UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Perfil de investigación previo al informe final de trabajo de graduación y obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés

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Theme:

"Peer feedback and writing skills"

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2021

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CERTIFY:

I, Mg. Marbella Cumandá Escalante Gamazo, holder of the I.D. 1802917250, in my capacity as supervisor of the Research dissertation on the topic: "PEER FEEDBACK AND WRITING SKILLS" investigated by Mister Andrés Sebastián Espinosa Morán with I.D. 1803931300, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled "PEER FEEDBACK AND WRITING SKILLS" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

My family, teachers and friends for giving me the patience and ability to keep going in my daily life and guide me on the path of good, my parents as the fundamental pillars, because without their support and advice I could never have achieved what I have achieved so far in my life.

Andrés.

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First of all, I want to thank myself for giving me energy and confront every single situation to reach my goals, as well as my parents who have supported me and made an effort to give me a good education throughout my life. To my teachers, for their teachings and transmit their knowledge

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THEME: "PEER FEEDBACK AND WRITING SKILLS"

AUTHOR: Andrés Sebastián Espinosa Morán

TUTOR: Mg. Marbella Escalante

ABSTRACT

There are numerous innovative feedback teaching methods used currently, and in our society Peer feedback is considered as one of the most significative models when it is about improving the writing performance in the foreign language teaching. Students see this strategy as a chance to expand their social skills. Indeed, peer feedback involves a collaborative learning experience because learners have to evaluate each other and offer ideas, opinions or recommendations. Quasi-experimental research was applied to do this project in which a pre-test, a treatment and a post-test helped to compare the enhancement of students writing performance. Bibliographic research was carried out because many articles, thesis and previous studies related with the topic were carefully analyzed. Certainly, a mixed approach was taken into account as this study is qualitative because of the pre-test and post-test scores obtained were compared at the end. Similarly, qualitative approach was used as it was required to describe the aspects in the writing performance of students. The treatment pretended to have the students working on written activities based on FCE writing section and commenting feedback to their peers works, so they can be aware of their mistakes and improve their writing skills. The results from pre and post-test were analyzed through SPSS software according to Shapiro-wilk normality. Wilcoxon signed rank test was applied to illustrate the advance students got after the treatment. Although in the pre-test the average score was 5,875, in the post-test it was 8.025. Consequently, it can be concluded that peer feedback boosted the students writing skills in terms of content, organization register, vocabulary and grammar.

Keywords: Feedback, writing skill, writing strategies

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RESUMEN

Existen numerosos métodos de retroalimentación innovadores que se utilizan en la actualidad. La retroalimentación entre pares se considera uno de los modelos más significativos cuando se trata de mejorar el rendimiento de la escritura en la enseñanza de lenguas extranjeras. Muchos estudiantes ven esta estrategia como una oportunidad para expandir sus habilidades sociales. De hecho, la retroalimentación entre pares implica una experiencia de aprendizaje colaborativo, porque los estudiantes tienen que evaluarse entre sí y ofrecer opiniones o recomendaciones. La investigación cuasiexperimental fue aplicada para realizar este proyecto en el que un pre-test, un tratamiento y un post-test ayudaron a comparar avances en la escritura de los estudiantes. Asimismo, se realizó una investigación bibliográfica, ya que se estudiaron detenidamente numerosos artículos, tesis y trabajos previos relacionados con el tema. De hecho, se tuvo en cuenta un enfoque mixto ya que este estudio es cualitativo debido a los puntajes obtenidos en la prueba previa y posterior que se compararon al final. Y es un enfoque cualitativo ya que se dio una descripción de los aspectos en el desempeño de la escritura de los estudiantes. El tratamiento consistió en actividades escritas basadas en la sección de escritura del FCE y añadir comentarios sobre los trabajos de sus compañeros para que puedan ser conscientes de sus errores y mejorar sus habilidades de escritura. Los resultados del pre y post test fueron analizados a través del software SPSS según la prueba de normalidad de Shapiro-wilk, además fue necesario aplicar la prueba de los rangos con signos de Wilcoxon que mostró el avance obtenido por los estudiantes después del tratamiento. Si bien en el pretest la nota media fue de 5.875, en el post-test fue de 8.025. En consecuencia, se puede concluir que la retroalimentación entre pares impulsó las habilidades de escritura de los estudiantes en términos de contenido, registro de organización, vocabulario y gramática.

Palabras clave: Retroalimentación, habilidad de escritura, estrategias de escritura.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Technical scientific foundation

In this modern globalized world, English has become the most used language in all countries, that's why it is recognized as the universal language. Therefore, it is a worldwide major concern, to know how to use all the four basic skills for communicative and social purposes. For such mean, it is important for learners to focus on writing skill and for educators to always give feedback after a new class. But, not always the feedback from teachers is the best option. There is where peers get involved with peer feedback, as active members of their own learning, helping to improve the communication and interaction even in online environments. In this section of the document, previous research will be reviewed to expand and learn from definitions, papers or previous studies about peer feedback in the development of the writing skills for English Language Learning.

Wıhastyanang et al. (2020) conducted a study about the impacts of providing online teacher and peer feedback on learners writing performance. In this experimental study there was applied a pre-test, a treatment and a post-test aimed at checking the performance in argumentative essays writing. The population was divided in two groups of 28 students who had teacher and peer feedback and 27 students who just had teacher feedback all through Edmodo platform. The treatment stage was divided into sections, that lasted 9 sessions during 5 weeks and was applied two days per week. The sessions started by getting writing scores from participants. Then it was time to introduce writing steps such as prewriting, drafting, editing and publishing argumentative essays, also including feedback activities. After the study ended the results showed that students who had both kinds of feedback through Edmodo did not perform better that the ones who just had teacher feedback. Therefore, it was proven that the more feedback a student got did not make it the strongest method than the conventional feedback. Indeed, these results were credited to the complexity of Edmodo platform and also the poor connection some students experimented during the study. Finally, this

investigation contributed by exploring the idea of using online platforms as a mean of sharing resources and giving both types of feedback such as teacher and peer feedback for written tasks.

Saeed et al. (2018) led a study focused on investigating some EFL scholars engagement with peer feedback by using a Facebook group for writing. This study tried to take into account learners' writing issues and perceptions of peer feedback all in the Facebook group. This study was performed in three months as an extension course to improve their writing. Those interactional exchanges, written revisions and feedback text reflections in the Facebook group were analyzed qualitatively and the other interaction patterns were quantitatively studied too. As a final result, learners felt that Facebook group was indeed an unusual learning environment which enables peer feedback on writing skill outside the educative institution. Lastly, this study contributed to the current investigation as it gives a clear perception of how social networks like Facebook influence in the students interaction by exchanging opinions and revising the writing performance from the participants.

Bolourchi and Soleimani (2020) conducted a study about the impact peer feedback has on students writing performance and anxiety. This study was about the effect peer feedback has on EFL learner's writing performance. These quasi-experimental investigations consisted in applying a pre-test and post-test after the peer feedback treatment sessions mainly to asses and enhance the writing performance in students. Those tests were aimed to collect data as well as 7 writing topics and also Cheng's questionnaire (Second Language Writing Anxiety Inventory) results facilitated the findings. In conclusion, t-test and Mann Whitney U test revealed that the insertion of peer feedback facilitated the experimental group give a better performance than the control group. The study contributed to the present research by showing that peer feedback enhanced the performance from the group by the application of pre-test, treatment, post-test and also the anxiety effects on both the experimental and control group by applying Cheng's questionnaire.

Huisman et al. (2018) collected data which resulted from quantitative studies that has to do with students from higher education and their writing performance after completing a peer feedback process. This research began from the selection of 24 articles that reported the academic writing performance after feedback methods from a total of 289 articles. The research proved that the peer feedback engagement enhanced the writing performance in contrast with no feedback process application. Also, there was a larger improvement when teachers feedback was applied in comparison with peer feedback. This study contribution is that peer feedback methods indeed enhance the participants development in their writing performance being the teacher and peer feedback the best processes to apply.

An investigation directed by Fan and Xu (2020) explored in deep the student's engagement with peer feedback on the Second Language writing. The process was carried out with various methodologies and a population of 21 students were selected for this. They needed to be engaged along peer feedback with the second language writing in an affective, behavioral and cognitive way, so data was collected by using audio recordings, drafts, written peer feedback, interviews and surveys. The kinds of engagement had variations through the process because of the feedback applied. Indeed, there was a positive affective and also cognitive engagement resulting from the form-focused feedback. Nevertheless, with the content-focused feedback there was a low cognitive and behavioral type of engagement. Furthermore, the contribution from this study was that peer feedback does not always work if the focus is the form or content, since the affective, cognitive or behavioral engagement from students may contrast many times.

Latifi et al. (2021) conducted a study to see how the utilization of online peer feedback can expand the argumentative writing and learning when composing essays. The methodology was based on the educational sciences field by investigating unscripted, scripted and guided peer feedback in an online context to check argumentative essay performance and quality of feedback with the specific knowledge domain (educational sciences). For almost 26 days, peer feedback was applied as guided, scripted and unscripted to a 52 scholars population who were randomly distributed. According to the findings the students who outperformed the other conditions were the ones that followed the scripted

peer feedback in the argumentative essay writing. This study contributed to the actual investigation by showing an overview of the positive effects that come from a well-guided peer feedback process in an online context for improving writing skills.

Alhasser (2018) led an investigation to provide an informative paper focused on the Employment of Peer Feedback technique in Second Language writing classrooms. This paper was proposed as a guide for new teachers and aimed to give brief guidelines for an effective use of Peer feedback exploring the information retrieved in the last years by practitioners and researchers in the second language writing. Additionally, the contribution that this study gives to all researchers is that all of them will have a source plenty of history and useful information about writing instruction through Peer Feedback. Thus, carrying an effective writing process along with a proper peer feedback may increase both teacher and students abilities.

Elboshi (2021) made a study about web-enhanced peer feedback in second language classrooms which aims were to check some literature about the impact on using web-based means like blogs or social networks to promote peer feedback and facilitate learning in English second Language classrooms. Hence, comments from peers could be investigated to check if it reinforced the students critical thinking in their writing performance. Throughout the process there were challenges like the students fear and sensitivity by the possibility of being criticized when sharing the writing texts. Anyway, both students and peers developed an improvement in their writing skill through this reflective assessment. This study contributed by sharing challenges that might appear and findings in the use of blogs and social networks for the writing skills development through peer feedback such as improvement in confidence and critical thinking.

Ma (2010) led a study about the role of inter-group peer online feedback on wiki writing and how it contributes to students second language writing. More than a thousand peer comments were collected and analyzed and also compared with teachers' comments. The data was analyzed by using correlation and chi-square tests and after an online survey the results on students' perceptions were that peers

tried being friendly and supportive when the online feedback was carried out. At the end peer feedback were focused more on meaning rather than focusing in form, but it contributed affectively and tangibly in English for Academic Purposes. This study had a great impact on the present research as it shows the way students make peer feedback process being supportive, and also sharing theirperceptions on this strategy as a mean to improve the writing performance.

In essence, from prior studies it can be observed that the application of peer feedback offers great benefits for English Language Learners in the writing skills improvement and in other important aspects like the collaborative and social interaction between learners. As a matter of fact, all those kinds of researches were made with populations that belong to the high and superior college level of education.

Theoretical framework

Independent Variable theoretical support

Correction and evaluation in EFL

It is difficult for teachers to correct each written task just by their own, so there are some interesting and effective methods they can apply. According to Shastri (2009), they must go for the collaborative way, so taking into account correction by peers as it works well for the students' confidence. Meanwhile the teacher can keep work on checking the first drafts tenses or spelling of any assignment. Also group or peer evaluation can result in an option for feedback in the class focusing on certain criteria such as grammar, spelling, style, proper vocabulary, etc.

