critical feedback	C1	Correction of errors	Spelling, grammar, referencing etc.
	C2	Factual critiques (of content)	'I do not think you can say X.' ' this is not in enough depth'
	C3	Critique of approach (structure and argument)	
Giving advice	A1	Specific (to current assignment)	'You might want to consider X...'
	A2	General points (specific to current assignment)	e.g. on depth, argument and structure: 'There is scope to tease out further detail on X...'
	A3	For future assignments	'In your next essay you should consider Y...'
Clarification requests	Q		'What do you mean by Z?'
Unclassified statements	O		Statements which do not make a judgment e.g. descriptions of the work.

The researcher closely looked at the categories of feedback comments by comparing the works of Hughes (2011) and Hughes et al. (2015) versus Liu and Hansen (2002); the types of comments were found to be similar. One noted difference was the ipsative category indicating progress between previous and existing performance points, which appeared in works by Hughes (2011) and Hughes et al. (2015).

Table 5: Comparison of Feedback Categories

Hughes (2011), Hughes et al. (2015)	Liu & Hansen (2002) Source : Liu & Sadler (2000)
Giving praise	Evaluation
Recognizing progress (ipsative)	-
Critical feedback	Alterations
Giving advice	Suggestions
Clarification requests	Clarification/Elaboration
Unclassified statements	-

2.5.2 Corrective Feedback (on student essays)

Corrective feedback in student writing can be provided directly, indirectly and/or through metalinguistic corrections (Ellis, 2009). Direct corrective feedback refers to the teacher or peer modifying the error correctly by providing the right answer to the linguistic error, such that the learner can transcribe the correction into the revision (Ferris, 2004). Indirect corrective feedback refers to the teacher and/or peer by identifying the error without making any modification or correction, but using cues such as circles and/or underline to mark the error, such that learners can 'solve and correct' the error (Ferris, 2004). Metalinguistic corrective feedback refers to clearly identifying the errors through explanations.

Examples of the corrective feedback errors are illustrated by Ellis (2009) in the following section.

Direct correction

a   a   the
A dog stole∧bone from∧butcher. He escaped with having∧bone. When the dog was
over   a   a   saw a
going ~~through~~∧bridge over ~~the~~ river he ~~found~~ dog in the river.

EXAMPLE 1

Indirect correction

A dog stole X bone from X butcher. He escaped with XhavingX X bone. When the dog was going XthroughX X bridge over XtheX river he found X dog in the river. X = missing word X __X = wrong word

EXAMPLE 2

Metalinguistic corrective feedback

art.   art.   WW art.
A dog stole bone from butcher. He escaped with having bone. When the dog was
prep.   art.   art.
going through bridge over the river he found dog in the river.

EXAMPLE 3

Art. x 3; WW	A dog stole bone from butcher. He escaped with having bone.
Prep.; art.	When the dog was going through bridge over the river he
Art.	found dog in the river.

EXAMPLE 4

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          (1)   (2)   (3)

A dog stole bone from butcher. He escaped with having bone. When the dog was

       (4)   (5)   (6)

going through bridge over the river he found dog in the river.

(1), (2), (5), and (6)—you need 'a' before the noun when a person or thing is mentioned for the first time.

(3)—you need 'the' before the noun when the person or thing has been mentioned previously.

(4)—you need 'over' when you go across the surface of something; you use 'through' when you go inside something (e.g. 'go through the forest').

EXAMPLE 5

CHAPTER 3
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the participants, research design, instruments used, data collection, coding and analysis for the study. Data was collected quantitatively to determine the kind of feedback as well as the attitude rating. To triangulate the study, the qualitative method was employed to conduct in-depth interview with the students.

3.2 Participants

Participants were students enrolled in a Business Reading course in Thailand, registered for the semester from January to May 2016. The 30 participants were chosen based on convenience sampling.

The students registered with the teacher engaged in a peer feedback and feedforward cycle. All participants were requested to evaluate their attitude through a structured questionnaire towards peer feedback and feedforward, upon agreeing to a signed consent form.

In addition, an in-depth interview was conducted with students who experienced peer feedback/forward. Five students were chosen per teacher's recommendation based on convenience sampling.

3.3 Research Design and Procedures

The research study followed a sequential explanatory design which according to Creswell, Plano, Guttmann, and Hanson (2003) is a collection and analysis of quantitative data followed by qualitative data. The research procedure began with a peer training session. Data was collected from the types of comments provided on the peer feedback forms and counted for frequency; data from the attitude questionnaire was collected and analysed using SPSS. The interpretation of the data from the peer feedback form and attitude questionnaire formed a framework probing questions for collection of indepth interview. The research procedure undertaken and the timeline implemented is outlined in the following table:

Timeline for undertaking the quantitative and qualitative research:

Research	Week	Step by step description	Essay
QUAN	1	Provided training for feedback/feedforward	-
		Teacher assigned argumentative essay 1	Essay 1
		Learner submitted draft essay to peer	Draft
		Learner filled feedforward form a) To request specific feedback b) To set new goals for areas of improvement	
		Peer filled in peer feedback form	
		Learner revised draft based on peer feedback form	
	2	Learner submitted final essay to peer	Essay 1
		Peer filled in peer feedback form	Final
		Provided review of feedforward training	
		Learner filled feedforward form a) To request specific feedback b) To set new goals for areas of improvement c) To see improvement from previous feedback	
	3	Teacher assigned argumentative essay 2	Essay 2
		Learner submitted draft essay to peer	Draft
		Peer filled in peer feedback form	
		Learner filled feedforward form a) To request specific feedback b) To set new goals for areas of improvement c) To see improvement from previous feedback	
		Learner revised draft based on peer feedback form A and feedforward form	
	4	Learner submitted final essay to peer	Essay 2 Final
		Peer filled in peer feedback form	
		Learner filled in feedforward form	
	5	Learner filled attitude questionnaire	-
QUAL	5-6	In-depth Interview	-

3.3.1 Quantitative Research

Learners engaged in an argumentative essay writing assignment per instructor's instruction (see Appendix J for topics assigned by the lecturer). The quantitative research was a collection of data for the types of comments given by peers to learners engaged in two cycles of peer feedback and feedforward. For challenging tasks, more than one cycle of feedback attributed by feedforward can help attain the learner's goal, though too many cycles may be an indication of setting unrealistic goals or questioning teacher's performance (Boud & Molloy, 2013).

At the end of the second essay, students were provided with a questionnaire to rate their attitude towards the peer feedback and feedforward activity (see Appendix G). The learning outcome of the first task should be partly or fully integrated in the learning outcome of the second task (Boud & Molloy, 2013). To maintain similarity in both tasks, argumentative essays remained the main genre where feedback from the first essay was taken forward to see improvement in the second essay. Feedback in the draft version of the essay was taken forward to see improvement in the final version of the respective essays. Thus two essays helped achieve the two research objectives; firstly, to investigate the main types of peer feedback; secondly to investigate learners' attitudes towards peer feedback and feedforward.

3.3.2   Qualitative Research

While the quantitative data provides actual facts on the attitude towards peer feedback and feedforward, qualitative data is aimed to triangulate the study and explore pedagogical areas creating a meaningful practice for peer feedback and feedforward in a Thai EFL writing class. The qualitative research was based on in-depth interviews conducted with the students to gain insights into opinion, as well as discuss ways how peer feedback and feedforward can be improved (see Appendix H)

3.4   The Instruments

The following instruments were used to capture data:

1. Student argumentative essays assigned by the lecturer (see Appendix A).
2. The feedback form adapted from Ferris (2007), Toulmin (2003) and Jacobs et al. (1981) to include response form and memo (see Appendices B and C).

3. The feedforward form adapted from a survey undertaken by works by Hughes (2011) and Hughes et al. (2015) and Jones (2011) (see Appendices D, E, F).

4. The questionnaire adapted from Liu and Chai (2009) (see Appendix G).

5. A semi structured in-depth interview guideline. (see Appendix H).

3.5 Validity and Reliability of the Research Instruments

In order to ensure the validity and reliability of the research instruments, the IOC (Item Objective Congruence) and intercoder process was employed. Three experts were requested to validate the questionnaire. In addition, the types of comments provided on the research instruments were cross-checked by an expert to evaluate the agreement towards the coding structure for three randomly selected students (10% of total students).

The feedback comments collected through three instruments in a sequential process increased the reliability of the research instruments bringing about consistency through a 'prioritized, structured process' (Ferris, 2007). Moreover, qualitative research through interview with students and information from the feedforward forms were collected thus increasing the validity of the research instruments and making the result more reliable.

3.6 Ethical Considerations

The research was conducted to comply with ethical standards (McNamara, 1994). Respondents were provided with consent forms to state their voluntary participation in the research study. Participants were informed that the research would have no effect nor would lead to any harm to participants. The confidentiality of participants remains, and participants were informed that the purpose of undertaking the research study was fir tge attainment of the researcher's masters degree program. The researcher aims to report the methodology and result of findings to contribute to further development in related professional academic fields to language writing.

3.7   Data Collections

Data collected from peer feedback forms and attitude questionnaires were categorized and coded for analysis.

3.7.1   Peer Feedback Forms (Response form and memo)

Peer feedback was provided on approximately 120 essays (2 essays with draft and final version for 30 students). Students were allowed to use a combination of peer feedback forms (Ferris, 2007) including criteria checklists, response sheets and memos. Based on the 'prioritized, structure approach', peers provided feedback based on the response forms. Then peers wrote a memo by selecting one point to praise and two points to suggest so that learners could improve the argumentative essay writing in the next assignment. The types of comments provided on the feedback forms as well as memos were collected for coding.

3.7.2   Student Essays

Peers provided corrective errors and marginal comments on the student essays. The corrective feedback was categorized into direct, indirect errors and metalinguistic corrective feedback (Ellis, 2009). In order to avoid duplication, metalinguistic comments were categorized as critique based on comment categorization by Hughes et al. (2015) . Marginal comments, comments at the beginning of the essay, end-notes or other comments on the essay were categorized by type of comments (Hughes 2011; Hughes et al., 2015) as well as criteria of selection (Ferris, 2007; Jacobs, 1981; Toulmin, 2003).

3.7.3   Attitude Questionnaire

Data from the attitude questionnaire revealed attitude towards peer feedback in general; attitude towards receiving and giving peer feedback; as well as attitude towards feedforward.

3.8 Coding

Coding was provided for the *type of comment, corrective feedback* as well as the *criteria*. Comments and corrective feedback were provided on the research instruments: peer feedback forms, memos and essays. However, the extent of coding differed slightly depending on the structure of the research instrument. *Types of comments* were coded across all instruments (peer feedback forms, memos as well as essays) for praise, critique, advice, clarification requests or unclarified statements. *Corrective feedback* was provided on student essays so were coded as direct or indirect feedback, accordingly. *Criteria* were coded on memo and student essays based on the comments provided towards the respective areas (response to prompt, content, use of reading, organization or vocabulary, language and mechanics). Criteria were provided for the structured peer feedback forms therefore required no further coding.

The procedure for coding began with the feedback points on the feedback forms followed by memos and essays. For the feedback form, comments were categorized as praise, critique, advice, clarification requests and unclarified statements (Hughes 2011; Hughes et al., 2015). The criteria on the form were structured so that categorization focused on the *type of comment* provided towards each criterion.

Coding of memos followed *categorization comments* by Hughes (2011) and Hughes et al. (2015). The main focus on the memo was praise and suggestion. Coding began with the feedback to appreciate or praise any one point. The codes were expected to be praise (P1) or recognizing progress (P2); as well as two suggestions which by default was coded as advice towards the next assignment (A3). Though P1, P2 and A3 are expected to appear by default, however, occurrences of any other types of comments were coded accordingly. In addition to the type of comments, *the criteria* were also coded based on checklist adapted by Jacobs (1981), Toulmin (2003), and Ferris (2007).

Coding of essay followed *comments categorization* by Hughes (2011) and Hughes et al. (2015) as well as *criteria* adapted by Jacobs (1981), Toulmin (2003), and Ferris (2007). In addition to categorization of comments and criteria, *corrective feedback* provided on essays was categorized as direct and indirect corrective error feedback.

3.8.1 Types of Comments

Comments from the peer feedback form were coded into praise, critique, advice, clarification requests or unclarified statements; the types of comment were based on the categories adapted and examples illustrated by Hughes et al. (2015) and Hughes (2011). In addition, the researcher provided examples to clarify the codes for each type of comment and sub category.

Category of feedback	Code	Sub-category	Examples	Researcher's Example
Giving praise	P1		'A well constructed argument...'.	The content is easy to understand
Recognising progress (ipsative)	P2		'This represents a significant improvement...' 'You have taken on board critique...'	The main idea improved from the previous draft
Critical feedback	C1	Correction of errors	Spelling, grammar, referencing etc.	A lot of spelling mistake
	C2	Factual critiques (of content)	'I do not think you can say X.' ' this is not in enough depth'	Main idea is not clear.
	C3	Critique of approach (structure and argument)		Claim is missing
Giving advice	A1	Specific and general points (to current assignment)	'You might want to consider X...'	Give more example
	A3	For future assignments	'In your next essay you should consider Y...'	Improve the confirmation paragraph in your next essay
Clarification requests	Q		'What do you mean by Z?'	Why do you disagree with this statement?
Unclassified statements	O		Statements which do not make a judgement e.g. descriptions of the work.	Improve your handwriting

3.8.1.1 Praise

Praise is subcategorized into P1 (praise towards current assignment) and P2 (praise recognizing progress when comparing the current assignment to the previous one).

Praise (P1) included explicit remarks, acknowledgements, positive statements and detailed action. The examples for P1 are provided in the following table.

Description	Examples for Praise (P1)
Explicit remarks	Good, interesting, perfect, well organized, no vocabulary mistake, etc
Acknowledgements	Clear and logical. Everything is ok. Confirmation and refutation followed the Toulmin elements.
Positive statements	No serious mistakes. Organization is not bad. There is little mistake is (in) critique. No big mistake. Very few missing of article.
Detailed action	Essay is focused on the topic. The content is easy to understand. Uses several vocabularies, proper tense. The writer use paraphrase and quotation to strengthen the paper.

Recognizing progress (P2) included explicit words related and compared to progress as well as follow-ups. Examples for P2 are provided in the following table.

Description	Examples for Recognizing Progress (P2)
Explicit remarks	Improved, better, etc
Comparative words (such as more or less)	Use appropriate word, so the essay (is) more complete. Less mistake. Essay is good because you use more of coherence
Directly or indirectly compares to previous work	Grammatical error (is) reducing. The contents include opposing viewpoints which at first draft doesn't have opposing viewpoints You corrected the mistake that I mentioned.

3.8.1.2 Critique

Critique was subcategorized into C1 (vocabulary, language and mechanics), C2 (content), and C3 (organization and structure). Negation words and sentences as well as statements pointing to suggestions but lacked action were coded as critique.

Description	Examples for Critique (C1/C2/C3)
Negation words	Lack, missing, wrong, not used, no, etc;
Negation statements	Hard to understand. Not clear. Did not show…
Suggestion but lacking explicit actions	Some part can improve Missing the first two sentences. Claim is missing.

3.8.1.3 Advice

Advice referred to suggestions with explicit instructions for action. Advice includes modality ('should', 'could'), and obligation words ('need to') that leads to action.

Advice is subcategorized into A1 (advice for current assignment) and A3 (advice towards future assignment). A3 uses explicit words stating the next assignment such as 'rewrite', 'in your next essay…'.

3.8.1.4 Clarification requests

Clarification requests or questions are indirect speech that ends with a question mark (?).

3.8.1.5 Unclassified statements

Unclassified statements are 'other' irrelevant statements that cannot be judged. In addition, statements that didn't fit the criteria such as handwriting, etc. were coded as unclassified statements.

The main challenge during the coding process was to distinguish critique from advice. As Hyland (2001) suggested, first, advice explicitly requires an action. Second, sentences that include modality (such as *should* and *could*) as well as obligations (such as *need to*) are categorized as advice. The main dividing point between critique and advice was whether the suggestion explicitly states action or not. Suggestions with action were coded as advice; else the statement was coded as critique.

3.8.2   Corrective Feedback on Students Essays

For the purpose of this study, peer mark and corrective errors on student essay were categorized and coded as direct, indirect and metalinguistic corrective feedback. The coding categories found in the essays were D (Direct), I (Indirect) and (O) Others. To avoid duplication of types of comments, metalinguistic errors were incorporated as type of comment guided by Hughes (2011) and Hughes et al., (2015).

