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교육학석사학위논문

Peer Feedback Given by Korean High School
Students and Its Effects on Their Revisions in
EFL Writing

한국 고등학생들이 영어 작문 시 제공하는
동료 피드백과 동료 피드백이 글의 수정에
미치는 영향

2013년 8월

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박 아 령

Peer Feedback Given by Korean High School Students and Its Effects on Their Revisions in EFL Writing

by

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Peer Feedback Given by Korean High School Students and Its Effects on Their Revisions in EFL Writing

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Peer Feedback Given by Korean High School
Students and Its Effects on Their Revisions in
EFL Writing

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ABSTRACT

The present study investigated the characteristics of peer feedback and its effects on students' revisions in order to provide specific information about peer feedback and seek ways to increase the benefits of peer feedback in EFL (English as a Foreign Language) writing. This study focused on two questions: (1) what characteristics peer feedback made by Korean high school students possesses and (2) how the peer comments affect students' revisions. To explore these research questions, twenty-eight Korean high school students with two different English writing proficiency levels (higher vs. lower) in a supplementary English writing class participated in this study. After undergoing peer feedback training sessions, the students got engaged in four writing sessions which consisted of writing, peer reviewing, and revising. Students' original and revised drafts, students' comments on peer feedback worksheets, and their responses in student reflective journals were used for the data analysis.

The major findings include the following: (1) Korean EFL students' peer comments were more concerned with local aspects of writing such as language uses than global meaning and organization of the text. A substantial amount of peer comments were valid and contained concrete alternative ways to fix the problems of students' writing. Specifically, peer comments that were concerned with ideas, organization, and development, classified as global feedback in this study, tended to be valid, but peer comments focusing on grammar and vocabulary uses, classified as local feedback, showed less validity in the case of the students

with lower second language writing proficiency levels compared to global feedback made by the same students. In addition, regardless of students' L2 writing levels, global feedback tended to have no concrete alternatives, while local feedback tended to suggest alternatives; (2) a considerable number of peer comments were incorporated in students' revisions and most of the incorporated comments led to successful revisions. Most local feedback was accepted for revisions for both groups, but students' reactions toward global feedback were different depending on their levels. The student writers with higher L2 writing proficiency tended to incorporate global feedback in revisions substantially, while the writers with lower L2 writing proficiency tended to accept global feedback less than local feedback. Conspicuous patterns were observed in the relationship between feedback quality and revision quality. Valid feedback including concrete alternatives tended to lead to successful revisions, while invalid feedback or valid feedback without alternatives tended to result in unsuccessful revisions or no revisions.

These findings give specific information on what kinds of peer feedback and revisions can be expected from Korean EFL students, and show the importance of the way in which peer feedback is presented and the impact it has on the improvement of students' revisions.

Key Words: peer feedback, students' revisions, EFL writing

Student Number: 2008-21565

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CHAPTER 1.

INTRODUCTION

The present study attempts to investigate peer feedback made by Korean high school students and its effect on subsequent revisions in an EFL writing class. This chapter introduces the present study. Section 1.1 describes the need and purpose of the study and section 1.2 introduces the research questions. Finally, section 1.3 outlines the organization of this study.

1.1. The Need and Purpose of the Study

With the increasing need of practical communication skills in English, writing instruction is becoming more and more prominent in Korea. The Korean government has just introduced the National English Ability Test, so called *NEAT*, to promote English language learners' actual communication skills, such as listening, reading, speaking, and writing, and to take one step further from the current education system that has mainly focused on grammar and reading for problem-solving. In recent years, each Office of Education nationwide has been emphasizing the need to increase the essay types of tests in official examinations at secondary schools, in an attempt to complement the existing tests that have been dominated by multiple-choice or short-answer questions. Implementing writing

instruction in English classes is, however, not without difficulty due to Korea's specific situations. Above all, there are too many students that one English teacher has to take charge of. Despite the decreasing number of schoolchildren, it is not uncommon for a teacher to teach nearly 40 students in one class, and usually he or she is in charge of more than three classes in a semester. Therefore, it surely is a big burden for writing teachers in Korea to get students involved in a multiple-draft process writing approach, with teachers themselves being the only resource of feedback. In this context, peer feedback can be suggested as one type of a complement to teacher feedback (Hyland, 1990; Kim, 2009).

In the past three decades, peer feedback has gained increasing attention in second language writing instruction (Chaudron, 1984; Keh, 1990; Allison & Ng, 1992; Arndt, 1992; Berg, 1999; Zhao, 2010). The significance of peer feedback has been widely discussed in the literature: 1) it provides various opportunities of peer scaffolding (Tang, 1999) and collaboration (Tsui & Ng, 2000); 2) it helps student writers to build a sense of audience (Keh, 1990; Rollinson, 2005; Mangelsdorf, 1992); 3) it fosters students' autonomy (Yang et al., 2006); and 4) it raises students' language awareness and self-confidence (Diab, 2010; Cho, 2005).

However, previous studies have not been sufficient enough for a peer feedback activity to be planned and implemented effectively in EFL writing classes in Korea due to the following reasons:

First, there is a lack of research on the quality of peer feedback in the literature. Most studies on the nature of peer feedback have focused on which areas of writing the feedback is targeted at, such as whether the feedback is content-based

or form-based (Kim, 2009; Kim, 2010), global or local (Min, 2005; Cho, 2005; Cho & Sohn, 2007; Park, 2011), macro-level or micro-level (Kamimura, 2006; Kim, 2008). Very few studies have questioned the usability or validity of peer comments and its possible impact on revisions (Rollinson, 1998; Caulk, 1994). Moreover, scarce are the studies investigating how concrete the peer feedback given is and how such concreteness can attribute to revisions. Feedback validity and concreteness are essential factors to be considered, since in the writing class which adopts the process-writing approach, the quality of comments on students' drafts can directly influence the quality of the revised drafts. The present study, therefore, addresses these variables to help ESL/EFL researchers and instructors to catch a glimpse of the specific nature of peer feedback that can appear in the classroom.

Second, many studies investigated how much peer comments students incorporated in their revisions (Connor & Asenavage, 1994; Cho, 2005), whether the revisions made were surface-level or macro-level (Paulus, 1999; Kang, 2008), and whether revised drafts have improved in overall quality (Kamimura, 2006; Cho & Sohn, 2007), but few of them considered the successfulness of each change made in the revised drafts after each peer comment (Villamil & de Guerrero, 1998; Ting & Qian, 2010). The changes made by students after receiving peer comments can be either successful or unsuccessful, or even no changes can occur for various reasons. The present study is expected to find out the reasons for this by investigating in detail the relationship between peer feedback and students' utilization of the feedback in revisions and to verify the efficacy of peer feedback

activities in the success of revisions.

Third, the participants of most previous studies were university levels in both ESL contexts (Chaudron, 1984; Mangelsdorf, 1992; Saito, 1994; Zhang, 1995; Lockhart & Ng, 1995; Nelson & Carson, 1998; Villamil & de Guerrero, 1998; Paulus, 1999; Hyland, 2000) and EFL contexts (Roskams, 1999; Jacobs et al., 1998; Tsui & Ng, 2000; Yang et al., 2006; Wu, 2006; Min, 2006; Zhao, 2010). Only a handful of studies have been concerned with secondary school students (Sengupta, 1998; Kim, 2008; Park, 2011; Cho & Sohn, 2007). Since L2 (second language) writing instruction in Korean secondary schools is becoming more and more important and L2 writing teachers would have to deal with too many students due to the current school system, studies on peer feedback activities aimed at secondary school learners are necessary. The present study is expected to provide EFL writing teachers with valuable tips for peer feedback activities for high school learners specifically.

Lastly, few studies have investigated the nature of peer feedback given by students with different L2 writing levels and how they responded to the peer feedback differently in their revisions (Kamimura, 2006; Yi, 2010). Students' L2 proficiency levels can be an important variable that determines the effectiveness of a peer feedback activity (Guénette, 2007; Kim, 2009). Due to the huge gap in English proficiency between students, most English classes in Korean secondary schools have been carrying out leveled-class systems in which students were assigned into different classes by their achievement levels. Therefore, one class is likely to consist of students of somewhat similar levels, such as advanced or

intermediate students. The proficiency level of students, thus, should be taken into serious consideration during the planning and organizing of a peer feedback activity in foreign language classrooms in Korea.

Recognizing the significance of peer feedback in EFL writing instruction in Korea and the need for further exploration of peer feedback, the present study seeks to investigate the characteristics of peer feedback made by Korean EFL high school students who were assigned into different peer feedback groups by their L2 writing levels. It also examines the effects of those peer comments on students' subsequent revisions during the writing classes.

1.2. Research Questions

The aim of the present study is to examine the characteristics of peer feedback given by Korean EFL high school learners in a writing class and its effects on their revisions. For this purpose, research questions for the study are posed as follows:

1. What are the characteristics of peer feedback given by Korean high school students in EFL writing?
2. How do peer comments affect the subsequent revisions of Korean EFL writers?

1.3. Organization of the Thesis

This present study is organized into five chapters. Chapter 1 introduces the need and purpose of the present study and raises the research questions. Chapter 2 reviews previous studies on peer feedback in ESL and EFL writing instruction, the nature of peer feedback, and its effect on students' revisions. Chapter 3 describes the methodology used in the present study. Chapter 4 reports the results and discusses the findings with regard to the research questions. Chapter 5 concludes the study with a summary of major findings and pedagogical implications, and provides suggestions for further research.

CHAPTER 2.

LITERATURE REVIEW

This chapter reviews the theoretical background and relevant studies on which this study is based. Section 2.1 gives an overview of peer feedback in ESL and EFL writing instruction, and section 2.2 presents previous studies on the nature of peer feedback. Lastly, section 2.3 addresses studies on the effects of peer feedback on students' revisions.

2.1. Peer Feedback in ESL/EFL Writing Instruction

Peer feedback, also referred to as peer review (Mangelsdorf, 1992; Min, 2006) or peer response (Connor & Asenavage, 1994; Berg, 1999), has drawn researchers' attention since the process writing approach was introduced in ESL/EFL writing. Keh (1990) defines feedback as "input from a reader to a writer with the effect of providing information to the writer for revision" (p. 294). As opposed to teacher feedback, peer feedback is an input between students to help each others' revision. Thus, students act as writers and at the same time as advisors for their peers.

The growing popularity of peer feedback is largely attributed to two major approaches, which received a great amount of support in the literature: the

sociocultural theory and the process writing approach. The sociocultural theory centers on the notion that learning is a social process and that cognition and knowledge are dialogically constructed (Swain et al., 2002). Therefore, social interaction plays a key role in the development of cognition (Vygotsky, 1962, 1978; Graff, 1979; Street, 1984). This notion fostered collaborative learning in ESL/EFL writing instruction in the belief that negotiation and collaboration help the internalization of cognitive and linguistic skills, thus leading to improved writing abilities. Meanwhile, the focus of studies in L1/L2 writing instruction has been shifted from the teaching of writing as a product to the teaching of writing as a process (Emig, 1971; Chaudron, 1984; Zamel, 1987; Hairston, 1982; Raimes, 1985). The so-called process writing approach emphasized that writing is a way of learning and developing communication skills, and viewed writing as a recursive process of pre-writing, writing, and revising rather than a linear process (Hairston, 1982). When the focus of teaching writing is on collaboration between learners and the intervention of students' writing and revision process, peer feedback is seen as a pedagogical activity that can meet these needs in the composition classroom (Cho, 2005).

The benefits of peer feedback in writing and revisions have been discussed in numerous studies (Mittan, 1989; Villamil & de Guerrero, 1996; Yang et al., 2006; Tsui & Ng, 2000; Rollinson, 2005; Park, 2011). In their quantitative and qualitative study, Tsui and Ng (2000) identified four beneficial roles of peer feedback in writing. First, it raises students' awareness of their own weaknesses. It is not easy for students to spot their own mistakes in writing but relatively easier

to spot others'. Thus giving feedback as well as receiving feedback could help them notice their own problems.

Second, it encourages students to work collaboratively. When students get involved in the peer feedback sessions, they have to clarify their intended meaning to their peers and discuss together a way to convey the intended meaning clearly and appropriately. That way, students could learn from each other and work as a collaborator of each other's writing.

Third, peer feedback helps students to build a sense of audience. Teachers do not serve as a real audience of students' writing because students presume a teacher has full understanding of the meaning of the text due to teachers' superior experiences and knowledge. On the other hand, peer reviewers become true readers for them in that they make the writers care whether they have expressed their ideas effectively and how their peers would understand their writing.

Fourth, it fosters students' ownership of their texts. Unlike teacher feedback, peer comments are not viewed as authoritative, so students feel that they have autonomy over their own text and can make their own decisions on whether they should accept the peer comments or not.

Despite the positive roles of peer feedback in writing that Tsui and Ng (2000) mentioned, some problematic aspects of peer feedback have also been pointed out by several researchers. First, it can be time consuming (Rollinson, 2005; Park, 2011). Getting students involved in the whole process of reading a peer's draft, making notes, communicating with the writer to negotiate the meaning and figure out the best ways to express the meaning would take a significant amount of time.

Second, students' reservations about their peers' ability to provide useful feedback can work against the beneficial effect of peer feedback. Mangelsdorf (1992) found that many of his advanced ESL writing students did not view their peers as good critics. The majority of them had lack of trust in their peers' ability to respond to their texts. Lee (2011) observed that her Korean college students saw their peers as unqualified to revise grammatical aspects in writing and had a tendency to distrust their peers' suggestions. Students also tended to worry about giving imperfect feedback to their peers due to their limited linguistic knowledge. In Park's (2011) study, the students showed anxiety about giving incorrect feedback to their peers. Cho's (2006) English-majoring students also perceived their limited linguistic knowledge as a major barrier in giving peer feedback.

Not only students' lack of linguistic knowledge, but also their different attitudes that they take while reading students' texts from teachers' can limit the constructive effect of peer feedback. Newkirk (1984) compared the evaluation of teachers and students on the same student papers and found the limitations of peer groups in providing a fully adequate response to a student paper due to their limited understanding of their role as responders and narrower range of interest and focus. Students tended to be "not looking at the window but the view the window allows them" (p. 308).

Finally, peer feedback can sometimes hurt students' feelings. Cho (2006) contended that some peer reviews caused students' unpleasant feelings owing to the lack of peer reviewer's politeness and effective strategies in correcting errors and giving advice.

Such drawbacks of peer feedback can be reduced once students become familiar with giving peer feedback and start to realize the beneficial aspects of helping each other as collaborators over time. Yu and Choe (2011) proposed that students can overcome the potential problems of peer feedback when they build rapport and in so doing lower their anxiety. Tang (1999) reported that students' perceptions toward peer response tended to be positive in the beginning of the semester and that they became somewhat more positive as the semester progressed.

The most frequently conducted studies on peer feedback were concerned with students' attitudes or perceptions toward peer feedback, especially compared to teacher feedback and self correction. Many studies found, however, the relative appeal of teacher feedback over peer feedback (Zhang, 1995; Saito, 1994; Kang, 2008). That is, students were not relatively in favor of peer feedback when comparing it with teacher feedback.

In addition, there are some opinions that peer feedback might not be as beneficial for Asian students as for students from other countries because of their unique cultural background (Nelson & Carson, 1996, 1998; Hyland, 2000; Sengupta, 1998; Tang, 1999; Cho, 2005). According to Nelson and Carson (1996, 1998), for example, Asian students tended to seek group harmony in peer response sessions, which led them to avoid disagreement or negative commenting, in comparison with Spanish-speaking students who actively expressed their opinions and criticisms. Citing the Hofstede's (1986) term, *power distance*, Cho (2005) asserted that where the authority's opinion is prioritized over the person of the same status and teachers are viewed as the only holders of knowledge and

wisdom in classrooms, such as Korea, the potential benefits of peer feedback, which can be obtained by active negotiation between equal peers, can be greatly weakened. Sengupta (1998) similarly claimed that the teacher-centered and examination-oriented education in Asia reinforced students' negative concerns on the usefulness of the peer evaluation process in which peers "with a questionable command of English", not the teacher "who knows correct English", evaluate their writing, and in which they should read their peers' imperfect and inaccurate texts, not the passage "in correct English and good writing" as in a book (p. 24).

Although many studies described students' strong favoritism toward teacher feedback over peer feedback and mentioned possible cultural effects on the efficacy of peer feedback, there are other studies in which students showed their positive perceptions of peer feedback (Jacobs et al., 1998; Mangelsdorf, 1992; Saito & Fujita, 2004). For instance, Jacobs et al. (1998) found 93 % of the students in their study preferred to have peer feedback as one type of feedback. In Mangelsdorf's (1992) study, 55 % of the students found the peer review process valuable in general.

Other studies focused on the differentiated effectiveness of peer feedback compared to teacher feedback. They noticed that peer feedback was more associated with student autonomy than teacher feedback and claimed that peer feedback plays some role in students' revisions (Yang et al., 2006; Zhao, 2010; Cho & Sohn, 2007; Rollinson, 2005). Yang et al. (2006) contended that students' tendency to distrust the feedback from their peers led them to develop their own ideas for revision. Zhao (2010) revealed that students actively accepted or rejected

peer feedback depending on their understanding of its meaning and value, but showed rather passive acceptance of teacher feedback although they did not understand its significance. In other words, peer feedback can help writers with its own benefits that teacher feedback does not offer.

All the previously mentioned studies show that there are conflicting opinions on the efficacy of peer feedback in writing among L2 researchers. More empirical studies on peer feedback are necessary in order to verify its effectiveness in L2 writing instruction. The present study therefore attempts to address this issue.

2.2. Studies on the Nature of Peer Feedback

An important issue in peer feedback in L2 writing instruction is what unique characteristics peer feedback holds and whether they can be perceived as useful for revisions. There are controversial arguments about the usefulness of peer feedback among researchers. Rollinson (1998) claims that peer reviewers can provide useful feedback. In his study (1998), Rollinson found 80% of peer comments were considered valid, and only 7% were potentially damaging. Similarly, Caulk (1994) demonstrated that 89% of his EFL students made useful comments and 60% even made suggestions that the teacher had not made. Inappropriate comments were hardly found in their study.

On the other hand, there are studies which found that peer feedback was less

substantially helpful for revisions. Hyland (2000) examined the written peer feedback of ESL writers as well as the written teacher feedback to see if the two types of feedback focused on similar aspects and compare the effects of them on student writing. She found that many of the written peer comments were so “neutral” and “non-specific” (p. 42) that it was not possible for the comments to result in any revisions.

Some researchers noticed that peer feedback serves a more pragmatic function than linguistic function, making the effect of peer feedback on student writing unproductive. In the exploratory study by Wu (2006), the peer comments made by adult learners in an EFL composition class were largely concerned with simple “statements” (e.g., “That’s a fresh opinion for me, I had never think about this before.”), which did not pose any questions, requests, or suggestions about the writing, and “praise” and “blessing”, such as “Well, sounds really wonderful!” and “Anyway, I wish you good luck and make your dream come true!”. Wu’s students used peer reviews “to offer mutual support, to show their general agreement, and to wish good luck to their classmates” (p. 132). Lee (2011) analyzed Korean EFL students’ written peer comments and found that, again, “statements” and “praises” accounted for the majority of the responses, 37% and 29%, respectively. Wu’s (2006) and Lee’s (2011) results represent students’ tendency to provide implicit personal opinions instead of specific indication of errors in their peers’ writing. This tendency made their comments have little impact on peers’ subsequent writing.