Feedback strategy

Harmer (2004) stated that encouraging the collaborative work inside the classroom is a great advantage as it helps students to foster their writing abilities. Sometimes, teacher feedback can be really significant in editing and revising, but most students just see it as commands that have to be obeyed. On the other hand, applying peer review is a less authoritarian option as it consists in collaborating

instead of evaluating. Thus, to have a successful feedback, teacher acts as a guide giving examples on what to seek when reading or commenting their colleagues work as for example, spelling, grammar, etc.

Consequently, when students are given a peer composition, they may start giving feedback comments by first asking questions like if the text is easy to track, easy to understand, or if the viewpoint from the author is 100% clear or not and also ask questions about the level of formality depending on the kind of text of course. Nevertheless, to apply peer comments successfully these types of questions are necessary as they are helping students to keep a productive task focused on the main goal which is to improve peer skills.

Peer feedback

Peer feedback is most used for assignments, in contrast with peer review which is used mostly for research. Subsequently, as stated by Huisman et al. (2018), identified peer feedback as the formative knowledge that led to a superior performance in learners writing by communicating informative knowledge, related with any task, between peers or colleagues. Therefore, peer feedback is used by peers for improving successive writing, this means it is formative. This means that peer feedback goes with collaborative work in the classroom, so its focus is also in the interaction, and in establishing responsibility in students self-learning.

Dependent variable theoretical support

English Language

Through the years, English language has been considered a universal language as it is one of the most used dialects around the world. All humans have a creative innate capacity to communicate in limitless ways when using language by learning from their surroundings and daily life (Broughton et al., 1993). Thus, all humans can use language and communicate in an infinite variety of ways such as spoken, written, signs, etc. Meanwhile the English language is widely used around the world many people are in the process of learning it every day to improve their communication. Furthermore, for this outcome

people must start by dominating the receptive and productive skills which belong to the English language skills.

Language Skills

There are four basic language skills that help individuals to have a proper and interpersonal communication in the English language. These main skills are part of any language and are also known as "four skills of language learning" (Spratt et al., 2011). There are two types of skills such as the receptive skills known as listening and reading and also, speaking and writing which are the productive skills. First, listening skill refers to the ability occurring when exposure to a certain language occur. Then, Speaking happens when there is repetition of words or phrases previously listened. Next, reading skill occurs when written texts are interpreted by students. And finally, writing that is learnt by reading so learners are able to reproduce it and create more written words or phrases by themselves.

Productive skills

Each skill is complementary to language learning. Therefore, they should not be taught in isolation from other skills if you want to have an efficient learning. It can be observed that learning is happening when productive skills are been applied, so we can realize its importance in the communication process. Thus, they are important and useful skills that are used in different environments and situations like job, education, home, etc. (Spratt et al., 2011)

Writing skills

Writing is one difficult skill to acquire as it needs to unify both the brain and the motor skill. As it is proposed by Shastri (2009), the writing skill needs more systematic training than the other ones as it appears more conservative in comparison with the speaking. Also, there are many styles and types of writing in which students can be exposed to, thus the constant exposure to the most important types of writing may help to develop and master this skill.

As stated by Shastri (2009), writing involves several subtopics such as new vocabulary, spelling, grammar, phrase structure, punctuation, proper layout, coherence, cohesion and the organization of content clearly and effectively. Also,

subskills like connecting of sentences, convincing communication, organization and sequencing of ideas, etc., can be developed through a writing process. Anyway, these functions of writing have a widely supportive role in the production of an effective work as they intend to focus on the development of the different subtopics and subskills mentioned before to improve the writing skill.

Types of writing

In the book "Communicative Approach to the Teaching of English as a Second Language", Shastri (2009) indicated the following types:

- Descriptive writing, as its name tells is about describing places, things, situations, people, etc.
- Narrative writing is used for sequencing of actions and events, mainly used for writing reports.
- Expository writing consists on giving explanations or affirming subjects or affect using definitions, classifying, illustrating, etc. This form its considered difficult as it demands coordination and cohesion with coherence in expressions and thoughts.
- Reflective writing: it is about remembering past events or situations and use analytical skills to write about opinions in concordance with the present situation.
- Persuasive writing: Specific language is needed to influence the reader and attempt to change points of view. This type of writing is commonly used in mass media ad-campaigns.
- Interpretative writing: used to infer ideas from other authors for a better understanding on their views.

How to teach writing

When teaching writing, it is proposed by experienced authors to start first with the descriptive and narrative writing and then move progressively to the other forms that are more complex.

Writing process

It is essential for writers to follow a sequential process and need to be motivated to elaborate a proper writing product. First, to write anything, it is necessary to decide and know about the topic to be written. Then, there must be ready a plan in the writers' mind and should create an outline. In this stage, the author can write the first draft with some previous notes, after that the draft needs to be revised, then redrafted and finally edited to present the complete final version. All of this is a cyclic process so the writer will be working back and forth many times. Finally, this process will help the writer to be conscious of his own way of writing (Shastri, 2009).

Marking for writing

For marking writing performance there are several options, but the most common is to stablish criteria to evaluate the product. The most common criteria used to evaluate writing in international certifications like the FCE (First Cambridge Test) for example are language, content, communicative achievement and organization. As stated in the website Cambridge Assessment English (n.d.), content focuses on how well the writer include relevant information about the topic and if it gets the target reader completely informed or not. Next, communicative achievement refers to the use of a proper register, formal or informal, to check if the writing is appropriate for the task. Then, organization refers to check if the task is logical or not for the readers to easy follow the ideas depending on how is everything put together by the candidate. Finally, language criteria, which focuses on the variety of specific vocabulary and the correct use of grammar deciding how precise it is for a writing task.

1.2 OBJECTIVES

General Objective

To identify the effectiveness of peer feedback in writing skills in seventh semester at Universidad Técnica de Ambato, Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

Specific Objectives

- To define conceptual underpinning of peer feedback strategy and writing skills.
- To apply activities based on peer feedback strategy.
- To analyze the effect of peer feedback on writing activities.

Description of the fulfillment of objectives

In order to fullfil the main objective for this project of investigation, it was required to make a deep investigation on how to apply different activities that engage students in an online environment. This was done by searching for previous studies, thesis articles, etc related with peer feedback to learn from previous procedures and understand how to apply it into an online class environment. Also, looking for a specific selection of topics to write about, made students raise the interest in their own learning and critical thinking too. Thus, making synchronic activities where students could practice their skills participating and giving a proper guidance to elaborate a proper peer feedback for each class activity.

Second, it was necessary pursuit and read bibliographical resources that resemble to the peer feedback strategy and writing skills to acomplish conceptual underpinning of feedback. Thus, it was created a personal view on the researcher on how peer feedback works and how to teach a writing process where students must partivipate and collaborate with their colleagues.

Next, it was necessary to base the online activities in previous online treatments to apply peer feedback strategy and look for benefits in the writing performance. Hence, it was more suitable to act as a guide and facilitator during the treatment giving students the necessary resources and clear instructions on how to develop the activities and give explanations on how to comment a proper feedback for their peers assignments.

Finally, a pre-test and post-test were taken to check the students writing skill development when applying peer feedback. For this mean, a rubric was used to grade the students performance and to compare their evolution through the process. This helped to finally compare their grades using statistical software like SPSS were Wilcoxon normality and Signed Ranks tests were carried out.

CHAPTER II

METHODOLOGY

2.1. Resources

2.1.1. Population

This research was carried with a population of 20 participants, 16 females and 4 males who were taking the subject Evaluation and Assessment. These participants were from the Universidad Técnica de Ambato, Pedagogía de los Idiomas Nacionales y Extranjeros program from 7th semester. This treatment took six weeks and there was a zoom meeting each week, this also included asynchronous work through Google classroom activities.

2.1.2. Techniques

A pre-test and post-test were applied as the main instruments to evaluate the learners' level before and after the treatment. The pre-test and post-test have a goal that consist on evaluating the changes derived from applying a specific methodology in a certain session (Rodríguez et al., 2017). This test was elaborated in Google Forms, and its format was based on FCE (Cambridge English First). The Peer Feedback strategy, was carried as a treatment in order to verify student's level and development in their writing performance at the end of the research.

2.1.3. Instruments

Some tools were used to carry out the process such as the following. First, Zoom was used to develop the class hour and share practical material for students or give instructions about the process to follow in each session. Also, Google forms was used to take the pre-test and post-test and also as a mean to collect data to analyze and verify the results from each participant.

YouTube videos were used to introduce, engage and learn about procedures or strategies for the writing section of the FCE exam. A WhatsApp group was the mean of communication to share relevant information about posted activities to work on and to solve students doubts that may appear throughout the process.

Google docs was the tool used by students to develop the main writing activities and also apply the Peer Feedback strategy by commenting in an online document that belongs to

each class. Google classroom was used to post writing activities, videos and resources where students had to engage and participate in the writing activities. Also, to keep track on the learners' progress throughout the process.

2.2. Methods

This research was developed according to the following existing types of research:

Quasi-experimental research

This is a quasi-experimental study because it consisted in evaluating the effectiveness of a treatment (Peer Feedback), in a group of 20 students. As expressed by Hernandez et al. (2013), quasi-experimental research consists on manipulating variables to see the effects that come out after applying a treatment.

Bibliographical research

According to Scott and Gordon (2015), this is bibliographical research as it was essential to review some articles, books, internet resources and previous thesis projects related with this project topics and variables to have a wider understanding and knowledge about the two variables: Peer Feedback VI (Independent) and Writing Skill VD (Dependent). This step was the first one and helped to complete the research background.

Mixed Approach

This study used a mixed approach as it recollects quantitative and qualitative data. Qualitative data because students applied the peer feedback strategy in every session by making a feedback comment at the end of their peers writing activities. This made students interact, revise and collaborate to their classmates. Also, it collected quantitative data as all their work in class was graded, to finally made a data comparison.

2.2.1. Type of research

Exploratory level

According to George (2022), exploratory research focus on determining the nature of the problem and helps to get better comprehension of the problem. This research is exploratory because it looks for a relation between the two variables stated. Lastly, according to the treatment applied the results showed detailed information on the changes that the population experienced at the end of the process.

2.3. Procedure

The first session began through a Zoom meeting with the presentation of the research project objectives and the application of the pre-test that lasted 25 minutes by using Google Forms. All students took the pre-test.

The next sessions were lessons where explanations and practicing of **essay, emails, letters, reviews and reports** writing type were included. The group had to watch a video about writing for FCE and then answer some questions about it by speaking. Next, the class proceeded to create their own product by writing all the procedure in a Google shared document. Then, when finishing every writing stage, a different student wrote a feedback commentary for their peers to improve their product. Anyway, at the beginning of following lessons there was a revision of the last weeks' writing comments to check if students were applying the peer feedback properly. Finally, each student uploaded their final written product, including the feedback commentary, to a new google classroom assignment as in all sessions.

On the final session students reviewed all the peer feedback writing comments done through the treatment. This was to be aware of what they needed to improve and then start working on the post-test through Google forms. Students had thirty minutes to complete this final test.

Nevertheless, the final results of the tests were graded by using an elaborated rubric based on the FCE (First Cambridge English) criteria to finally make a comparison between the Pre-test and Post-test results.

2.4. Hypothesis

A null and an alternative hypothesis were considered for this research. Being the null hypothesis Peer feedback improves writing skills. While the alternative hypothesis was Peer feedback does not improve writing skills, which finally was rejected..