Code	Description of Corrective Feedback
D	Direct corrective feedback
I	Indirect corrective feedback
O	Other comments (e.g. metalinguistic)
	Type of comments: praise, critique (C1), advice, clarification
	requests or unclarified statement
	C1=correction of errors

The corrective feedback strategies are briefly explained and example provided by Ellis (2009). Direct corrective feedback refers to identifying the linguistic error by modifying the mistake, for example by crossing out the incorrect occurrence and writing the correct answer, such that the learner can transcribe the correction into the revision (See example 1). Indirect corrective feedback refers to identifying the error without making any amendments but using cues such as circles and/or underline to mark the error leaving the learner to 'solve and correct' the mistake. (See example 2). Metalinguistic corrective feedback refers to clearly identifying the errors through explanations (See examples 3-5).

	a	a		the	

A dog stole∧bone from∧butcher. He escaped with having∧bone. When the dog was

	over	a	a	saw a

going ~~through~~∧bridge over ~~the~~ river he ~~found~~ dog in the river.

EXAMPLE 1

A dog stole X bone from X butcher. He escaped with X<u>having</u>X X bone. When the dog was going X<u>through</u>X X bridge over X<u>the</u>X river he found X dog in the river.
X = missing word
X __X = wrong word

EXAMPLE 2

	art.	art.		WW art.

A dog stole bone from butcher. He escaped with having bone. When the dog was

	prep.	art.	art.

going through bridge over the river he found dog in the river.

EXAMPLE 3

Art. x 3; WW	A dog stole bone from butcher. He escaped with having bone.
Prep.; art.	When the dog was going through bridge over the river he
Art.	found dog in the river.

EXAMPLE 4

	(1)	(2)		(3)

A dog stole bone from butcher. He escaped with having bone. When the dog was

	(4)	(5)		(6)

going through bridge over the river he found dog in the river.

(1), (2), (5), and (6)—you need 'a' before the noun when a person or thing is mentioned for the first time.

(3)—you need 'the' before the noun when the person or thing has been mentioned previously.

(4)—you need 'over' when you go across the surface of something; you use 'through' when you go inside something (e.g. 'go through the forest').

EXAMPLE 5

3.8.3 Criteria

The coding scheme for the criteria followed the checklist adapted from Jacobs (1981), Toulmin (2003) & Ferris (2007).

Code	Description
R	**Response to prompt** The paper responds clearly and completely to the specific instructions in the assignment. The essay stays clearly focused on the topic throughout.
C	**Content** The essay has a clear main idea or thesis. The thesis is well supported with several major points or arguments. The supporting points are developed with ideas from the reading, facts, or other examples from the writer's own experiences or observations. The arguments or examples are clear and logical. Opposing viewpoints have been considered and responded to clearly and effectively.
U	**Use of reading** The *learner* has incorporated other texts into his/her essay. The ideas in the readings have been reported accurately. The *learner* has used summary, paraphrase, and quotations from the readings to strengthen his/her paper. The *learner* has mastered the mechanics of incorporating ideas from other texts appropriately identifying the author & title into the *learner*'s own text.
O	**Organization** There is a clear beginning (introduction), middle (body), and end (conclusion) to the essay. The introduction introduces the topic and clearly expresses the main idea. The body includes narration which effectively summarizes the reading material. Confirmation and refutation provides the writer's stand defining Toulmin elements to include data, warrant, backing, rebuttal and claim Recommendation provides prediction/forecast The body paragraphs include topic sentences which are directly tied to the main idea (thesis). Each body paragraph is well organized and includes a topic sentence, supporting details, and a summary of the ideas. Coherence devices (transitions, repetition, synonyms, pronoun reference, etc.) are used effectively within and between paragraphs. The conclusion ties the ideas in the body back to the thesis and summarizes why the issue is interesting or important.
V	**Vocabulary, language and mechanics** The essay showed richness in vocabulary and words were used appropriately. The essay does not have serious and frequent errors in grammar (a usage of articles, word order, tenses, prepositions, sentence constructions) The essay does not have serious and frequent errors in grammar paragraphing, spelling, capitalization, punctuation

The peer feedback forms were based on a scoring profile created by Jacobs (1981) and adapted to include Toulmin's elements (Toulmin, 2003) for argumentative essay writing. However, the score was not used by students in order to enhance learner

autonomy, maintain friendliness, and not provoke competition (Sadler, 1989). The criteria used as checklist was adapted from Ferris (2007).

Criteria adapted from Jacobs (1981), Toulmin (2003) & Ferris (2007)

Components	Criteria	Score
Content	extent, relevance, subject knowledge	30%
Organization	coherence, fluency, clarity, logical sequencing	20%
Toulmin Elements	Ground	
	Warrant	
	Backing	
	Rebuttal	
	Claim	
Vocabulary	richness, appropriate register, word form mastery	20%
Language	use accuracy (a usage of articles, word order, tenses, prepositions, sentence constructions)	25%
Mechanics	paragraphing, spelling, capitalization, punctuation	5%

All elements of Toulmin are listed below except qualifier. Qualifier were reserved and taught conservatively to strengthen claims as probability and vagueness in the conclusion can arise with implication of modal qualifiers (such as possibly, usually, sometimes, maybe). Toulmin elements of argument as explained and exemplified by Toulmin (Toulmin, 2003) with additional notes compiled by researcher from instructor's lecture for student understanding follows in the table below.

Example of Toulmin Elements (Toulmin, 2003)

Elements	Example	Researcher's Notes
Ground	Harry was born in Bermuda	Data/Fact usually the reason for the claim or argument
Warrant	A man born in Bermuda will legally be a British citizen.	Link between ground and claim with relevance
Backing	I trained as a barrister in London, specializing in citizenship, so I know that a man born in Bermuda will legally be a British citizen	Convince with support or additional reason
Rebuttal	A man born in Bermuda will legally be a British citizen, unless he has betrayed Britain and has become a spy for another country	Counter argument
Claim	(So) Harry is a British subject	The thesis, argument, or conclusion allowing the writer to take a stand.

3.8.4   Example of Coding Comments

Based on Ferris' (2007) 'selective, prioritized approach' to provide feedback, peers were encouraged to read the essay and provide feedback on the feedback form. Then peers would write a memo by selecting one feedback point to praise and two feedback points to suggest area(s) of improvement. To make it clearer, examples are taken to show how the researcher categorized the types of feedback and analyzed them.

3.8.4.1 Feedback form

a)   Single feedback points in a statement (Student #3)

Comments in the feedback form and memo were adapted from Hughes et al. (2015) and Hughes (2011), and categorized as praise, critique, advice, clarification request and unclarified request. The feedback form based on the criteria checklist adapted from Jacobs (1981), Toulmin (2003) and Ferris (2007) includes response to prompt, use of reading, content, organization, as well as vocabulary, language and mechanics.

The students were provided with a structured feedback form. The criteria were fixed based on the checklist thus required no coding. The peer feedback comments were coded into praise (P1/P2), critique (C1/C2/C3), advice (A1/A3), clarification request (Q), and unclarified request (O). In the following example, the peer praised the writer towards response to prompt, content, use of reading and organization for the current assignment and thus coded P1. The peer also provided critique towards transitional word in the vocabulary, language and mechanics column thus coded as C1.

Criteria	Peer Feedback Comment	Code
Response to Prompt	*Stages clearly focused on topic*	P1
Content	*Well supported with several major points or argument.*	P1
Use of Reading	*The ideas in the readings have been reported accurately*	P1
Organization	*The format of Toulmin is proper essay*	P1
Vocabulary, Language & Mechanics	*Lacking of transitional words*	C1

b)   Multiple feedback points in a sentence (Student #8)

A sentence is usually counted as a feedback point and coded based on the type of comment provided by a peer. However, when a sentence is subdivided by a clause, the clause is coded as another unit point. In the following example towards response to prompt, the peer praised the writer (P1) *"The instruction and the content of essay quite clear"* and provided advice (A1) *but should the explain more in some point that it's not clear enough or you might give the example to make reader more clear about you essay.* Thus the following sentence is counted as two feedback points.

Criteria	Peer feedback comment	Code
Response to Prompt	*The instruction and the content of essay quite clear* *but should the explain more in some point that it's not clear enough or you might give the example to make reader more clear about you essay*	P1 A1

3.8.4.2 Memo

The memo allows the peer to provide praise towards one feedback point and suggest two feedback points for improvement. Two factors were coded in the memo, type of comment as well as criteria. Feedback comments in the memo is coded similar to the feedback form based on Hughes et al. (2015) and Hughes (2011), and categorized as praise, critique, advice, clarification request and unclarified request. While the criteria on the feedback form remained fixed and required no coding, any comments from memo were categorized based on criteria adapted from Jacobs (1981), Toulmin (2003) and Ferris (2007) to include response to prompt, use of reading, content, organization, as well as vocabulary, language and mechanics.

In the example below, the peer praised the writer "your content is very clear and the structure is correct form**."** As in the above example (student #8) for multiple feedback point where the sentence has a clause, type of comment and criteria is coded accordingly. In case #68, praise (P1) is coded for the type of comment while "your content is very clear…" is praise towards content (C) for the first half of the sentence (Code #1a P1_C). The second half of the sentence "…and the structure is correct form**."** is coded (Code #1b P1_O) as praise towards organization (O). By default the peer provides advice on the future assignment (A3). The peer provides advice towards tense "I

will suggest that you should use a clear tense in essay because there are many tense in your essay" categorized as vocabulary, language & mechanics (Code #2 A3_V). The second suggestion provides advice towards content "The content should give more example for more understand" (Code #3 A3_C).

Example of coding for memo follows:

	Code
Dear Friend 1a 1b	
I appreciate that *your content is very clear* *and the structure is correct form*.	#1a P1_C
I have a couple of suggestions for you to consider as you revise :	#1b P1_O
1. *I will suggest that you should use a clear tense in essay because there are many tense in your essay.*	
2. *The content should give more example for more understand*	#2 A3_V
Great job! I look forward to your final draft.	#3 A3_C
Best wishes,	
_____	
Your Peer	

3.8.4.3 Essay

Any feedback provided directly on the essay was categorized into corrective feedback or comments. Corrective feedback was sub categorized as direct or indirect feedback. Direct correction refers to identifying the error by making correction, for example, by crossing incorrect occurrence and writing the correct answer. Indirect correction refers to identifying the error without making any correction but using cues such as circles and/or underline to mark the error.

Metalinguistic corrective feedback refers to clearly identifying the errors through explanations. In order to avoid duplication, metalinguistic corrective feedback was classified as C1 (critique on vocabulary, language and mechanics). Comments on the essay followed the above mentioned categorization classification based on Hughes et al. (2015) and Hughes (2011) to include praise, critique, advice, clarification request and unclarified request.

a) Example of Direct Correction with Other Comments (Case #61 Essay 2 Draft)

The peer provided direct correction by crossing out 'se' to correct the word refutation (code #8) and provided capital letters to the word 'Western' (code #11). In addition to the direct correction, the peer praised the writer (code #9) "*Clear information*", provided critique (code #10) "*Less Transition*" and asked for explanation (code #11) "*Why you disagree with this statement*?"

#8 **Refus̶tation**

#9

Clear information

That's tiny compared with the increased from 1974 to 1994 when productivity climbed 1.6% a year on average, or from 1995 to 2004, when it rose 2.8%. Increased productivity producing more with less through some technological or labor-related innovation drives wage increase and raises living standards. A more dour one, proffered by North-western's Robert Gordon, is that America is most productive. In any case, he says there's no need for doom and gloom. However disappointing the U.S. 's productivity stats maybe, they're not predictive of what's to come. I would agree with this statement. **#12** Why you disagree with this statement?

#10

Less Transition

#11

b) Example of Indirect Correction with Other Comments (Case #61 Essay 1 Draft)

The peer provided indirect correction by circling the small letter 'i' (code #8). In addition, the peer provided critique (code #6) "*Errors in capitalization*" (code #6).

#6

Errors in capitalization

Refutation

The apps also risk treading on employees' privacy such as electronics badges can now use sensor to track who is talking to whom and register the fone voice. Nevertheless, **#8** In the past 10 month, Josh Bersin says, the companies using predictive HR analytics has double from 4% to 8%.

**3.9	Data Analysis**

Data from all instruments were analyzed as follows:

**3.9.1	Quantitative Data**

Quantitative data which includes the peer feedback form and attitude questionnaire were analyzed using data analysis method.

3.9.1.1 Peer Feedback Forms (Response form, memo and essay)

The comments from feedback forms and essay, as well as direct and indirect corrective feedback (mainly in the essay) were categorized and counted using statistical frequency (excel program and pivot tables) for data analysis.

Data was analyzed for the overall type of comments peers gave to one another. Feedback comments between the first and second essay were compared to measure any counts of the recurring comments and the shift from surface to global issues. Secondly, data was analyzed to compare discrepancies arising from the student response across the three instruments (feedback form, memo and essay). Third, data was analyzed between the draft and final versions of the essays to compare comments recognizing progress (P2) and suggestion towards the next assignment (A3). Fourth, comments towards each criterion by type of instrument were analyzed.

For each instrument used, comments were coded and analyzed to show a general comparison of comments provided for the draft and final versions of each essay. In addition, comparative feedback profiles between the draft and final versions were provided for further analysis of sub categories towards each type of comment, explored separately for both the essays.

3.9.1.2 Attitude Questionnaire

Data from a four point Likert scale was used for each item. The negative answers were "absolutely disagree" and "disagree," and the positive answers were "agree" and strongly disagree". Data from the attitude questionnaire investigates attitude towards peer feedback in general; attitude towards receiving and giving peer feedback; as well as attitude towards feedforward.

**3.9.2	Qualitative Data**

Qualitative data from in-depth interview with students was analyzed from free coded transcripts with coding, finding themes, and organizing, interpreting and reporting

findings. The purpose of the interview with the student was to investigate the attitudes towards feedback and feedforward. The researcher drew student opinions to get a gist of the data collected for further analysis.

Feedforward forms supported interview and qualitative data analysis. The forms provided guidelines regarding goals set and improvement status. Student goals were coded and analyzed by criteria (vocabulary, language and mechanic as well as content, organization and use of reading). Written dialogue between peers and learners towards appropriateness and clarity of peer feedback comments as well as learner request from peers to improve writing were observed from the feedback forms. In addition, progress status marked by the learner was reported to check for improvement.
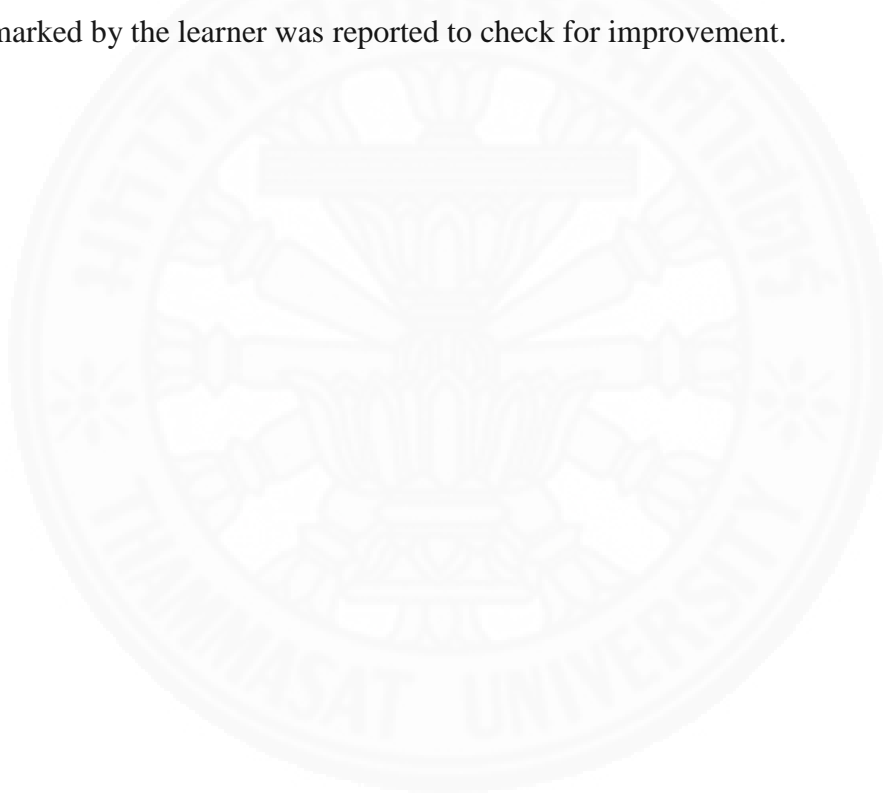
CHAPTER 4
FINDINGS

4.1 Introduction

This chapter presents the data gained through 120 students' essays, feedback and feedforward forms completed by 30 students, 30 distributed attitude questionnaire and the interview with the students. Data is interpreted and provided to answer the two research objectives: to investigate the main types of feedback peers use in an argumentative writing class, and to investigate the attitudes of EFL students towards peer feedback and feedforward.