Another group of studies pointed out that peer feedback tended to focus on

local aspects of writing, such as language uses and grammar, more than global aspects, such as content, idea development, and unity (Paulus, 1999; Cho, 2005; Ting & Qian, 2010; Villamil & de Guerrero, 1998; Kim, 2008; Kang, 2008). For instance, Cho (2005) found that 76.3% of the comments provided by Korean college students in an English composition class were concerned with local aspects of writing, while 23.7% were concerned with global aspects of writing. Paulus (1999) also observed that 65% of the total revisions made by her ESL undergraduate students were considered as surface changes, which concerned altering the surface structure without changing the information from the text, while 37.5% were considered as meaning changes, which affected the information in the text. Ting and Qian (2010) noticed that more than 80 % of the total revisions made by Chinese EFL students were concerned with surface-level. Villamil and de Guerrero (1998) found that their Spanish ESL college students focused on grammar the most, approximately 30 %. Organization was the least attended part, accounting for less than 6%.

Such students' preoccupations with local feedback can be explained by its relative easiness and straightforwardness on the part of peer reviewers, compared to global feedback. Like the previous studies mentioned above, Park (2011) found that his Korean high school students who enrolled in a TOEFL course focused more on local feedback than on global feedback. The interviews with the students additionally revealed that they found it easier and more convenient to give local feedback, such as picking out grammatical errors, than to give global feedback in which they had to elaborate every bit of detail. After semi-structured interviews

with their students, Tsui and Ng (2000) revealed that the students felt that peer comments could not induce the macro-text-based changes that teacher comments did. In their perceptions, their peers could only provide feedback on what is problematic on the students' text and on whether the points were relevant to the topic, but could not tell them how to make revisions.

In the meantime, there are not many studies which considered students' L2 proficiency levels as an important variable affecting the nature of peer feedback. Very few researchers (Yi, 2010; Liao & Lo, 2012) attempted to see whether peer feedback occurs differently according to students' levels. Yi (2010) examined the characteristics of Korean EFL college students' comments on English writing. She divided the students into three groups based on their English writing level, advanced-, intermediate-, and beginning-level, and had each student provide feedback for their group members. The study found that advanced-level students gave more feedback than beginning-level students and all the three groups made more corrective feedback than formative feedback. It also found that the language tone of feedback differed according to students' levels. The more advanced the students' levels were, the more definite and direct their way of providing feedback was. The comments from beginning-level students tended to be too basic and lack confidence.

Liao and Lo (2012) also explored the differences in peer comments provided by L2 writers of high and low proficiencies. The results indicated that both high- and low-performing writers dominantly produced feedback that identified problems of peers' writing but more proficient writers tended to provide more

details when explaining the problems and offering suggestions for revisions. These studies imply that L2 proficiency level of students may have a differential effect on the nature of the peer feedback they provide.

2.3. Studies on the Effects of Peer Feedback on Students' Revisions

A growing number of studies in peer feedback have been undertaken in ESL/EFL contexts (Yang et al., 2006; Tsui & Ng, 2000; Paulus, 1999; Chaudron, 1984; Wu, 2006; Villamil & de Guerrero, 1998; Connor & Asenavage, 1994; Mendonça & Johnson, 1994; Nelson & Murphy, 1993). They generally agreed that compared to teacher feedback, almost all of which students usually uptake, students take a selective stance on whether to accept the feedback from their peers in their revision. Among the researchers, however, conflicting findings were presented on the extent to which peer feedback affects revisions.

Some researchers contended that the role of peer feedback was quite minimal in revisions. For example, Connor and Asenavage (1994) investigated the impact of peer response on subsequent revisions of freshmen ESL students and found that only about 5 percent of the total revisions were made out of peer comments. In their study, self feedback accounted for 60% of the incorporated revision and teacher feedback accounted for 35%. Similarly small proportions of peer-induced

revisions were found in Paulus' (1999) study. Paulus examined how peer and teacher feedback affected students' first and second draft revisions. Peer comments resulted in 32.3% of the first revisions but only 1 % of the second revisions, causing 13.9% of the total changes. Teacher comments affected 34.3% of total revisions, in contrast. These results showed that students were likely to be more reliant on teacher comments than peer comments in the revision process.

However, cautions must be exercised before concluding that peer feedback has little impact on revisions. Most studies that revealed the small changes resulted by peer comments have conducted their research in the setting in which students received teacher feedback and peer feedback simultaneously in the writing class. When they have options to select either a teacher's comment or peers' comments, it is quite reasonable for them to prioritize a teacher's comment over peers'.

In this respect, it is no surprise that other studies found a higher acceptance of peer comments when peer feedback was the only source of feedback or was completely separated from teacher feedback in the process of revision. Chinese EFL students in Yang et al.'s (2006) study, for instance, were divided by two groups, one receiving only teacher feedback and the other receiving only peer feedback. The results found that peer feedback groups incorporated 67% of (peer) comments in rewrites. Cho (2005) conducted peer feedback activities in Korean EFL writing classrooms and reported that 67.6% of peer comments were completely incorporated or adapted in the writers' own way in revisions. Villamil and de Guerrero (1998) also found that the Spanish-speaking ESL college students who got involved in peer revision incorporated 74% of revisions made in the peer

sessions in the final drafts. Ting and Qian's (2010) case study of peer feedback in a Chinese EFL writing classroom demonstrated that the students used a substantial part of the peer feedback, 85.5%, in their revisions.

Another line of peer feedback research centered on whether peer feedback contributed to the improvement of the quality of subsequent writings. Again, the results revealed mixed findings. Some argued that there was no significant improvement in essay quality after peer revisions. Chaudron (1984) examined the differences in scores for a first and a revised draft made by his ESL college students and found no significant difference between the changes in overall scores from the original draft to the revised draft. Cho's (2005) study that investigated first and second drafts made by 44 Korean EFL college students who underwent peer feedback activity showed that although the total scores increased from the first to the second draft, the improvement was not statistically significant.

Others maintained, however, that peer feedback did influence the quality improvement of students' writings. For example, Paulus (1999), who examined the effect of the feedback and revision process on the improvement of her 11 ESL students' writing, found that peer revision resulted in overall essay improvement. Similarly, Cho and Sohn (2007) and Kim (2009) demonstrated that peer feedback was effective in improving the overall quality of Korean secondary school students' writings. Notably, some abovementioned studies shared a common result that peer feedback was specifically effective in the improvement of the language of students' drafts (Cho, 2005; Cho & Sohn, 2007; Kim, 2009). Except Kim's (2009) study which also showed the improvement in content, organization, and

mechanics after peer revisions, Cho (2005) and Cho and Sohn (2007) found no significant improvement in the content and organization of the writing after peer-influenced revisions.

Very few researchers considered students' L2 proficiency as an important variable for revisions. They claimed that students can make revisions differently according to their L2 levels.

Kamimura (2006) compared the improvement of the writing and revisions of Japanese high-proficient - and low-proficient learners in college. The results found that peer feedback had a moderate effect on the improvement of the essay quality for students with either level. Unlike previously mentioned studies that found students' tendency of giving feedback on global aspects minimal (Cho, 2005; Park, 2011; Tsui & Ng, 2000; Kim, 2008), Kamimura found that both the higher-proficiency and the lower-proficiency learners were more concerned with meaning-related features of writing than form-based features. Both groups incorporated most of the peer comments into their revisions. The qualitative analysis, however, revealed that more advanced students tended to make global feedback and attempted to make meaning-level revisions, whereas less advanced students tended to provide sentence-level feedback and make local revisions.

Kim's (2008) study showed lower-level students can benefit more than higher-level students from peer feedback. She explored the impact of peer feedback on online writing for Korean EFL middle school learners and found that students usually gave feedback on language structure regardless of their levels. However, the study found that students with lower L2 writing proficiency tended to

incorporate more peer comments in their second drafts than students with higher L2 writing proficiency. Also, it revealed that students with a lower proficiency level seemed to value and appreciate peer feedback more highly than students with a higher proficiency level.

A growing body of studies in peer feedback has been undertaken in both ESL and EFL contexts, but they have presented controversial findings on the nature of peer feedback and its effect on students' revisions. Therefore, the present study attempts to probe the nature and effectiveness of peer feedback in Korean EFL writing classrooms and to suggest effective ways to implement peer feedback activities.

CHAPTER 3.

METHODOLOGY

This chapter outlines the methodology of the present study. Section 3.1 provides details on the participants. Section 3.2 presents the materials employed in the present study. Section 3.3 explains the procedures used for this study. Finally, section 3.4 describes how the data was analyzed.

3.1. Participants

A total of 28 Korean high school students (seven males and twenty one females) participated in the study. The writing class in question was conducted for 4 weeks after regular classes with an aim to improve students' EFL writing ability. The researcher was also the teacher of the course. The participants were the students in the 1st grade who voluntarily attended the writing class. Most participants, except one student who had stayed in Canada for two years when she was a middle school student, never took English writing classes previously. To determine the participants' L2 writing proficiency levels, their drafts of Writing 1 were scored as the pre-test using the analytic scoring rubric, adapted from Hedgcock and Lefkowitz (1992) and modified appropriately for this study (See Appendix 1). Two raters engaged in the scoring: One was the researcher whose

native language was Korean and had more than 6 years of English teaching experience. The other was a native English teacher who was from the United States and majored in English writing. She also had previous experiences of rating students' compositions in Sweden. The scoring rubric used a 5-point scale in five dimensions: content, organization, grammar, vocabulary, and mechanics. The maximum score was 25 (5 from each dimension), while the minimum score was 5 (1 from each dimension). To divide the students into two groups with different English writing abilities, a higher level group and a lower level group, the students were listed in descending order according to their writing scores and the first half of the students were arranged into the higher group and the last half into the lower group. The t-test revealed that there was a statistically significant difference between the writing scores of the higher group and those of the lower group ($t=4.840$, $df=26$, $p=.000$). Table 3.1 describes the profile of the participants.

Table 3.1 The Profile of the Participants

| Group | N | Mean | Std. Deviation | Std. Error Mean |
|--------|---------------|-------|----------------|-----------------|
| Higher | 14 (3M & 11F) | 16.71 | 4.8426 | 1.2942 |
| Lower | 14 (4M & 10F) | 9.07 | 3.3847 | 0.9046 |

All the small group works and peer feedback activities in the study were held within each group. The students were not informed of how they were grouped

owing to the researcher's concern that it might affect the result of this study. In fact, Hong (2006) asserted that her university students' perception of their peers' writing ability had an effect on the amount and quality of feedback and the aspect of incorporating feedback in their revisions. However, there is a possibility that the students in this study could guess their peers' writing ability by reading their writing papers.

3.2. Materials

This section presents materials for the present study. Section 3.2.1 introduces the writing prompts used in this study. Section 3.2.2 and 3.3.3 describe the peer feedback worksheet and student reflective journal respectively.

3.2.1. Writing Prompts

The writing prompts used in this study were adapted from *The NEAT Essential – Writing Level 2* (Neungyule NEAT Research Center, 2010). NEAT (National English Ability Test) is an internet-based test (IBT) divided into three levels, a LEVEL 1 test for adults and a LEVEL 2 and a LEVEL 3 test for high school learners. The reason for choosing writing topics from a NEAT textbook is that the participants were highly interested in the test and willing to take the test in the

near future. All the writing prompts used in this study were to ask students to write an argumentative essay. A total of 5 writing prompts were chosen and presented by the researcher during the course. Table 3.2 shows the writing topics of the prompts used in this study.

Table 3.2 The Topics of the Writing Prompts

| | |
|------------|---|
| Writing 1: | Your position for/against wearing a school uniform – Pre-test |
| Writing 2: | Your position for/against mandatory student volunteer work |
| Writing 3: | Your position for/against studying with friends |
| Writing 4: | Advantages/Disadvantages of raising pets |
| Writing 5: | Advantages/Disadvantages of attending a coed school |

For the writing topics, careful consideration was given to determine whether the topics were familiar to the participants in the study and they were related to their everyday lives. This was done in order to reduce their anxiety towards writing and to help the students enjoy writing about what they already knew or were interested in.

The students were asked to complete a writing task for 40 minutes in each writing class. They were allowed to use a dictionary when needed. All the writing tasks required the students to choose their position first, then come up with three supporting arguments for the position, and write an introduction, body, and conclusion within a 80~120 word limit (See Appendix 2). The writing prompts provided to students already included two possible supporting arguments as the

actual *NEAT* writing tests provide, but the students in this study were encouraged to draw up their own arguments, if possible.

3.2.2. Peer Feedback Worksheet

The present study chose to use only written peer feedback over other types of feedback such as oral peer interaction. Written peer feedback has plenty of merits not only for students but also for teachers or researchers. As Rollinson (2005) pointed out, for students it gives both readers and writers more time for collaboration, consideration, and reflection than oral negotiation; it prevents time from being wasted on unimportant issues and reduces possible friction, defensiveness, or negative interactions; it provides the writer with a written record for later consideration. For teachers and researchers, written peer feedback gives them a better chance of looking closely into the relationships between peer comments and revisions that students made as opposed to oral peer feedback (Min, 2006).

Peer feedback worksheets (See Appendix 3) were given to students to help them provide appropriate feedback after reading their peers' original drafts. It was adapted from Yang et al. (2006) and Kamimura (2006), translated into Korean, and modified for the present study. The students were allowed to use their mother language, Korean, for them to express their meaning with more clarity and convenience. The worksheet consisted of five categories; Organization (I),

Content (Ⅱ), Grammar, Vocabulary & Mechanics (Ⅲ), Good Points (Ⅳ), and Suggestions for Revision (Ⅴ). In order to make the peer feedback activity substantially helpful, the students were told to fill out the peer feedback sheet as politely and concretely as possible.

3.2.3. Student Reflective Journal

In order to examine how the students utilized their peers' feedback for their revisions more closely, the student reflective journal, a modified version of Park (2012), was provided to students in every writing session (See Appendix 4). It asked the participants to note specifically which peer feedback they incorporated when they revised their essay, and which peer feedback they did not incorporate and why. Also, they were asked to write any feelings or ideas regarding the peer comments and making revisions.

3.3. Procedures

The writing class was specially conducted for a month by the researcher as one of the extracurricular classes for the students. The class met twice a week, with each class lasting one and a half hours. Since most participants were unfamiliar

with writing English argumentative essays, the class began by teaching the students basic information on what an argumentative essay is about and how to write it. Figure 3.1 displays the power point slides that were used in the class to explain the structure of an essay.



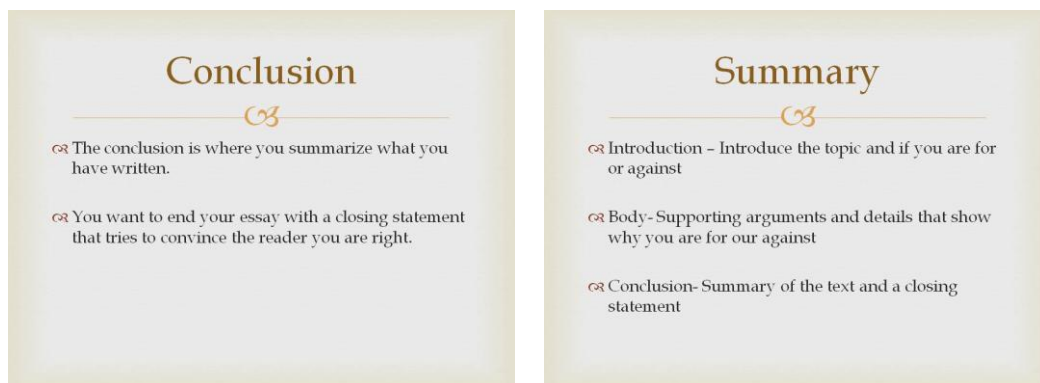


Figure 3.1 Power Point Slides for Teaching Essay Structure

Then, they were given the 1st writing prompt for Writing 1 and asked to complete it within 40 minutes. Their drafts for Writing 1 were used as the pre-test to examine students' English writing abilities.

During the 2nd and 3rd periods, feedback training sessions were conducted in order to help students to get familiarized with giving peer feedback and utilizing it for their revisions. The sessions were divided by two sessions; Session 1 focused on feedback regarding content and organization, related to global aspects of writing, and Session 2 centered on feedback regarding grammar, vocabulary, and mechanics, often considered as local features of writing (Kamimura, 2006; Cho, 2005). The reason for such division was to prevent students' feedback from being biased toward vocabulary and language uses, as previous research demonstrated (Tsui & Ng, 2000; Cho, 2005; Park, 2011; Kim, 2008). After the feedback training sessions, the actual writing sessions followed. From the 4th to the 7th period, the student writers wrote four argumentative essays, received peer feedback, and revised their drafts based on the peer comments given.

3.3.1. Peer Feedback Training Session

None of the participants were familiar with giving or receiving peer feedback in writing classes. Thus, peer feedback training sessions were crucial for them to effectively produce and utilize comments for their writing peers. A number of researchers stated that systematic, carefully-designed peer feedback training was key to successful implementation of peer review in writing classrooms (Reither & Vipond, 1989; Stanley, 1992; Connor & Asenavage, 1994; Berg, 1999; Rollinson, 2005; Min, 2006).

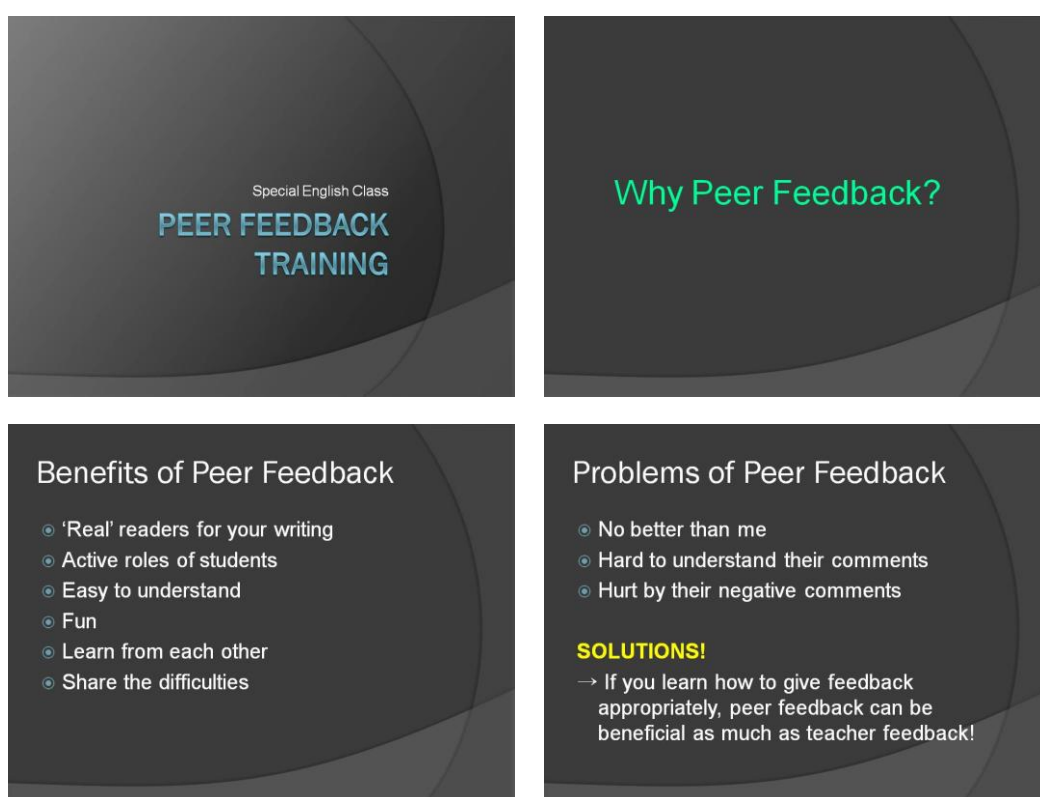
The peer feedback training sessions were adapted from Hu (2005) and revised appropriately for the present study. The sessions consisted of four stages: awareness-raising, demonstration, practice and reflection. Figure 3.2 displays the peer feedback training sessions used in this study.

| | |
|--------------------------|---|
| Awareness-raising | <ul style="list-style-type: none"> ● Whole-class discussion: benefits, problems and solutions of peer feedback ● Examples of student writers benefiting from peer feedback |
| Demonstration | <ul style="list-style-type: none"> ● Examples of a sample student essay ● Teacher demonstration of giving feedback |
| Practice | <ul style="list-style-type: none"> ● Explanation on how to use the peer feedback worksheet ● Individual responses to a sample student essay ● Whole-class sharing of students' responses ● Group revision of the draft and sharing with the class |
| Reflection | <ul style="list-style-type: none"> ● Group discussion: appropriate and inappropriate peer feedback ● Whole-class sharing of the results of group discussion ● Teacher suggestions of appropriate and inappropriate feedback |

Figure 3.2 Peer Feedback Training Sessions

The aim for the 1st stage was to raise the students' awareness of the purpose of doing a peer feedback activity and to help the students realize how they can benefit from peer feedback, which is what Mangelsdorf (1992) considered as

essential in training students to become good reviewers. Therefore, as the 1st step the whole class discussed the benefits, potential problems and solutions of peer feedback. Then, the teacher showed examples of a student writer who had benefitted from their partners' feedback in another class through power point slides. Figure 3.3 shows the slides that were used in this stage.