CHAPTER III

RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

In this chapter the findings and results are presented by analyzing the data obtained from the process of this research. Tables and figures were made to present the qualitative and quantitative data and also as an aid for the analizis and interpretation of the results.

The research was conducted with 20 students that belong to 7th semester and were taking the Evaluation and Assessment subject in carrera de "Pedagogía de los Idiomas Nacionales y Extranjeros" career at Universidad Técnica de Ambato in the virtual modality.

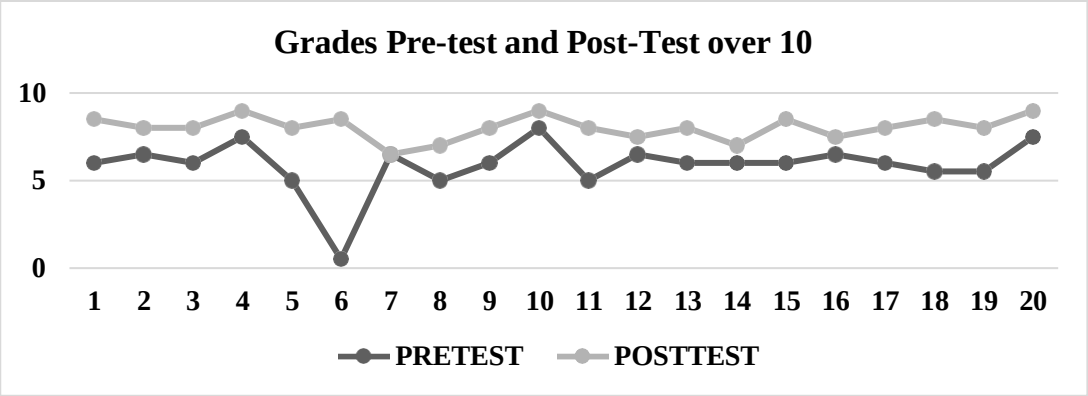
The results from the pre and post-test were analyzed individually according to a rubric based on the criteria from FCE (First Cambridge English). Based on 5 sub scales that were adapted (Grammar use, Transitions, Coherence, Punctuation, Organization). In addition, all writeen texts were graded over 10 marks because each of the subscales were considered to be over 2.

Finally, the data normality was calculated by applying Shapiro-Wilk test for the normality and the Wilcoxon signed rank test to verify the null hypothesis.

Table 1. Pre-test and post-test average grades

Pre-test and post-test average and difference			
Results	**Pre-test**	**Post-test**	**Difference**
Average	5.875	8.025	2.15

Source: Direct research
Elaborated by: Espinosa, A.(2022)
Note: Average scores and difference from pre-test and post-test



Source: Direct research
Elaborated by: Espinosa, A.(2022)

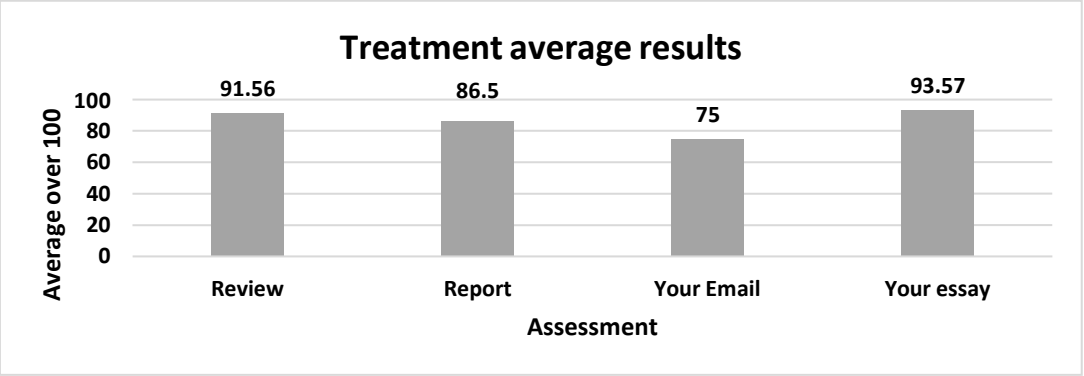
Fig 1. Results obtained after the pre-test and post-test

Analysis and interpretation

In figure 1 it is repersented a graphic of the pre and post test results. These tests were taken by 20 students and also were graded over 10 according to a rubric elaborated based on FCE(First Cambridge English). In the pre-test, 0.5 marks over 10 was the minor grade and 8 marks over 10 was the maximum grade. Meanwhile in the post-test 7 marks over 10 was the lower grade and 9 marks over 10 was the higher grade.

Table 1, also shows the average and difference of the results obtained from the pre-test and post-test. The average grade in the pre-test was 5.875 over 10 and it represent the 43% of the participants. On the other hand, the average grade students got in the post-test was 8.025 over 10, this means the 58% of the class. Hence, it can be observed that the whole class enhanced 2.150 more marks and it represents a 16% of writing skill enhancement

It can be seen that the vast majority of participants got grades under 7 marks in the pre-test. Most of their writings showed they do not have a clear idea about the structure of essays and there was a lackness of vocabulary related to the topic, so their writing activities were not easy to follow. In contrast, for the post-test all students improved their writing and got higher grades. This results represent that the treatment had a positive effect in the students writing development.



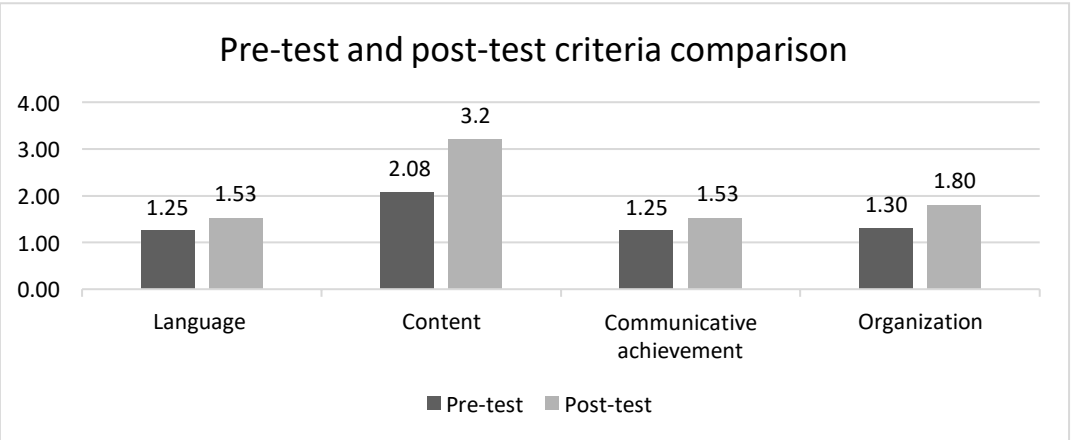
Source: Direct research
Elaborated by: Espinosa, A.(2022)

Fig 2. Treatment activities average results

Analysis and interpretation

Meanwhile, in figure 2, average results obtained during the treatment were represented. In this graphic it can be observed the average scores for the different activities, been the highest of 93.57 over 100 in writing an essay and the lowest of 75 over 100 in writing reports. Some grades were affected because some students did not send the assessment on time, but as all of them had the same practice in class their performance was similarly positive at the end of the treatment.

Writing assessment criteria comparison



Source: Direct research
Elaborated by: Espinosa, A.(2022)

Fig 3. Pre-test and post-test criteria comparative graphics

Analysis and interpretation

In Figure 3, a comparative bar graphic can be observed based on the four criteria used in the evaluation rubric such as content, comunicative achievement, organization and language, that have had notorious changes from the pre-test to the post-test. First, in language, students have gotten an average of 1.25 over 2 in the pre-test and 1.53 over 2 in the post-test, likewise in communicative achievement. Then, for content they got 2.08 over 4 in the pre-test and 3.2 over 4 in the post-test which is the highest improvement in the criteria. Finally, in organization students got 1.30 over 2 in the pre-test and 1.80 over 2 in the post-test. In addition, students got an amazing improvement after the peer feedback strategy applied, especially in the content as it is represented in figure 3. Thus, it resulted benefical for them to have the treatment as they are now more self-aware on how to properly structure a writing production.

Table 2. Normality Shapiro-Wilk test

	Shapiro-Wilk		
	Statistic	df	Sig.
PRETEST	,746	20	,001
POSTTEST	,918	20	,092

a. Lilliefors Significance Correction

Source: Direct research SPSS
Elaborated by: Espinosa, A.(2022)
Note: Shapiro-Wilk test chart.

Analysis and interpretation

The Shapiro-Wilk test was considered in accordance to the number of participants that was less than 30 in this research, so we can see that the data resulted abnormal, because the significance (Sig.) is less than 0,05 as we can observe in the chart. Consequently, a non-parametric test also known as Wilcoxon signed ranks test was applied to verify the null hypothesis.

3.2 Verification of Hypothesis

For this study, as the data collected was atypical, results were revised using Wilcoxon signed rank test with SPSS program.

3.2.1 Hypothesis statement

Null hypothesis (H0)

Peer feedback improves writing skills.

Alternative hypothesis (H1)

Peer feedback does not improve writing skills.

3.2.2 Ranks test

Table 3: Wilcoxon signed ranks test

		N	Mean Rank	Sum of Ranks
Posttest – Pretest	Negative Ranks	0[a]	0,00	0,00
	Positive Ranks	19[b]	10,40	190,00
	Ties	1[c]		
	Total	20		

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

Test Statistics[a]

	Posttest – Pretest
Z	-3,839[b]
Asymp. Sig. (2-tailed)	,001

a. Wilcoxon Signed Ranks Test.

b. Based on negative rank.

Source: SPSS software
Elaborated by: Espinosa, A.(2022)
Note: Wilcoxon signed ranks test

Analysis and interpretation

The SPSS software helped to analyse data by creating these two tables. In the first table, it can be observed the ranks gotten from the final average and initial average removal, giving a negative rank resulting zero (a), positive rank resulting 19 (b), ties resulting one (c). After that, two mean ranks were 0.00 and 10.40, also the two sum of ranks were 0.00 and 190.00. Subsequently, second table shows test statistics including asymptotic significance of 0.001 that suppose less than 0.05, meaning that null hypothesis get rejected and alternative hypothesis was accepted. Therefore, Peer feedback strategy influenced positively in writing skills from Pedagogía de los Idiomas Nacionales y Extranjeros career participants of seventh semester.

Discussion

As the alternative hypothesis was accepted according to the Wilcoxon signed ranks test that shows the positiveness in the peer feedback process over the writing skill. These statement can be proved by checking the grades on the pre-test and post-test. All participants improved their writing skills and collaborated with peer feedback. Inaddition, the directions from the researcher during class activities were essential to keep students focused in the tasks following an organized writing process. Therefore, it can besaid that all the required resources were shared with students to complete their tasks in the treatment stage. Hence, participants have acquired specific knowledge about the use of transitions, punctuation, writing tips, etc.