4.2 The Main Types of Feedback

To answer the first research question: what are the kinds of feedback that peers give one another? The researcher collected feedback from student essays and feedback forms. The forms included feedback response forms, memos as well as feedforward forms. The comments were provided by peers for two student argumentative essays. The essays were assigned by the lecturer. Peer feedback was provided for the first and second draft of both argumentative essays.

4.2.1 Overall Data from Feedback Forms, Memos and Essays

The types of comments that peers provided to one another were tabulated from the essays, feedback forms and memos. The maximum numbers of 775 comments were drawn from the feedback form accounting for half of all 1,458 comments followed by comments from memos (365 comments) and essays (318 comments).

Praise remained the most common type of comment across all forms and essay with the leading number of comments, followed by advice ranking as the second most common type of comment. By default, the memo required peers to suggest two areas of improvement. Thus comments contributed by advice for the next assignment (A3) surpassed praise for total of comment in the memo, and resulted in advice to rank second in the overall type of comments written by peers.

While the memo form was structured to encourage praise and suggestion, the feedback form allowed any kinds of comments for each criterion. Data revealed critique

ranked third mainly contributed by comments on the feedback form, especially critique on content. Corrective feedback such as direct and indirect corrective errors as well as questions was prevalent only in essays.

Table 6: Type of Feedback by Feedback Forms, Memos and Essays

Comment	Essay	Feedback Form	Memo	Total	Percent	*Rank*
Praise	104	484	137	725	50%	*1*
Advice	72	131	197	400	27%	*2*
Critique	48	158	15	221	15%	*3*
Questions	13			13	5%	*4*
Other	6	2	16	24	2%	*5*
Corrective Error	75			75	1%	*6*
Grand Total	318	775	365	1458	100%	-

4.2.2 Data Gained from Feedback Forms

Praise is the most frequent type of comment across the draft and final versions of both essays accounting to 62.5% or 484 comments. Overall, critique ranks second accounting for 20.4%, closely followed by advice accounting for 16.9%.

Table 7: Type of Feedback from Feedback Forms

Category Comment	Essay 1		Essay 2		Total Comments	Percentage
	Draft	Final	Draft	Final		
Praise	109	139	103	133	484	62.5%
Critique	52	26	52	28	158	20.4%
Advice	48	23	39	21	131	16.9%
Other				2	2	0.3%
Grand Total	209	188	194	184	775	100%

4.2.3   Data Gained from Memos

Peers were expected to write a memo to praise at least one feedback point and suggest at least two areas of improvement. Thus advice was the most common type of feedback accounting for almost half (197 comments) followed by praise (137 comments).

Table 8: Type of Feedback from Memo

Category	Essay 1		Essay 2		Total	Percentage
Comment	Draft	Final	Draft	Final	Comments	
Praise	30	34	35	38	137	38%
Critique	6	1	6	2	15	4%
Advice	40	61	48	48	197	54%
Other	-	5	6	5	16	4%
Grand Total	76	101	95	93	365	100%

4.2.4   Data Gained from Student Essays

As in all feedback forms and memos, overall, praise dominated all categories of feedback on the student essay contributing to 33% of all comments across both the essays. Feedback in the form of corrective errors, prominent only in student essays, ranked second contributing to 24% closely followed by advice with 23%. Similar to corrective errors, questions were also prominent in student essays, not in feedback forms nor memos.

Table 9: Type of Feedback from Student Essays

Category	Essay 1		Essay 2		Total	Percentage
Comment	Draft	Final	Draft	Final	Comments	
Praise	33	14	30	27	104	33%
Critique	12	5	23	8	48	15%
Advice	23	10	36	3	72	23%
Questions	5	-	8	-	13	4%
Corrective Error	29	12	31	3	75	24%
Other	1	-	2	3	6	2%
Grand Total	103	41	130	44	318	100%

4.3 Data Gained from Attitude Questionnaires

In order to answer the second research question: what are the attitudes of EFL students towards peer feedback and feedforward? The questionnaire was designed to investigate the students' perspective towards peer feedback and feedforward. The questionnaire was distributed to 30 students who were highly cooperative in responding to the questionnaires.

The attitude questionnaire was divided into four sections: general attitude towards peer feedback; attitude towards receiving peer feedback; attitude towards giving peer feedback; and attitude towards giving peer feedback and attitude towards feedforward. Respondents rated their attitudes on a 4 point Likert scale where 1=strongly disagree, 2=disagree, 3=agree and 4=strongly disagree.

The questionnaire begins with a student profile including peer name, asking respondents the reason why the peer was chosen to review the essay and provide feedback. The first section (A) investigates the general attitude based on previous experience, if any, towards peer feedback and peer feedback training.

The second section, investigating attitudes towards receiving peer feedback, is subdivided into three parts. The first part (B.1) begins with a general attitude towards receiving feedback. The second part (B.2) investigates the attitude towards peer feedback in helping improve the essay. The third part (B.3) allows respondents to rank the top three areas of improvement based on the peer feedback received.

The third section focuses on attitude towards giving feedback. Similar to the second section, the third section is also subdivided into three parts. Likewise, the first part (C.1) begins with the general attitude towards giving feedback. The second part (C.2) investigates how providing feedback to peers can help improve respondents' essays. In the third part (C.3), respondents ranked the first three areas of improvement upon reviewing peers' essays and providing peer feedback.

The fourth section explores the respondents' attitude towards feedforward. This last section is subdivided into two parts. The first part (D.1) investigates attitudes towards feedforward in receiving peer feedback while the second part (D.2) investigates respondents' attitudes towards feedforward when giving peer feedback.

4.3.1 Student Profile

4.3.1.1 Reasons for Choosing Peers

When asked the main reason for choosing the peer to review the essay, the main reasons mentioned were categorized as 'friends' (10 respondents), 'neighbor' and 'competence' (each with an equal number of 7 respondents). As noted in the diagram below, the maximum number of respondents chose 'friend' to be the main reason for selecting the peer. In addition to explicitly calling the peer 'friend', respondents added an attribute to the relationship such as communication, competence or personality.

Figure 5: Reasons for Choosing Peers
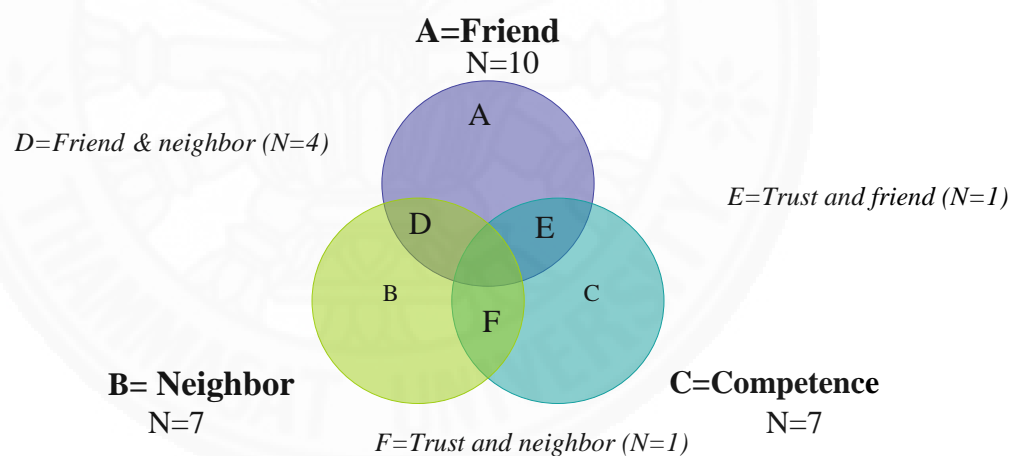
The statements by the ten respondents who explicitly chose 'friends' to be the main reason for peers is presented below.

1. *Because she is my friend and she can give me the feedback freely*
2. *I want to exchange the knowledge with my best friend I want to know my skill and my friend skill.*
3. *She is my best friend who sits beside me. In addition, she. passed all English classes already*

4. *Because I believe my friend. She is an excellent and she can suggest to me.*

5. *He is my friend and hard working person.*

6. *She is my close friend and her grammar is very good.*

7. *She is my friend; I know her very well.*

8. *He is a good peer and good adviser. Moreover, he gave a good feedback in my work and helps me improve writing skill and grammar skills a lot. He is my friend I also know he is a good adviser and more reasonable.*

9. *The reason is that she is my friend so I can easily contact with her in order to discuss about the essay outside the classroom*

10. *She is my friend, and she is a strong person*

The second most common reason for choosing peers were 'competence' and 'neighbor' each with an equal number of seven respondents. While the statements for neighbor were straightforward mainly "sit with each other', the statements categorized for competence follows:

1. *She is good at English and I think she can give me some good recommendations that help me improve my English*

2. *She has an excellent organization with the correct format. Her grammar is very good and can find an error for me*

3. *I have choosing this peer because he can guide my essay and can help me complete all task*

4. *I choose peer to review essay because i want to improve my writing still and knowing the mistake of each other*

5. *It is because she has knowledge about essay and she can tell me main ideas*

6. *She is a good and smart student who has responsibility and can rely on.*

7. *She was capable to identity the problem in my essay*

There were some overlaps where 4 respondents gave the dual reason to be 'friends and neighbor'. Two respondents explicitly stated 'trust' though one confirmed to be a friend resulting in an overlap between 'friend and competence' stating *"The reason is he is the one who I trust and accept his opinion"*. The second respondent explicitly stated trust resulted in an overlap between 'neighbor and 'competence' stating *"The reason for*

choosing above mentioned peer to review my essay because I trust my peer and she can correct my essay".

4.3.1.2 General Attitude Towards Peer Feedback

4.3.1.2.1 *Experience*

	Yes	No	Total
Have you ever had an English essay reviewed by a peer?	2	28	30
Have you ever had a peer feedback training before this course?		30	30

In discussing the previous experience towards peer feedback prior to the current semester, only two respondents had been exposed to peer feedback before enrolling in this course. One of the respondents claimed that the experience had been too long ago, sometime during high school. There was no structured training provided and thus the previous experience had no impact on the current practice, considering the experience negligible as the respondent faintly remembered the details of the experience. The second respondent encountered the experience of peer feedback during a public speaking course at the university, but found the experience for peer feedback towards the speaking skill not directly comparable to this current writing skill.

Based on the respondent questionnaires, there had been no peer feedback training undertaken during the study years at the university.

4.3.1.2.2 *Usefulness of peer feedback training*

	Yes	No	Total
Did you find the peer feedback training during this course helpful in GIVING feedback comment to peers?	30	-	30
Did you find the peer feedback training during this course helpful in RECEIVING feedback comment to peers?	30	-	30

Peer training remains a critical process where the students were provided with a 45 minutes training session to be introduced and trained to give peer feedback. Respondents found the peer training session helpful in giving and receiving feedback.

During the interview with students, respondents suggested peer training should be introduced much earlier during their study years, suggesting the peer training to be a short course that is compulsory.

4.3.2 Descriptive Statistics for Attitude Towards Receiving Peer Feedback

4.3.2.1 General attitude towards receiving comments from peers

		Mean	S.D
1	I am willing to have my English essays reviewed by peers.	3.30	0.70
2	Peer feedback is as valuable as teacher feedback.	2.77	0.63
3	Peer feedback helps improve one's ability in English writing.	3.13	0.68
4	My classmates can evaluate my English essays appropriately.	3.00	0.53
5	I carefully revise my English essay accordingly to peer feedback.	3.17	0.65

As shown in the table below, though students were willing to receive feedback on essays by peers: mean = 3.30, SD = 0.70, the respondents moderately found peer feedback to be as valuable as teacher feedback: mean = 2.77, SD = 0.63. Peer feedback can help improve respondents' ability in English writing: mean = 3.13, SD = 0.68. Respondents believe that classmates can evaluate English essays appropriately mean = 3.0, SD = 0.53; and are able to carefully revise their essays based on peer feedback: mean = 3.17, SD = 0.65.

4.3.2.2 Attitude towards receiving comments

		Mean	S.D
1	Peer feedback helps improve the content of my argumentative essays. (thesis, subject knowledge, argument, ideas)	2.93	0.69
2	Peer feedback helps improve the use of reading of my argumentative essays. (summary, paraphrase, incorporate text)	3.00	0.64
3	Peer feedback helps improve the overall organization of my argumentative essays (logic, sequence, clarity, 6 paragraph).	3.20	0.76
4	Peer feedback helps improve the introduction paragraph of my argumentative essays (logic, sequence, clarity, 6 paragraph).	2.97	0.67
5	Peer feedback helps improve the narrative paragraph of my argumentative essays (logic, sequence, clarity, 6 paragraphs).	3.03	0.67
6	Peer feedback helps improve the confirmation paragraph of my argumentative essays (Toulmin elements including fact, warrant, backing, rebuttal, claim).	3.10	0.55
7	Peer feedback helps improve the refutation paragraph of my argumentative essays	3.07	0.58
8	Peer feedback helps improve the recommendation paragraph of my argumentative essays	3.23	0.68
9	Peer feedback helps improve the conclusion paragraph of my argumentative essays	3.20	0.71
10	Peer feedback helps reduce grammatical mistakes in my argumentative essays.	3.10	0.71
11	Peer feedback helps enrich the vocabulary in my argumentative essays.	3.17	0.46
12	Peer feedback helps reduce mechanical mistakes in my argumentative essays (paragraphing, spelling, punctuation, capitalization).	2.90	0.61

Data from the attitude questionnaire revealed that peer feedback helped improve the recommendation paragraph of the argumentative essay: mean = 3.23, SD = 0.68. Improvement towards the conclusion paragraph and improvement towards the overall organization of the essay was the second highest with an equal mean of 3.20. Peer feedback did help enrich vocabulary of the argumentation essay: mean =3.17, SD=0.46. Confirmation and grammar were areas that respondents had a strong positive attitude with an equal mean of 3.10. On a 4 point Likert scale where 2 would be the midpoint, all scores exceeded the mid–point thus respondents showed positive attitude towards improvement in refutation, narration, use of reading, introduction, content as well as reduction in mechanical mistakes, reported in declining order of the mean.

4.3.2.3. Areas of improvement by receiving feedback (Rank top 3)

Area of improvement by RECEIVING feedback	1st	2nd	3rd	N	Weight
Grammar	6	5	1	12	29
Content	5	4	4	13	27
Overall Organization	6	2	5	13	27
Recommendation	5	3	2	10	23
Refutation	1	7	2	10	19
Vocabulary	1	4	7	12	18
Confirmation	3	2	1	6	14
Use of Reading	1	1	3	5	8
Mechanics (spelling, punctuation, capitalization, etc).	1	1	3	5	8
Narration	1			1	3
Conclusion		1	1	2	3
Introduction			1	1	1
Total	30	30	30		

In asking respondents to identify top three areas that improved upon receiving feedback, based on a weighted average, grammar (weight = 29), content (weight = 27) and overall organization (weight = 27) were the top areas of improvement.

There was a concern where a respondent who provided top ranking towards grammar, content and overall organization were amongst the respondents who did not strongly agree that peer feedback helped improve the content of their argumentative essays. When interviewing one respondent regarding the reason for the discrepancy between attitude towards receiving comments from peers on their essay and top three areas of improvement by receiving feedback from peers, the main reason was expectation. The respondent did agree that peer feedback did help improve the essay and reconfirmed that content was amongst the top three areas that improved, however the respondent expected that there was still room for improvement in terms of the content of the respondent's argumentative essay.