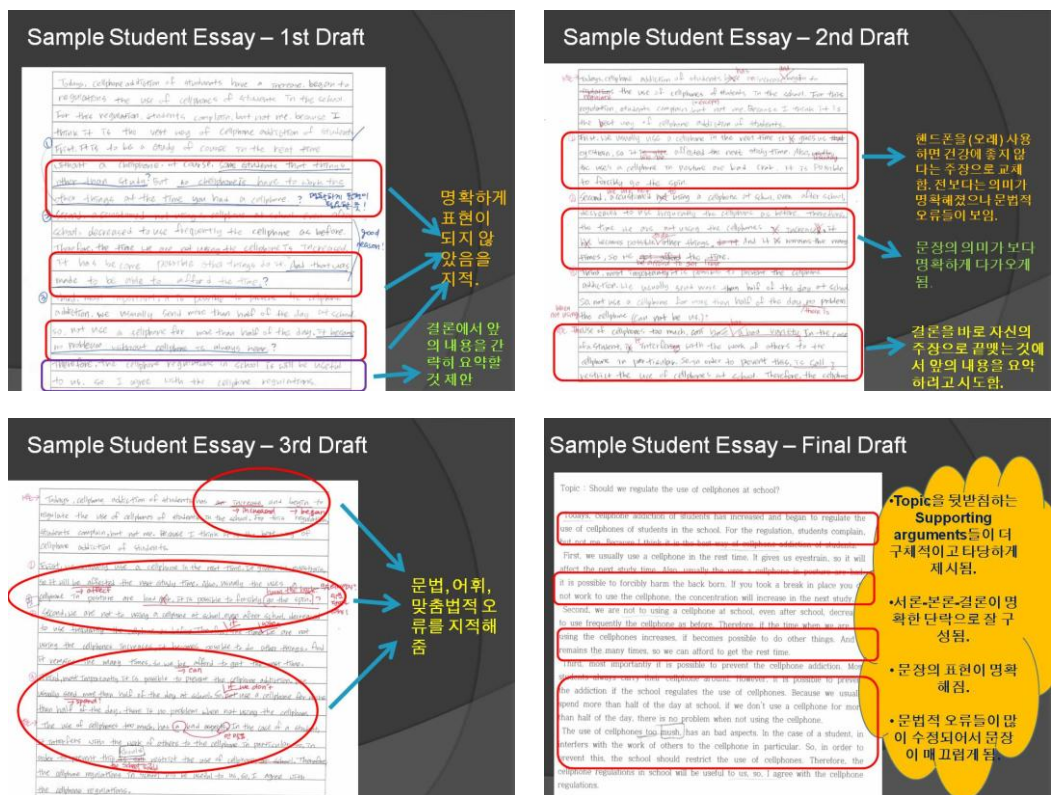


Figure 3.3 Power Point Slides for the Awareness-Raising Stage

In the demonstration stage, a sample student essay, also from another class, was shown to the students through power point slides. By thinking aloud, the teacher demonstrated what kind of peer feedback could be given to the problems that the essay contained, particularly on content and organization, which was the focus of Session 1. During the demonstration, the teacher emphasized that feedback should be clear and concrete in order to help writers make effective revisions. Figure 3.4 provides how the demonstration went.

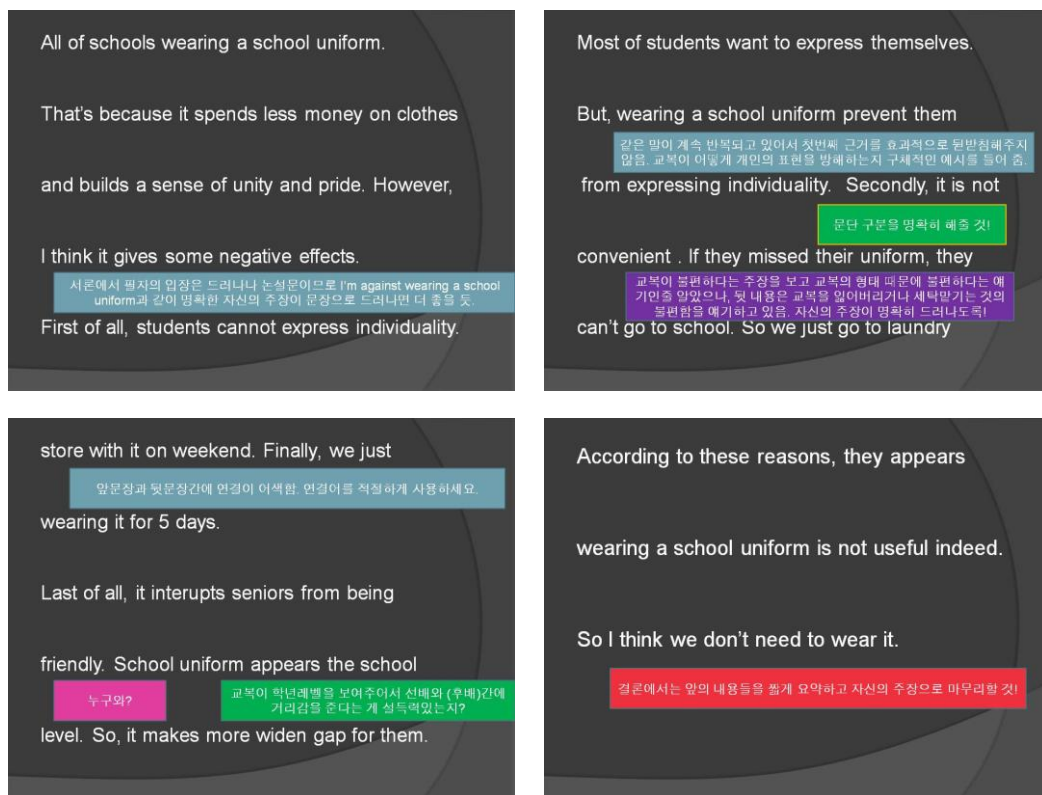


Figure 3.4 Power Point Slides for the Demonstration Stage

During the practice stage, a peer feedback worksheet was given to each student and how to use it was explained. A sample student essay, which was a different one from what the teacher used in the demonstration stage, was distributed to the students (See Appendix 5) and they were required to respond to the essay individually, focusing on content and organization. Basically, they were asked to provide feedback by filling in the peer feedback worksheet but were also encouraged to write comments on the margin of the writing paper if necessary. Table 3.3 shows the focus of the training in this session.

Table 3.3 The Focus of Peer Feedback Training Session 1
(Content and Organization)

| | |
|--------------|---|
| Content | Relevance of supporting arguments to the thesis statement |
| | Logicalness and validity of ideas |
| | Clarity of ideas |
| | Detailed explanations of ideas |
| Organization | Clear thesis statement |
| | Clear structural organization consisting of an introduction, three supporting arguments, and a conclusion |
| | Logical and cohesive sequencing |
| | Definite conclusion |

When they finished providing feedback, the whole class shared how they responded to the essay. The students then revised the essay together within small groups and shared their revised version of the draft with the class.

Session 2 focused on giving feedback regarding grammar, vocabulary, and mechanics. An error correction activity sheet was distributed to the students to help them practice correcting students' common mistakes (Appendix 6). Then the whole class shared the correction results. Except this error correction activity, the procedures of demonstrating and practicing feedback during that session were the same as those of Session 1. Table 3.4 displays the focus of Session 2.

Table 3.4 The Focus of Peer Feedback Training Session 2
(Grammar, Vocabulary, and Mechanics)

| | |
|------------|------------------------------------|
| Grammar | Errors in verb tense and verb form |
| | Subject-Verb agreement |
| | Article errors |
| | Errors in noun ending |
| | Wrong word order |
| Vocabulary | Wrong word form |
| | Wrong word choice |
| Mechanics | Spelling error |
| | Capitalization |
| | Punctuation |

Finally, in the reflection stage, each group discussed which types of peer feedback could be appropriate or inappropriate and shared their discussions with the whole class. Then the teacher suggested samples of appropriate and inappropriate expressions that can be used for feedback. The expressions were referred to in Kim's (2010) and Hansen and Liu's (2005) study. Table 3.5 represents the sample expressions.

**Table 3.5 Samples of Appropriate and Inappropriate Expressions
for Peer Feedback**

| Inappropriate Expressions | Appropriate Expressions |
|---|--|
| <ul style="list-style-type: none"> - This wrong! - Change this word/expression/sentence because it makes no sense here. | <ul style="list-style-type: none"> - I am not sure if this is right. - Could you please clarify this word/expression/sentence? |
| <ul style="list-style-type: none"> - Why did you use this word/sentence again and again? | <ul style="list-style-type: none"> - Can you use another word here? - You use this word/sentence a lot. Maybe use a different word/ sentence like ~. |
| <ul style="list-style-type: none"> - Your paper is perfect! | <ul style="list-style-type: none"> - Very good! You could ~. - Well done. But this paper could be better if you ~. |
| <ul style="list-style-type: none"> - How could you write this paper without a main idea? | <ul style="list-style-type: none"> - I'm afraid that I can't find your main idea. - Your main idea is not clear to me. |

3.3.2. Writing Session

The actual writing sessions were conducted during four periods. Each period required the students to write one essay, thus total four essays were written and analyzed for the present study. In a writing session, the students wrote an essay within 40 minutes. They exchanged their paper with their assigned partner in their group, which was divided in advance into the higher and the lower group according to their scores on the pre-test, and they provided feedback using the

peer feedback worksheet. The learners met different partners in each writing session. How to assign feedback partners is an important aspect that can have a significant effect on the results of the study. Mangelsdorf (1992) recommended arranging students with similar ability levels in the same groups, claiming that “when students vary a great deal in ability, usually the better students give good feedback to the weaker students but get little feedback in return” (p. 282). Kim (2008) also mentioned the disadvantages of grouping higher-level students with lower-level students in a group. She found that students tended to incorporate more peer comments in revisions when the peer reviewer’s and writer’s levels were similar. In this respect, the present study grouped the students with similar levels in the same group. During peer feedback sessions, the researcher encouraged students to be polite, supportive and collaborative, as Cho (2006) and Lockhart and Ng (1995) suggested. Cho (2006) pointed out the importance of training to provide feedback in appropriate and polite manners because “peer review activities could sometimes jeopardize peer relationships” (p. 228). Lockhart and Ng (1995) also emphasized students’ collaborative stance, rather than interpretative or authoritative stance, for effective interaction of peer response groups.

When the 1st peer feedback session was finished, the writing paper was passed to the 2nd feedback partner and he or she also left comments for their partner. The reason for having two feedback partners per writer was that comments from only one peer partner would not be enough for the writer’s revision and having three partners would be impossible due to time constraints. Time for each feedback

giving was limited within 15 minutes, thus it took 30 minutes to finish one peer feedback session each class. Afterwards, both the original draft and the peer feedback worksheets were returned to the writers for revision for homework. The students were encouraged to use their peers' comments for revisions as actively as they could, but at the same time were told to try to make revisions on their own rather than to depend only on the peer comments. After getting their revision done, they were told to write in the student reflective journal and to note which feedback they utilized for their revision and which they didn't and the reason why. Finally, they handed in their original draft and revised draft, the peer feedback worksheets, and the student reflective journal to the researcher in the following class. The same procedures were followed in the next rounds of composing and revising.

Figure 3.5 illustrates a diagrammatic representation of the experimental design of the present study.

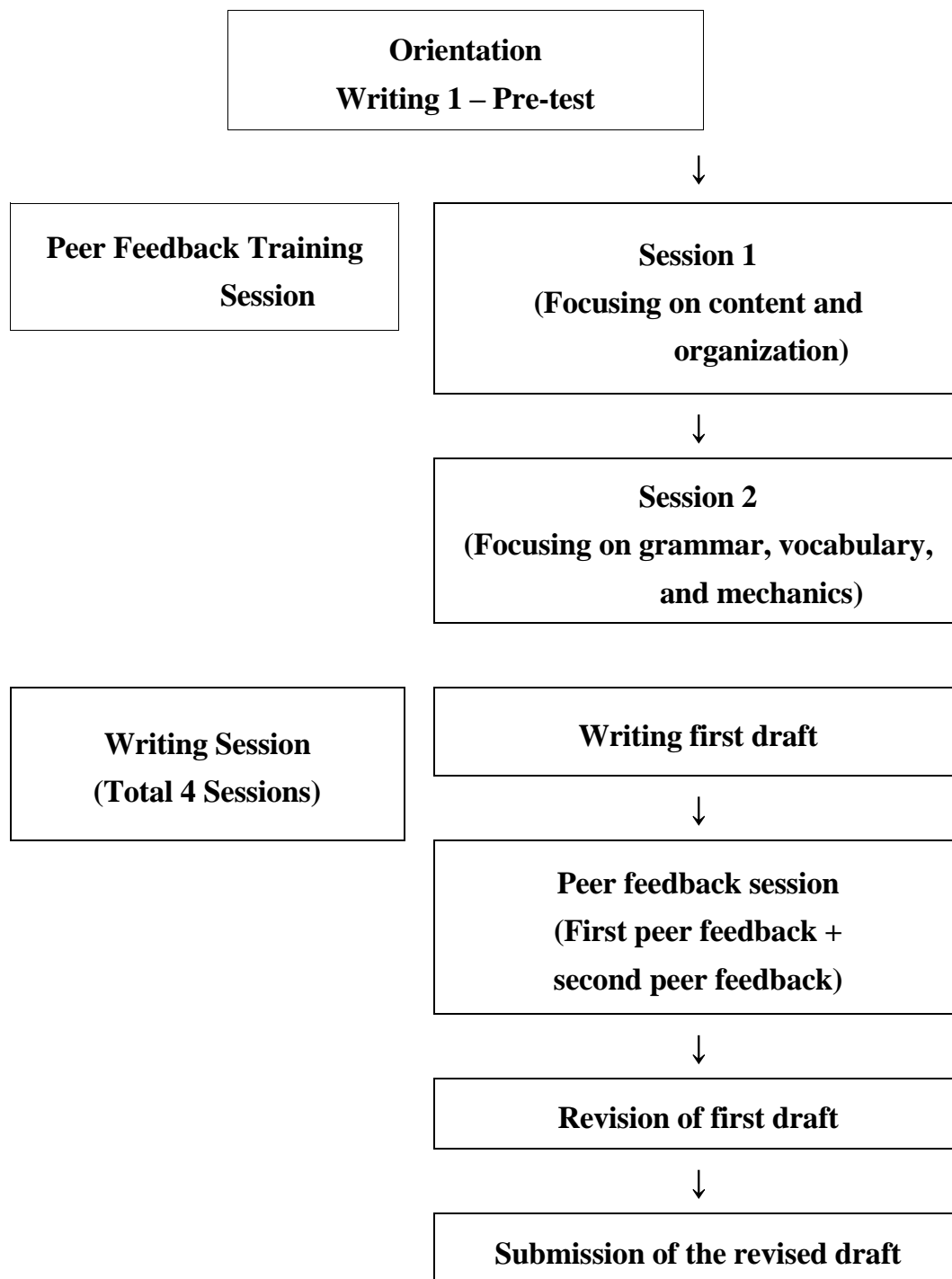


Figure 3.5 The Experimental Design

3.4. Data Analysis

This section illustrates how the data was analyzed for the present study. Section 3.4.1 shows how the written peer comments on the peer feedback worksheets over four writing sessions were analyzed in terms of types and quality. Section 3.4.2 describes how this study analyzed the effects of the peer feedback on students' revised drafts, using the written peer comments, the students' revisions made to the original and revised drafts, and the comments on the student reflective journals.

3.4.1. The Characteristics of the Peer Feedback

Peer feedback worksheets were used to identify and analyze the types and quality of peer feedback the students provided for their peers. To ensure reliability of the data analysis, following Hyland (1998) and Yang et al. (2006), all remarks and comments in the worksheets were independently identified and categorized by the researcher and an English teacher who did not teach the class. Any disagreement between the two was discussed until consensus was achieved. Each comment that focused on a different aspect of the text by each peer reviewer was coded as one separate comment. The students in the study received peer feedback from two other reviewers for each writing independently, and most feedback was not written on the students' original draft but in a separate peer feedback

worksheet. Therefore, there might have been chances for the peer comments to overlap between the reviewers. For example, when a student writer wrote in his or her text, “Students doesn’t like to work collaboratively”, peer reviewer A and another reviewer B both could point out the subject-verb agreement error in their peer feedback worksheet after reading the text. In such cases where two students gave similar feedback, this was counted as just one feedback in this study. The reason for this is that the focus of this research was to see how many qualitatively different comments each student writer was given by peers, rather than to see how many comments each peer reviewer provided for writers. From the writers’ point of view, receiving similar comments from each feedback partner would mean the same as receiving just one feedback for their paper.

The characteristics of the peer feedback were first analyzed in terms of types and quality. Peer feedback was classified into two types; global and local feedback, following Cho’s (2005) and Park’s (2011) terminology. If the students gave comments on the problems such as contents, appropriateness of supporting arguments and organizational aspects such as unity, lack of support, logical sequencing, the comments were coded as ‘global feedback’. If the peer comments were given to grammatical errors such as subject-verb agreement, verb tenses, article usage, or word choice and mechanical problems, they were coded as ‘local feedback’. For the analysis, the number of peer comments indicated on the peer feedback worksheet by feedback types was counted for the students in the higher – and the lower group. Next, the percentages of global feedback and local feedback found with the two groups were calculated and compared with each other.