In conclusion, it is important to make students realize the advantage that represents collaborate with peers by using online tools like Google shared docs for example. Nevertheless, there are lots of tools that can facilitate communication, so peers can act as collaborators to get a better understanding on how to improve their performance in writing and the English language learning in general.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- The success of this procedure was proven effective as the grades obtained from the pre and post-test had a huge difference. First, it could be observed that in the pre-test students did not have a clear idea on how to compose a writing product. Most of the issues were that they did not know the structure to elaborate an essay and also the use of transitions were not the best in many cases. On the other hand, the post-test showed that students got a self-awareness on how to use transitions when making a writen product. Hence, in relation to the pre-test it was observed a proper use of language on the creation of writing products taking into account the feedback commentaries.
- A conceptual underpinning of what is peer feedback was acquired by both the researcher and students. Indeed, the bibliographical research helped in defining the different writing skills and similarly peer feedback processes applied in other previous studies. Nevertheless, the procedure to apply this strategy which focus in improving the writing skills as well as definitions were described in the theoretical framework.
- As this was an online process Google Classroom platform was used to share online resources and activities for students. These activities consisted on creating and uploading a product including the parts of writing such as an outline with main ideas for every paragraph. Then, students were asked to give a writeen feedback to their partners in a Google Shared document. Finally, after each session students were able to check the feedback commentary to start improving their writing performance for next activities.
- It could be observed that by using peer feedback students improved their writing performance. According to the evaluation rubric most of the students got better grades at last in relation to the pre-test. For example, when doing the youtube activities they learnt about the process on how to structure a writing product such as essays, reports, emails, reviews, etc. Finally, the success of peer feedback was

that collaboration by giving advice to their peers helped them to give the best and reinforce writing skills.

4.2 Recommendations

- It is highly reccomended to apply peer feedback for writing skill development as it is an effective way to engage students in their own learning. Thus, this may help in making learners notice their strengths in their academic performance. Anyway, it would be profitable for them to understand what they need to improve in their English language writing skills.
- Also, I would suggest that institutions make a treat with the government to get special programs based on peer fedback methods to improve teaching and learning in class. This means bringing experts to give lectures or talks for teachers on how to apply these kind of strategies. Lastly, it will be suitable for growing the interest in both teachers and students realizing about the importance of upgrading their writing skills level.
- It was not easy to check if students were fully engaged in the writing process because of the virtual learning environment. For this situation, all resources were uploaded into Google classroom platform, so they can check as many times as they need. Nonetheless, it would be profitable to teach both learners and teachers how to use online ICT tools properly. Hence, to keep students motivated it is important to make learning the best experience possible. In conclusion, peer feedback in an online environment is a perfect way to collaborate and learn together. This is possible with the proper application of different online tools such as youtube, google forms, kahoot, educaplay, etc.
- For further research on peer feedback strategy, it is suggested to make at least three sessions per week to focus on students abilities and strengthen their weaknesses. This would be like a personalized tutoring for those participants who need to improve their writing performance. Furthermore, with these capacitation all students will be at a similar level of knowledge and will carry on improving in their writing skills along with their peers.

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ANNEXES

Annex 1: Approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 18/10/2021

Doctor
Marcelo Núñez
Presidente
Unidad de Titulación
Carrera de Pedagogía de los idiomas nacionales y extranjeros
Facultad de Ciencias Humanas y de la Educación

Lic. Mg. Sarah Iza Pazmiño, en mi calidad de Coordinadora de la Carrera de Pedagogía de los idiomas nacionales y extranjeros, me permito poner en su conocimiento la aceptacióny respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: Peer feedback and Writing skill" propuesto por el/la estudiante Espinosa Morán Andrés Sebastián, portador/a de la Cédula de Ciudadanía No, 1803931300 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Firmado electrónicamente por:
SARAH
JACQUELINE
IZA PAZMINO

….....
Lic. Sarah Iza Pazmiño, Mg.
C.I. 0501741060
0984060528
sj.iza@uta.edu.ec

Source: Annex 3

Done by: Espinosa A. (2022).

Annex 2: Pre-Test

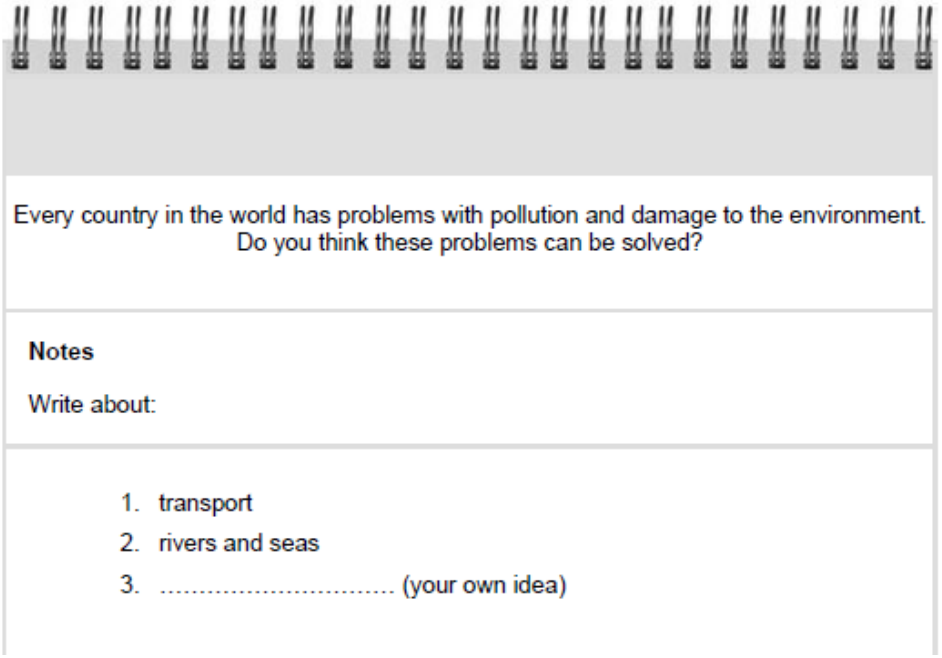
https://docs.google.com/forms/d/1zoYT2zKu2wdFGEg71hMPAG_zCvmvSpTrRyta4DIGyd8/edit

You **must** answer this question. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet.

---

1 In your English class you have been talking about the environment. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.



Every country in the world has problems with pollution and damage to the environment. Do you think these problems can be solved?

Notes

Write about:

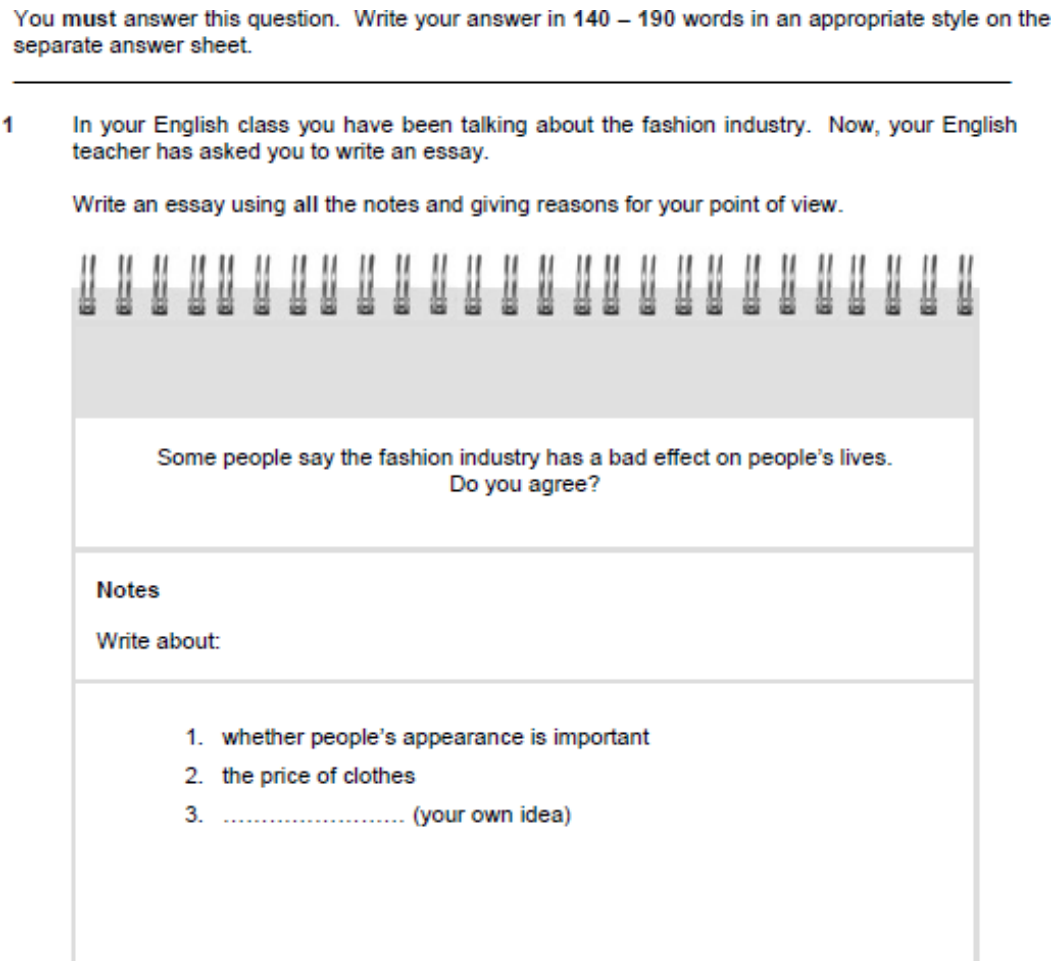
1. transport
2. rivers and seas
3. ..... (your own idea)

Source: Taken from the Cambridge website FCE writing paper.

Done by: Espinosa A. (2022).

Annex 3: Post-Test

https://docs.google.com/forms/d/e/1FAIpQLSeBq4gQbtlRBLy6rVMZHDFC5iexPgYf9o7-_v9nXzZWu_D10A/viewform



You **must** answer this question. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet.

1 In your English class you have been talking about the fashion industry. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.

Some people say the fashion industry has a bad effect on people's lives.
Do you agree?

Notes

Write about:

1. whether people's appearance is important
2. the price of clothes
3. ..... (your own idea)

Source: Taken from the Cambridge website FCE writing paper.

Done by: Espinosa A. (2022).

Annex 4. Evaluation Rubric

Teacher:

Date:

Level:

Student Name: _____

CATEGORY	Above Standards (2 Points)	Meets Standards (1.5 Points)	Approaching Standards (1 Point)	Below Standards (0.5 Points)
Language	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.
Content Body	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.
Content Conclusion	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.
Communicative Achievement	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.
Organization	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in logical order, distracting and making the essay seem very confusing.

Source: Evaluation rubric

Done by: Espinosa A. (2022).

Annex 5. Lesson Plan 1

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

English Lesson plan 1

Teacher: Andrés Espinosa **Date: 25/11/2021** **Level:** 7th semester

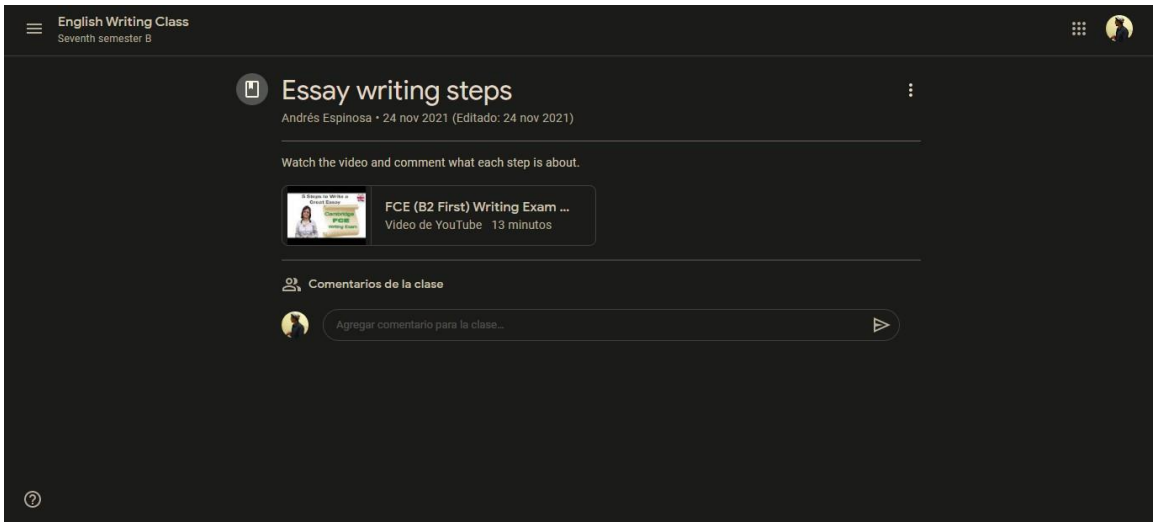
Topic: Essay Writing process.