4.3.3 Descriptive Statistics Towards Giving Peer Feedback

4.3.3.1 General attitude towards giving comments to peers

		Mean	S.D
1	I like to review my classmates' English essays.	3.00	0.70
2	Reviewing my peer's English essays helps inspire me to write in English.	2.97	0.72
3	I carefully read English essay of my peer.	3.40	0.56
4	Reviewing my peer's English essays helps me see areas where I can improve my essay too. I see a good model.	3.30	0.65
5	Reviewing my peer's English essays helps me improve my essay by learning from my friend's mistakes.	3.27	0.58
6	I believe my peers carefully read my comments and revise their essays based on my feedback.	3.23	0.50

Respondents liked reviewing essays: mean = 3.00, SD = 0.70 and believed that reviewing essays did help inspire them to write mean = 2.97, SD = 0.72 as well as helped improve their essay as they saw a good model when reviewing the peer's essay mean = 3.27, SD = 0.58. Respondents carefully read their peer's essays : mean = 3.40, SD = 0.56 and trusted that peers read their comments and revised the essays based on the feedback mean = 3.23, SD = 0.50.

4.3.3.2 Attitude towards giving peer feedback

		Mean	S.D
1	Reviewing my peer's essay helps improve the content of my argumentative essays (thesis, subject knowledge, argument, ideas).	3.03	0.41
2	Reviewing my peer's essay helps improve the use of reading of my argumentative essays .	2.97	0.62
3	Reviewing my peer's essay helps improve the overall organization of my argumentative essay .	3.27	0.58
4	Reviewing my peer's essay helps improve the introduction paragraph of my argumentative essays.	2.87	0.57
5	Reviewing my peer's essay helps improve the narrative paragraph of my argumentative essays.	2.97	0.62
6	Reviewing my peer's essay helps improve the confirmation paragraph of my argumentative essays	3.17	0.59
7	Reviewing my peer's essay helps improve the refutation paragraph of my argumentative essays	3.23	0.57
8	Reviewing my peer's essay helps improve the recommendation paragraph of my argumentative essays	3.23	0.57
9	Reviewing my peer's essay helps improve the conclusion paragraph of my argumentative essays	3.00	0.53
10	Reviewing my peer's essay helps reduce grammatical mistakes in my argumentative essays.	3.10	0.71
11	Reviewing my peer's essay helps enrich the vocabulary in my argumentative essays.	3.10	0.48
12	Reviewing my peer's essay helps reduce mechanical mistakes in my argumentative essays.	3.20	0.71

Respondents strongly agreed that reviewing and providing comments on peer's essay helped improve the overall organization of their own essay as well as the recommendation paragraph: mean = 3.27 and SD=0.58. Improvement towards refutation and recommendation paragraphs was the second highest with a an equal mean of 3.23.

Respondents also strongly agreed that reviewing peer's essays helped reduce mechanical mistakes (mean =3.20) as well as improve confirmation paragraph (mean = 3.17). Overall, respondents had a positive attitude towards improvement in grammar as well vocabulary with an equal mean of 3.10. Improvement towards content scored a mean score slightly above 3.0. Respondents also showed a positive attitude towards improvement in conclusion, narration, use of reading as well as introduction with a score beyond midpoint based on a 4 point likert scale.

4.3.3.3 Areas of improvement by giving feedback to peers

Area of improvement by <u>GIVING</u> feedback from peers	1st	2nd	3rd	N	Weight
Recommendation	7	2	4	13	29
Overall Organization	7		4	11	25
Content	4	5	2	11	24
Refutation	5	2	2	9	21
Grammar	2	5	4	11	20
Use of Reading	1	5	2	8	15
Vocabulary		4	7	11	15
Confirmation	1	4	1	6	12
Mechanics (spelling, punctuation, capitalization, etc).	2	1	2	5	10
Conclusion	1	1	2	4	7
Narration		1		1	2
Introduction				13	0
Total	30	30	30		

In asking respondents to identify the top three areas that improved upon giving feedback, based on a weighted average, recommendation (weight = 29), overall organization (weight = 25) and content (weight = 24) were the top areas of improvement. The results were close to the above mentioned section where respondents agreed that overall organization and recommendation paragraph did improve with an equal mean of 3.23, the highest score amongst all areas.

As in the case of areas of improvement by receiving feedback, content scored amongst the top three areas of improvement for giving feedback, but was not amongst the top three areas where respondents strongly agreed that reviewing peer's essay helps improve the content of their argumentative essays. The reason remained the same where respondents expected further improvement in the content. In addition, respondent stated that recommendations is a challenge which needs to be overcome, while Toulmin elements such as confirmation and refutation as well as content remains the important areas of focus for improvement.

4.3.4 Descriptive Statistics for Attitude Towards Feedforward

4.3.4.1 Attitude towards feedforward in receiving feedback

		Mean	S.D
1	I enjoyed setting my own goals in the feedforward form.	3.00	0.74
2	I enjoyed the feedforward form and found the form useful.	3.00	0.64
3	Setting my own goals in the feedforward form was helpful in writing the final version of my first essay.	3.20	0.61
4	Setting my own goals in the feedforward form was helpful in writing the draft version of my second essay.	3.20	0.61
5	Setting my own goals in the feedforward form was helpful in writing the final version of my second essay.	3.20	0.66
6	I found it useful to ask questions and receive peer response on the form so I could improve on my essay.	3.23	0.62
7	On the form, I found it friendly that I could express opinion, ask for clarification or suggest if peer comments were appropriate and clear (or not).	3.37	0.61

Respondents enjoyed setting their own goals in the feedforward form and found the forms useful, responding with a mean of 3.0 to each statement. Setting goals was equally helpful across the final version of the first essay as well as draft version and final version of the second essay, each with an equal mean = 3.20. Respondents had a positive attitude towards the opportunity available to ask questions and receive peer response on

the form to help improve the essay: mean = 3.23. In addition, respondents strongly agreed that engaging in a written dialogue to express opinion, seek clarification or suggest appropriateness towards peer comments is indeed a friendly act : mean = 3.37 and SD = 0.61.

4.3.4.2 Attitude towards feedforward in giving feedback

		Mean	S.D
1	I enjoyed responding to peer's improvement in the feedforward form.	2.93	0.58
2	It was easy to respond to the peer's improvement.	2.80	0.66
3	I found it useful to respond to the peer's improvement because I could improve my essay too.	3.40	0.49
4	I learnt from the goals that my friends set for themselves in the feedforward form.	3.17	0.53
5	On the form, I found it friendly that my friend could express opinion, ask for clarification or suggest if my comments were appropriate and clear (or not).	3.20	0.40

Respondents enjoyed reacting to the feedforward form: mean = 2.93, SD = 0.58, and agreed towards the ease of responsiveness: mean = 2.80, SD = 0.66. In addition, respondents strongly agreed that responding to the peer's improvement did help improve their own essay: mean = 3.40, SD = 0.40. Respondents did agree that they did learn from the goals that the friends set for themselves: mean = 3.17, SD = 0.53. As in the act of receiving feedback, respondents found the act of giving feedback friendly as friends were allowed to express their opinion, seek clarification or provide suggestion towards the appropriateness and clarity of the comments provided: mean = 3.20, SD = 0.40.

4.4   Data Gained from Feedforward

4.4.1   Setting Goals

Goals towards area of improvement	Before	After	Total Goals
Vocabulary, Language & Mechanics	67	62	129
Content	49	59	108
Organization	53	44	97
Use of Reading	8	5	13
Others	3	10	13
Grand Total	180	180	360

Learners were asked to set their goals to take the peer comments forward into the next assignment by setting their goals for improvement. In order to avoid plagiarism so that learners did not copy and paste peer comments when setting goals, learners were encouraged to set their own goals prior to reading peer comments. After reading peer comments, learners set their goals again on areas they would like to improve in the subsequent assignment (final version essay 1).

Learners read peer comments and proceeded to edit the essay taking forward peer feedback and the goals set to complete the first essay. The final version of essay 1 was submitted to the peer for preview. Once again, the learner set two goals for improvement in the subsequent essay (draft version essay 2) before and after reading peer feedback. The cycle of peer feedback and feedforward repeated until the final version of essay 2 was complete.

Based on the goals set, learners aimed to improve vocabulary, language and mechanics with a total of 129 goals, followed by content with 108 goals, organization (97 goals), use of reading (13 goals) and others (13 goals). At the time of setting the goals after reading peer comments, there is a possibility that duplication of counts occurred where the same goal set before and after the peer feedback took place. Duplication was not dismissed at the time of the count keeping in mind the objective was to investigate the attitude of respondents towards peer feedback and feedforward after receiving feedback from peers.

There was a fine line in categorization of sentence. Respondents were asked whether the intention set to improve the sentence was from a grammatical point of view,

from an organization point of view in following the format to confirm or refute, or from a content point of view to provide idea clearly and logically. Thus sentence organization was coded accordingly, not by default for vocabulary. Similarly the coding for categorization towards transition verbs was a thin line between organization and vocabulary, language and mechanics. Transition word belongs to the organization category where learners expressed transition words to be used as coherence devices to effectively transit within and between paragraphs; however where the goal is to enrich vocabulary and improve sentence construction, the goal belonged to the vocabulary, language and mechanics category.

4.4.1.1 Vocabulary, Language & Mechanics

Vocabulary, Language & Mechanics	Total	Percentage
Grammar	61	47%
Vocabulary	51	40%
Spelling	12	9%
Sentence	15	4%
Grand Total	129	100%

Vocabulary, language and mechanics accounted for 129 of all goals set across the two essay, with almost 50% of the goals contributing to improvement in grammar. Enrichment in vocabulary followed next accounting for 40%, and improvement in sentence as well as spelling accounted for the remaining 10%. Most of the respondents did not mention any specific areas of grammar except for one respondent who mentioned 'improve in tense'.

In terms of vocabulary, respondents did express their intention as to why they wanted to improve richness in vocabulary. Some examples of responses included 'improve vocabulary to strengthen the essay' and 'to use vocabulary to be able to express my idea'.

Spelling was straightforward while improvement in sentence referred to making sentences clear so that readers can comprehend, organizing the sentences well within the paragraph as well as formation of grammatically correct sentences.

4.4.1.2 Content

Content	Total	Percentage
General	36	33%
Idea	31	29%
Clear & logical	22	20%
Main idea	16	15%
Argument	3	3%
Grand Total	108	100%

Content ranked second after vocabulary, language and mechanics with 108 goals. While 33% of the content goals were not specific, 29% of the goals aimed to improve the content through supporting points developed with ideas from writer's experiences. In addition, knowledge about the current topic as well as background information (schemata) about the article that learners were assigned to reading, were goals set by learners to help improve the content of their essay.

Being able to write clearly and logically accounted for 20% of the counts. The respondent kept the audience in mind and set goals such as 'I want to have a good content to make reader understand my idea' and' Make the reader avoid to confuse and (readers can) understand my essay'. Learners aimed to bring clarity in terms of sentence structure, grammar and use appropriate vocabulary to improve content and make the essay easy to read. One respondent also believed that improving the logic can help improve the (argumentative) essay, setting the goal to be 'Make my essay clear and logical'. Improvement towards content in terms argumentative viewpoint accounted for 3% where respondents stated the goal 'To provide clear ideas in argumentative and opposing viewpoints'.

4.4.1.3 Organization

Organization	Goals	Percent
Toulmin Element	27	28%
Coherence devices	25	25%
Organization	22	23%
Paragraph	18	19%
Others	5	5%
Grand Total	97	100%

Organization ranks third with 97 goals mainly contributed by goals set to improve Toulmin elements accounting for 28%. Refutation, warrant and backing as well as confirmation were the main elements most sought after for improvement as set by the learners, mentioned in order of popularity by highest counts. Responded stated goals such as 'My goal is want to improve my confirmation and refutation' and 'Finding the way to give a strong reason'.

Usefulness of coherence devise contributed to 25% of the organization goals of which increase of transitions was most sought for improvement 'Have more transition words' followed by synonyms.

Sentence organization was mentioned which referred more to words that can be used within paragraph to communicate effectively, resulting in less grammatical mistakes. Another reason for improvement in sentence was the formulaic essay structure that was introduced to the students to form confirmation and refutation sentence.

With regards to content, learners merely wrote that they wanted to improve the organization of their essay without specifying details, accounting for 23%. A concentration towards other paragraphs accounted for 19% where goals were set highest towards the recommendation paragraph followed by summary.

Other goals included general statements such as 'improvement in structure' and 'improvement in writing skill' accounting for 5% of all organization goals set.

4.4.1.4 Use of reading

Uses of reading accounted for 13 goals and were impressively stated as intentions where learners wanted to improve skills to paraphrase by stating goals such as 'Paraphrasing author's sentences in to my own words'. Learners placed the intention to be able to use their own words. One respondent also used the word 'analytical skill' referring to paraphrasing in order to incorporate the text into the essay in order to provide or reasons.

4.4.1.5 Others

Others included goals which didn't fit the criteria checklist. Such goals included 'handwriting' and 'preparation for exam'.

4.4.2   Dialogue, Negotiation and Specific Feedback

After setting the two goals, learners proceeded to read the feedback comments provided by the peer. Learners were asked if the feedback comments provided by the peer were appropriate and clear. In the feedforward form for the draft and final version of essay 1, the checkbox was explicitly printed for learners to mark 'Yes', 'No' or 'Not Sure' to find out if the peer comments were appropriate and clear. However, in the feedforward form for the draft and final version of essay 2, the checkbox was removed and the question regarding the appropriateness and clarity of the peer comments was asked to encourage learners to enter into a dialogue and negotiate with peers whether the comments provided on the essay were appropriate and clear.

4.4.2.1 Appropriateness and Clarity of Comments

Appropriateness and clarity of comments	Essay 1		Total	Percent
	Draft version	Final version 1		
Yes	24	29	53	88%
No		1	1	2%
Not sure	6		6	10%
Grand Total	30	30	60	100%

Most of the learners found the feedback comments appropriate and clear, especially when explicitly asked in the draft and final version of essay 1, accounting for 87%. However, one respondent chose to checkmark "No" that the feedback was not appropriate and clear in the final version of essay 1. The researcher probed the learner by asking for the reason as the respondent did not express any opinion nor asked any questions. The learner replied saying "When I write the essay how do I know that all my grammar using is correct?". Upon further interrogation with the learner, the respondent concluded that the learner did not actually mean the feedback was not clear or appropriate but was seeking some specific answers. Thus following further discussion with the teacher, check-marked boxes in the subsequent feedforward forms were removed allowing the learner to discuss the clarity and appropriateness or continuously expressed or questioned the peer for further clarification and explanations.

4.4.2.2 *Learner opinion or question regarding the feedback comments*

Opinion or Question	C	O	U	V	G	N	Total
Request	4	5	2	12	15		38
Approval	2	1		2	11		16
Other		2			49		51
No response						15	15
Total	6	8	2	14	75	15	120

(C=Content; O=Organization; U=Use of reading; V=Vocabulary, language & mechanics, G=General; N=No response)

A form was provided for learners to write and for peers to respond, facilitating any dialogues and negotiations. Learners were allowed to freely express their opinion regarding the feedback comments, and write a question to the peer for further clarification or explanation. The specific questions were geared mostly towards vocabulary, language and mechanics (14 respondents), followed by organization (8 respondents), content (6 respondents) and use of reading (2 respondents). General questions referred to uncategorized requests or questions, respondents who responded with yes or no statement, and gratitude notes (75 respondents).

Learners were asked to express their opinion or ask questions for further clarifications and peers expected to respond for further action. Almost half the statements were requests though some questions sought approval, accounting for 38 respondents and 16 respondents, respectively. Peers responses was actionable when learners used Wh-statements, the common questions used by learners were what, which and how. For example, "What point which I need to improve?" to which the learner replied, "Please give more details on recommendation about the negative ways, and prevent too much (copy words so) paraphrase to talk about the same topic."

Polar questions led to yes-no answers especially statements beginning with "Did I, Should I, Do you think". Learners did seek approval from peers to boost their confidence and missed asking 'how', thus receiving responses with no further step of action. For example, when learners asked the peer, "Should I improve the grammar?" to which the peer replied, "Yes you should".

Though the expectation was a dialogue more towards the clarity and appropriateness towards peer comments, there were no rebuttals or clarifications towards the peer comments except for one case where the learner requested the peer to be more specific, and another case the learner requested the peer to use red ink to mark. The high number of "Yes" accounting for 88% of all response towards the appropriateness and clarity of peer feedback in essay 1 is one factor that contributed to almost nil negotiations in peer comments. Secondly learners remained in a learning zone where the interest was more in improving their essays than in judging peer comments, thus remaining focused more on requesting and seeking peer approval towards their current work for progress in next assignment, rather than negotiating with peers.