For the analysis of the quality of feedback, two aspects were considered: validity and concreteness. The reason for analyzing feedback validity is due to the researcher's curiosity about how much valid feedback students can provide and how the validity affects their revisions. If two teachers who got involved in the coding process agreed that a student gave grammatically or mechanically correct feedback, or feedback that clarified problems clearly or suggested effective alternatives that could help improve the quality of writing, it was coded as 'valid feedback'. On the other hand, if the teachers judged that a peer comment was grammatically or mechanically incorrect, unnecessary, vague or ambiguous in meaning, or suggested alternatives that would not help improve the quality of writing, the comment was coded as 'invalid feedback'. When both teachers found it difficult to make a judgment on if the peer comment is valid for revision or not, they excluded the comment in the analysis for more accurate findings and interpretations. Therefore, this study only analyzed peer comments that were clearly identified as valid or invalid in the agreement of the two teachers. For the analysis, the number of valid and invalid feedback was counted and the percentages for them were calculated and compared between the higher group and the lower group.

In addition, peer feedback was analyzed according to its concreteness, based on Kim (2010). If the feedback contained concrete, direct alternatives or solutions that the writer could use by substituting or adding in their revisions, it was coded as 'feedback with alternatives'. If the feedback only pointed out the problems of the writing without giving any alternatives, it was coded as 'feedback without

alternatives'. The number and percentages of feedback with alternatives and feedback without alternatives were compared between the two groups for the analysis.

3.4.2. The Effects of the Peer Feedback on Students' Revisions

The present study examined the effect of peer feedback on students' revisions in response to the second research question. For the analysis, this study used students' original and revised drafts, peer feedback worksheets, and students' reflective journals. First, the present study examined the extent of incorporation of peer feedback into revisions. Park's (2012) taxonomy was modified in the present study. She used incorporation, no incorporation, and self-revision for analysis, but the present study had to exclude self-revision since it was found that almost all of the participants revised their drafts by relying solely on their peers' comments, although they were also encouraged to revise on their own as much as they could. Thus, this study analyzed only incorporation and no incorporation.

If the participants used peer comments in revision and made changes according to the comments, even if the changes were not successful in improving the quality of the writing, they were coded as 'incorporated feedback'. Incorporated comments included both cases when students accepted the peer comments as they were and when they followed peer's advice but adapted it to some extent in their text. However, if the students left their original draft

unchanged regardless of their peer's comments, the comments were coded as 'unincorporated feedback'. The number and ratios of the incorporated and unincorporated feedback for the two groups were compared.

In addition to the extent of peer feedback incorporation, the quality of revision was analyzed in a manner similar to Park (2012) who classified students' revision into two categories such as 'successful' and 'unsuccessful'. The revision was coded as 'successful' if the students revised their original text based on the peer comment, which improved the quality of the text in terms of content, organization, grammar, vocabulary, or mechanics. On the other hand, if the participants revised their text marked by the peer comment but the result failed to improve the quality of the text, the revision was coded as 'unsuccessful'. For the analysis the number and percentages of successful revisions and unsuccessful revisions were calculated and compared between the higher – and the lower group.

Finally, the relationship between feedback quality and revision quality was examined. First, how feedback validity can affect revision quality was investigated by comparing the percentages of successful, unsuccessful, and no revisions due to valid and invalid feedback between the two groups. Then, the relationship between feedback concreteness and revision quality was analyzed using the comparison of the percentages of successful, unsuccessful, and no revisions after feedback with alternatives and feedback without alternatives.

CHAPTER 4.

RESULTS AND DISCUSSION

This chapter presents the research results and discussion regarding the two research questions. Section 4.1 reports and discusses the results of analysis on the characteristics of the peer feedback. Section 4.2 provides the results and discussion of the effects of the peer feedback on students' revisions.

4.1. Characteristics of Peer Feedback

This section presents the findings with regard to the first research question, "What are the characteristics of peer feedback given by Korean high school students in EFL writing?" Section 4.1.1 explains the types of the feedback made by students with higher- and lower L2 proficiency levels and section 4.1.2 presents the quality of the feedback provided by students with higher- and lower levels.

4.1.1. Types of Peer Feedback

Table 4.1 compares the frequency of global and local feedback provided by the higher group and the lower group during the four writing sessions. As seen in

Table 4.1, the more proficient students made 243 peer comments ($M=17.36$) while the less proficient students made 160 peer comments ($M=11.43$). Each reviewer in the higher group made 4.34 peer comments on average in response to each writer's draft, while each reviewer in the lower group made 2.86 comments per draft.

Table 4.1 The Frequency of Peer Feedback by Types

| Types | Higher group (n=14) | | | Lower group (n=14) | | |
|-----------------|---------------------|-------|------|--------------------|-------|------|
| | F | M | MPD | F | M | MPD |
| Global feedback | 68(28) | 4.86 | 1.21 | 70(43.7) | 5 | 1.25 |
| Local feedback | 175(72) | 12.5 | 3.12 | 90(56.3) | 6.43 | 1.61 |
| Total feedback | 243(100) | 17.36 | 4.34 | 160(100) | 11.43 | 2.86 |

Note. F: frequency; M: mean frequency; MPD: mean frequency per draft. Numbers in parentheses indicate the percentage.

Both groups produced more local feedback than global feedback (the higher group = 175 vs. 68, the lower group = 90 vs. 70). This means that regardless of L2 writing proficiency, the peer reviewers were more concerned with language uses than global meaning and organization of their peers' texts. This is in line with previous studies' findings that learners did not pay attention to the global aspects of writing as much as they did to the linguistic aspects (Tsui & Ng, 2000; Villamil

& de Guerrero, 1998; Paulus, 1999; Cho, 2005).

Why did the peer feedback provided by the participants lean towards local aspects, although they had received the training that asked them to focus on content and organization as equally as vocabulary, mechanics, and grammar? One possible explanation is that students were merely much more used to focusing on grammatical errors than suggesting major meaning changes on their peers' drafts due to the traditional form-oriented language instruction that they had received at school. When similar results were found, Villamil and de Guerrero (1998) also interpreted that "students simply followed their habitual tendency to focus on grammar, as probably learned throughout much of their previous language instruction" (p. 504). Another explanation is that although students were coached to review their peers' drafts in terms of global features as well as local features, they still might not be accustomed to attending to meaning because making meaning changes were perceived as more cognitively demanding than correcting grammatical and mechanical errors (Tsui & Ng, 2000; Park, 2011). A third explanation is that due to the fundamental limitations of research design, the results were likely to be that local feedback always exceeded global feedback, as Villamil and de Guerrero (1998) asserted. For example, suggesting the rearrangement of the order of a paragraph for better flow of meaning is counted only as one global feedback, while within a paragraph, there is a possibility that it included five or six grammatical mistakes, each of which is counted as one local feedback. Thus, global feedback might be, depending on the research design, always "less numerous" than local type of feedback (Villamil & de Guerrero,

1998, p. 506).

One noticeable result is that even higher-proficiency students attended more to local aspects than to global, discourse-level ($F=175$ vs. 68). Such a finding is contrary to Kamimura's (2006) result that more proficient learners tended to make global comments, while less proficient learners tended to provide specific sentential comments and local revisions. This contradiction is due to the difference of the participants' L2 proficiency. The students in the study were in the 1st year in high school, while those in Kamimura's study were of university level. In other words, the students who were classified into higher-proficiency students in the present study may be still less proficient than Kamimura's high-proficiency students. Thus, it is not surprising that the still novice EFL writers in this study, despite belonging to a higher-proficiency group, focused on local areas of writing, just like the less proficient counterparts.

4.1.2. Quality of Peer Feedback

Table 4.2 compares the frequency of peer comments that are perceived to be valid and invalid for the students' subsequent revisions between the higher and lower group. Both groups produced more valid peer comments than invalid peer comments (81.5% vs. 18.5% for the higher group, and 75% vs. 25% for the lower group). The result is consistent with Caulk's (1994) and Rollinson's (1998) study that found approximately 80 % of comments made by students valid.

**Table 4.2 The Frequency of Valid and Invalid Peer Feedback by
Types of Feedback**

| | Higher group (n=14) | | | Lower group (n=14) | | |
|--------------------|---------------------|---------------------|-------------------|--------------------|---------------------|-------------------|
| | Valid feedback | Invalid feedback | Total feedback | Valid feedback | Invalid feedback | Total feedback |
| Global feedback | 56 (82.4) | 12 (17.6) | 68 (100) | 61 (87.1) | 9 (12.9) | 70 (100) |
| Local feedback | 142 (81.1) | 33 (18.9) | 175 (100) | 59 (65.6) | 31 (34.4) | 90 (100) |
| Total feedback | 198 (81.5) | 45 (18.5) | 243 (100) | 120 (75.0) | 40 (25.0) | 160 (100) |

Note. Numbers in parentheses indicate the percentage.

The result suggests that regardless of different English writing proficiency, the writers were capable of making comments that were useful for the improvement of the quality of their peers' drafts.

Specifically, more than 80 % of the global comments by both the higher group (82.4%) and the lower group (87.1%) were perceived to be valid for revisions. Meanwhile, the proportion of the invalid comments of the lower group on local areas was relatively higher (34.4%) than that of the higher group (18.9%). This suggests that less proficient learners tended to leave more incorrect or unhelpful feedback on language uses than more proficient learners due to their limited grammatical knowledge. However, the fact that 75% of the total comments by the lower group were regarded as useful and correct implies that even the lower proficiency writers' comments, to some extent, can be a useful source for

revisions, just as the higher proficiency writers' comments can.

Table 4.3 The Frequency of Feedback with Alternatives and Feedback without Alternatives by Types of Feedback

| | Higher group (n=14) | | | Lower group (n=14) | | |
|-----------------|----------------------------|-------------------------------|----------------------|----------------------------|-------------------------------|----------------------|
| | Feedback with alternatives | Feedback without alternatives | Total valid feedback | Feedback with alternatives | Feedback without alternatives | Total valid feedback |
| Global feedback | 22 (39.3) | 34 (60.7) | 56 (100) | 11 (18.0) | 50 (82.0) | 61 (100) |
| Local feedback | 134 (94.4) | 8 (5.6) | 142 (100) | 50 (84.7) | 9 (15.3) | 59 (100) |
| Total feedback | 156 (78.8) | 42 (21.2) | 198 (100) | 61 (50.8) | 59 (49.2) | 120 (100) |

Note. Numbers in parentheses indicate the percentage.

Table 4.3 describes the frequency of feedback with alternatives and feedback without alternatives among valid comments by the two groups. The invalid feedback was excluded in this analysis since examining feedback concreteness only among valid comments would be meaningful and help prevent the incorrectness of feedback from interfering with the accurate analysis of this study.

For the higher group, most valid comments (78.8%) included concrete alternatives and 21.2% of valid comments did not, while for the lower group the percentages of feedback with alternatives and feedback without alternatives were almost equal (50.8% vs. 49.2%). This result suggests that more advanced learners tended to provide relatively more peer comments including concrete alternatives

than less proficient learners.

The proportion between feedback with alternatives and feedback without alternatives differed depending on the types of feedback. Global feedback tended to be comments without alternatives for both the higher group (60.7%) and the lower group (82.0%), while local feedback tended to suggest alternatives (the higher group – 94.4%, the lower group – 84.7%). This means that regardless of language proficiency, peer reviewers had a tendency to provide more concrete and specific feedback in terms of local areas such as grammar, vocabulary, and mechanics, while they tended to end up pointing out problematic areas without making suggestions on how to revise them in terms of global meaning and organization.

4.2. The Effects of the Peer Feedback on Students' Revisions

This section reports and discusses the findings of the effects of the feedback on revisions made by students with higher- and lower- L2 writing proficiency to answer the second research question, “How do peer comments affect the subsequent revisions of Korean EFL writers?” Section 4.2.1 presents the analysis of the extent of incorporation of the peer feedback into students' revisions and section 4.2.2 provides the findings of the analysis of revision quality. Section 4.2.3

illustrates the results of the analysis of the relationship between feedback quality and revision quality.

4.2.1. The Extent of Incorporation of Peer Feedback

Table 4.4 summarizes the frequency of peer comments incorporated and unincorporated by the two groups. The higher group incorporated 177 peer comments out of the 243 comments (72.8%) in revision, while the lower group incorporated 89 out of 160 comments (55.6%) in revision. Thus, it can be argued that the EFL learners with higher English writing abilities tended to accept relatively more peer comments for their revisions than the EFL learners with lower English writing level.

Table 4.4 The Frequency of Incorporated and Unincorporated Feedback by Types of Feedback

| | Higher group (n=14) | | | Lower group (n=14) | | |
|-----------------|---------------------|--------------|--------------|--------------------|--------------|--------------|
| | IF | UF | Total | IF | UF | Total |
| Global feedback | 43 (63.2) | 25 (36.8) | 68 (100) | 25 (35.7) | 45 (64.3) | 70 (100) |
| Local feedback | 134 (76.6) | 41 (23.4) | 175 (100) | 64 (71.1) | 26 (28.9) | 90 (100) |
| Total feedback | 177 (72.8) | 66 (27.2) | 243 (100) | 89 (55.6) | 71 (44.4) | 160 (100) |

Note. IF: incorporated feedback; UF: unincorporated feedback. Numbers in parentheses indicate the percentage.

The results show that students selectively accepted or rejected peer comments. This finding is similar with the observations in previous studies (Nelson & Murphy, 1993; Villamil & de Guerrero, 1998; Mendonça & Johnson, 1999; Cho, 2005). Villamil and de Guerrero (1998), for instance, found that 74% of comments made in peer sessions were incorporated in students' rewrites. Cho (2005) also identified that students implemented 67.5% of peer comments into their revised drafts.

Meanwhile, the students tended to incorporate local feedback substantially (the higher group – 76.6%, the lower group – 71.1%), but the incorporation ratio of global feedback turned out to be different between the two groups; the higher group incorporated 43 peer comments on content and organization (63.2%) and left 25 comments unincorporated (36.8%), while the lower group only

incorporated 25 global comments (35.7%) and refused to incorporate more than half of the global comments given (64.3%). It is an interesting result when compared to Cho's (2005) that found her English-majoring university students accepted as much global feedback as local feedback. The result of this study, thus, reveals that students' L2 writing proficiency might affect the acceptance of global feedback in revisions. This suggests that L2 writing proficiency should be taken into consideration when it comes to inducing global meaning changes in revisions through peer feedback.

4.2.2. Revision Quality

Table 4.5 describes the frequency of successful and unsuccessful revisions made in students' final drafts by the higher and lower groups. Out of 177 revisions, the higher group made 148 successful revisions (83.6%) and 29 unsuccessful revisions (16.4%). The lower group made 64 successful revisions out of 89 total revisions (71.9%) and 25 unsuccessful revisions (28.1%).

**Table 4.5 The Frequency of Successful and Unsuccessful
Revisions by Types of Feedback**

| | Higher group (n=14) | | | Lower group (n=14) | | |
|--------------------|-------------------------|---------------------------|--------------------|-------------------------|---------------------------|--------------------|
| | Successful revisions | Unsuccessful revisions | Total revisions | Successful revisions | Unsuccessful revisions | Total revisions |
| Global feedback | 31 (72.1) | 12 (27.9) | 43 (100) | 19 (76.0) | 6 (24.0) | 25 (100) |
| Local feedback | 117 (87.3) | 17 (12.7) | 134 (100) | 45 (70.3) | 19 (29.7) | 64 (100) |
| Total feedback | 148 (83.6) | 29 (16.4) | 177 (100) | 64 (71.9) | 25 (28.1) | 89 (100) |

Note. Numbers in parentheses indicate the percentage.

This result indicates that the student writers used the majority of feedback given by their peers successfully in their revisions.

For both groups, more than 70% of revisions were successful regardless of whether the feedback type was global or local. This means that the students were capable of effectively utilizing their peers' feedback regarding content and organization as well as grammar, vocabulary, and mechanics. The following examples show how peer comments helped higher- and lower-level student writers to make successful revisions in terms of grammar.

Example (1)

| | |
|--------------------------|--|
| Example 1A (original) | I think having a pet is a good thing. First, (a) ¹ <i>provide good companionship</i> . (...) And (b) <i>people who live in a lone that they can feel lonely</i> . |
| Peer comment | (a)' There is no subject after 'first'. Put 'they' in front of the sentence. (b)' You should omit 'that they'. |
| Example 1B (revised) | I think having a pet is a good thing. First, (a) ² <i>they provide good companionship</i> . (...) And (b) <i>people who live in alone can feel lonely</i> . |

(S17; Higher group; 4th period)**Example (2)**

| | |
|--------------------------|--|
| Example 2A (original) | Study (a) <i>require</i> concentration. But if you study (b) <i>with friend</i> then you cannot (c) <i>possibly studying</i> . Secondly, easy to waste time. If you have to study with your friends, you (d) <i>couldn't</i> do anything (e) <i>being</i> in the talking to your friends. |
| Peer comments | (a)' require → requires |

¹ Italicized parts in students' original drafts indicate the specific points to which the peer comments referred.

² Italicized parts in students' revised drafts indicate the actual revisions that the writer made in response to the peer comments

| | |
|-------------------------|--|
| | (b)' with friend → with a friend or with friends (c)' possibly studying → possibly study (d)' couldn't → can't (e)' being → to be |
| Example 2B (revised) | Study (a) <i>requires</i> concentration. But if you study (b) <i>with friends</i> then you cannot (c) <i>possibly study</i> . Secondly, easy to waste time. If you have to study with your friends, you (d) <i>can't</i> do anything (e) <i>to be</i> in the talking to your friends. |

(S19; Lower group; 3rd period)

In example (1), the peer reviewer pointed out (a)' the nonexistence of a subject and suggested (b)' the omission of grammatically unnecessary parts. After the acceptance of the peer comments, the rewritten version, example 1B, came to be grammatically more accurate.

Example (2) shows how a less proficient learner revised his draft in terms of grammar based on peer feedback. The problems pointed out by the reviewer were all local in nature: (a)' subject-verb agreement, (b)' singular/plural forms of nouns, (c)' verb errors, (d)' verb errors (tense), and (e)' word form. S19 could reduce many grammatical errors by incorporating all the comments from the reviewer into the revised draft.

4.2.3. The Relationship of Feedback Quality and Revision Quality

This section reports the findings of the analysis of the relationship between feedback quality and revision quality. Section 4.2.3.1 examines the relationship between feedback validity and revision quality and section 4.2.3.2 shows the relationship between feedback concreteness and the quality of revision.

4.2.3.1. Feedback Validity and Revision Quality

Table 4.6 displays the relationship between feedback validity and revision quality for the two groups. The higher and the lower groups showed similar patterns in their reactions toward valid and invalid comments from their peers.

Table 4.6 The Relationship of the Validity of Feedback and the Quality of Revisions

| | Feedback validity | Number of feedback | Quality of revisions after receiving peer feedback | | |
|---------------------|-------------------|--------------------|--|------------------------|--------------|
| | | | Successful revisions | Unsuccessful revisions | No revisions |
| Higher group (n=14) | Valid feedback | 198(100) | 145(73.2) | 10(5.1) | 43(21.7) |
| | Invalid feedback | 45(100) | 3(6.7) | 19(42.2) | 23(51.1) |
| Lower group (n=14) | Valid feedback | 120(100) | 62(51.7) | 9(7.5) | 49(40.8) |
| | Invalid feedback | 40(100) | 2(5.0) | 16(40.0) | 22(55.0) |

Note. Numbers in parentheses indicate the percentage.