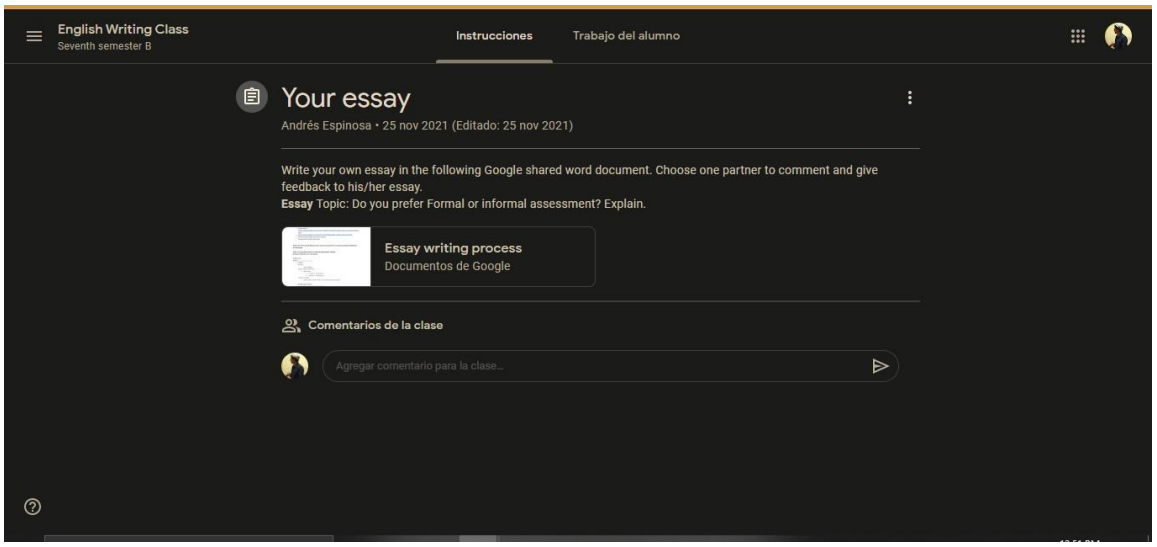
Objectives: At the end of this lesson, students will be able to:

- Understand the aspects that comprehend the FCE writing section.
- Students will learn the process of writing. (Essay, letters, etc.)

Materials: Zoom, Google drive, YouTube, whiteboard, WhatsApp.

Procedure	**Time: 45 minutes**
• Agenda (in word document) • Warm up (Parts or types of an essay) • Teacher shares a video about writing process to write an essay. https://www.youtube.com/watch?v=TAbNTFT0wcU&t=54s&ab_channel=OxfordOnlineEnglish • Teacher asks questions and check answers about the video. Feedback from teacher. • Students work on the writing process Topic: Do you prefer Formal or informal assessment? Explain. RELATED WITH EVALUATION AND ASSESSMENT SYLLABUS in a google shared document following the steps from the video. • Asynchronous Assessment: Write your own essay in the following Google Word document link: https://docs.google.com/document/d/1uZQwltH8bmG_z7R_SRmQhPXkz-1JgGc-K6RMwXq-j5E/edit • Choose one partner **and give feedback** to his/her essay.	• 5 minutes • 15 minutes • 25 minutes





Source: Google Classroom

Done by: Espinosa A. (2022).

Annex 6. Lesson Plan 2

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Lesson plan 2

Teacher: Andrés Espinosa **Date: 02/12/2021** **Level:** 7th semester

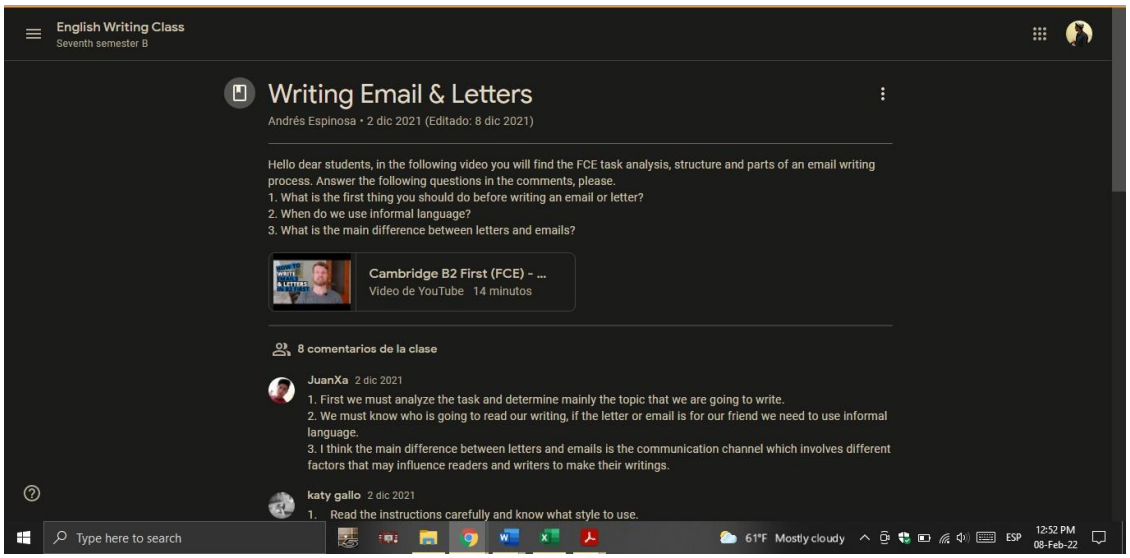
Topic: Emails & Letters Writing process.

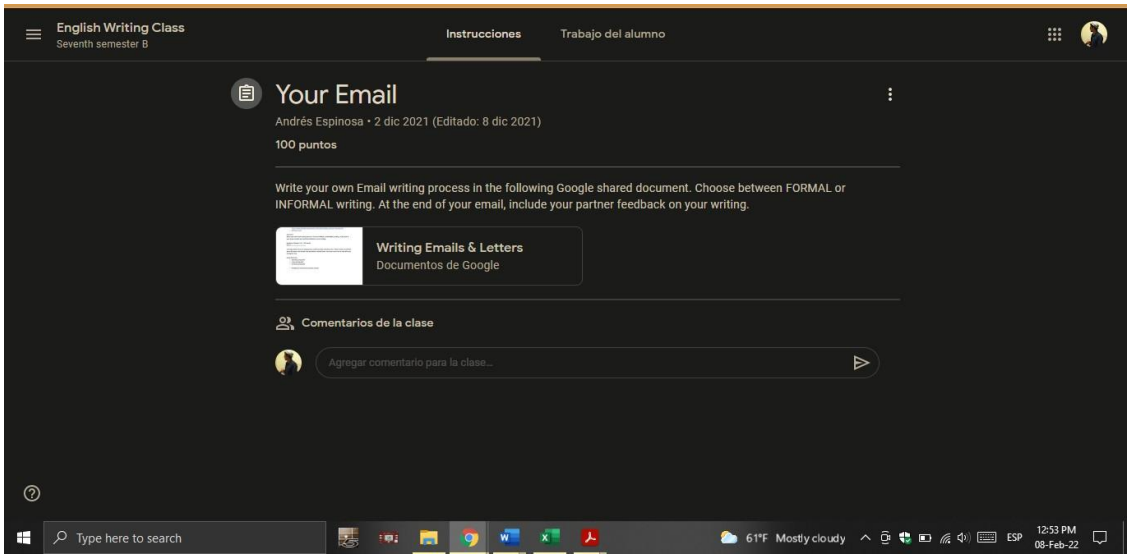
Objectives: At the end of this lesson, students will be able to:

- Understand the aspects that comprehend the FCE writing section.
- Students will learn the process of writing. (Essay, letters, etc.)

Materials: Zoom, Google drive, YouTube, whiteboard, WhatsApp.

Procedure asyncronic	**Time: 45 minutes**
• Agenda (in word document) • Warm up (Ask for the writing process). • Teacher shares a video about writing process to write e-mail and letters for FCE. • Questions; what is the first thing you should do before writing an email or letter? What is informal language? The main difference between letters and emails? • https://www.youtube.com/watch?v=XD-rgdF2nBQ&ab_channel=TeacherPhill • Teacher asks questions and check answers about the video. Give feedback. • Students work on the writing process. Explain. RELATED WITH EVALUATION AND ASSESSMENT SYLLABUS in a google shared document following the steps from the video. • Link Google docs: https://docs.google.com/document/d/1s8XIt0oilH4_pMd_rea2HQAhAU2XUPhzXr2HK99UYoI/edit • Asynchronous Assessment: Write your own essay in the following Google shared document. Choose one partner **and give feedback** to his/her essay.	• 5 minutes • 15 minutes • 25 minutes • 5 minutes





Source: Google Classroom

Done by: Espinosa A. (2022).

Annex 7. Lesson Plan 3

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Lesson plan 3

Teacher: Andrés Espinosa **Date: 09/12/2021** **Level:** 7th semester

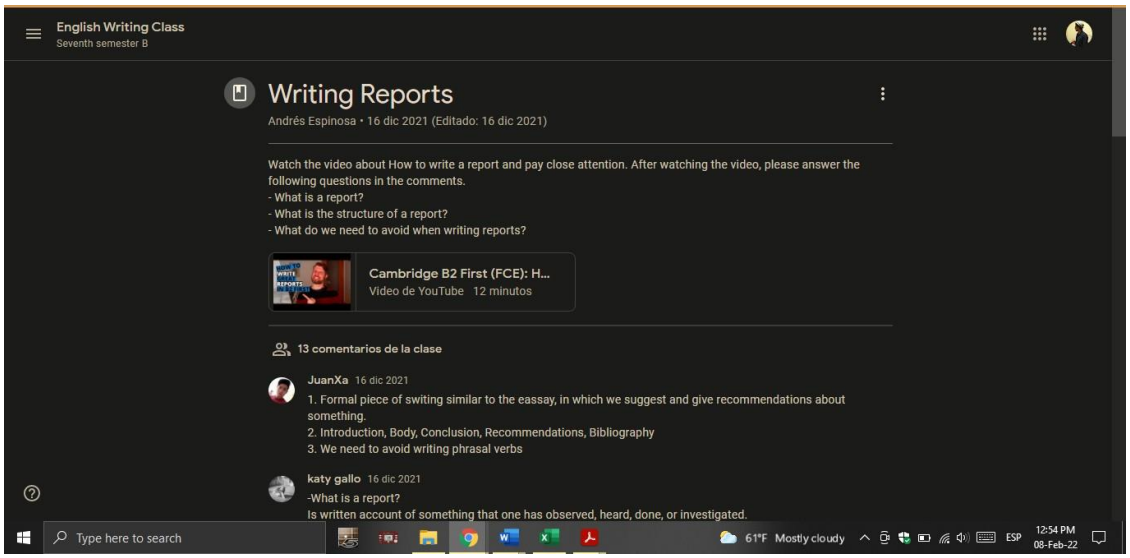
Topic: Report Writing process.