While negotiation remained dim, dialogue did take place. In addition to request and approval statements, 'other' statements referred to unclassified requests. Unclassified requests or questions refers to learners who wrote to peers but did not specify any particular area of improvement such as content, organization, reading or vocabulary, language and mechanics. Examples of a general statement would be "Can you give me more feedback or comment about my essay?" to which the peer replied, "Yes, I can but overall is already good enough". Thus there was no specific problem or solution to a particular area for improvement and was categorized into the general category.

Yes or no statements referred to acknowledgement by learners towards peer comments such as, "I don't have any question. Your recommendation is very clear". Gratitude notes refers to statement where learners thanked peer such as "Thank for clear feedback". A total of 15 learners did not provide any response at all.

4.4.2.3 Specific feedback required by learners

Specific Feedback	Essay 1		Essay 2		Total	Percent
	Draft	Final	Draft	Final		
Yes	12	3	6	4	25	21%
No	18	27	24	26	95	79%
Total	30	30	30	30	120	100%

Learners were asked if they required feedback on any specific area. As in the dialogue and negotiation section, the feedback form for essay 1 explicitly required learners to checkmark 'Yes' or 'No' towards specific feedback. However, in essay 2 if learners required feedback for any specific area, the response was counted as 'Yes'. About 21% of all respondents stated 'Yes' they required specific feedback with maximum requirement for the first draft of the first essay.

Respondents mainly asked for further information about organization, specifically Toulmin elements. In this section, peers responded with more specific answers even though sometimes the questions were not formulated as a proper sentence. For example, even if a learner just wrote 'Toulmin Essay', the peer responded, 'Follow the structure and construct and the pattern of each paragraph to get the accurate information in each sentence .e.g. warrant to back and support the topic sentence.'

For improvement towards content, learners asked questions related to the topic. For example, learner asked, 'Where can I find the further information about the topic?', to which the peer responded, 'You should read or watch the news, or read more article to give you an idea'. Grammar was stated as an area for improvement where a learner asked, 'Where I can learn grammar from?' to which the peer responded, 'Internet, tutoring, book, and teacher'. Once again, use of reading was directed as a sentence of approval where the learner asked, 'Do I use my own words to paraphrase the author's

words and does it clear enough', to which the peer responded, 'You should use more for your own words'.

4.4.3   Progress Status

4.4.3.1 Respondent's progress towards goals set

Progress	Draft version essay 1	Final version essay 1	Draft version essay 2	Total	Percent
Yes I improved	83	89	90	262	73%
No improvement	15	16	14	45	13%
I'm unsure	16	14	15	45	13%
NA	6	1	1	8	2%
Total	120	120	120	360	100%

Learners marked their progress towards the key areas they had set goals for themselves prior to reading peer comments and after reading peer comments. Progress towards each goal was indicated by the learners by marking 'Yes I improved', 'No improvement' or 'I'm unsure'. Peer feedback as well as learner goals were collected for the draft and final version of the first and second essay. Learner's marked progress towards each goal for the draft and final version of the first essay as well as the draft version of the second essay. The final version of the second essay was not marked for progress as the research objective focused more towards the type of comments as well as attitude towards peer feedback and feedforward.

When learners were asked if they improved in the two points set before and after reading peer comments, 73% of the goals (262 goal) were marked as 'Yes I improved', while 'no improvement' and 'I'm unsure' accounted for an equal of 13% each, both with a total of 90 goals. The remaining 2% were goals voluntarily skipped by learners.

Learners were encouraged to write to peers if they were not sure, or if they had any questions. Though there were four goals set by the learner, two prior and two after reading peer feedback, the learner could choose any area to ask questions. Therefore, questions that learner may ask in order to seek help for further action, the data of which is collectively cumulatively and not against each particular goal, does not tally with the number of goals set.

Peers were suggested to look at the progress status marked by the learner, and replied to questions and/or suggested any further action to help learners develop or improve further.

4.4.3.2 Respondents Progress towards Areas of Improvement

Progress	VLM	Content	Organization	Use of Reading	Other	Total
Yes	101	75	75	6	5	262
No	13	19	13			45
Unsure	15	14	9	7		45
NA					8	8
Total	129	108	97	13	13	360

(VLM = Vocabulary, Language & Mechanics)

Improvement did take place across all areas; however, half the learners who had set goals towards use of reading were not sure if improvement did take place in the respective area. As mentioned above, paraphrase was a common goal set by the learner to improve use of reading. Questions to improve use of reading were related mainly to paraphrasing.

Content contributed most to the goals that learners were either not sure or did not improve. Learners asked questions related to the main idea in order to improve content.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter includes a summary of results of the study, limitations of the study, implications that the study can have in a classroom as well as suggestion for further research.

5.2 Results of the Study

5.2.1 The Main Types of Feedback

One clear finding revealed that, praise (P1) was the most common type of comment found across all feedback instruments (including forms and essays) accounting for half of all comments, followed by advice and critique. Based on a similar study undertaken by Hughes et al. (2015) where praise, advice and critique also ranked amongst the top categories, however, results regarding subcategories differed. Comments related to future assignments from advice (A3) and praise (P2) were more prevalent in the current study compared to previous study where comments were provided related to current assignments for advice (A1).

Result from the study reveals that feedback instruments (such as feedback form, memo and essay marginal comments) greatly affected the type of comments provided by peers. Praise, advice and critique dominate the kind of comments that peers provide to one another through a written feedback forms, memos and essays; while questions and corrective errors were found in essays only, not in feedback forms or memos. A comparative analysis between the types of comments provides useful insights towards the development and purpose of the feedback on the draft and final versions (Hughes et al., 2015).

Praise

Praise remains the most common type of comment in this current study as well as a previous study undertaken by Hughes et al. (2015). While praise may be encouraging for

EFL learners especially when undertaking challenging tasks such as argumentative writing, the effectiveness of praise towards improvement is in quest. In order to overcome the ineffectiveness of praise, which dominates all kinds of comments, praise is subcategorized based on 'ipsative' performance to acknowledge improvement made and enhance learner autonomy (Hughes, 2011; Hughes, Wood, & Kitagawa, 2014) thus recognizing progress (P2). The study undertaken by Hughes et al. (2015) saw 'ipsative' almost missing and ranking last amongst all comment categories. In contrast, results from this current study reveals that recognizing progress is predominantly prevalent in the final version of both the essays as well as the draft version of the first essay. Impressively, recognizing progress (P2) ranked third in the final version of the second essay, attempting to encourage writers to continue to improve ongoing work into the subsequent assignment. The reason for the discrepancy between the previous study by Hughes et al. (2015) and the current study perhaps occurred as the draft and final versions of two essays were tabulated in this current essay rather than focusing on just one essay.

Advice

Following praise, advice ranks second mainly contributed by memo. Effective feedback results mainly from suggestions or advice that can result in constructive criticism resulting in revisions (Hyland & Hyland, 2001). However, advice is generally provided for the current assignment (A1) without taking into consideration the subsequent assignment; thus advice towards future assignment (A3) ranks low or almost goes missing (Hughes et al., 2015). This current study incorporated a structured memo adapted from Ferris (2007). The memo focused on a couple of feedback points selected from the feedback form, allowing peers to suggest writers the areas to improve for the future assignment (A3). Feedback provided by 'selective, prioritized approach' through textual commentary helps curb excessive comments; and contributes to learner's continuous growth enhancing learner autonomy, not just fixing errors for current assignment (Ferris, 2007).

Critique

Critique ranks third mainly contributed by comments in the feedback form. As Jones (2011) predicts, undoubtedly peer critique focusses on surface error (C1) more than rhetoric or global issues such as content (C2) and structure (C3) as evident in the first draft of the first essay. However, the shift from C1 (critique towards vocabulary, language and mechanics) in the first draft of the first essay to C2 (critique towards content) and C3 (critique towards structure) in the final version of the second essay depicts that the peer gradually views the work as a 'whole piece' (Hughes et al., 2015). Moreover, by the end of the second essay, vocabulary, language and mechanics may have been corrected so errors based on feedback are less prominent (Hughes et al., 2015).

Questions

Questions appear in the draft versions of both essays. The study remains at an advantage with minimal questions and maximum suggestions or advice as Ferris (2007) explains that L2 students sometimes find questions confusing by surpassing advice that may sometimes be embedded in the indirect speech act. An example provided by Ferris (2007) exemplifies the difference between suggestion and question where "Better give an example" is more likely to result in action compared to "Can you give an example here?". Thus, clear questions if well understood by the writer may help improve the work, else will jeopardize dialogue or feedback distorting the communication (Liu & Hansen, 2002).

Corrective Errors

Corrective errors related to vocabulary, grammar and mechanics is evident in the essays only, obviously as the feedback form and memo does not accommodate such corrections. Results from the finding reveals that direct corrections far outnumbers indirect corrections; and the number of errors in the draft version far exceeds the final version. Errors gradually fade from the draft version in each essay as the mistakes decline towards the final versions (Hughes et al., 2015). Unsurprisingly, corrective error ranks last amongst all types of feedback as students were provided peer training based on the structured 'selective, prioritized approach' adapted by Ferris (2007) to primarily focus on global issues followed by local issues.

5.2.2 Attitude towards peer feedback and feedforward

Respondents have a positive attitude towards peer feedback and feedforward. While respondents are mainly inexperienced and relatively new to peer feedback, response towards the usefulness of peer training is positively viewed designating peer feedback to be effective (Berg, 1999).

The act of receiving

In general, more than 80% of the respondents are willing to have their essays previewed by peers, revise the essays according to the feedback comments, and find peer feedback helpful in improving their English writing ability (Liu & Chai, 2006). The result of the findings reveals that the respondents did improve their essays based on the comments received, providing highest mean score towards improvement in the recommendation paragraph (mean = 3.23). Receiving peer feedback also helped improve the overall organization of their essay as well as improve the conclusion paragraph (equal mean = 3.20 each).

The current study reported that 87% of respondents agree that classmates can evaluate their English essays appropriately, a slightly more satisfactory number of respondents compared to 70% reported by Liu and Chai (2006). In congruence with the study undertaken by Liu and Chai (2006), more than 70% of respondents agreed that peer feedback is as valuable as teacher feedback. Peer feedback cannot substitute teacher feedback but rather one complements the other (Qi, 2004).

The result of findings reveals that 80% of the respondents enjoy setting their own goals in the feedforward form, and found the form useful. One of the respondents claimed, "This is the best part. I enjoyed setting my own goals." After reviewing feedback, learners were allowed to engage in a dialogue with peers regarding appropriateness and clarity of comments, and can request peers for further support to improve the essay. In addition to the goals set prior to receiving peer feedback, earners would then set two goals to be achieved in the subsequent assignment after reading peer feedback and engaging in a dialogue with peers. The act of allowing learners to interact with peers

regarding the feedback received facilitates goal setting by closing the gap between feedback received and the goals students wish to achieve (Jones, 2011).

Respondents agreed that setting goals in the feedback form was helpful in writing both essays. Social interaction and mediators is the primary contributor to a learner's cognitive development (Moore, 2011). This leads to an understanding that development will take place "between" interactions of individuals (learner and interlocutor) as well as "within" the individual learner mediating the learner's thought through tools or agents. Based on goals set tabulated from the feedforward form, learners aimed to improve vocabulary, language and mechanics with a total of 129 goals, followed by content with 108 goals, organization (97 goals), use of reading (13 goals) and others (13 goals).

Respondents found it useful to ask questions and receive peer responses on the form so that they could improve their essay. Peers provide feedback such that the learners are able to interact and explore their skills and knowledge to reach the next level. While scaffolding is regarded as a collaborative process, zone of proximal development is the phenomenon, to take the learner beyond their area of present development to a higher level (Lantolf & Appel, 1994). Thus peer feedback is strongly supported by Vygotskian theories of scaffolding and zone of proximal development (Hyland, 2006).

The act of giving

While respondents believed receiving feedback from peers helped improved their essays, 77% of the respondents liked reviewing classmates' essays, a positive attitude as compared to a previous study by Liu and Chai (2006) where less than half enjoyed reviewing peer's work. In addition, results of current findings were congruent with the same study where more than 90% of the respondents agreed to have carefully read the English essay of their peer; and more than 70% agreed that reviewing the peer's English essays helps inspire them to write in English.

A remarkable 97% of the respondents believe that peers carefully read their comments and revised based on feedback, as compared to a 70% response rate by Liu and Chai (2006). More than 90% of the respondents reported that reviewing peer's English essays

helps see areas of improvement by seeing a good model and learning from friend's mistakes. The result of the findings based on mean score towards each criteria revealed that reviewing peer's essays helped improve the overall organization of their essay (mean = 3.27), followed by improvement in the refutation as well as recommendation paragraphs (equal mean = 3.23 each).

Only about 73% of the respondents found it easy to respond to peer's improvement. Ferris (2003) refers to Mangelsdorf (1992) and Leki (1990b), suggesting that the act of giving feedback focuses on social skills, cognitive abilities, peer response techniques and requires patience. Considering the potpourri of quality an undergraduate is expected to meet for giving feedback towards a challenging genre such as argumentative writing, responding to peer's single assignment is commendable. Providing feedback and feedforward as an ongoing process requires tasks to be related, consistency (in terms of criteria or standards), and feedback given should be specific (Vardi, 2013). Selecting peers of the same discipline with common goals will help keep the reviewer motivated to give feedback, finding the process valuable and enjoyable (Ferris, 2003).

All the respondents reported improvement in their essays when reviewing and responding to peer's work. Learners playing the role of a reviewer are exposed to construction of arguments such as confirmations and refutations, thus are able to revise their work accordingly (Tsai & Chuang, 2013). More than 90% of the respondents agreed that they learned from the goals that friends set for themselves in the feedforward form. As Lightbrown and Spada (2013) quoted, "sociocultural theorists assume that the cognitive processes begin as an external socially mediated activity and eventually become internalized". Thus in order to revise one's own work, the learner may take into consideration peer feedback received as well as learner's own insights gained (from reviewing peer essay and goals) when taking the role of the reviewer (Yeh & Yang, 2011).

Dialogue

Respondents agreed that the act or giving and receiving comments is indeed friendly. Both as a receiver and giver of feedback, peers and learners can engage in a dialogue to express opinion, ask for clarification, or suggestions if comments were appropriate and

clear (or not). Interaction between peers and learners is effective based on the implementation of Sadler's (2010) concepts (task compliance, quality and criteria) mainly between teacher and learners. Nevertheless, the three important transmitters that enhance learner improvement is pedagogically proposed to take place through peer feedback. Sadler's (2010) three concepts facilitating interaction included in the current study were the types of comment provided by the peer especially suggestions (task compliance), the criteria checklist that peers and learners can refer to for forming the paragraphs within the essay (quality); and sub categories evaluating each criteria, for example, Toulmin elements (criteria).

The results of findings reveal that most learners did not explicitly judge the appropriateness and clarity of the feedback; however, few learners were keener in gaining specific information to improve the essay. In addition to placing requests, learners attempted to seek approval as many polar questions did not lead to actionable responses. External feedback (peer response) facilitated through dialogue strategically paves way to self-regulated internal feedback; learner behavior is influenced by feedback provided for a task in stage one to help improve the second stage or the subsequent task (Nicol & Macfarlane-Dick, 2006).

Progress Status

When learners were asked if they improved in the two points set before and after reading peer comments, 73% of the goals (262 goal) were marked as 'Yes I improved', while 'no improvement' and 'I'm unsure' accounted for an equal of 13% each, both with a total of 90 goals. The remaining 2% were goals voluntarily skipped by learners. Areas in which respondents mentioned improvement did not take place included enrichment of vocabulary, organization particularly transition verb, and content mainly related to main idea. Paraphrasing remains an area of uncertainty as some respondents were not sure whether they improved or not.

Based on the above results of findings, the majority of the respondents improved performance within an appropriate time between the first and second essays, supported by *feedup, feedback* and *feedforward* (Hattie & Timperley, 2007). Feedup refers to

knowing what goals learners need to attain; feedback refers to the current performance ensured through strategy to accomplish the task; and feedforward refers to regulating the feedback into subsequent assignment thereby bridging the gap between learner's existing and desired performance (Hattie & Timperley, 2007).

5.3 Limitations

First, the participants for this study included two classes under one instructor from a particular university. Approximately 30 students were enrolled per section to total 60 students. However, data reported is derived from 30 students only, to satisfy statistics. The 30 students were selected based on completion of two argumentative essays, feedback forms, memos, feedforward forms, questionnaires and consent forms. Data cannot be generalized to represent a population.