For the higher group, when 198 valid comments were provided, they made 145 successful (73.2%) and 10 unsuccessful revisions (5.1%) and rejected 43 comments (21.7%). Of 120 valid comments, the lower group made 62 successful (51.7%) and 9 unsuccessful revisions (7.5%) and left 49 comments unincorporated (40.8%). However, when students received invalid peer comments, the higher group rejected 23 comments (51.1%), made 19 unsuccessful revisions (42.2%) and only 3 successful revisions (6.7%), while the lower group left 22 comments unrevised (55.0%), made 16 unsuccessful revisions (40.0%) and 2 successful revisions (5.0%). In short, valid peer comments tended to lead to successful revisions, while invalid peer comments tended to result in unsuccessful revisions or no revisions. This result shows that feedback validity is closely related to

whether revisions made through peer feedback can be successful or not.

Students tended to reject invalid peer reviews regardless of their L2 writing levels. This suggests that the students had the potential to make judgments on the appropriateness of peer feedback on their own. The following examples show how the writers rejected the use of the incorrect and unnecessary feedback from their peers.

Example (3)

| | |
|---|---|
| Example 3A (original) | They need enough time to study, because (a) <i>universities prefer</i> students who have good grades. |
| Peer comment | (a)' Universities 'are' prefer. |
| Writer's response (in the student reflective journal) | Nope. I don't think so. It's 'universities prefer'. It's a wrong comment. |

(S2; Higher group; 2nd period)

Example (4)

| | |
|---|--|
| Example 4A (original) | If you study with friends, you (a) <i>get to</i> do unimportant things. |
| Peer comment | (a)' Change 'get to' to 'can'. |
| Writer's response (in the student reflective journal) | The comment was about using 'can' instead of 'get to', but 'get to' is more appropriate in the sentence I wrote. |

(S13; Lower group; 3rd period)

In examples (3) and (4), the writers S2 and S13 clearly rejected their peers' invalid comments, which can be inferred by their responses in their student reflective journals. This confirms the result of previous studies showing that students reacted to peer comments actively by sometimes discarding the partners' comments according to their own judgment (Zhao, 2010; Yang et al., 2006; Cho, 2005).

Additionally, examples (5) and (6) display the cases when writers made no revisions because they did not know how to revise after receiving non-specific peer comments.

Example (5)

| | |
|--|--|
| Example 5A (original) | I think having a pet is a good thing. (...) (a) <i>Secondly, it keeps the house safe when a thief infest. Pets give a bark. Furthermore, thieves are not infestation a home which pets in house.</i> |
| Peer comment | (a)' Verbs, nouns, and adjectives are awkward in these sentences. |
| Writer's response (in the student reflective journal) | I didn't know how to fix the problems. |

(S9; Higher group; 4th period)

Example (6)

| | |
|---|--|
| Example 6A (original) | (a) <i>I agree that we have to respect other people's privacy.</i> |
| Peer comment | (a)' I agree with the idea of. |
| Writer's response (in the student reflective journal) | I don't know how and where to use 'I agree with the idea of'. |

(S18; Lower group; 2nd period)

The reviewer in example (5) tried to point out problematic areas in S9's draft but did not explain explicitly why the verbs, nouns, and adjectives were awkward in the sentences. In example (6), the peer reviewer only suggested alternative expressions without a concrete explanation of the problems in the writer's text. With respect to these comments, the student writers notified in their reflective journals that they could not incorporate those comments into revisions because they had no idea of how to revise their draft. Examples (3) through (6) suggest that no revisions can occur when the student writers considered their peers' comments as inappropriate, and when they were unaware of how to fix their problems because the peer comments were not explicit or specific enough.

One thing to notice is the relatively high rate of unsuccessful revisions caused by invalid peer comments. Unsuccessful revisions after invalid feedback accounted for 42.2% for the higher group, and 40.0% for the lower group. Examples (7) and (8) show how inappropriate peer comments can lead to students' unsuccessful revisions.

Example (7)

| | |
|--------------------------|--|
| Example 7A (original) | I am in favor of the idea of raising pets. (...) In the first, it provides good companionship. (a) <i>If you keep a pet at home, you played with your pets.</i> |
| Peer comment | (a)' You need 'because' in front of 'If'. |
| Example 7B (revised) | I am in favor of the idea of raising pets. (...) First, it provides good companionship. (a) <i>Because if you keep a pet at home, you played with your pets.</i> |

(S19; Higher group; 4th period)

Example (8)

| | |
|--------------------------|--|
| Example 8A (original) | I against raising pets. First, (a) <i>cats cost a lot of money.</i> |
| Peer comment | (a)' According to what you wrote, it is cats that spend money! |
| Example 8B (revised) | I against raising pets. First, (a) <i>people cost a lot of money.</i> |

(S13; Lower group; 4th period)

The peer reviewer in example (7) unnecessarily advised the writer to insert 'because' in front of the sentence. In example (8), the reviewer probably did not know the correct usage of the verb 'cost' and gave an unnecessary comment to the writer. The writers S19 and S13 accepted these comments, consequently ending

up producing awkward sentences.

The cases discussed above show that students' inability to provide useful feedback can result in unsuccessful revisions. Therefore, L2 writing teachers should keep in mind that relying solely on peer feedback for students' revisions can sometimes produce undesirable results. As Yang et al. (2006) proposed, using L2 teachers' feedback on final drafts after undergoing peer feedback activities may be one way to supplement the limitations of peer feedback.

Another interesting result is that a few students made successful changes even after invalid feedback (three for the higher group and two for the lower group). Examples (9) and (10) show how students successfully made use of invalid feedback in their rewrites.

Example (9)

| | |
|--------------------------|---|
| Example 9A (original) | Last but not least, students can make foreign friends. It is much more easy and fun to make friends in foreign countries than making friends in internets. Making foreign friends can help the student to understand (a) <i>other countries</i> . |
| Peer comment | (a)' (word choice) other → their |
| Example 9B (revised) | Last but not least, students can make foreign friends. It is much more easy and fun to make friends in foreign countries than making friends in internets. Making |

| | |
|--|--|
| | foreign friends can help the student to understand (a) <i>new cultures and languages more easily</i> . |
|--|--|

(S2; Higher group; 5th period)

Example (10)

| | |
|---------------------------|--|
| Example 10A (original) | I don't think it is necessary to force students to do volunteer work. (a) <i>First, give a bad impression of volunteering.</i> |
| Peer comment | (a)' 'First, give' → 'First, that give'. There is no subject in the sentence. |
| Example 10B (revised) | I don't think it is necessary to force students to do volunteer work. (a) <i>First, it gives a bad impression of volunteering.</i> |

(S16; Lower group; 2nd period)

In example (9), the peer reviewer gave a misleading comment that suggested replacing the word *other* with *their*, when the writer's original word usage was appropriate in the given context. The reviewer of example (10) correctly informed the writer that the sentence did not have a subject but suggested a wrong alternative 'First, that give'. The students' revisions, examples 9B and 10B, reveal that the peer comments that were perceived invalid still affected students' revisions positively. This shows that although students can provide invalid

feedback due to their limited linguistic competence, the invalid feedback could still be helpful for writers sometimes by giving them chances to critically read their text again and think over other ways to convey their meaning more clearly.

Noteworthy is the result that sometimes valid feedback resulted in unsuccessful revisions or no revisions. 10 revisions were made unsuccessfully for more proficient writers (5.1%) and nine revisions for less proficient writers (7.5%) after valid peer comments. 43 valid feedback comments were not incorporated in revisions for the higher group (21.7%) and 49 for the lower group (40.8%). Why did student writers make unsuccessful revisions or no revisions even when they received valid comments from their peers? These cases may have relevance to the concreteness of the feedback; whether the feedback given by peers was concrete and specific enough, despite being valid, could affect students' incorporation of the feedback in revisions. Therefore, the cases are examined in the following section, which investigates the relationship between feedback concreteness and revision quality, with specific examples and analyses.

4.2.3.2. Feedback Concreteness and Revision Quality

Table 4.7 shows the relationship between feedback concreteness and the quality of revisions made by the two groups.

Table 4.7 The Relationship of the Concreteness of Feedback and the Quality of Revisions

| | Feedback concreteness | Total valid feedback | Quality of revisions after receiving peer feedback | | |
|---------------------|-------------------------------|----------------------|--|------------------------|--------------|
| | | | Successful revisions | Unsuccessful revisions | No revisions |
| Higher group (n=14) | Feedback with alternatives | 156(100) | 132(84.6) | 3(1.9) | 21(13.5) |
| | Feedback without alternatives | 42(100) | 13(31.0) | 7(16.6) | 22(52.4) |
| Lower group (n=14) | Feedback with alternatives | 61(100) | 46(75.4) | 5(8.2) | 10(16.4) |
| | Feedback without alternatives | 59(100) | 16(27.1) | 4(6.8) | 39(66.1) |

Note. Numbers in parentheses indicate the percentage.

Most of the valid peer comments with alternatives resulted in successful revisions (the higher group – 84.6%, the lower group – 75.4%). In addition, the proportions of unsuccessful revisions and no revisions due to feedback with alternatives for both groups accounted for less than 30 %. However, when peer comments did not suggest specific alternative ways to revise the drafts, more than half of them were rejected in the revision process, although they were considered valid (the higher group – 52.4%, the lower group – 66.1%). It echoes with Yu and Choe's (2011) observation that students seemed to ignore peer comments when they had no concrete explanation or strategy to revise.

The results above suggest that when students give feedback to their peers, offering alternative expressions or ideas as well as clarifying problems in the

writer's text plays some role in the quality of revision. This can be more evident of novice EFL writers, like the participants in the study, since due to their lack of linguistic and textural knowledge, they may find it difficult and overwhelming to come up with solutions or other ways to express their meaning on their own without direct guidance from others. To make the best use of peers' comments in revisions, therefore, it seems necessary for EFL writing teachers to consider students' L2 proficiency levels and to encourage reviewers to provide not only useful and clear feedback but also direct suggestions for the improvement of content and language uses of their peers' writing. Also, to maximize the beneficial effect of peer feedback on revisions, allowing students to have oral peer-to-peer conferences along with written peer feedback can be another way to help students to make good revisions, as several researchers proposed (Tang, 1999; Tsui & Ng, 2000; Swain et al., 2002; Yang et al., 2006). Oral conferences between writers and reviewers can help the writers make their intended meaning clearly understood by their partner by conversing with each other and establishing an environment of working together to come up with solutions to the problems in the writing.

Noticeable are the cases of unsuccessful revisions and no revisions after valid feedback with alternatives. In response to feedback with alternatives, the higher group made 3 unsuccessful revisions (1.9%) and the lower group made 5 (8.2%), respectively. The frequency of rejected valid feedback with alternatives was even higher: 21 comments by the higher group (13.5%) and 10 by the lower group (16.4%) were rejected.

One possible interpretation for this is that students did not trust their peers'

feedback completely enough to incorporate it in their revisions. The following examples show the cases.

Example (11)

| | |
|---------------------------|---|
| Example 11A (original) | I disagree with the idea of raising pets. First, (a) <i>cost a lot of money</i> . If you buy pets, you should buy their food, clothes, houses and so on. Second, (b) <i>need a lot of care</i> . |
| Peer comment | (a)' They cost (There is no subject.) (b)' They need (There is no subject.) |
| Example 11B (revised) | I disagree with the idea of raising pets. First, (a) <i>you</i> cost a lot of money. If you buy pets, you should buy their food, clothes, houses and so on. Second, (b) <i>you</i> need a lot of care. |

(S15; Higher group; 4th period)

Example (12)

| | |
|---------------------------|--|
| Example 12A (original) | For these reasons, (a) <i>I'm mandatory student volunteer work</i> . |
| Peer comment | (a)' I agree with mandatory ~. |
| Example 12B (revised) | For these reasons, I'm (a) <i>agree with</i> mandatory student volunteer work. |

(S5; Lower group; 2nd period)

In example (11), the writer made grammatical mistakes by not inserting subjects in the beginning of the two sentences. The peer comments (a)' and (b)' told the writer to add 'they' in front of the sentences. S15 however did not accept the feedback and added a wrong subject 'you' for the verbs 'cost' and 'need' instead of using the recommended subject 'they'. This example indicates that the peer feedback given to example 11A indeed helped the writer raise grammatical awareness that there should be a subject in each sentence but failed to convince the writer to use the appropriate subject.

S5 had a similar reaction to the peer comment (a)' in example (12). The peer reviewer appropriately suggested that the writer use 'I agree with' instead of 'I'm', but it was 'I'm agree' that was actually used in the revised text by the writer, which made the sentence still grammatically inaccurate.

Such students' distrust of their peers' ability to evaluate their texts also led them to persist in their ways of expression, although in fact they needed revisions. Examples (13) and (14) are the cases when students made no revisions although they received valid and concrete feedback with alternatives from their peers.

Example (13)

| | |
|---------------------------|--|
| Example 13A (original) | First, we can get distracted easily. (a) <i>Because we are friends. So we can talk or play with friends.</i> |
|---------------------------|--|

| | |
|---|--|
| Peer comments | (a)' You should change the sentence to "Because we are friends, we can talk or play with friends". |
| Writer's response (in the student reflective journal) | (a) My sentence was not wrong. |

(S1; Higher group; 3rd period)

Example (14)

| | |
|---|--|
| Example 14A (original) | I agree with studying abroad. (...) First, It can learn a foreign language quickly. |
| Peer comments | (a)' It → people or students. The subject is not appropriate. |
| Writer's response (in the student reflective journal) | (a) 'It' is also correct. |

(S9; Lower group; 5th period)

The peer comment made in example (13) was grammar-related, mentioning that the writer should change her sentences as the suggested way. The writer did not accept the comment since she thought her way of expression had no problem, but in fact it did have a grammatical error. The writer in example (14) also insisted that her use of the subject 'It' was not wrong and rejected to use the peer comment in her revision.

The cases above indicate that students' distrust of their peers' ability to critique their texts can have a negative effect on students' revisions. Hong (2006) found that the more the students perceived their peers' level as high, the more peer feedback they accepted in revisions. Therefore, in order to increase the positive effect of peer feedback activities, giving the students chances to meet with partners whose ability they feel is superior to theirs during the peer feedback sessions seems necessary.

Furthermore, some students showed limited understanding of why they performed a peer feedback activity in the writing class, which resulted in no revisions after valid and concrete feedback. The following example is relevant to the case.

Example (15)

| | |
|---------------------------|--|
| Example 15A (original) | <p>I Against mandatory student volunteer work.</p> <p>First (a) <i>Teachers give a bad impression of volunteering</i> because If they are forced to do volunteer. (b) <i>Students get an comfortable.</i></p> <p>Second, students take a way time from studying.</p> <p>(c) <i>when they have exams they don't study very hard and grades don't improve.</i></p> |
| Peer comments | (a)' What makes you say that 'teachers' give a bad impression? |

| | |
|--|---|
| | <p>(b)' What do you mean by 'students get uncomfortable'?</p> <p>(c)' What makes you certain that bad grades are due to volunteer work?</p> |
| <p>Writer's response (in the student reflective journal)</p> | <p>(a) It is because teachers give pressures to students at school these days.</p> <p>(b) It doesn't mean that they get uncomfortable, but it means that voluntary work takes away time for me to study.</p> <p>(c) I don't mean that they can't get good grades at all in the tests, but I mean that they can't study because of volunteer work.</p> |

(S7; Lower group; 2nd period)

The peer reviewer expressed his incomprehension of the contents in the S7's text, but the writer did not attempt to solve the reader's curiosity by revising her original draft, but rather ended up explaining her position in her student reflective journal. This is due to her lack of awareness that peer feedback serves to help the writer see their text in the readers' eyes and help make revisions in the text for readers' better understanding. This case implies that EFL teachers should constantly remind students of the purpose and benefits of peer feedback activities to help students develop proper attitudes towards the pedagogical activity, as previous researchers such as Paulus (1999), Stanley (1992), and Hu (2005), suggested.

CHAPTER 5.

CONCLUSION

This chapter concludes the present study. Section 5.1 summarizes major findings of the study and Section 5.2 discusses pedagogical implications drawn from the findings. Section 5.3 provides some limitations of the present study and suggestions for further research.

5.1. Summary of the Findings

This study attempts to investigate the characteristics of peer feedback and its effects on subsequent revisions in a Korean EFL writing class. Twenty-eight high school students participated in the class and were divided into two groups, the higher group and the lower group, based on their L2 writing levels. A total of two peer feedback training sessions, focusing on content and organization in the first session, and then grammar, vocabulary, and mechanics in the other session, were conducted prior to writing sessions in order to maximize the effectiveness of a peer feedback activity on students' revisions. After the training, students were involved in writing sessions which consisted of writing, a peer feedback session, and students' revision. The major findings of the study can be summarized as follows.

The first research question examined the characteristics of peer feedback in terms of types and quality. With respect to the types of peer feedback, the results revealed that peer reviewers in both groups produced more local feedback than global feedback. This means students tended to be more concerned with linguistic problems than global meaning and organization of their partners' writing, regardless of their L2 writing levels.

With respect to the quality of peer feedback, peer comments were analyzed in two respects: feedback validity and feedback concreteness. Both groups produced more valid comments than invalid peer comments. More than 70 % of peer comments made by the two groups were found valid. This suggests that students, regardless of their level, were capable of making useful comments for their peers' revisions. Specifically, the study also found that more than 80 % of the global feedback was perceived as valid for both groups, while when it comes to local feedback, the proportion of invalid feedback made by the lower group was relatively higher than that of invalid feedback made by the higher group. This reveals that due to their limited grammatical knowledge, less advanced writers seem to be somewhat less accurate when they give feedback on language uses such as grammar than more advanced writers. However, considering 75% of the total comments by the lower group turned out to be valid, it seems that even less proficient reviewers' comments can exert a useful source for revisions.

When it comes to feedback concreteness, the higher group produced much more valid peer comments with alternatives than valid comments without alternatives, while the lower group produced almost an equal amount of valid peer

comments with and without alternatives. This result represents that more advanced learners tended to make relatively more concrete comments than less advanced learners. Meanwhile, the types of peer feedback seemed to have some associations with feedback concreteness. For both groups, global feedback tended to have no alternatives, whereas local feedback tended to suggest alternatives.

The second research question investigated how students responded to peer feedback in revisions in terms of three respects: extent of incorporation, revision quality, and the relationship between feedback quality and revision quality. The present study found that students incorporated a substantial amount of peer feedback for their revisions, but the higher group tended to incorporate relatively more peer comments in their subsequent revisions than the lower group. Also, students in both groups tended to incorporate most local feedback but reacted to global feedback differently according to their level. More advanced learners accepted more than 60 % of global feedback, but less advanced learners incorporated only about 35%.

In addition, the revisions made by both groups were mostly successful; successful revisions accounted for more than 70% of revisions. Specifically, more than 70% of successful revisions were made for both groups in terms of content and organization as well as grammar, vocabulary, and mechanics through peer feedback. This suggests that the students had the capability to incorporate peer feedback effectively that required them to make both global meaning changes and surface-level, linguistic changes in their revisions.

With respect to the relationship between feedback quality and revision quality,

similar patterns were observed in students' reactions toward valid and invalid peer comments between the two groups. Valid peer feedback tended to lead to successful revisions, while invalid peer feedback tended to result in no revisions or unsuccessful revisions. Examples showed that students made no revisions when they perceived their peers' feedback as inappropriate or when they did not know how to fix their problems due to the non-explicit peer comments. Other student examples demonstrated that when peer reviewers failed to give valid or concrete feedback, then students had difficulty in incorporating this feedback into their revisions successfully. However, the cases when students made successful revisions even after receiving invalid feedback from their peers suggest that invalid feedback can still be useful for student writers by allowing them to critically look over their text again and to come up with better ways to express their meaning.