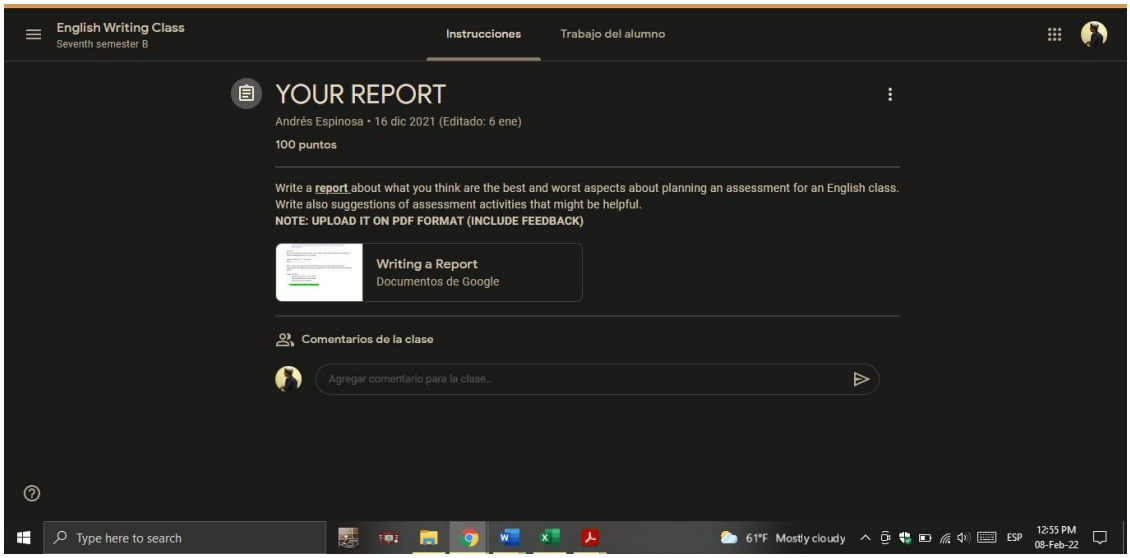
Objectives: At the end of this lesson, students will be able to:

- Understand the aspects that comprehend the FCE writing section.
- Students will learn the process of writing. (Reports)

Materials: Zoom, Google drive, YouTube, whiteboard, WhatsApp.

Procedure	**Time: 45 minutes**
• Agenda (in word document) • Warm up (Ask for the email structure and writing process). • Teacher shares a video about writing process to write e-mail and letters for FCE. • Questions; what is a report? What is the structure of a report? The main difference between essay and reports? • https://www.youtube.com/watch?v=wlNQYrYEF5A&ab_channel=TeacherPhill • Teacher asks questions and check answers about the video. Give feedback. • Students work on the writing process. Explain. RELATED WITH EVALUATION AND ASSESSMENT SYLLABUS in a google shared document following the steps from the video. • Link Google docs: https://docs.google.com/document/d/12otnaajvZrtkY5F8osng3My5R_4erE-U1pFQtJy8ryo/edit • Asynchronous Assessment: Teacher explains how the writing should be done taking into account their latest feedback commentaries. • Ss have to write a 140 to 190 words essay individually according to FCE format. In a Google Forms Shared Document.	• 5 minutes • 15 minutes • 25 minutes





Source: Google Classroom

Done by: Espinosa A. (2022).

Annex 8. Lesson Plan 4

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Lesson plan 4

Teacher: Andrés Espinosa **Date: 16/12/2021** **Level:** 7th semester

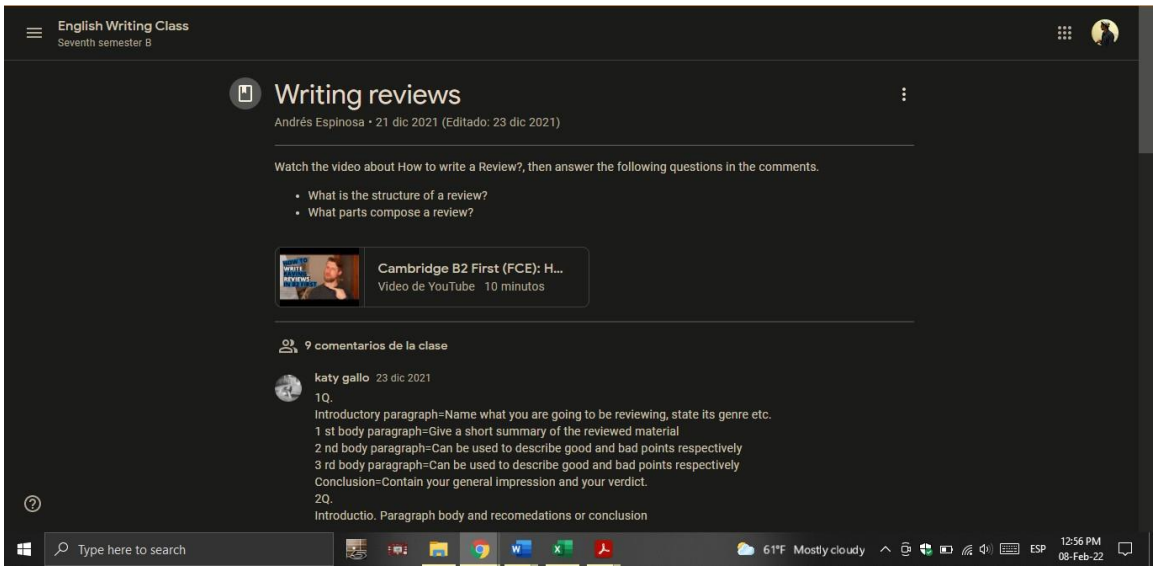
Topic: Review writing

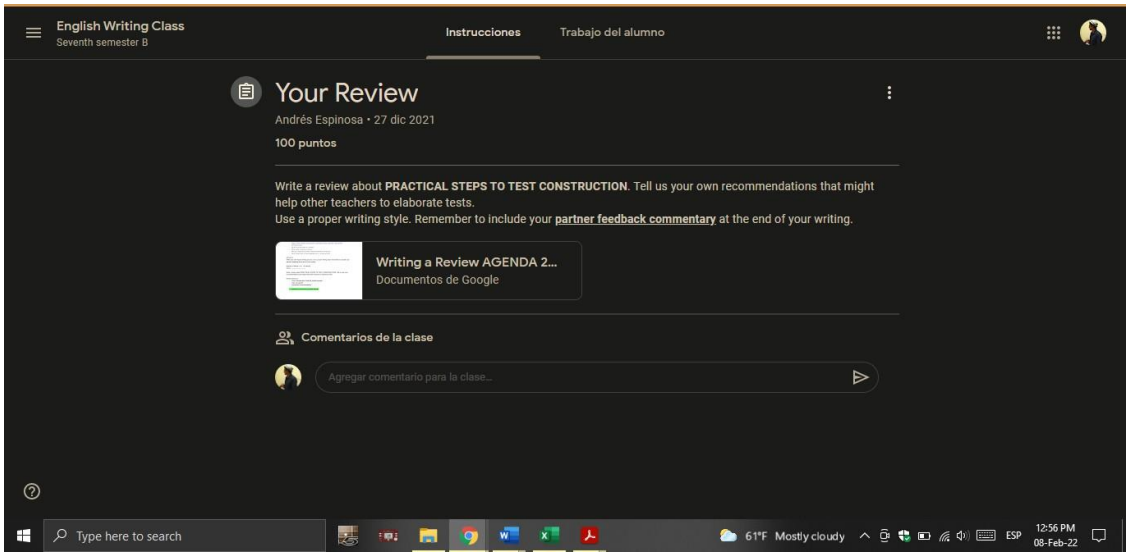
Objectives: At the end of this lesson, students will be able to:

- Understand the format of the FCE writing section.
- Students will learn how to structure and write a Review.

Materials: Zoom, Google drive, YouTube, zoom's whiteboard, WhatsApp.

Procedure	**Time: 45 minutes**
• Warm up (What is the email structure, and it's writing process?) • Report video: • https://www.youtube.com/watch?v=wlNQYrYEF5A&ab_channel=TeacherPhill • Teacher explains objectives, materials and the process. • Teacher explains how the writing should be done taking into account the latest **feedback commentaries.** • Ss have to write a 140 to 190 words review individually according to FCE format. • REVIEW: Practical steps to test construction 20 minutes • Forms link: • https://docs.google.com/document/d/10OoBvsX4C897yRS6hMlHdDRqhIFu4RNIladDkxmbOG4/edit?usp=sharing	• 5 minutes • 5 minutes • 5 minutes • 25 minutes • 5 minutes





Source: Google Classroom

Done by: Espinosa A. (2022).

Annex 9. Lesson Plan 5

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Lesson plan 5

Teacher: Andrés Espinosa **Date: 23/12/2021** **Level:** 7th semester

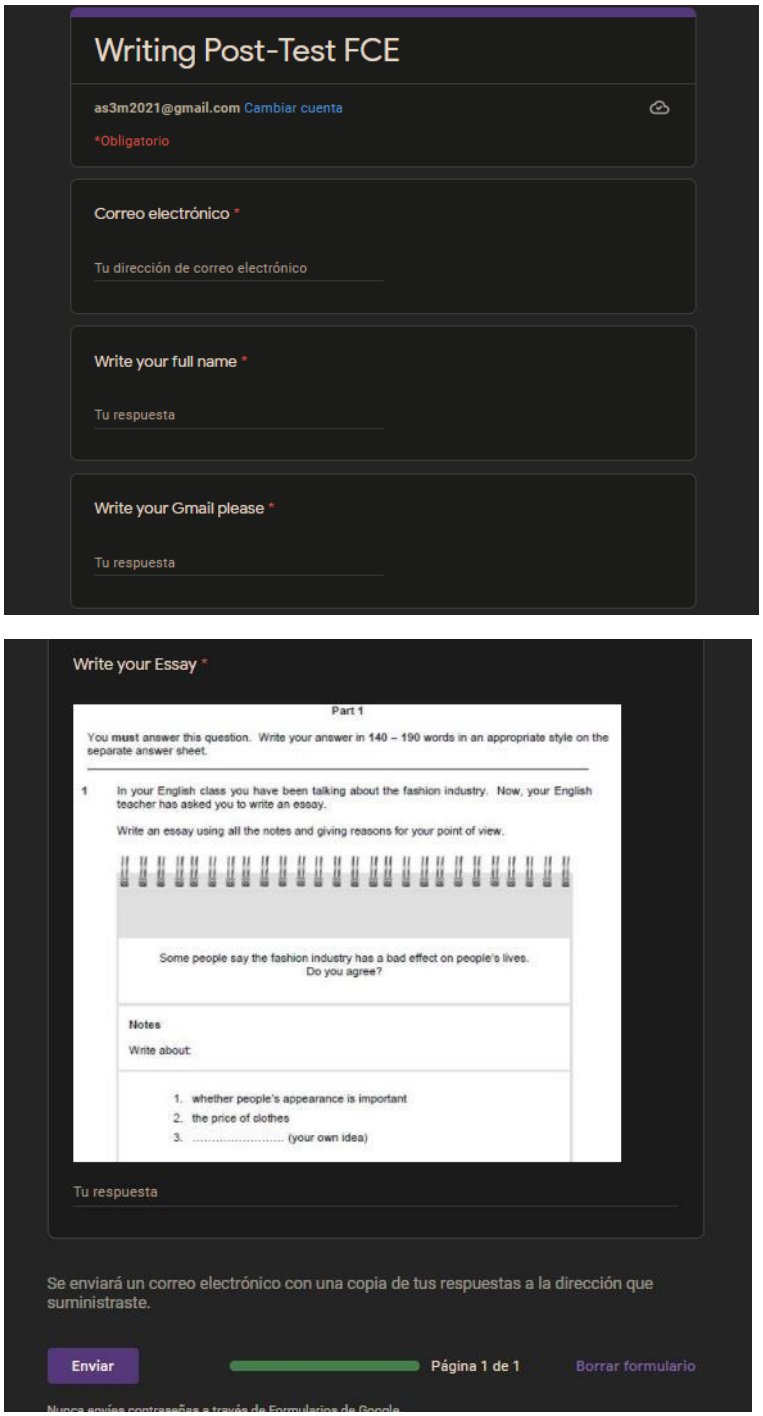
Topic: Writing Post - Test

Objectives: At the end of this lesson, students will be able to:

- Understand the format of the FCE writing section.
- Students will take a writing post-test.