Second, peer feedback was the main focus with no data collected from teacher feedback.

Third, the researcher collected data through written feedback forms without taking into account oral feedback provided amongst peers in class.

Fourth, students engaged in peer feedback and feedforward on two essays. Both the essays were limited to the genre of argumentative essays. Other genres such as descriptive or narrative essays were not included.

Fifth, the study focused on the area of improvement based on peer feedback and feedforward forms but did not ask the learner the level of satisfaction towards the area of improvement.

Sixth, the study did not take into consideration any count of changes or improvement that occurred in the essay. The study did not judge the quality of peer response in the feedback or feedforward form.

5.4   Pedagogical Implications

Corrective feedback was mainly in the form of direct correction error. As Ferris (2007) explained, the technique of providing corrective error differs from commentary feedback, thus further recommendation for pedagogical improvements can help bring about more indirect corrective error and reduce direct feedback. Moreover, students prefer to receive correction on global issues in the draft version while feedback on local errors can be provided in the final version (Hyland, 2003).

Time remained a major constraint for peer feedback during lecture hours (Ferris, 2006). The writers were allowed to complete their essays and revisions at home, but were encouraged to give and receive feedback in the classroom to make sure the teacher and researcher were present should any doubts arise. However, completing the assignment at home when working with a partner who has completed the assignment, may cue towards plagiarism.

Peer training remains a critical process strongly influencing the pedagogical implication of peer feedback and feedforward in an EFL writing class. Thus peer training is a recommendation to be introduced to the learner prior to enrolling in the course; in fact an ongoing drill through hands-on practice even as early as during freshman years would greatly benefit learners. The quality of feedback can be improved as the focus would be on the argumentative writing, rather than enhancing feedback and feedforward skills. Learners engaged in dealing with feedback through peer training, connected feedback to improve the task, and were able to take feedback forward to improve subsequent or future task (Sadler, 1989).

The type of comments illustrated through modeling techniques can improve effectiveness of peer feedback (Ferris, 2006). Training material should include examples to show the meaning and correction of each criterion. Peers should be able to explain to writers not just 'what' to improve but provide guidelines as to 'how to improve'. Moreover, the feedback form should be carefully taken into consideration to help the peer achieve the goal before setting on the new goal. Every procedure in peer feedback is very important

to bring about effective feedforward. For example, training learners to ask questions that leads to 'how' a goal can be achieved will be effective in taking the comment forward for the learner to improve. The particular improvement is suggested to be monitored for progress**.**

Specific details related to peer training such as formulating questions need to be addressed and practiced. An important observation uncovered the way questions were asked deriving the answer, thereby influencing the effectiveness of the feedback accordingly. Questions were specific when learners used 'how', implicitly and explicitly. Polar questions beginning with "Do I.." often led to yes/no answers and puts the learner's confidence in question, thus seeking approval rather than asking for suggestion. For example, when a learner asked, "Do I need to be better in writing Toulmin?" the peer responded, "You have to practice a lot". Though, questions requesting for clarification or elaboration yields results (Liu & Hansen, 2002), the question should be non-polar in order to produce effective answers. For example, when a learner asked, "How can I find the main point in each paragraph?", the peer responded "Find the topic sentence first".

As questions were geared towards seeking approval indicating lack of confidence, a genre- based activity can facilitate argumentative writing in a social context (Chala Bejarano & Chapetón, 2013). Modeling techniques act as a reference for students to shape essays through formulaic sequence. Joint construction facilitates dialogues, enabling learners to interact during the writing process. Thus peers and learners can discuss linguistic features, text structures as well as opposing viewpoints. An interesting classroom would be to have a pair or group of students work together by allowing learners to take a stand on their argument and work with a peer who has an opposite point of view. Understanding the realities of the situation to respect one another's viewpoint while taking a stand for the argument can transform the writing process into a meaningful experience for a real life situation for the learner.

To support writers to take their stand and improve the confirmation and refutation paragraphs, an essay framework forms the foundation to a good argumentative writing (Wingate, 2011). Peer feedback can begin as early as the development of the essay

writing framework, focusing just on the argument even before developing structure, style or linguistic features. An illustration using text boxes can be used to establish the position of the writer to confirm or refute using Toulmin element. Once peers have understood learner's thoughts and agreed to the Toulmin elements, the learner can now start writing the paragraph. After providing feedback and feedforward to the structure related to the position, the writer can proceed to write the essay and send to the peer to review.

With an aim to implement the essay framework followed by confirmation and refutation paragraphs, based on the current study, Toulmin element is the most common area respondents aimed to improve. Usefulness of coherence devise ranked second amongst goals to improve organization of the essay, of which increase of transitions was the most sought for improvement. The use of impersonal sentence structure with third-person pronouns can help make argumentative writings more objective; an enriching vocabulary and improved structure can help learners take a stronger position to argue more effectively (Hananta, 2015). The use of cohesion in second language writing can be responsive through feedback and effective for improving essay organization (Tangkiengsirisin, 2010).

5.5 Suggestions for further research

Further research should be more focused on the paragraphs related to argumentation such as confirmation and refutation. Where error detection and correction did not take place in a particular paragraph, respondents felt they were just practicing hand writing and rewriting could become a tedious and boring task.

Feedback in the form of peer collaboration may be considered for further research. A respondent suggested working in a group of three to four persons may result in extra input or comments from a particular essay thereby enabling more room for negotiation or further explanations. In addition, respondents expressed that they could benefit more from exchanging partners when working in pairs. The same pair can be retained for the draft and final version for one essay but a change of pairs in the second essay would be

interesting so friends could learn from one another as each person had a different perspective and skill. Further research on peer collaboration and changing of peer partner in subsequent assignments can be explored to bring together shared experiences and knowledge.

Technology may be taken into consideration. The teacher can greatly benefit from the timely analysis of the feedback comments as good feedback should be timely (Nicol and Macfarlane-Dick, 2006). Coding of the comments is a tedious and time consuming task (Ferris, 2003). Thus, taking advantage of technology that is real time, further study related to digital peer feedback where feedback can be provided online perhaps using a computing analysis tools would enable teachers to read comments on the open platform instantly. Thus teachers can pay attention to the areas that need improvement as well as support students who need to improve or are not satisfied with the improvement based on the peer feedforward form. In addition, allowing friends to read one another's comments online may allow for exchange of information and enable peers to learn from one another's mistakes and comments.

Further research related to satisfaction would be useful in bridging the gap between student needs and expectations. Respondents were asked to identify specific areas in which they improved and at the same time were asked to rank the areas where their essay improved. The data displayed incongruence in some respondents where improvement towards a certain area (e.g. content) was amongst the top three areas of improvement but was not given the highest mean towards improvement. When asked regarding the discrepancy, the respondent mentioned there was an improvement in content, and it is true that the mean score was higher (such as recommendation) because the student expected content could be further improved. Therefore, further studies related to needs analysis bridging the gap between student goals and student satisfaction would be greatly beneficial to mark student progress towards the designated area of improvement.

Further research into the writing language using cohesion and vocabulary is recommended and believed to have a very strong impact on EFL writers who wish to express their ideas for argument. Respondents expressed they are often clouded by

grammar rules or blocked with limited vocabulary thus being unable to express their viewpoints.

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APPENDICES

APPENDIX A

Feedforwad Form Essay 1 (DRAFT Version)

Please paste the completed cover sheet to the front of your draft assignment

Student Name: First Name   Last Name

_____

Student ID :   Lecturer   Section

_____

Essay Title: Date

_____

Peer Profile (Name of your friend giving feedback):

Peer Name: First Name   Last Name

_____

Date Reviewed: Peer signature

_____

1   **BEFORE** reading peer feedback comments, set your goals on any two things you want to improve in the final essay?

1st goal   _____

2nd goal   _____

You may now read peer feedback on essay 1 (draft version)

1.   Were the feedback comments I provided for first draft of essay 1 appropriate and clear?
Kindly checkmark (✔)in the box ☐ Yes   ☐ No   ☐ Not Sure

2.   You may freely express your opinion below. Write me a question if you need further clarification, explanation or questions regarding the feedback I provided you.

_____

Peer response:

3.   Is there anything you specifically want feedback on? ☐ Yes (Kindly specify below) ☐ No

_____

Peer response:

4.   **AFTER** reading peer feedback comments that I provided on your essay, what two things do you want to improve in the final essay?

1st goal   _____

2nd goal   _____

APPENDIX B (Peer Feedback Form)

Please paste the completed cover sheet to the front of your friend's draft assignment

Student Name:	First Name	Last Name	Student ID	Section
Friend's Name:	First Name	Last Name	Student ID	Section

Your task: 1 . Read your peer's essay and complete the "Essay Checklist" (Form 1).

2. Then **identify 2-4 possible feedback points**, based upon your reading of the essay, considering both task and criteria.

3 .   What, in your view, is the order of importance of these feedback points?

Criteria	Comments (Feedback points)	Rank
1. **Response to Prompt**		
2. **Content**		
3. **Use of Readings**		
4. **Organization**		
5. **Vocabulary, Language & Mechanics**		

APPENDIX C

Constructing a Memo

Your task : Write a memo to your friend

a) Write at least one sentence that highlights the **<u>strengths or positive aspects</u>** of the essay as you see them. Be specific!

b) Choose your **top two feedback points and write a comment** for each that will help your friend to understand the problem and give him/her some ideas about how to revise it. (For this exercise, do *not* focus on language issues. We'll have a chance to do that later.)

c) Thank the friend for allowing you to preview the essay. Share any lessons you learnt how you can improve your essay by looking at your friend's essay. Or any learning experience.

Dear _____ ,

I appreciate _____

_____

I have a couple of suggestions for you to consider as you revise :

   1. _____

       _____

   2. _____

       _____

Thank you for allowing me to read and comment on your essay because I learnt:

_____

_____

Great job! I look forward to your final draft.
Best wishes,

_____

Your Peer

APPENDIX D

Feedforward Form Essay 1 (FINAL Version)

Please paste the completed cover sheet to the front of your final assignment

Student Name: First Name   Last Name

Student ID :   Lecturer   Section

Essay Title:

Data Submitted:

Peer Profile (Name of your friend giving feedback):

Peer Name: First Name   Last Name

Date Reviewed: Peer signature

> **Submit final version essay 1 to peer. Do not read peer comments on final version yet.**

1. Looking at the two points you wanted to improve **BEFORE & AFTER** reading peer feedback for draft version of essay 1, do you think you improved in these areas in the final essay? Refer to feedforward form draft version essay 1 (Appendix VI)

2. Write keywords for each goal.

	Keywords	Yes I improved	No improvement	I'm unsure
Before:1st goal _____		☐	☐	☐
2nd goal _____		☐	☐	☐
After: 1st goal _____		☐	☐	☐
2nd goal _____		☐	☐	☐

If you are not sure, or if you have any questions, write them here. Your response will help me identify the progress you have made and suggest further action to help you develop.

_____

_____

Peer response:
_____

3. **BEFORE** reading peer feedback comments, set your goals on any two things you want to improve in the next essay (Essay 2)?

1st goal   _____

2nd goal   _____

You may now read peer feedback on essay 1 (final version)

4) Were the feedback comments I provided for final version of essay 1 appropriate and clear? You may freely express your opinion below. Write me a question if you need further clarification or explanation.

_____

Peer response:
_____

5) Is there anything you specifically want feedback on?

_____

Peer response:
_____

6) **AFTER** reading peer feedback comments that I provided on your final version of essay 1, what two things do you want to improve in the next essay (Essay 2)?

1st goal _____

2nd goal _____

Appendix E

Feedforward Form Essay 2 (DRAFT Version)

Please paste the completed cover sheet to the front of your draft assignment

Student Name: First Name   Last Name

Student ID : _____

Essay Title: _____

Data Submitted: _____
                        Lecturer   Section

Peer Profile (Name of your friend giving feedback):

Peer Name: First Name   Last Name

Date Reviewed: _____
                        Peer signature

Submit draft version essay 2 to peer. Do not read peer comments on draft version yet.

---

1) Looking at the two points you wanted to improve **BEFORE & AFTER** reading peer feedback for final version essay 1, do you think you improved in these areas in the first draft essay 2? Refer to feedforwad form final version essay 1 (Appendix VII)

2) Write keywords for each goal.

	Keywords	Yes I improved	No improvement	I'm unsure
Before: 1st goal	_____	☐	☐	☐
2nd goal	_____	☐	☐	☐
After: 1st goal	_____	☐	☐	☐
2nd goal	_____	☐	☐	☐

If you are not sure, or if you have any questions, write them here. Your response will help me identify the progress you have made and suggest further action to help you develop.

_____

_____

Peer response:

_____

3) **BEFORE** reading peer feedback comments, set your goals on any two things you want to improve in the final version (Essay 2)?

1st goal   _____

2nd goal   _____

You may now read peer feedback on essay 2 (draft version)

4) Were the feedback comments I provided for draft version of essay 2 appropriate and clear? You may freely express your opinion below. Write me a question if you need further clarification or explanation.

_____

Peer response:

5) Is there anything you specifically want feedback on?

_____

Peer response:

_____

6) **AFTER** reading peer feedback comments that I provided on your draft version of essay 2, what two things do you want to improve in the final version (Essay 2)?

1st goal _____

2nd goal _____

APPENDIX F

Feedforward Form Essay 2 (FINAL Version)

Please paste the completed cover sheet to the front of your draft assignment

Student Name: First Name _____ Last Name _____

Student ID : _____ Lecturer _____ Section _____

Essay Title: _____

Data Submitted: _____

Peer Profile (Name of your friend giving feedback):

Peer Name: First Name _____ Last Name _____

Date Reviewed: _____ Peer signature _____

Submit final version essay 2 to peer. Do not read peer comments on final version yet.

6) Looking at the two points you wanted to improve **BEFORE & AFTER** reading peer feedback for draft version essay 2, do you think you improved in these areas in final version essay 2? Refer to feedforward form draft version essay 2 (Appendix VIII)

7) Write keywords for each goal.

	Keywords	Yes I improved	No improvement	I'm unsure
Before: 1st goal	_____	☐	☐	☐
2nd goal	_____	☐	☐	☐
After: 1st goal	_____	☐	☐	☐
2nd goal	_____	☐	☐	☐

If you are not sure, or if you have any questions, write them here. Your response will help me identify the progress you have made and suggest further action to help you develop.

_____

_____

Peer response:
_____

8) **BEFORE** reading peer feedback comments, set your goals on any two things you want to improve in the next assignment (Essay 3)?

1st goal _____

2nd goal _____

You may now read peer feedback on essay 2 (final version)

9) Were the feedback comments I provided for final version of essay 2 appropriate and clear? You may freely express your opinion below. Write me a question if you need further clarification or explanation.

_____

Peer response:

_____

10) Is there anything you specifically want feedback on?

_____

Peer response:

_____

11) **AFTER** reading peer feedback comments that I provided on your final version of essay 2, what two things do you want to improve in the next assignment (Essay 3)?

First goal _____

Second goal _____

APPENDIX G

Attitude Questionnaire

Student Name:	First Name		Last Name	
Student ID :		Lecturer		Section
Peer Name:	First Name		Last Name	

Reason (s) for choosing above mentioned peer to review your essay:

_____

_____

A.   General Attitude towards Peer feedback

1. Kindly discuss previous experience regarding peer feedback. <u>Before</u> enrolling in the Reading for Business English course …	Yes	No
a) Have you ever had an English essay reviewed by a peer in previous semesters before enrolling in this course?	☐	☐ Go to f
b) Have you ever had an English essay reviewed by a peer and then you immediately revised the essay using the feedback?	☐	☐ Go to f
c) Have you had a peer provide you feedback in more than one essay subsequently?	☐	☐ Go to f
d) If your peer did provide you feedback in more than one essay subsequently, did you take the feedback forward into the first draft of the second essay?	☐	☐ Go to f
e) Have you ever had any peer feedback training before this course?	☐	☐ Go to f
f) Did you find the peer feedback training during this course helpful in **<u>GIVING</u>** feedback comments to peers?	☐	☐
g) Did you find the peer feedback training during this course helpful in **<u>RECEIVING</u>** feedback from peers?	☐	☐

B)   Attitude Towards RECEIVING Peer Feedback

B.1 General attitude towards RECEIVING comments FROM peers

During this course you are encouraged to receive and give feedback to your peer. Kindly answer the following from the perspective of **<u>RECEIVING</u>** the comments when the peer reviews your essay.