In the meantime, when peer feedback included alternatives, students tended to make more successful revisions and less unsuccessful revisions than when it did not. On the contrary, when peer comments did not suggest specific alternatives, more than half of them tended to be rejected despite their helpfulness. This suggests that feedback concreteness can directly affect students' successful incorporation of peer comments in revisions. Moreover, a few examples revealed that students' distrust of their peers' ability to provide feedback can lead to unsuccessful revisions or no revisions, although the feedback given by their peers was in fact appropriate. Furthermore, other examples showed that students' lack of understanding of the purpose of a peer feedback activity can result in no revisions

after valid feedback.

5.2. Pedagogical Implications

The findings of the study suggest that Korean high school students can provide useful and concrete peer feedback, while centering more on grammar, vocabulary, and mechanics than content and organization. It also reveals that they can benefit from peer feedback in revising, but the way the peer comments are given can greatly influence how writers respond to them and how successfully they make revisions. In order to maximize the effects of peer feedback on successful revisions, several implications can be drawn from these suggestions.

First, EFL teachers should carefully plan peer feedback training programs prior to implementing peer feedback in writing classrooms. Above all, they should help students have a clear awareness of the purpose of peer feedback activities and their beneficial effects on the students' revisions. As previous research revealed, students tend to underestimate their ability to give useful feedback for other learners (Park, 2011) or tend to undervalue their peers' ability to critique their texts (Mangelsdorf, 1992; Lee, 2011). Realizing how helpful peers can be for revising their texts can help students to keep motivated in engaging in the peer feedback process. In addition, the students' tendency to attend to local features of writing more than global meaning and organization raises the need for peer

feedback training specifically focusing on giving global feedback. As Kim (2010) proposed, meaning-centered feedback training can help lead peer reviewers to be concerned with meaning delivery and organizational matters such as cohesion and unity. The present study did conduct peer feedback sessions focusing both on meaning-based feedback and form-based feedback with an equal amount of time prior to writing sessions but, nevertheless, the results of this study seem to show that Korean writers need more exercises in order to prevent them from leaning towards giving local feedback. Encouraging students to provide concrete alternatives as well as indicating the writers' problems during the training is also essential for students' more active utilization of peer comments.

Second, EFL writing instructors should take students' L2 writing proficiency into consideration when grouping students for peer feedback activities. This study revealed that students could distrust their peers' ability to provide valid feedback, which resulted in rejecting or misusing the peer comments. In order to help students to have trust in peers' ability, teachers may give them opportunities to match with the learners whose ability they feel superior to theirs' during feedback sessions.

Third, teachers should not believe that peer feedback always works in every EFL writing class, even though the present study found beneficial aspects of peer feedback for students' revisions. The results of the study showed that there is a possibility that students could make invalid feedback and such feedback could lead to unsuccessful revisions. Therefore, teacher feedback followed by students' peer feedback can work in overcoming the limitations of peer feedback and

maximizing the benefits to writing (Yang et al., 2006). Implementing oral peer-to-peer conferences along with written peer feedback during feedback sessions can also help students negotiate their ideas and discuss possible ways to enhance their writing together (Tsui & Ng, 2000; Yang et al., 2006).

The present study attempted to explore how Korean EFL learners make peer comments and how they use the peer comments in their revisions. Also, students' L2 writing proficiency was considered to see if students make peer reviews and revisions differently according to their levels. The results revealed that peer feedback contributed to the students' successful revisions, regardless of their proficiency levels. Aside from the positive effect on revisions, peer feedback is found to have other educational values as well. By engaging in a peer feedback activity, students became more active learners who advised their partners how to write better, doubted the validity of the peer comments, and made their own decisions on whether to accept or reject them in their revisions. This student autonomy is not easy to be found in traditional writing classrooms where teachers' comments are the one and only type of feedback and students, as passive learners, seem to agree with teachers' opinions wholeheartedly and accept them without questioning their adequacy (Yang et al., 2006; Zhao, 2010). Lightening L2 writing teachers' burden that they have to give feedback to all students' essays alone is another merit of a peer review activity. Thus, peer feedback should be seen as an important source of feedback in the L2 writing classroom.

5.3. Limitations and Suggestions for Further Research

There are some limitations of the present study. First, the experiment was conducted as a supplementary class after school and students' writings scores were not reflected in their grades. If it had been implemented in regular classes, students' participation in the feedback and writing sessions might have occurred differently. In fact, a few students confessed they had less interest in the revision of their draft because they took the writing and revising less seriously. Therefore, future studies might be conducted in regular writing classrooms in order to increase students' motivation and sincere attitude towards writing and revision.

Second, the findings of the present study may not be generalized due to sampling of the participants. Although the study divided the participants into higher-level and lower-level groups, the L2 writing proficiency of most of the participants was considered low intermediate. Therefore, more various L2 writing proficiency levels should be included in future studies to achieve generalizability. Replications of this study targeted for intermediate or more advanced students are suggested.

Third, the students in the present study met their feedback partners only within their groups, either the higher group or the lower group, and since the feedback partners were randomly assigned by the researcher, the students did not have a chance to choose their partners on their own. The present study could have produced different results if it had matched students with peers with different

levels or had given students freedom to select their partners. Future studies might replicate this study using different ways of grouping students.

Fourth, the experiment of the study was conducted only in the short term. Long term studies would produce different results from this study. It would be interesting, therefore, to conduct comparative experimental studies to examine the long-term effect of a peer feedback activity in EFL writing classes.

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APPENDIX 1. Analytic Scoring Rubric

| | Criteria | Score |
|---------------------|--|-------|
| Content | knowledgeable; substantive; thorough development of thesis; relevant to assigned topic | 5 |
| | some knowledge of subject; limited development of thesis; mostly relevant to topic, but lacks detail | 4 |
| | limited knowledge of subject; little substance; limited support; inadequate development of topic | 3 |
| | very limited knowledge of subject; ideas not communicated | 2 |
| | not relevant to topic or not enough to rate | 1 |
| Organization | ideas clearly stated/supported; clear organization; logical and cohesive sequencing | 5 |
| | main ideas clear but loosely organized; logical but incomplete sequencing | 4 |
| | ideas not well connected; lacks logical sequencing and development | 3 |
| | ideas not connected; no organization; inadequate quantity | 2 |
| | not enough to rate | 1 |
| Grammar | accurate use of relatively complex structures; few errors in agreement, number, tense, word order, articles pronouns, prepositions | 5 |
| | simple constructions used effectively; some problems in use of complex constructions; errors in agreement, number, tense, word order, articles, pronouns, and prepositions | 4 |
| | significant defect in use of complex constructions; frequent errors in agreement, number, tense, word order, articles, pronouns, prepositions | 3 |
| | little mastery of complex constructions; text dominated by errors | 2 |
| | no mastery of complex constructions; does not communicate or not enough to rate | 1 |
| Vocabulary | sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate registers | 5 |
| | adequate range; occasional errors of word/idiom choice, form, usage but meaning not obscured | 4 |
| | limited range; frequent errors of word/idiom choice, form, usage; meaning not effectively communicated | 3 |
| | translation-based errors; little knowledge of English vocabulary, idioms, word form | 2 |
| | not enough to rate | 1 |
| Mechanics | masters conventions of spelling, punctuation, capitalization, paragraphing | 5 |
| | occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured | 4 |
| | frequent errors of spelling, punctuation, capitalization, paragraphing; meaning disrupted by formal problems | 3 |
| | little mastery of conventions due to frequency of mechanical errors; handwriting illegible | 2 |
| | no mastery of conventions; not enough to rate | 1 |

APPENDIX 2. Writing Prompt

Writing Prompt 1

Student ID Number: _____ Name: _____

The table below describes opinions for/against students' wearing a school uniform. Choose which side you agree with, add one more supporting reason on your own, discuss all three reasons, and finish the essay with a conclusion (word limit: 80~120 words).

| For | Against |
|---|---|
| Introduction | Introduction |
| Body 1. spend less money on clothes 2. build a sense of unity and pride 3. _____ | Body 1. students cannot express individuality 2. not convenient 3. _____ |
| Conclusion | Conclusion |

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

APPENDIX 3-1. Peer Feedback Worksheet (English)

Peer Feedback Worksheet

Reviewer's name: _____ Writer's Name: _____

Peer feedback activity is one of the most important activities in this writing class. It will be very helpful for your peers to revise if you read the peers' drafts carefully and give sincere advice to them. Specific and clear comments will be more beneficial than ambiguous and unclear comments. Please show respect to your friends and their writings and don't forget to leave encouraging comments for them!

I. Organization


| Item | Things to consider | Your answer | |
|------|--|-------------|-----------|
| ① | Is there a thesis statement? | Yes () | No () |
| ② | If so, underline it and mark ① next to the sentence. | | |
| ③ | Is the thesis statement clear? | Yes () | No () |
| ④ | Are there enough supporting arguments (at least three) to support the thesis statement? | Yes () | No () |
| ⑤ | Is there any conclusion? | Yes () | No () |
| ⑥ | Does the conclusion restate the thesis statement in a new way and give a sense of completion to the essay? | Yes () | No () |

II. Content

| Item | Things to consider | Your answer |
|---|--|-------------------------|
| ① | Write the three supporting arguments here. 1) _____ 2) _____ 3) _____ | |
| ② | Are the arguments related to main idea expressed in the thesis statement and are they logical and valid? | Yes () No () |
| ③ | If you answered 'no', write the reasons below and, if possible, suggest how the writer can fix the problem. Reasons and your suggestions : _____ _____ | |
| ★ Read your peer's text <u>once again from the beginning</u> and find any parts that need more explanations or corrections. | | |
| ④ | Is there any part that is not understood clearly? | Yes () No () |
| ⑤ | If you answered 'yes', underline the part and mark '?' next to it. Write the line number where the part is and, if possible, explain specifically why the part is not clearly understood. Line _____: _____ Line _____: _____ Line _____: _____ | |
| ⑥ | Is there any part that needs correction or more explanations? | Yes () No () |
| ⑦ | If you answered 'yes', underline the part and mark 'E' next to it. Write the line number where the part is and, if possible, explain specifically why the part should be corrected or why it needs more explanations. Line _____: _____ Line _____: _____ Line _____: _____ | |

III. Grammar, Vocabulary & Mechanics

Read again your peer's text and if there is any incorrect part in terms of grammar, vocabulary and mechanics, underline the part, write the line number where it is, and identify the trouble source by using the codes below. When the trouble sources overlap, identify all. If possible, please suggest correct alternatives and explain why you corrected that way. It will be very helpful for your peer to revise his/her draft.

| Codes | Trouble sources | Codes | Trouble sources | Codes | Trouble sources |
|-----------|---|-----------|-------------------|---|---|
| V | Error in verb tense (past/present/past participle) and verb form (active/passive voice) | WO | Wrong word order |  | Unnecessary word |
| SV | Subject and verb do not agree | WF | Wrong word form | S | Spelling error |
| A | Article (a, an, and the) missing or unnecessary or incorrectly used | WC | Wrong word choice | CL | Capital letter |
| N | Error in Noun ending (singular/plural) | ^ | Missing word | E | Extra errors (Use this code when you cannot identify the trouble source.) |

| Item | Line No. | Trouble source (Code) | Correct alternatives (if possible) | Supplementary explanations |
|------|----------|-----------------------|------------------------------------|----------------------------|
| ① | | | | |
| ② | | | | |
| ③ | | | | |
| ④ | | | | |
| ⑤ | | | | |
| ⑥ | | | | |
| ⑦ | | | | |
| ⑧ | | | | |
| ⑨ | | | | |
| ⑩ | | | | |

IV. Good Points

Tell the writer at least one thing you really liked about his/her writing.

- (1) _____
 (2) _____

V. Suggestions for Revision

List your suggestions to improve his/her writing.

- (1) _____
 (2) _____

APPENDIX 3-2. Peer Feedback Worksheet (Korean)

Peer Feedback Worksheet

Reviewer's name(본인 이름): _____

Writer's Name(글쓴이 이름): _____

동료 피드백 활동은 이번 쓰기 수업에서 가장 중요한 활동입니다. 여러분이 친구의 작문을 읽고 정성껏 조언을 해 준다면 친구가 더 좋은 글을 쓰는 데 큰 도움이 될 것입니다. 모호하고 두루 뭉실한 조언보다 구체적이고 명확한 조언이 필요합니다. 친구와 친구의 작문을 존중하고 격려의 글도 잊지 마세요!

I. Organization (구성)

| 문항 | 살펴 볼 내용 | 응답 | |
|----|---|------|--------|
| ① | 주제문이 있나요? | 네() | 아니오() |
| ② | 주제문이 있다면, 주제문에 밑줄치고 ①라고 표기하세요. | | |
| ③ | 주제문이 명확한가요? | 네() | 아니오() |
| ④ | 주제문을 뒷받침하는 예가 충분히 (최소한 3개) 나열되어 있나요? | 네() | 아니오() |
| ⑤ | 결론 문장이 있나요? | 네() | 아니오() |
| ⑥ | 결론 문장이 주제문을 다른 문장으로 잘 반영하고 있으며 완결의 느낌을 주나요? | 네() | 아니오() |


II. Content (내용)

| 문항 | 살펴 볼 내용 | 응답 | |
|---|---|------|--------|
| ① | 주제문을 뒷받침하는 예시 3가지를 찾아 써 보세요. 1) _____ 2) _____ 3) _____ | | |
| ② | 예시가 주제문에 연관되어 있고 논리적이고 타당한가요? | 네() | 아니오() |
| ③ | '아니오'라고 답한 경우, 그 이유를 쓰고, 가능하면 어떻게 수정하면 좋을 지 제안해주세요. 이유 및 제안: _____ _____ | | |
| ★ 친구의 글을 다시 한 번 처음부터 읽어보면서 글의 내용상(문법이나 철자와 관련된 부분 제외) 이해가 안되거나 수정 및 추가 설명이 필요한 부분을 찾아보세요. | | | |
| ④ | 친구의 글에서 이해가 안 가는 부분이 있나요? | 네() | 아니오() |
| ⑤ | '네'라고 답한 경우, 친구 글의 해당 부분에 밑줄을 긋고 '?' 표시를 해 주세요. 해당 부분이 있는 Line number를 쓰고 가능하면 왜 이해가 안 가는 지 이유를 구체적으로 적어주세요. Line _____: _____ Line _____: _____ Line _____: _____ | | |
| ⑥ | 친구의 글에서 수정 및 추가 설명이 필요한 부분이 있나요? | 네() | 아니오() |
| ⑦ | '네'라고 답한 경우, 친구 글의 해당 부분에 밑줄을 긋고 'E' 표시를 해 주세요. 해당 부분이 있는 Line number를 쓰고 가능하면 왜 수정해야 하는지 또는 왜 추가 설명이 필요한 지 이유를 구체적으로 적어주세요. Line _____: _____ Line _____: _____ Line _____: _____ | | |

뒷면에 이어집니다.

III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두맞춤법)

친구의 글을 다시 전전히 읽으면서 문법, 어휘, 구두/맞춤법에서 틀린 부분이 있으면 친구의 글의 해당 부분에 밑줄을 긋고 해당 부분이 있는 Line number를 쓰고 틀린 이유를 기호로 밝혀 주세요. 이유가 중복될 경우 모두 다 써 주세요. 가능하면 맞는 표현을 적고 왜 그렇게 고쳤는지 보충설명을 해 주면 친구가 글을 수정할 때 큰 도움이 될 것입니다.

| 기호 | 틀린 부분의 종류 | 기호 | 틀린 부분의 종류 | 기호 | 틀린 부분의 종류 |
|----|--|----|------------------|---|--|
| V | 시제(과거, 현재, 과거분사), 동사의 형태(능동형/수동형) 오류 | WO | 잘못된 어순 |  | 불필요한 단어 |
| SV | 주어-동사의 일치 | WF | 잘못된 단어형태(품사) | S | 스펠링(철자) 오류 |
| A | 관사(a, an, the)가 빠져있거나 불필요하거나 잘못 사용한 경우 | WC | 잘못된 어휘 선택 | CL | 대문자 오류 |
| N | 명사의 단수형/복수형 표기가 잘못된 경우 | ^ | 필요한 단어가 빠져 있는 경우 | E | 기타 다른 오류 (종류를 지적하기 어려울 때도 이 기호를 표기하세요) |

| 문항 | Line No. | 틀린 이유(기호) | 맞는 표현 (가능한 경우) | 보충 설명 |
|----|----------|-----------|----------------|-------|
| ① | | | | |
| ② | | | | |
| ③ | | | | |
| ④ | | | | |
| ⑤ | | | | |
| ⑥ | | | | |
| ⑦ | | | | |
| ⑧ | | | | |
| ⑨ | | | | |
| ⑩ | | | | |

IV. Good Points

친구의 글에서 좋은 점을 최소한 한 가지 이상 꼭 적어주세요.

- (1) _____
- (2) _____

V. Suggestions for Revision

친구가 더 좋은 글로 수정하도록 도움을 줄 수 있게 제안할 점들을 적어보세요.

- (1) _____
- (2) _____

APPENDIX 4-1. Student Reflective Journal (English)

Student Reflective Journal

Writing Prompt No. : _____ Student Name: _____
 Reviewer 1: _____ Reviewer 2: _____

1. Write the item numbers of peer comments that you used in revision below.

| Feedback partner | Dimensions | Item numbers |
|------------------|--------------------------------------|--------------|
| Reviewer 1 | I. Organization | |
| | II. Content | |
| | III. Grammar, Vocabulary & Mechanics | |
| Reviewer 2 | I. Organization | |
| | II. Content | |
| | III. Grammar, Vocabulary & Mechanics | |

2. Write the item numbers of peer comments that you did not use in revision below and explain why you didn't. (If the reasons of no incorporation of the comments are the same as those of other comments, write them all in the same cell.)

| Feedback partner | Dimensions | Item numbers | Reasons of no incorporation |
|------------------|--------------------------------------|--------------|-----------------------------|
| Reviewer 1 | I. Organization | | |
| | | | |
| | II. Content | | |
| | | | |
| | III. Grammar, Vocabulary & Mechanics | | |
| | | | |
| Reviewer 2 | I. Organization | | |
| | | | |
| | II. Content | | |
| | | | |
| | III. Grammar, Vocabulary & Mechanics | | |
| | | | |

3. Write any feelings or ideas you had when you revised your draft using peers' comments.

APPENDIX 4-2. Student Reflective Journal (Korean)

Student Reflective Journal

Writing Prompt No(글번호): _____ Student Name(본인이름): _____
 Reviewer 1(피드백 제공자 1): _____ Reviewer 2(피드백 제공자 2): _____

1. 동료의 피드백을 받은 것 중에서 수정할 때 **활용한** 피드백의 문항번호를 적으세요.

| 피드백 동료 | 항목 | 문항 번호 |
|-------------------------|--|-------|
| Reviewer 1 (피드백제공자1) | I. Organization(구성) | |
| | II. Content(내용) | |
| | III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두절자 및 맞춤법) | |
| Reviewer 2 (피드백제공자2) | I. Organization(구성) | |
| | II. Content(내용) | |
| | III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두절자 및 맞춤법) | |

2. 동료의 피드백을 받은 것 중에서 수정할 때 **활용하지 않은** 피드백의 문항번호를 적고 그 이유를 간단히 적으세요. (활용하지 않은 이유가 동일한 경우, 문항 번호와 이유를 함께 모아서 적으세요.)

| 피드백 동료 | 항목 | 문항 번호 | 활용하지 않은 이유 |
|--------------------------|--|-------|------------|
| Reviewer 1 (피드백제공자 1) | I. Organization(구성) | | |
| | | | |
| | II. Content(내용) | | |
| | | | |
| | III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두절자 및 맞춤법) | | |
| | | | |
| Reviewer 2 (피드백제공자 2) | I. Organization(구성) | | |
| | | | |
| | II. Content(내용) | | |
| | | | |
| | III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두절자 및 맞춤법) | | |
| | | | |

3. 동료의 피드백을 활용해서 글을 수정하면서 느낀 점을 자유롭게 적으세요.