Materials: Zoom, Google drive, YouTube, zoom's whiteboard, WhatsApp.

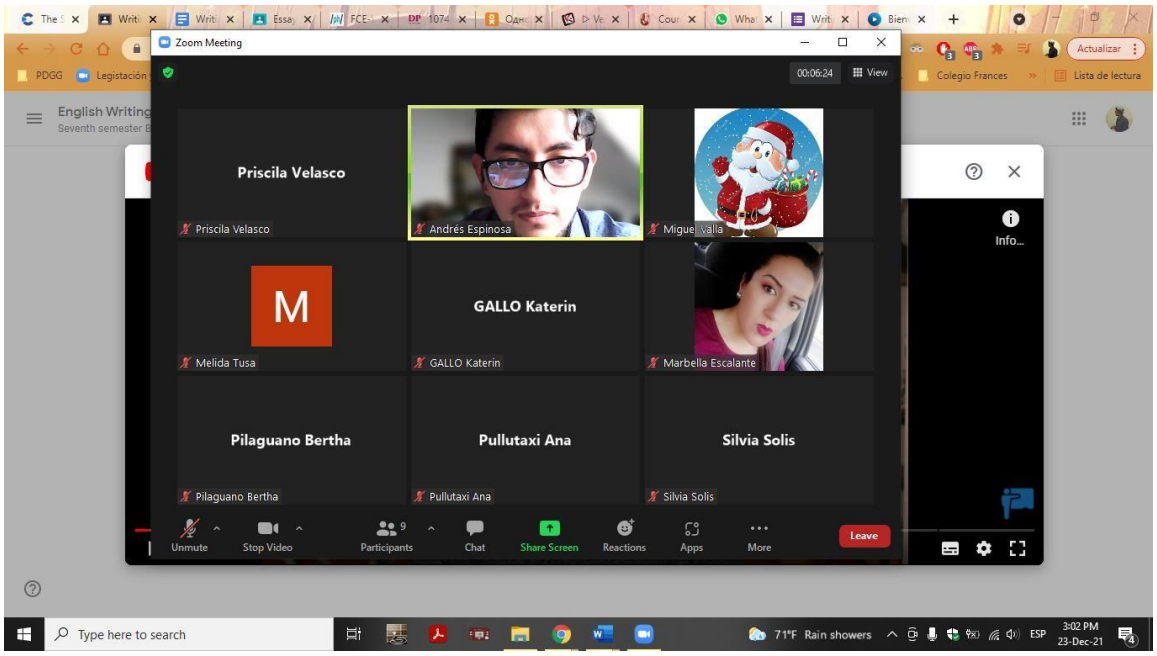
Procedure	**Time: 45 minutes**
• Teacher explains objectives, materials and the process. • Teacher GIVE INSTRUCTIONS on how the Post-test writing should be done taking into account whole the **feedback commentaries** received during all the treatement process. • Teacher shares the Post-test wirh students. • Post-test link: https://docs.google.com/forms/d/e/1FAIpQLSeBq4gQbtlRBLy6rVMZHDFC5iexPgYf9o7-_v9nXzZWu_D10A/viewform • Students solve the Post Test 25 MINUTES	• 5 minutes • 5 minutes • 5 minutes • 25 minutes • 5 minutes

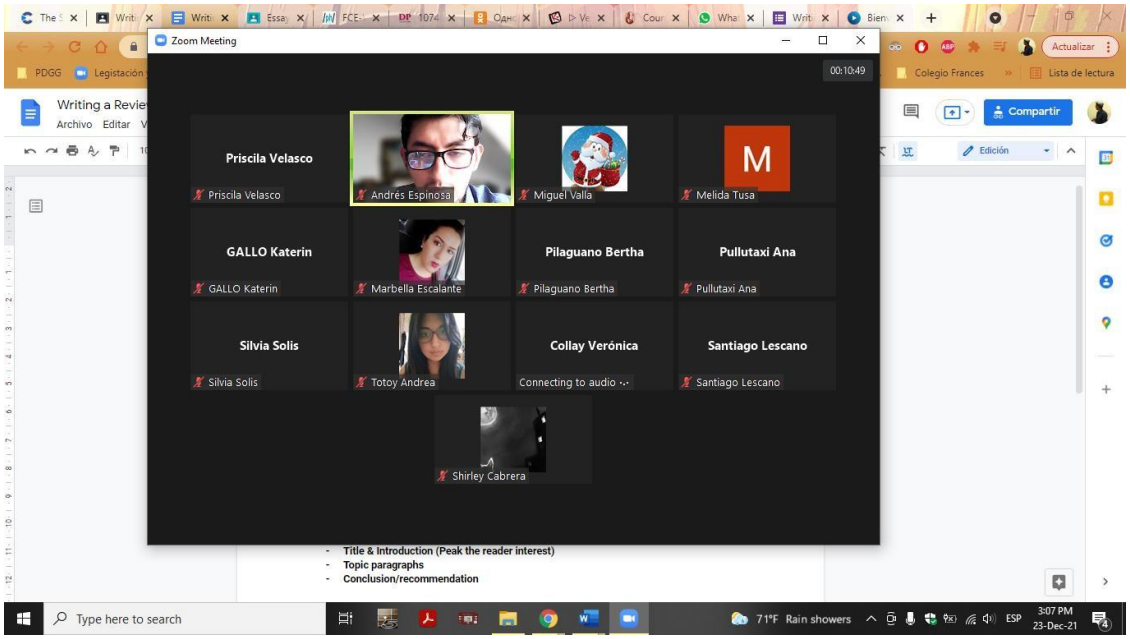


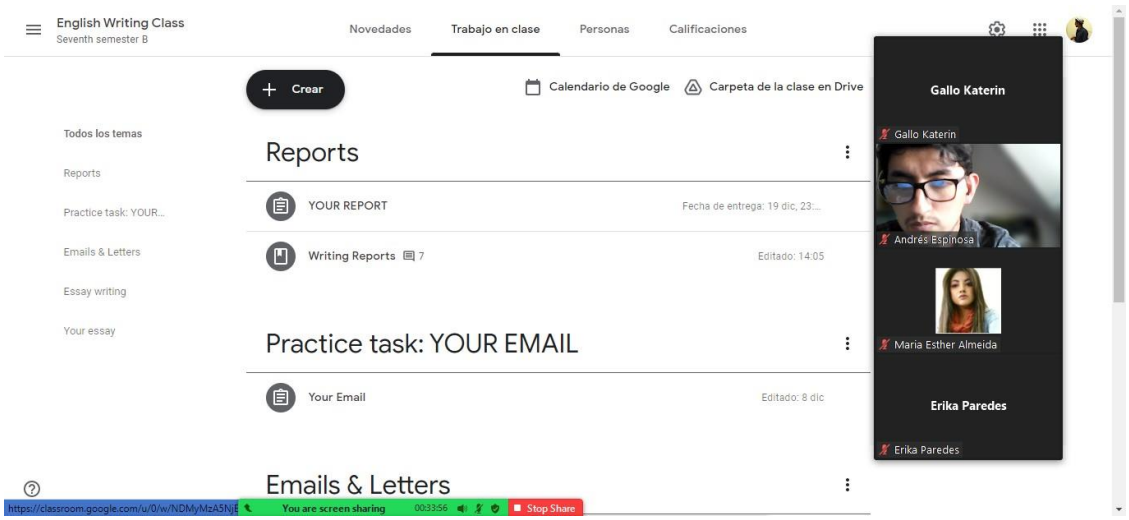
Source: Post Test

Done by: Espinosa A. (2022).

Annex 10. Zoom meetings







Source: Zoom Meetings

Done by: Espinosa A. (2022).

Annex 11. Google shared document Essay writing

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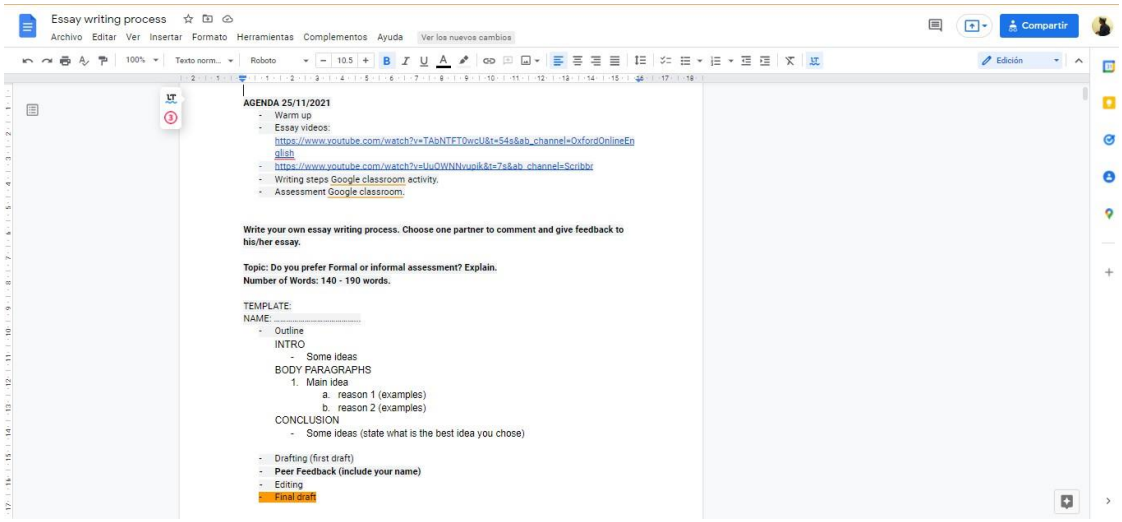
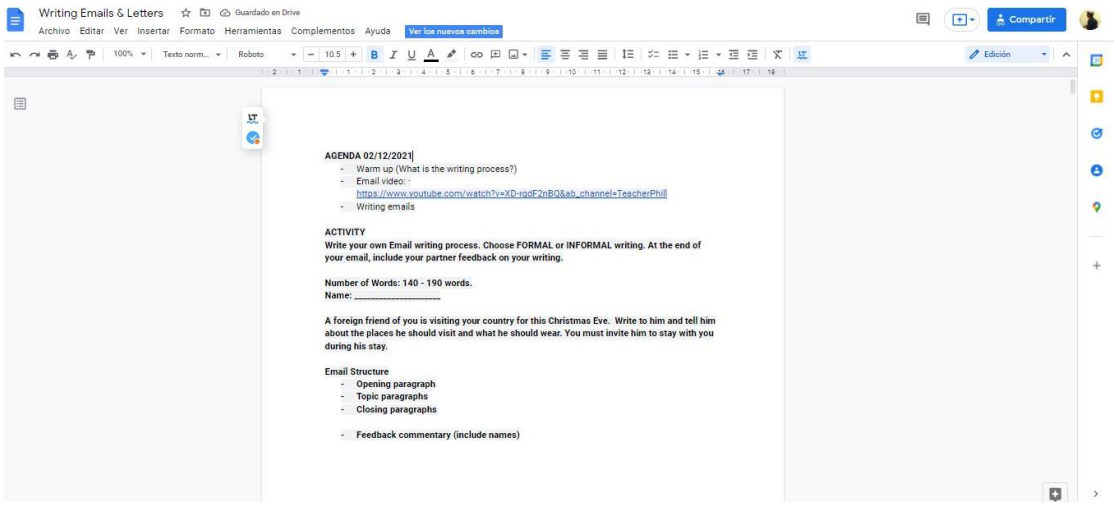


Source: Google docs

Done by: Espinosa A. (2022).