Kindly answer the following question based on a 4-point Likert scale ranging from 1to 4 where 1=strongly disagree, 2= disagree, 3= agree and 4=strongly agree

1	I am willing to have my English essays reviewed by peers.	1	2	3	4
2	Peer feedback is as valuable as teacher feedback.	1	2	3	4
3	Peer feedback helps improve one's ability in English writing.	1	2	3	4
4	My classmates can evaluate my English essays appropriately.	1	2	3	4
5	I carefully revise my English essay accordingly to peer feedback.	1	2	3	4

B.2 Attitude towards receiving comments from my peers on my essay.

Kindly answer the following question based on a 4-point Likert scale ranging from 1to 4 where 1=strongly disagree, 2= disagree, 3= agree and 4=strongly agree

1	Peer feedback helps improve the **content** of my argumentative essays. (thesis, subject knowledge, argument, ideas)	1	2	3	4
2	Peer feedback helps improve the **use of reading** of my argumentative essays(summary, paraphrase, incorporate text)	1	2	3	4
3	Peer feedback helps improve the **overall organization** of my argumentative essays (logic, sequence, clarity, 6 paragraph).	1	2	3	4
4	Peer feedback helps improve the **introduction paragraph** of my argumentative essays.	1	2	3	4
5	Peer feedback helps improve the **narrative paragraph** of my argumentative essays.	1	2	3	4
6	Peer feedback helps improve the **confirmation paragraph** of my argumentative essays (Toulmin elements including fact, warrant, backing, rebuttal, claim).	1	2	3	4
7	Peer feedback helps improve the **refutation paragraph** of my argumentative	1	2	3	4

	essays (Toulmin elements including fact, warrant, backing, rebuttal, claim).				
8	Peer feedback helps improve **recommendation paragraph** of my argumentative essays (Appreciative inquiry)	1	2	3	4
9	Peer feedback helps improve the **conclusion paragraph** of my argumentative essays	1	2	3	4
10	Peer feedback helps reduce **grammatical** mistakes in my argumentative essays.	1	2	3	4
11	Peer feedback helps enrich the **vocabulary** in my argumentative essays.	1	2	3	4
12	Peer feedback helps reduce **mechanical** mistakes in my argumentative essays.	1	2	3	4

B.3 Area of improvement by <u>RECEIVING</u> feedback from peers

When peers provided you feedback comments, which areas do you feel you improved on most.

Kindly identify **TOP 3 areas** and rank in order of importance where :

1= first area most improved, 2 = second area improved, 3 = third area improved

Area of improvement by <u>RECEIVING</u> feedback from peers	TOP 3 ONLY
Content	
Use of Reading .	
Overall Organization	
Introduction	
Narration	
Confirmation	
Refutation	
Recommendation	
Conclusion	
Grammar	
Vocabulary	
Mechanics (spelling, punctuation, capitalization, etc).	

C. Attitude Towards GIVING Peer Feedback

C.1 General attitude towards GIVING comments TO peers

During this course you are encouraged to receive and give feedback to your peer. Kindly answer the following from the perspective of **<u>GIVING</u>** the comments from reviewing your peer's essay. Kindly answer the following question based on a 4-point Likert scale ranging from 1 to 4 where 1=strongly disagree, 2= disagree, 3= agree and 4=strongly agree

1	I like to review my classmates' English essays.	1	2	3	4
2	Reviewing my peer's English essays helps inspire me to write in English.	1	2	3	4
3	I carefully read English essay of my peer.	1	2	3	4
4	Reviewing my peer's English essays helps me see areas where I can improve my essay too. I see a good model to write essay	1	2	3	4
5	Reviewing my peer's English essays helps me improve my essay by learning from my friend's mistakes.	1	2	3	4
6	I believe my peers carefully read my comments and revise their essays based on my feedback.	1	2	3	4

C.2 Attitude Towards <u>Giving Peer Feedback</u> (Reviewing &commenting peer's essay)

Kindly answer the following question based on a 4-point Likert scale ranging from 1 to 4 where 1=strongly disagree, 2= disagree, 3= agree and 4=strongly agree

1	Reviewing my peer's essay helps improve the **content** of my argumentative essays (thesis, subject knowledge, argument, ideas).	1	2	3	4
2	Reviewing my peer's essay helps improve **use of reading** of my argumentative essays (summary, paraphrase, incorporate text).	1	2	3	4
3	Reviewing my peer's essay helps improve the **overall organization** of my argumentative essays (logic, sequence, clarity, 6 paragraph).	1	2	3	4
4	Reviewing my peer's essay helps improve the **introduction paragraph** of my argumentative essays.	1	2	3	4
5	Reviewing my peer's essay helps improve the **narrative paragraph** of my argumentative essays.	1	2	3	4
6	Reviewing my peer's essay helps improve the **confirmation paragraph** of my argumentative essays. (**Toulmin elements** including fact, warrant, backing, rebuttal, claim).	1	2	3	4

7	Reviewing my peer's essay helps improve the **refutation paragraph** of my argumentative essays (**Toulmin elements** including fact, warrant, backing, rebuttal, claim).	1	2	3	4
8	Reviewing my peer's essay helps improve the **recommendation paragraph** of my argumentative essays	1	2	3	4
9	Reviewing my peer's essay helps improve the **conclusion paragraph** of my argumentative essays	1	2	3	4
10	Reviewing my peer's essay helps reduce **grammatical** mistakes in my argumentative essays.	1	2	3	4
11	Reviewing my peer's essay helps enrich the **vocabulary** in my argumentative essays.	1	2	3	4
12	Reviewing my peer's essay helps reduce **mechanical** mistakes in my argumentative essays.	1	2	3	4

C.3 Area of improvement by <u>GIVING</u> feedback from peers

When reviewing peer's essay and providing feedback, which areas do you feel you improved on most. Kindly identify **TOP 3 areas** and rank in order of importance where :

1= first area most improved, 2 = second area improved, 3 = third area improved

Area of improvement by <u>GIVING</u> feedback from peers	TOP 3 ONLY
Content	
Use of Reading.	
Overall Organization	
Introduction	
Narration	
Confirmation	
Refutation	
Recommendation	
Conclusion	
Grammar	
Vocabulary	
Mechanics (spelling, punctuation, capitalization, etc).	

D)Attitude Towards Feedforward

D.1 Attitude Towards Feedforward In <u>RECEIVING</u> Feedback

Kindly answer the following question based on a 4-point Likert scale ranging from 1to 4

where 1=strongly disagree, 2= disagree, 3= agree and 4=strongly agree

1	I enjoyed setting my own goals in the feedforward form.	1	2	3	4
2	I enjoyed the feedforward form and found the form useful.	1	2	3	4
3	Setting my own goals in the feedforward form was helpful in writing the **final version of my first essay**.	1	2	3	4
4	Setting my own goals in the feedforward form was helpful in writing the **draft version of my second essay**.	1	2	3	4
5	Setting my own goals in the feedforwad form was helpful in writing the **final version of my second essay**.	1	2	3	4
6	I found it useful to ask questions and receive peer response on the form so I could improve on my essay.	1	2	3	4
7	On the form, I found it friendly that I could express opinion, ask for clarification or suggest if peer comments were appropriate and clear (or not).	1	2	3	4

D.2 Attitude Towards Feedforward In <u>GIVING</u> Feedback

Kindly answer the following question based on a 4-point Likert scale ranging from

1to 4 where 1=strongly disagree, 2= disagree, 3= agree and 4=strongly agree

1	I enjoyed responding to peer's improvement in the feedforward form.	1	2	3	4
2	It was easy to respond to the peer's improvement.	1	2	3	4
3	I found it useful to respond to the peer's improvement because I could improved my essay too.	1	2	3	4
4	I learnt from the goals that my friends set for themselves in the feedforward form.	1	2	3	4
5	On the form, I found it friendly that my friend could express opinion, ask for clarification or suggest if my comments were appropriate and clear (or not).	1	2	3	4

Recommendations or Suggestions:

_____

_____

_____

_____

_____

_____
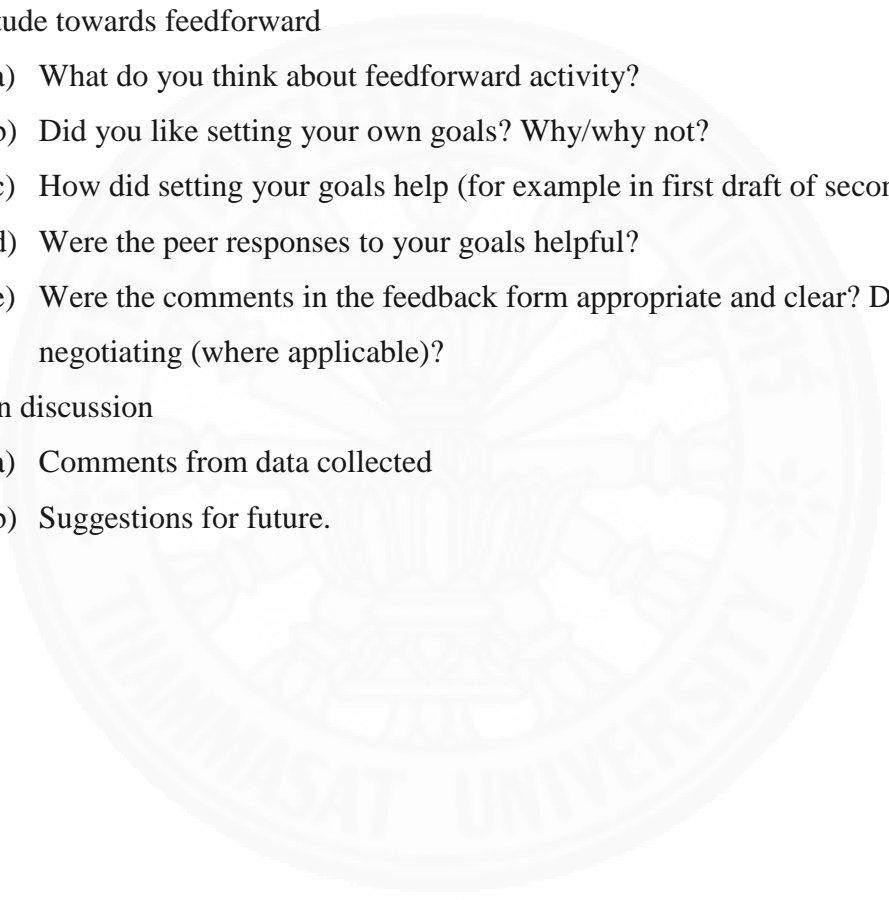
Thank you!

APPENDIX H

Indepth Interview Guideline

1 **Student Name:**   First Name   Last Name

Student ID :   Lecturer   Section

Peer Name: First Name   Last Name

Reason (s) for chosing above mentioned peer to review your essay:

_____

2   General attitude towards peer feedback

    a) How was your experience during this semester? Is there any classroom activity you did differently when compared to previous semesters?

    b) Have you ever given or received peer feedback before this semester?

    c) How helpful was the peer training?

3   Procedure for giving and receiving feedback

    a) What do you think about the feedback procedure (Prompt: to first fill the feedback form and then to mark esssays?)

    b) What is your opinion about the effectiveness of the feedback form in receiving and giving feedback? (Forms include criteria checklist, feedback response form and memo)?

    c) Other than the written feedback and feedforward forms, did you engage in dialogue with friends (outside classroom, face to face, using technology)? What is the purpose (clarify, question, etc about peer's comment and/or voluntarily explain to peers comments provided)

    d) What did you enjoy more - giving or receiving feedback? Why?

    e) What types of feedback you received from peers were most effective (praise, critique, advice or evaluation, etc). Why?

4.   Attitude towards receiving feedback peer feedback

    a) Were you happy to have the essay reviewed by peers? Why/why not?

    b) Did essay improved according to peer feedback? What other factors (if any) influenced revision or taking the comments forward to begin the second essay?

    c) To what extent did you think your writing improved after reading peer comments? Discuss top 3 areas you improved most (content, structure, etc).

5. Attitude towards giving feedback peer feedback

    a) Were you happy to preview peer's essay? Why/why not?

    b) Did peers revise the essay according to the feedback you provided? What other factors (if any) influenced peer to revise or take the comments forward to begin the second essay?

    c) To what extent did you think your writing improved after reading peer's essay? (content, structure, grammare, etc). Discuss.

6. Attitude towards feedforward

    a) What do you think about feedforward activity?

    b) Did you like setting your own goals? Why/why not?

    c) How did setting your goals help (for example in first draft of second essay?)

    d) Were the peer responses to your goals helpful?

    e) Were the comments in the feedback form appropriate and clear? Did you enjoy negotiating (where applicable)?

7. Open discussion

    a) Comments from data collected

    b) Suggestions for future.

APPENDIX I

Procedure for Peer Feedback

Essay 1 (Draft Version)

1) Learner submit draft essay 1 to peer

2) Before reading peer feedback, learner will fill feedforward form (draft version) to set new goals in improving final essay.

3) Peer will review draft essay 1 and provide feedback to learner including

    i) Draft essay with marginal comments

    ii) Essay response sheet (checklist and comments)

    iii) Memo

4) After reading peer comments, learner will fill feedforward form (draft version).

    a) To clarify appropriateness of feedback

    b) To request specific feedback

    c) To set new goals in improving final essay (after reading feedback)

5) Peer will respond to the feedforward form

    a) Any clarification or question regarding the feedback

    b) To respond to specific feedback requested

Essay 1 (Final Version)

6) Learner will revise draft essay and submit the final version to peer

7) Before reading peer feedback comment, learner will fill feedforward form (Final version).

    a) To check improvement of previous goals set, before and after feedback

    b) To set new goals in improving next essay (before reading feedback)

8) Peer will review final essay 1 and provide feedback to learner including

    i) Final essay with marginal comments

    ii) Essay response sheet (checklist and comments)

    iii) Memo

9) After reading peer feedback comments, learner will fill feedforwad form (Final version).

    a) To clarify appropriateness of feedback

    b) To request specific feedback

    c)   To set new goals in improving final essay (after reading feedback)

10) Peer will respond to the feedforward form

    a)   Any clarification or question regarding the feedback

    b)   To respond to specific feedback requested

Essay 2 (Draft Version)

11) Learner submit draft essay 2 to peer.

12) Before reading peer feedback comment, learner will fill feedforward form (draft version).

    a)   To check improvement of previous goals set, before and after feedback

    b)   To set new goals in improving final essay (before reading feedback)

13) Peer will review draft essay 2 and provide feedback to learner including

    i)   Draft essay with marginal comments

    ii)   Essay response sheet (checklist and comments)

    iii)   Memo

14) After reading peer feedback comments, learner will fill feedforwad form (draft version).

    a)   To clarify appropriateness of feedback

    b)   To request specific feedback

    c)   To set new goals in improving final essay (after reading feedback)

15) Peer will respond to the feedforward form

    a)   Any clarification or question regarding the feedback

    b)   To respond to specific feedback requested

Essay 2 (Final Version)

16) Learner will revise draft essay and submit the final version to peer

17) Before reading peer feedback comment, learner will fill feedforward form (Final version).

    a)   To check improvement of previous goals set, before and after feedback

    b)   To set new goals in improving next essay (before reading feedback)

18) Peer will review final essay 2 and provide feedback to learner including

    i)   Final essay with marginal comments

      ii)   Essay response sheet (checklist and comments)

      iii)   Memo

19) After reading peer feedback comments, learner will fill feedforwad form (Final version).

    a)   To clarify appropriateness of feedback

    b)   To request specific feedback

    c)   To set new goals in improving final essay (after reading feedback)

20) Peer will respond to the feedforward form

    a)   Any clarification or question regarding the feedback

    b)   To respond to specific feedback requested

APPENDIX J

Topics assigned by the teacher based on reading material

Topic 1: "To Catch a Thief" (FORTUNE MARCH 15, 2016:14)

In "To Catch a Thief" Jeff John Roberts contends that banks are using new biometric technologies to detect which customers are about to scam them and networked sensors open charted path to surveillance. Do you agree with Roberts that banks would be secure from criminal robbers? Write an argumentative essay based on Toulmin's Model. Discuss and provide your recommendation.