APPENDIX 5.

Sample Student Essay Used in Peer Feedback Training

다음의 표는 교복을 입는 것(wearing a school uniform)에 대한 찬성과 반대에 대한 생각이다. 이를 참고하여 자신의 입장을 선택하여 서론을 쓰고, 한 가지 이유를 추가하여 세 가지 이유를 모두 논한 후, 결론을 쓰시오. (80~120단어)

| For | Against |
|---|--|
| Introduction | Introduction |
| Body | Body |
| 1. spend less money on clothes 2. build a sense of unity and pride 3. _____ | 1. students cannot express individuality 2. not convenient 3. <u>an exorbitant price</u> |
| Conclusion | Conclusion |

| | |
|----|---|
| 1 | <u>Imaginist about wearing a school uniform ④</u> |
| 2 | <u>The first,</u> students cannot express individuality. the school |
| 3 | uniform is represent characteristic of school but each students |
| 4 | can't show one's individuality while they're wearing uniform |
| 5 | <u>The second,</u> school uniform is not convenient. when we <u>are</u> |
| 6 | in High school, we need <u>wearing</u> uniform all day without |
| 7 | another clothes. However the uniform is so stiffly and rigidly |
| 8 | so every students have discontent about inconvenience uniform. |
| 9 | <u>The last uniform has an exorbitant price ⑥</u> |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |

APPENDIX 6. Sample Error Correction Activity Sheet

학번: 10519 이름: 이소연

다음은 여러분이 영어로 글을 쓸 때 자주 저지르게 되는 실수를 모은 것입니다. 맞는 표현으로 고쳐보십시오.

| 유형 | 틀린 표현 | 맞는 표현 |
|------------------------------|--|--|
| 명사의 단수형/복수형 | One years | One <u>year</u> |
| | Student are wearing | <u>Students</u> are wearing. |
| 동사의 형태(시제, -ing/to-v 등) | Teenagers like dress stylishly. | <u>Teenagers like to dress</u> stylishly. |
| | They didn't wearing a school uniform. | They didn't <u>wear</u> a school uniform. |
| 필요한 단어 생략(주어, 동사, 전치사 등의 부재) | Second, _____ (교복은) build a sense of unity. | <u>Second, school uniforms build</u> a sense of unity. |
| | We don't have to _____ (사다) another clothes. | We don't have to <u>buy</u> another school. |
| | To go _____ school | <u>To go to school</u> |
| 불필요한 단어의 사용 | Students can feel be united | <u>Students can feel united.</u> |
| | The uniform is get dirty. | <u>The uniform gets dirty.</u> |
| 관사(a/an, the)의 사용 | School uniform is expensive. | <u>A school uniform</u> is expensive. |
| | Like a adult | <u>Like an adult.</u> |
| 주어-동사 일치 | It spend less money. (누가 돈을 쓰는 거지요?) | <u>Parents spend</u> less money. |
| | He want a new girlfriend. | <u>He wants</u> a new girlfriend |
| 잘못된 어순 | I meet wearing a school uniform student. | <u>I meet students wearing a school uniform.</u> |
| | Some friends buy clothes look to handsome and pretty. | <u>Some friends buy clothes to look handsome and pretty.</u> |
| 잘못된 어휘 선택 | in order that express individuality | <u>In order to express individuality</u> |
| 잘못된 단어형태(품사) | He is smartly. | <u>He is smart.</u> |
| 뜻이 애매하거나 분명하지 않음 | Wearing a uniform is the best way about student. | <u>Wearing a uniform is the best way for students to show individuality.</u> |
| | School is boast. | <u>Students boast their school</u> |
| 스펠링 오류 | You should not buy diffrent clothes. | <u>You shouldn't buy different clothes.</u> |
| 대문자 사용 | Hi, My name is Jungmin. | <u>Hi, my name is Jungmin.</u> |

APPENDIX 7-1. Sample of a Higher-level Student's Original and Revised Draft, Peer Feedback, and Student Reflective Journal

[Original Draft]

| | |
|-------|---|
| Line1 | Today, most schools make students do volunteer work. |
| 2 | So, some some of students disagree this system. |
| 3 | But, ^① <u>I think that it needs for students.</u> ⊕ |
| 4 | First, Volunteer work make students interested in Volunteering. |
| 5 | Surely, this system gives more chances to volunteer. |
| 6 | So, Someone may enjoy about Volunteering. ? |
| 7 | Second, It teaches them to care about others |
| 8 | Volunteering means helping other people. So, they can |
| 9 | learn about helping others from working. |
| 10 | Finally, it gives opportunity for learning various experiences. |
| 11 | When students help others, they can feel thankful, pity and |
| 12 | proud. According to these reasons, I agree with |
| 13 | mandatory student volunteer work. |
| 14 | |
| 15 | |

[Revised Draft]

| | |
|----|---|
| 1 | Today, most schools make students do volunteer work. |
| 2 | So, some of ^{the} students disagree this system, but I think |
| 3 | that it needs for student. |
| 4 | First, Volunteer work makes students interested in volunteering. |
| 5 | Surely, this system gives more chances to volunteer. |
| 6 | So, Someone may enjoy • Volunteering. |
| 7 | Second, it teaches them to care about others. |
| 8 | Volunteering means helping other people. So they can learn |
| 9 | about helping others from working. Finally, it gives |
| 10 | opportunity to learn various experiences. when students |
| 11 | help others, they can feel thankful, happy and proud. |
| 12 | Then, they experience many feelings, |
| 13 | For these reasons, I agree with mandatory student |
| 14 | Volunteer work. |
| 15 | |
| 16 | |

[Peer Reviewer 1, p.1]

Peer Feedback Form

Reviewer's name(본인 이름): 임유정

Writer's Name(글쓴이 이름): 안성훈

동료 피드백 활동은 이번 쓰기 수업에서 가장 중요한 활동입니다. 여러분이 친구의 작문을 읽고 정성껏 조언을 해 준다면 친구가 더 좋은 글을 쓰는 데 큰 도움이 될 것입니다. 모호하고 두루 뭉실한 조언보다 구체적이고 명확한 조언이 도움이 됩니다. 친구와 친구의 작문을 존중하고 격려의 글도 잊지 마세요!

I. Organization (구성)

| 문항 | 살펴 볼 내용 | 응답 |
|----|---|---|
| ① | 주제문이 있나요? | 네(<input checked="" type="radio"/>) 아니오(<input type="radio"/>) |
| ② | 주제문이 있다면, 주제문에 밑줄치고 ①라고 표기하세요. | |
| ③ | 주제문이 명확한가요? | 네(<input checked="" type="radio"/>) 아니오(<input type="radio"/>) |
| ④ | 주제문을 뒷받침하는 예가 충분히 (최소한 3개) 나열되어 있나요? | 네(<input checked="" type="radio"/>) 아니오(<input type="radio"/>) |
| ⑤ | 결론 문장이 있나요? | 네(<input checked="" type="radio"/>) 아니오(<input type="radio"/>) |
| ⑥ | 결론 문장이 주제문을 다른 문장으로 잘 반영하고 있으며 완결의 느낌을 주나요? | 네(<input checked="" type="radio"/>) 아니오(<input type="radio"/>) |

II. Content (내용)

| 문항 | 살펴 볼 내용 | 응답 |
|---|--|--|
| ① | 주제문을 뒷받침하는 예시 3가지를 찾아 써 보세요. 1) <u>Volunteer work make students interested in volunteering.</u> 2) <u>It teaches them to care about others</u> 3) <u>It gives opportunity for learning various experiences.</u> | |
| ② | 예시가 주제문에 연관되어 있고 논리적이고 타당한가요? | 네(<input checked="" type="radio"/>) 아니오(<input type="radio"/>) |
| ③ | '아니오'라고 답한 경우, 그 이유를 쓰고, 가능하면 어떻게 수정하면 좋을 지 제안해주세요. 이유 및 제안: _____ | |
| ★ 친구의 글을 다시 한 번 처음부터 읽어보면서 글의 내용상(문법이나 철자와 관련된 부분 제외) 이해가 안되거나 수정 및 추가 설명이 필요한 부분을 찾아보세요. | | |
| ④ | 친구의 글에서 이해가 안 가는 부분이 있나요? | 네(<input checked="" type="radio"/>) 아니오(<input type="radio"/>) |
| ⑤ | '네'라고 답한 경우, 친구 글의 해당 부분에 밑줄을 긋고 '?' 표시를 해 주세요. 해당 부분이 있는 Line number를 쓰고 가능하면 왜 이해가 안 가는 지 이유를 구체적으로 적어주세요. Line <u>11</u> : <u>Why would students feel pity? Are others poor or disabled or something? Not necessary!!</u> Line _____ : <u>p.s. 자살하게 문법 안 좋음된 어휘 선택 하.</u> | |
| ⑥ | 친구의 글에서 수정 및 추가 설명이 필요한 부분이 있나요? | 네(<input checked="" type="radio"/>) 아니오(<input checked="" type="radio"/>) |
| ⑦ | '네'라고 답한 경우, 친구 글의 해당 부분에 밑줄을 긋고 'E' 표시를 해 주세요. 해당 부분이 있는 Line number를 쓰고 가능하면 왜 수정해야 하는지 또는 왜 추가 설명이 필요한 지 이유를 구체적으로 적어주세요. Line _____ : _____ Line _____ : _____ | |

[Peer Reviewer 1, p.2]

III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두맞춤법)

친구의 글을 다시 천천히 읽으면서 문법, 어휘, 구두/맞춤법에서 틀린 부분이 있으면 친구의 글의 해당 부분에 밑줄을 긋고 해당 부분이 있는 Line number를 쓰고 틀린 이유를 기호로 밝혀 주세요. 이유가 중복될 경우 모두 다 써 주세요. 가능하면 맞는 표현을 적고 왜 그렇게 고쳤는지 보충설명을 해 주면 친구가 글을 수정할 때 큰 도움이 될 것입니다.

| 기호 | 틀린 부분의 종류 | 기호 | 틀린 부분의 종류 | 기호 | 틀린 부분의 종류 |
|----|--|----|------------------|----|--|
| V | 시제(과거, 현재, 미래), 동사의 형태(능동형/수동형) 오류 | WO | 잘못된 어순 | ○ | 불필요한 단어 |
| SV | 주어-동사의 일치 | WF | 잘못된 단어형태(품사) | S | 스펠링(철자) 오류 |
| A | 관사(a, an, the)가 빠져있거나 불필요하거나 잘못 사용한 경우 | WC | 잘못된 어휘 선택 | CL | 대문자 오류 |
| N | 명사의 단수형/복수형 표기가 잘못된 경우 | ^ | 필요한 단어가 빠져 있는 경우 | E | 기타 다른 오류 (종류를 지적하기 어려울 때도 이 기호를 표기하세요) |

| 문항 | Line No. | 틀린 이유(기호) | 맞는 표현 (가능한 경우) | 보충 설명 |
|----|----------|-----------|---|-------|
| ① | 2 | WC | -Some of the students disagree with this... | |
| ② | 3 | CL | 2번문장이랑 ' ; '로 연결 But. | |
| ③ | 4 | N | makes | |
| ④ | 5 | WE | Surely → Clearly | |
| ⑤ | 6 | ○ | enjoy volunteering | |
| ⑥ | 7 | E | others. ← that 정각어. 마킹표. | |
| ⑦ | 10 | WF | opportunity to learn - - - | |
| ⑧ | 12 | WC | For these reasons | |
| ⑨ | | | | |
| ⑩ | | | | |

IV. Good Points

친구의 글에서 좋은 점을 최소한 한 가지 이상 꼭 적어주세요.

(1) Today 리얼한 관해서 2면어운 말로.

(2) 관습적 단어 사용.

⇒ Great!!

V. Suggestions for Revision

친구가 더 좋은 글로 수정하도록 도움을 줄 수 있게 제안할 점들을 적어보세요.

(1) 어휘 잘못 사용 X

(2) 마킹표 적기.

[Peer Reviewer 2, p.1]

Peer Feedback Form

Reviewer's name(본인 이름): 김지은

Writer's Name(글쓴이 이름): 오하늘

동료 피드백 활동은 이번 쓰기 수업에서 가장 중요한 활동입니다. 여러분이 친구의 작문을 읽고 정성껏 조언을 해 준다면 친구가 더 좋은 글을 쓰는 데 큰 도움이 될 것입니다. 모호하고 두루 뭉실한 조언보다 구체적이고 명확한 조언이 도움이 됩니다. 친구와 친구의 작문을 존중하고 격려의 글도 잊지 마세요!

I. Organization (구성)

| 문항 | 살펴 볼 내용 | 응답 | |
|----|---|--|--------|
| ① | 주제문이 있나요? | 네(<input checked="" type="checkbox"/>) | 아니오() |
| ② | 주제문이 있다면, 주제문에 밑줄치고 ①라고 표기하세요. | | |
| ③ | 주제문이 명확한가요? | 네(<input checked="" type="checkbox"/>) | 아니오() |
| ④ | 주제문을 뒷받침하는 예가 충분히 (최소한 3개) 나열되어 있나요? | 네(<input checked="" type="checkbox"/>) | 아니오() |
| ⑤ | 결론 문장이 있나요? | 네(<input checked="" type="checkbox"/>) | 아니오() |
| ⑥ | 결론 문장이 주제문을 다른 문장으로 잘 반영하고 있으며 완결의 느낌을 주나요? | 네(<input checked="" type="checkbox"/>) | 아니오() |

II. Content (내용)

| 문항 | 살펴 볼 내용 | 응답 | |
|---|--|--|--------|
| ① | 주제문을 뒷받침하는 예시 3가지를 찾아 써 보세요. 1) <u>make interested in volunteering</u> 2) <u>teach students to care about others</u> 3) <u>various learning experience opportunity</u> | | |
| ② | 예시가 주제문에 연관되어 있고 논리적이고 타당한가요? | 네(<input checked="" type="checkbox"/>) | 아니오() |
| ③ | '아니오'라고 답한 경우, 그 이유를 쓰고, 가능하면 어떻게 수정하면 좋을 지 제안해주세요. 이유 및 제안: _____ | | |
| ★ 친구의 글을 다시 한 번 처음부터 읽어보면서 글의 내용상(문법이나 철자와 관련된 부분 제외) 이해가 안되거나 수정 및 추가 설명이 필요한 부분을 찾아보세요. | | | |
| ④ | 친구의 글에서 이해가 안 가는 부분이 있나요? | 네(<input checked="" type="checkbox"/>) | 아니오() |
| ⑤ | '네'라고 답한 경우, 친구 글의 해당 부분에 밑줄을 긋고 '?' 표시를 해 주세요. 해당 부분이 있는 Line number를 쓰고 가능하면 왜 이해가 안 가는 지 이유를 구체적으로 적어주세요. Line <u>6</u> : <u>오랫동안 알아가 갔다.</u> Line _____ : _____ Line _____ : _____ | | |
| ⑥ | 친구의 글에서 수정 및 추가 설명이 필요한 부분이 있나요? | 네(<input checked="" type="checkbox"/>) | 아니오() |
| ⑦ | '네'라고 답한 경우, 친구 글의 해당 부분에 밑줄을 긋고 'E' 표시를 해 주세요. 해당 부분이 있는 Line number를 쓰고 가능하면 왜 수정해야 하는지 또는 왜 추가 설명이 필요한 지 이유를 구체적으로 적어주세요. Line <u>10</u> : <u>전반적으로 하트랑 잘 맞는다. 여자는 물론, 대안도 있는 사람 이니까요. 그럼으로 ~</u> Line _____ : <u>비밀이다? 이거야!!</u> Line _____ : _____ | | |

[Peer Reviewer 2, p.2]

III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두맞춤법)

친구의 글을 다시 천천히 읽으면서 문법, 어휘, 구두/맞춤법에서 틀린 부분이 있으면 친구의 글의 해당 부분에 밑줄을 긋고 해당 부분이 있는 Line number를 쓰고 틀린 이유를 기호로 밝혀 주세요. **이유가 중복될 경우 모두 다 써 주세요.** 가능하면 맞는 표현을 적고 왜 그렇게 고쳤는지 보충설명을 해 주면 친구가 글을 수정할 때 큰 도움이 될 것입니다.

| 기호 | 틀린 부분의 종류 | 기호 | 틀린 부분의 종류 | 기호 | 틀린 부분의 종류 |
|----|--|----|------------------|----|--|
| V | 시제(과거, 현재, 미래), 동사의 형태(능동형/수동형) 오류 | WO | 잘못된 어순 | Q | 불필요한 단어 |
| SV | 주어-동사의 일치 | WF | 잘못된 단어형태(품사) | S | 스펠링(철자) 오류 |
| A | 관사(a, an, the)가 빠져있거나 불필요하거나 잘못 사용한 경우 | WC | 잘못된 어휘 선택 | CL | 대문자 오류 |
| N | 명사의 단수형/복수형 표기가 잘못된 경우 | ^ | 필요한 단어가 빠져 있는 경우 | E | 기타 다른 오류 (종류를 지적하기 어려울 때도 이 기호를 표기하세요) |

| 문항 | Line No. | 틀린 이유(기호) | 맞는 표현 (가능한 경우) | 보충 설명 |
|----|----------|-----------|--|---------------------|
| ① | 6 | E | So it can makes us enjoy about volunteering. | about ~만 쓰는 것... 오류 |
| ② | | | | |
| ③ | | | | |
| ④ | | | | |
| ⑤ | | | | |
| ⑥ | | | | |
| ⑦ | | | | |
| ⑧ | | | | |
| ⑨ | | | | |
| ⑩ | | | | |

IV. Good Points

친구의 글에서 좋은 점을 최소한 한 가지 이상 꼭 적어주세요.

- ① 이능능능! 정말 최고 경험! 나를 잘해줘!
- ② 문법에 문제가 없어... (내가 몰라...) 잘했겠다.

V. Suggestions for Revision

친구가 더 좋은 글로 수정하도록 도움을 줄 수 있게 제안할 점들을 적어보세요.

- ① 리딩에서 예제 조금 더 넣었음.. 좋겠다.. ㅎㅎ
- ②

[Student Reflective Journal]

Student Reflective Journal

Writing Prompt No(글번호): _____ Student Name(본인이름): 안상준
 Reviewer 1(피드백 제공자 1): 김지영 Reviewer 2(피드백 제공자 2): 신지인

1. 동료의 피드백을 받은 것 중에서 수정할 때 **활용한** 피드백의 문항번호를 적으세요.

| 피드백 동료 | 항목 | 문항 번호 |
|-------------------------|--|-----------------------|
| Reviewer 1 (피드백제공자1) | I. Organization(구성) | 2, 3, |
| | II. Content(내용) | |
| | III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두절자 및 맞춤법) | 2, 3, 4, 6, 7, 10, 12 |
| Reviewer 2 (피드백제공자2) | I. Organization(구성) | |
| | II. Content(내용) | 11 |
| | III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두절자 및 맞춤법) | |

2. 동료의 피드백을 받은 것 중에서 수정할 때 **활용하지 않은** 피드백의 문항번호를 적고 그 이유를 간단히 적으세요. (활용하지 않은 이유가 동일한 경우, 문항 번호와 이유를 함께 모아서 적으세요.)

| 피드백 동료 | 항목 | 문항 번호 | 활용하지 않은 이유 |
|--------------------------|--|-------|-------------------|
| Reviewer 1 (피드백제공자 1) | I. Organization(구성) | | |
| | II. Content(내용) | | |
| | III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두절자 및 맞춤법) | | |
| | | | |
| Reviewer 2 (피드백제공자 2) | I. Organization(구성) | | |
| | II. Content(내용) | 6 | 자세하게 읽어보면 이해가능하다. |
| | III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두절자 및 맞춤법) | | |
| | | | |

3. 오늘 동료의 피드백을 활용해서 글을 수정하면서 어려웠던 점을 자유롭게 적으세요.

피드백이 애매한 것이 있어서 이것을 활용해야 ✓
알고 말고 고민이 된다.

APPENDIX 7-2. Sample of a Lower-level Student's Original and Revised Draft, Peer Feedback, and Student Reflective Journal

[Original Draft]

| | |
|-------|---|
| Line1 | I think having a Pet is a good thing. |
| 2 | First, Pet is keep the house safe. Pets barks to their owners know |
| 3 | invasion of thief. Second Having a Pet is beneficial to your physical |
| 4 | and mental health. Pets and walking can health becomes lost. |
| 5 | Provide good companionship, with pets Partake will not be alone. For |
| 6 | these reasons, I think having a pet is a good thing. |
| 7 | |
| 8 | |
| 9 | |

[Revised Draft]

| | |
|---|--|
| 1 | I think having a Pet is a good thing. |
| 2 | First, Pet is keep the house safe. Pets barks to their owners know invasion |
| 3 | of thief. Second Having a Pet is beneficial to your physical and mental |
| 4 | health Pet and walking with you Pets and give love to Pet Psychologically |
| 5 | Stable. last, Provide good companionship with Pets Partake will not be alone |
| 6 | For these reasons, I think having a Pet is a good thing. |
| 7 | |
| 8 | |
| 9 | |

[Peer Reviewer 1, p.1]

Peer Feedback Form

Reviewer's name(본인 이름): _____ Writer's Name(글쓴이 이름): _____

동료 피드백 활동은 이번 쓰기 수업에서 가장 중요한 활동입니다. 여러분이 친구의 작문을 읽고 정성껏 조언을 해 준다면 친구가 더 좋은 글을 쓰는 데 큰 도움이 될 것입니다. 모호하고 두루 망설인 조언보다 구체적인 명확한 조언이 도움이 됩니다. 친구와 친구의 작문을 존중하고 격려의 글도 잊지 마세요!

I. Organization (구성)

| 문항 | 살펴 볼 내용 | 응답 | |
|----|---|----------------------------|------------------------------|
| ① | 주제문이 있나요? | 네(<input type="radio"/>) | 아니오(<input type="radio"/>) |
| ② | 주제문이 있다면, 주제문에 밑줄치고 ①라고 표기하세요. | | |
| ③ | 주제문이 명확한가요? | 네(<input type="radio"/>) | 아니오(<input type="radio"/>) |
| ④ | 주제문을 뒷받침하는 예가 충분히 (최소한 3개) 나열되어 있나요? | 네(<input type="radio"/>) | 아니오(<input type="radio"/>) |
| ⑤ | 결론 문장이 있나요? | 네(<input type="radio"/>) | 아니오(<input type="radio"/>) |
| ⑥ | 결론 문장이 주제문을 다른 문장으로 잘 반영하고 있으며 완결의 느낌을 주나요? | 네(<input type="radio"/>) | 아니오(<input type="radio"/>) |

II. Content (내용)

| 문항 | 살펴 볼 내용 | 응답 | |
|--|---|----------------------------|------------------------------|
| ① | 주제문을 뒷받침하는 예시 3가지를 찾아 써 보세요. — 조국새마을 1) _____ 2) _____ 3) _____ | | |
| ② | 예시가 주제문에 연관되어 있고 논리적이고 타당한가요? | 네(<input type="radio"/>) | 아니오(<input type="radio"/>) |
| ③ | '아니오'라고 답한 경우, 그 이유를 쓰고, 가능하면 어떻게 수정하면 좋을 지 제안해주세요. 이유 및 제안: _____ _____ | | |
| ★ 친구의 글을 다시 한 번 처음부터 읽어보면서 글의 내용상(문법이나 철자와 관련된 부분 제외) 이해가 안 되거나 수정 및 추가 설명이 필요한 부분을 찾아보세요. | | | |
| ④ | 친구의 글에서 이해가 안 가는 부분이 있나요? | 네(<input type="radio"/>) | 아니오(<input type="radio"/>) |
| ⑤ | '네'라고 답한 경우, 친구 글의 해당 부분에 밑줄을 긋고 '?' 표시를 해 주세요. 해당 부분이 있는 Line number를 쓰고 가능하면 왜 이해가 안 가는 지 이유를 구체적으로 적어주세요. Line _____: _____ Line _____: _____ Line _____: _____ | | |
| ⑥ | 친구의 글에서 수정 및 추가 설명이 필요한 부분이 있나요? | 네(<input type="radio"/>) | 아니오(<input type="radio"/>) |
| ⑦ | '네'라고 답한 경우, 친구 글의 해당 부분에 밑줄을 긋고 'E' 표시를 해 주세요. 해당 부분이 있는 Line number를 쓰고 가능하면 왜 수정해야 하는지 또는 왜 추가 설명이 필요한 지 이유를 구체적으로 적어주세요. Line _____: _____ Line _____: _____ Line _____: _____ | | |

뒷면에 이어집니다.

[Peer Reviewer 1, p.2]

III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두맞춤법)

친구의 글을 다시 천천히 읽으면서 문법, 어휘, 구두/맞춤법에서 틀린 부분이 있으면 친구의 글의 해당 부분에 밑줄을 긋고 해당 부분이 있는 Line number를 쓰고 틀린 이유를 기호로 밝혀 주세요. 이유가 중복될 경우 모두 다 써 주세요. 가능하면 맞는 표현을 적고 왜 그렇게 고쳤는지 보충설명을 해 주면 친구가 글을 수정할 때 큰 도움이 될 것입니다.

| 기호 | 틀린 부분의 종류 | 기호 | 틀린 부분의 종류 | 기호 | 틀린 부분의 종류 |
|----|--|----|------------------|----|--|
| V | 시제(과거, 현재, 미래), 동사의 형태(능동형/수동형) 오류 | WO | 잘못된 어순 | 07 | 불필요한 단어 |
| SV | 주어-동사의 일치 | WF | 잘못된 단어형태(품사) | S | 스펠링(철자) 오류 |
| A | 관사(a, an, the)가 빠져있거나 불필요하거나 잘못 사용한 경우 | WC | 잘못된 어휘 선택 | CL | 대문자 오류 |
| N | 명사의 단수형/복수형 표기가 잘못 된 경우 | ^ | 필요한 단어가 빠져 있는 경우 | E | 기타 다른 오류 (종류를 지적하기 어려울 때도 이 기호를 표기하세요) |

| 문항 | Line No. | 틀린 이유(기호) | 맞는 표현 (가능한 경우) | 보충 설명 |
|----|----------|-----------|---|-------|
| ① | 2 | WO | | |
| ② | 4 | WO | can becomes is good health ... → is can | |
| ③ | 5 | E | last, provide any | 주어바다 |
| ④ | | | | |
| ⑤ | | | | |
| ⑥ | | | | |
| ⑦ | | | | |
| ⑧ | | | | |
| ⑨ | | | | |
| ⑩ | | | | |

IV. Good Points

친구의 글에서 좋은 점을 최소한 한 가지 이상 꼭 적어주세요.

(1) 글씨를 잘 알아볼 수 있다.

(2) ~~이~~ 글이 완전히 다 마쳐진 점이 잘 보였다.

V. Suggestions for Revision

친구가 더 좋은 글로 수정하도록 도움을 줄 수 있게 제안할 점들을 적어보세요.

(1) _____

(2) _____

[Peer Reviewer 2, p.1]

Peer Feedback Form

Reviewer's name(본인 이름): 임선아

Writer's Name(글쓴이 이름): 이혜정

동료 피드백 활동은 이번 쓰기 수업에서 가장 중요한 활동입니다. 여러분이 친구의 작문을 읽고 정성껏 조언을 해 준다면 친구가 더 좋은 글을 쓰는 데 큰 도움이 될 것입니다. 모호하고 두루 뭉실한 조언보다 구체적이고 명확한 조언이 도움이 됩니다. 친구와 친구의 작문을 존중하고 격려의 글도 잊지 마세요!

I. Organization (구성)

| 문항 | 살펴 볼 내용 | 응답 |
|----|---|---|
| ① | 주제문이 있나요? | 네(<input checked="" type="radio"/>) 아니오(<input type="radio"/>) |
| ② | 주제문이 있다면, 주제문에 밑줄치고 ①라고 표기하세요. | |
| ③ | 주제문이 명확한가요? | 네(<input type="radio"/>) 아니오(<input type="radio"/>) |
| ④ | 주제문을 뒷받침하는 예가 충분히 (최소한 3개) 나열되어 있나요? | 네(<input type="radio"/>) 아니오(<input type="radio"/>) |
| ⑤ | 결론 문장이 있나요? | 네(<input type="radio"/>) 아니오(<input type="radio"/>) |
| ⑥ | 결론 문장이 주제문을 다른 문장으로 잘 반영하고 있으며 완결의 느낌을 주나요? | 네(<input type="radio"/>) 아니오(<input type="radio"/>) |

II. Content (내용)

| 문항 | 살펴 볼 내용 | 응답 |
|---|--|---|
| ① | 주제문을 뒷받침하는 예시 3가지를 찾아 써 보세요. 1) <u>Pets bark to their owners know invasion of thief.</u> 2) <u>Pets and walking can health becomes.</u> 3) <u>with pets partake will not be alone.</u> | |
| ② | 예시가 주제문에 연관되어 있고 논리적이고 타당한가요? | 네(<input type="radio"/>) 아니오(<input type="radio"/>) |
| ③ | '아니오'라고 답한 경우, 그 이유를 쓰고, 가능하면 어떻게 수정하면 좋을 지 제안해주세요. 이유 및 제안: <u>목적 건강 말고, 정신 건강에 유익한 점도 있으면 좋겠다. (문들이 정신 건강에도 좋지만 더 구체적인 것으로)</u> | |
| ★ 친구의 글을 다시 한 번 처음부터 읽어보면서 글의 내용상(문법이나 철자와 관련된 부분 제외) 이해가 안되거나 수정 및 추가 설명이 필요한 부분을 찾아보세요. | | |
| ④ | 친구의 글에서 이해가 안 가는 부분이 있나요? | 네(<input type="radio"/>) 아니오(<input checked="" type="radio"/>) |
| ⑤ | '네'라고 답한 경우, 친구 글의 해당 부분에 밑줄을 긋고 '?' 표시를 해 주세요. 해당 부분이 있는 Line number를 쓰고 가능하면 왜 이해가 안 가는 지 이유를 구체적으로 적어주세요. Line _____: _____ Line _____: _____ | |
| ⑥ | 친구의 글에서 수정 및 추가 설명이 필요한 부분이 있나요? | 네(<input type="radio"/>) 아니오(<input type="radio"/>) |
| ⑦ | '네'라고 답한 경우, 친구 글의 해당 부분에 밑줄을 긋고 'E' 표시를 해 주세요. 해당 부분이 있는 Line number를 쓰고 가능하면 왜 수정해야 하는지 또는 왜 추가 설명이 필요한 지 이유를 구체적으로 적어주세요. Line <u>4</u> : <u>정신 건강에 유익한 점 추가</u> Line _____: _____ Line _____: _____ | |

뒷면에 이어집니다.

[Peer Reviewer 2, p.2]

III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두맞춤법)

친구의 글을 다시 천천히 읽으면서 문법, 어휘, 구두/맞춤법에서 틀린 부분이 있으면 친구의 글의 해당 부분에 밑줄을 긋고 해당 부분이 있는 Line number를 쓰고 틀린 이유를 기호로 밝혀 주세요. 이유가 중복될 경우 모두 다 써 주세요. 가능하면 맞는 표현을 적고 왜 그렇게 고쳤는지 보충설명을 해 주면 친구가 글을 수정할 때 큰 도움이 될 것입니다.

| 기호 | 틀린 부분의 종류 | 기호 | 틀린 부분의 종류 | 기호 | 틀린 부분의 종류 |
|----|--|----|------------------|----|--|
| V | 시제(과거, 현재, 미래), 동사의 형태(능동형/수동형) 오류 | WO | 잘못된 어순 | CO | 불필요한 단어 |
| SV | 주어-동사의 일치 | WF | 잘못된 단어형태(품사) | S | 스펠링(철자) 오류 |
| A | 관사(a, an, the)가 빠져있거나 불필요하거나 잘못 사용한 경우 | WC | 잘못된 어휘 선택 | CL | 대문자 오류 |
| N | 명사의 단수형/복수형 표기가 잘못된 경우 | ^ | 필요한 단어가 빠져 있는 경우 | E | 기타 다른 오류 (종류를 지적하기 어려울 때도 이 기호를 표기하세요) |

| 문항 | Line No. | 틀린 이유(기호) | 맞는 표현 (가능한 경우) | 보충 설명 |
|----|----------|-----------|---|-------|
| ① | 4 | E | (You) walking with you pets, can make you and your pet healthier. | |
| ② | | | | |
| ③ | | | | |
| ④ | | | | |
| ⑤ | | | | |
| ⑥ | | | | |
| ⑦ | | | | |
| ⑧ | | | | |
| ⑨ | | | | |
| ⑩ | | | | |

IV. Good Points

친구의 글에서 좋은 점을 최소한 한 가지 이상 꼭 적어주세요.

(1) 이유를 한문장에 핵심적으로 담았다.

(2) _____

V. Suggestions for Revision

친구가 더 좋은 글로 수정하도록 도움을 줄 수 있게 제안할 점들을 적어보세요.

(1) 더욱 구체적 설명하였음 좋겠다.

(2) _____

[Student Reflective Journal]

Student Reflective Journal

Writing Prompt No(글번호):

Student Name(본인이름):

Reviewer 1(피드백 제공자 1):

홍예지

Reviewer 2(피드백 제공자 2):

임수민

1. 동료의 피드백을 받은 것 중에서 수정할 때 **활용한** 피드백의 문항번호를 적으세요.

| 피드백 동료 | 항목 | 문항 번호 |
|-------------------------|--|-------|
| Reviewer 1 (피드백제공자1) | I .Organization(구성) | |
| | II .Content(내용) | |
| | III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두절자 및 맞춤법) | |
| Reviewer 2 (피드백제공자2) | I .Organization(구성) | |
| | II .Content(내용) | |
| | III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두절자 및 맞춤법) | ① |

2. 동료의 피드백을 받은 것 중에서 수정할 때 **활용하지 않은** 피드백의 문항번호를 적고 그 이유를 간단히 적으세요. (활용하지 않은 이유가 동일한 경우, 문항 번호와 이유를 함께 모아서 적으세요.)

| 피드백 동료 | 항목 | 문항 번호 | 활용하지 않은 이유 |
|--------------------------|--|-------|------------|
| Reviewer 1 (피드백제공자 1) | I .Organization(구성) | ⑤ | |
| | | | |
| | II .Content(내용) | | |
| | | | |
| | III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두절자 및 맞춤법) | ① | |
| | | ② | 모르겠다. |
| Reviewer 2 (피드백제공자 2) | I .Organization(구성) | ③ | |
| | | | |
| | II .Content(내용) | | |
| | | | |
| | III. Grammar, Vocabulary & Mechanics (문법, 어휘, 구두절자 및 맞춤법) | | |
| | | | |

3. 오늘 동료의 피드백을 활용해서 글을 수정하면서 느낀 점을 자유롭게 적으세요.

모르는 것이 많아 영어 공부에 관심이 생겼어. 다른 문장을 배워서 되어 좋았다.

국 문 초 록

본 연구는 영어 작문 시 주어지는 동료 피드백에 대한 구체적인 정보를 제공하고 동료 피드백의 장점을 극대화하는 방법을 모색하기 위해 동료 피드백의 특성과 그것이 학생들의 글 수정에 미치는 영향을 분석하였다. 이 연구는 (1) 한국 고등학생들이 제공하는 동료 피드백이 어떠한 특성을 가지고 있는가와 (2) 동료 피드백이 학생들의 글 수정에 어떤 영향을 끼쳤는가의 두 가지 질문에 초점을 맞췄다. 이 연구 질문에 답하기 위해서, 보충 영어 작문 수업을 듣는 상위수준 혹은 하위수준의 영어 쓰기 능력을 가진 28명의 한국 고등학교 학생들이 이 연구에 참여하였다. 학생들은 피드백 훈련을 거친 후, 글쓰기, 동료 피드백 제공, 글 수정으로 구성된 작문 과업을 총 4회 수행하였다. 자료 분석을 위해 학생들의 원고와 수정본, 동료 피드백, 학생 반응 일지가 사용되었다.

본 연구의 주요한 결과는 다음과 같다. (1) 한국 영어 학습자들의 동료 피드백은 글의 전체적인 의미와 구성보다는 언어 사용과 같은 쓰기의 국부적(local) 영역에 주로 관련되어 있었다. 또한, 타당한 피드백이 상당량 주어졌고 동료의 글의 문제를 고치기 위한 구체적인 대안이 포함되어 있었다. 세부적으로는, 상·하위 학습자들의 포괄적(global) 피드백은 대체로 타당성을 띠었으나, 하위 학습자들의 국부적 피드백은 포괄적 피드백에 비해 타당성이 떨어지는 경향을 보였다. 덧붙여서, 학생들의 수준과 관계없이 포괄적 피드백보다 국부적 피드백에서 구체적인 대안이 제시되는 경향이 있었다. (2) 상당한 양의 동료 피드백이 학생들의 글 수정에 반영되었고 그 중 대부분이 성공적이었다. 대부분의 국부적 피드백은 수정에 반영되었지만 포괄적 피드백에 대한 학생들

의 반응은 수준에 따라 다르게 나타났다. 상위 학습자들은 글 수정에 포괄적 피드백을 상당히 반영하였지만, 하위 학습자들은 국부적 피드백에 비해 포괄적 피드백을 적게 반영하는 경향을 보였다. 피드백의 질과 수정의 질 사이의 관계에서는 두드러지는 경향성이 관찰되었다. 구체적인 대안을 포함한 타당한 피드백은 성공적인 수정에 기여했지만, 타당하지 않은 피드백 또는 타당하나 대안이 없는 피드백의 경우 수정이 성공적이지 않거나 아예 수정이 이루어지지 않는 경향을 보였다.

이러한 결과들은 한국 영어 학습자들로부터 기대할 수 있는 동료 피드백의 특성이 무엇인지, 그리고 그것이 학생들의 글 수정에 어떠한 영향을 미치는지에 대한 구체적인 정보를 제공한다.

주요어: 동료 피드백, 학생들의 글의 수정, 영어 작문

학 번: 2008-21565