Guideline provided after essay submission or if students need guidance during writing :

CONFIRMAMTION		REFUTATION		RECOMMENDATION:AI	
S.1-D.	Pa1/2	S.1-D.		S.1	*What is*
S.2-W.	Pa1/3	S.2-W.		S.2	*The best of what is:*
S.3-B. 1		S.3-B.1		S.3	*What might be: i*
S.4-B. 2		S.4-B.2		S.4	*What should be:*
S.5-Reb.		S.5-Reb.		S.5	*What will be:*
S.6-Cl.	*However, I would agree with*	S.6-Cl.	*Still, I might disagree*		

Topic 2: "We Were Promised a 20-hour Workweek" (FORTUNE, APRIL 1, 2016:14)

Fry contends that 20-hour workweek is under debate of productivity slump which means the one who approve it is not predictive of what to come. Do you agree with Fry? Write an argumentative essay based on Toulmin's Model. Discuss and provide your recommendation.

Guideline provided after essay submission or if students need guidance during writing:

CONFIRMATION		REFUTATION		RECOMMENDATION:AI	
S.1-D.	Pa.2/2	Pa.3/2		S.1	*What is: Productivity slump*
S.2-W.	Pa.2/3	Pa.3/3		S.2	*The best of what is: It is best to apply zero-waste approach (Larry Chalfan, 2001).*
S.3-B. 1	Pa.4/1	Pa.6/1		S.3	*What might be: The company can save money, faster progress, support sustainability and improve material flows.*
S.4-B. 2	Pa.5/4	Pa.6/2		S.4	*What should be: reduce, reuse, recycle and rot (compost).*
S.5-Reb.	Pa.3/2	Pa.2/2		S.5	*What will be: productivity would not be in slump state; had zero waste approach been applied.*
S.6-Cl.	*However, I would agree with 20-hour workweek might lead to productivity slump*	*Still, I might disagree with 20-hour workweek might not lead to productivity slump*			

APPENDIX K

DATA FROM SEMI STRUCTURED INDEPTH INTERVIEW WITH STUDENTS

As the students gradually completed the assignment, the researcher took the advice of the teacher and interviewed five respondents based on the questions in Appendix H. Following is a detailed script of dialogue between the researcher (R) and the student (S) on one student. The questionnaire in Appendix H was semi structured.

The following conversation took place between the researcher (R) and the student (S). The conversation was recorded with timings provided for future reference. The actual name of the student is not revealed. Usa is an imaginary name chosen.

1. **Reason (s) for choosing above mentioned peer to review your essay**
   a) What is the name of your peer?
   b) What is the reason for choosing the peer to review your essay?

Person	Dialogue Transcribed	Time
R:	Can you tell me whom did you chose as your peer?	00:01
S:	Usa	
R:	Why did you chose Usa as your peer?	
S:	She's been with me for four courses. I know her well. We work together	
R:	If I put you in a lottery system and I randomly pick someone for you, would you be okay about it?	
S:	Yes	
R:	But what do you prefer? Do you prefer (to chose) Usa (yourself) or (be assigned a peer based on) lottery?	
S:	Actually I still prefer her (Usa) because when you (are) close to somebody you can (be) more free to talk.	
R:	Did you ever think ..oh I am better than Usa or she is better than me	
S:	No. (This does not matter.)	
R:	If I give you a foreigner, would it help or it doesn't matter, or you want a Thai (to be your peer)?	

S:	It depends on the nationality because it should be the one that has English like native language. It would help me a lot. Because it is their native language or their mother language, it would help a lot.	
R:	What if I you got an Indian like me with a strong Indian accent, would it matter? (You can be honest, you don't have to be nice to me)	
S:	A lot of experience is ok.	
R:	So anyone who has English as second language is ok - Singaporean, Hongkong? Doesn't have to be native American right?	
S:	Sure. Exactly	

2   General attitude towards peer feedback

a) What is your general attitude towards peer feedback:

b) How was your experience during this semester? Is there any classroom activity you did different when compare to previous semesters?

c) Have you ever given or received peer feedback before this semester?

d) How helpful was the peer training?

Person	Dialogue Transcribed	Time
R:	Now we talk about your attitude towards peer feedback. First you explain to me what you understand as peer feedback.	
S:	When you get a feedback from the peer, that thing can help you to improve for the next work or next exercise.	
R:	Did you enjoy doing this exercise?	2.30
S:	Yes I am good. It is like…I will enjoy of that peer I know them well …you know…it's like…if you ask first if your peer is ….sometime you will feel uncomfortable …maybe…	
R:	You mean if you are not close to your peer, but because you are familiar, you are close, you can trust each other ?	2.40
S:	Sure	
R:	Have you ever done this kind of peer feedback?	2.52
S:	Never. This is the first time (never received and never gived)	
R:	Do you remember we did the peer feedback training the first time	3.00

S:	Yes	
R:	Was that helpful?	
S:	Yes	
R:	If I made you do peer feedback without training, what would have happened?	3.08
S:	It's like a new subject. If you don't come to class, for the second time you will not understand .	
R:	So next time when I go to class, I should always give (training)?	3.20
S:	Always give. It should be like that.	
R:	Enough time or should be more?	3.25
S:	Should be more. For me, enough	

3. Procedure for giving and receiving feedback

a) Briefly explain the procedure for giving and receiving feedback

b) What do you think about the feedback procedure (Prompt: to first fill the feedback form and then to mark essays?)

c) What is your opinion about the effectiveness of the feedback form in receiving and giving feedback? (Forms include criteria checklist, feedback response form and memo)?

d) Other than the written feedback and feedforward forms, did you engage in dialog with friends (outside classroom, face to face, using technology)? What is the purpose (clarify, question, etc about peer's comment and/or voluntarily explain to peers comments provided)

e) What did you enjoy more - giving or receiving feedback? Why?

f) What types of feedback you received from peers were most effective (praise, critique, advice or evaluation, etc). Why?

Person	Dialogue Transcribed	Time
R:	Now we are going to talk about the procedure. When she gives you her essay, how do you start?	3.40
S:	The first step that I do is I check overview.	
R:	You mean you read?	

S:	Yes, it's not like all. I'm looking at the form. Because for the essay we have a lot. So I look at the form first.	
R:	Form means criteria?	4.10
S:	Yes, it means you start with introduction, then narration (and so on).	
R:	How many paragraphs. Then?	4.30
S:	Then I go to the thing that comes from my peer that is recommendation because for introduction, narration, confirmation and refutation you can copy (can get the idea) from the magazine but recommendation. So I am going there first.	
R:	So you read that (recommendation) carefully?	4.50
S:	Yes.	
R:	And then?	
S:	And then I think is it ok, is it good, and then comment	
R:	Do you use the forms that I gave you – the checklist?	
S:	Yes	
R:	The feedback forms?	
S:	Yes	
R:	When do you use it?	5.10
S:	I use them when I feel like – when it is enough to read.	
R:	How many times do you read (is enough)?	
S:	Just two times.	
R:	The whole essay?	5.25
S:	Yes	
R:	Then you use the checklist or not yet? Or you (would have) already used the checklist? (repeat the procedure – see her essay, you skim through, then you go into the recommendation paragraph, then you read the essay two times, so when did you use the checklist?)	
S:	After that.	
R:	So three times – this is the third time that you are reading?	
S:	Yes	
R:	While you are using checklist, do you write feedback comment or after?	

S:	After. It should be after.	
R:	Then you write the peer comments. Then?	
S:	Do the memo	
R:	Did you enjoy doing the checklist?	
S:	Memo	
R:	Memo – the best? Why?	
S:	The memo gives you a form (that is) free to write to your friend. The peer should be the one that is close to you, but if the peer that is not close to you then maybe the thing you think, you cannot write	6.25
R:	But here no problem?	
S:	No	
R:	And in this memo I gave you a structure. Next time should I give you a blank form or structure is good?	6.50
S:	Structure is good.	
R:	So you enjoyed the structure. Did you think it was too much work?	7.00
S:	For me, I think it should be only one essay because you have to spend a lot of time for the first draft and before you go to the final essay it's like	
R:	So one essay with final and draft is enough?	7:30
S:	Enough.	
R:	And if I take it and integrate with technology, would you like it? To take it online?	7.35
S:	Online is okay.	

4. **Attitude towards giving and receiving feedback and feedforward.**

   a) What is your attitude towards giving and receiving peer feedback and feedforward

   b) Were you happy to have the essay reviewed by peers? Why/why not?

   c) Did essay improved according to peer feedback? What other factors (if any) influenced revision or taking the comments forward to begin the second essay?

   d) To what extent did you think your writing improved after reading peer comments? Discuss top 3 areas you improved most (content, structure, etc).
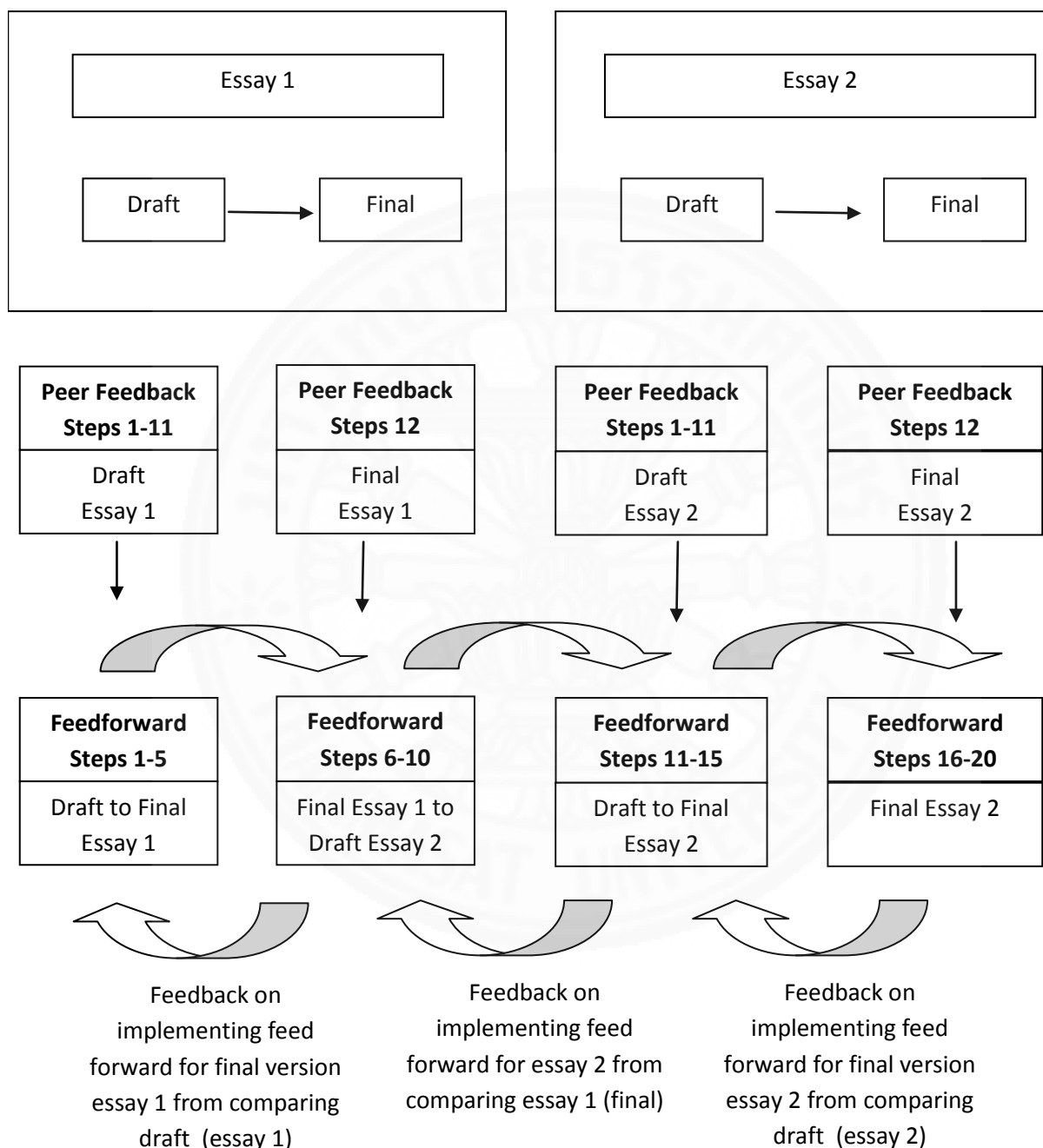
Person	Dialogue Transcribed	Time
R:	What did you enjoy more – giving or receiving feedback?	8:00
S:	I enjoyed giving because giving is … I have idea …	
R:	Is it easier (prompted)	
S:	Yes it is easier for me	
R:	Just read and give … but when we have to get a friend's essay and provide feedback to improve, is difficult?	9:00
S:	It depends whether it meets my expectation	
R:	In addition to what you have been writing in class, do you even talk to each other	9:15
S:	Talk to each other about this? Yes	
R:	What do you talk?	9:30
S:	Normally every time I teach them	
R:	So you suggest more. She will ask you something and you will suggest.	
S:	Yes	
R:	And do you line or email to each other	9:45
S:	No	
R:	Only talk in class. Do you talk outside class?	
S:	No	
R:	What type of feedback do you usually receive from your peer?	10:00
S:	Praise is number one.	
R:	Did it help? Do you this is effective?	
S:	Not too much.	
R:	Because?	
S:	When you receive only good things doesn't always help.	
R:	Did she critique you?	
S:	Yes	
R:	Now we move on to part of receiving feedback. Were you happy to receive to receive?	10:40
S:	It is not happy or sad.	

R:	What did you expect?	11:00
S:	I didn't expect too much – I didn't expect something good or something bad. I just wanted to know her mind. That's all.	
R:	So did you want to improve or you wanted to learn?	11:20
S:	I wanted to learn for her.	
R:	And did you?	
S:	Yes	
R:	Give me one example. What did you get from her opinion?	
S:	The knowledge or the understanding about the topic.	
R:	She helped you?	11:40
S:	She helped me like ---ok for this essay …. In the part for recommendation, the understanding of the topic is not like … so we have to go back and read more.	
R:	So did your essay improve according to her feedback?	11:55
S:	Yes, but not too much	
R:	So what actually helped improve your essay?	12:10
S:	The thing that helped me to improve myself when she said go back and read more. So I go back and read more and write something else.	
R:	So a lot of self thinking took place in addition to this.	12:40
R:	Your attitude - were you happy to give feedback?	
S:	Yes	
R:	Why were you happy to read her essay?	
S:	She did well. I was happy because when I read her essay, the thing she did well, I can learn from that	
R:	Is a good model?	13:30
S:	Yes	
R:	Did she revise the peer according to your feedback?	13:40
S:	Yes	
R:	Did she argue? She agreed with every thing?	13:45
S:	No. She	
R:	To what extend you think your writing improved – which area?	14:00
S:	Vocabulary and grammar	

R:	Feedforward activity – did you enjoy setting your own goals?	14:20
S:	Yes. Absolutely. I love that.	
R:	More than peer feedback? Why?	
S:	You can talk to yourself. It is good.	
R:	How did this help improve in the next assignment?	14:35
S:	When you talk to yourself and you set your own goal, and you walk on that way, it is good.	
R:	So you set your own path?	
S:	Yes	
R:	And was there any peer response? Did you ask her any questions?	14:55
S:	Yes	
R:	All ok	
S:	Yes	
R:	You didn't argue? You didn't fight?	
S:	No	
R:	Any recommendation for the future?	15:15
S:	You should have this every semester. You know it is a new thing….it is good you know …. Think out of the box	
R:	Thank you very much.	16:20

APPENDIX L
Quick Glance at Feedback/Feedforward Procedures

Essay 1	Essay 2
Draft → Final	Draft → Final

Peer Feedback Steps 1-11	Peer Feedback Steps 12	Peer Feedback Steps 1-11	Peer Feedback Steps 12
Draft Essay 1	Final Essay 1	Draft Essay 2	Final Essay 2

Feedforward Steps 1-5	Feedforward Steps 6-10	Feedforward Steps 11-15	Feedforward Steps 16-20
Draft to Final Essay 1	Final Essay 1 to Draft Essay 2	Draft to Final Essay 2	Final Essay 2

Feedback on implementing feed forward for final version essay 1 from comparing draft (essay 1)

Feedback on implementing feed forward for essay 2 from comparing essay 1 (final)

Feedback on implementing feed forward for final version essay 2 from comparing draft (essay 2)

Adapted from Hughes (2011)