Annex 12. Google shared document Emails & Letters writing

https://docs.google.com/document/d/1s8XIt0oilH4_pMd_rea2HQAhAU2XUPhzXr2HK99UYoI/edit

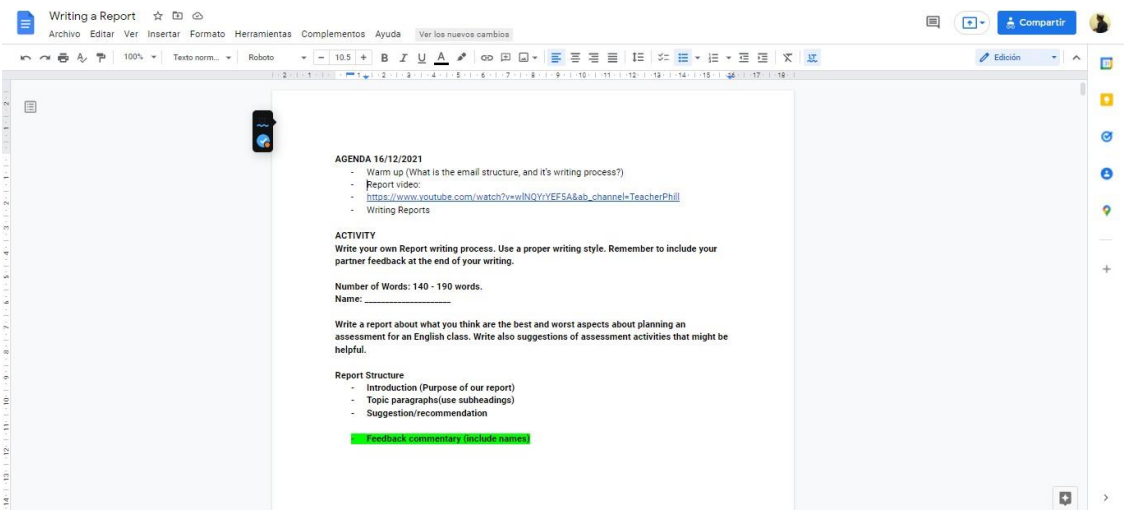


Source: Google docs

Done by: Espinosa A. (2022).

Annex 13. Google shared document writing Reports

https://docs.google.com/document/d/12otnaajvZrtkY5F8osng3My5R_4erE-U1pFQtJy8ryo/edit



Source: Google docs

Done by: Espinosa A. (2022).

Annex 14. Google shared document writing Reviews

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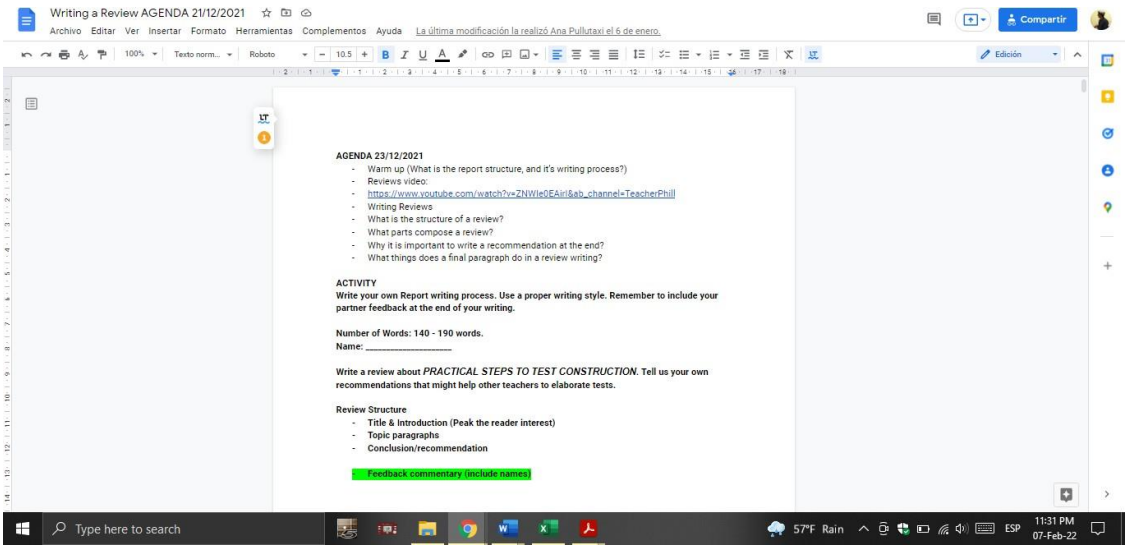


Source: Google docs

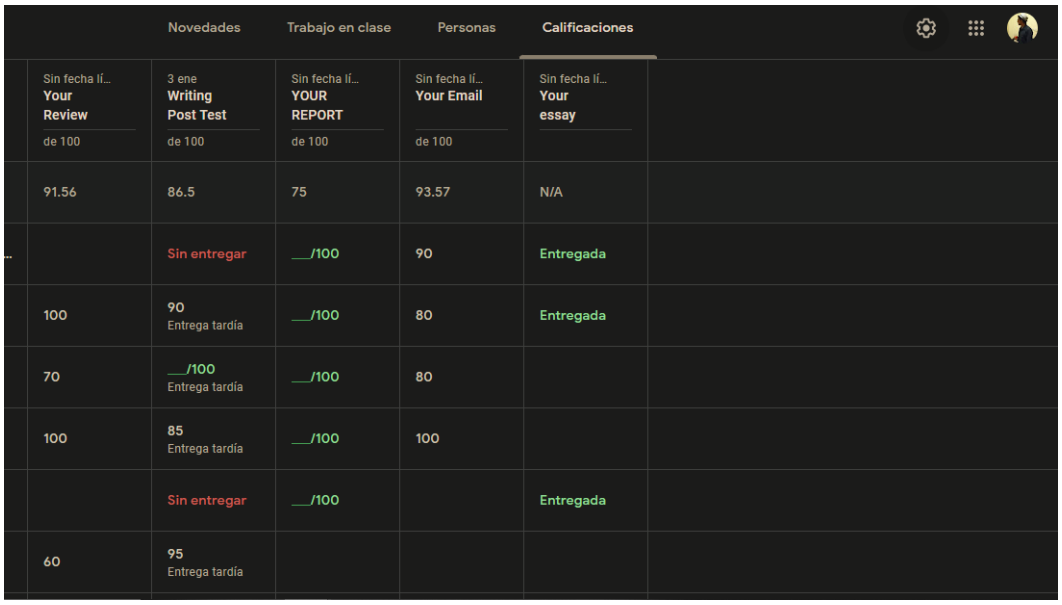
Done by: Espinosa A. (2022).

Annex 15. Participants

Source: Google Classroom

Done by: Espinosa A. (2022).

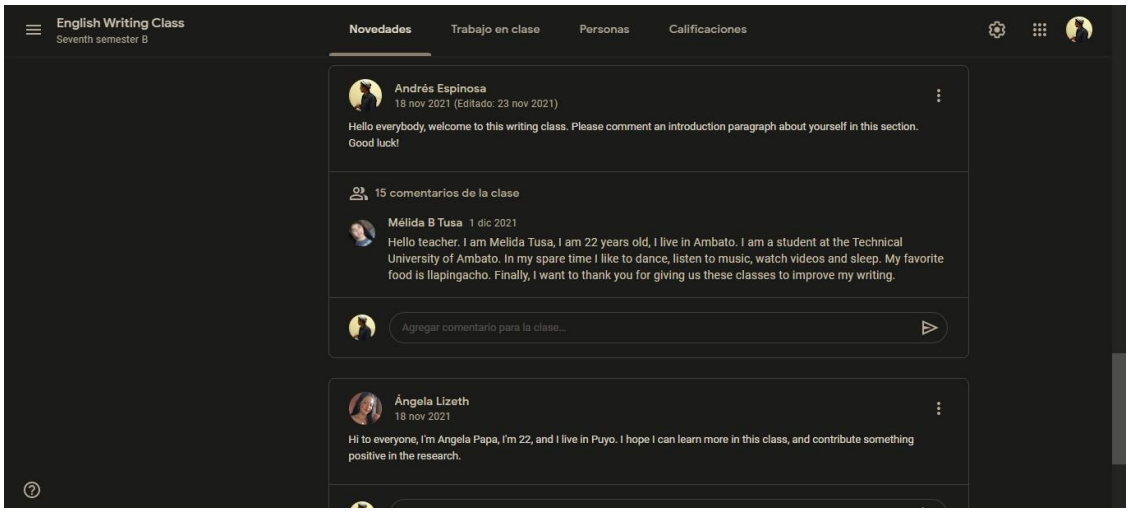
Annex 16. Google Classroom activities grades



Source: Google Classroom

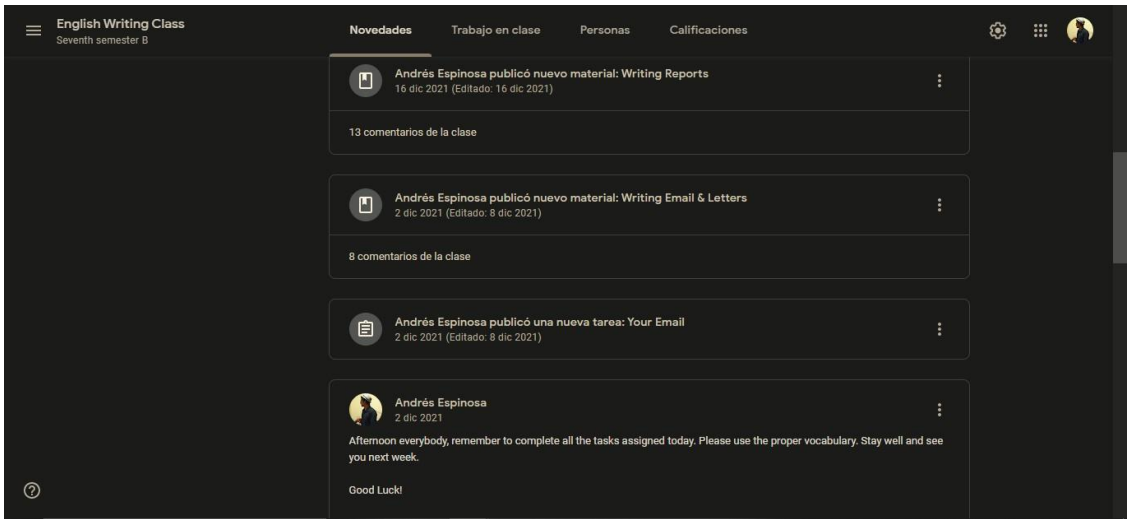
Done by: Espinosa A. (2022).

Annex 17: Google Classroom



Source: Google Classroom

Done by: Espinosa A. (2022).



Source: Google Classroom

Done by: Espinosa A. (2022).

Annex 18. Rubric model to evaluate writing

Cambridge English: First Writing Examiners use the following assessment scale, extracted from the one on the previous page:

B2	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	*Performance shares features of Bands 3 and 5.*			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	*Performance shares features of Bands 1 and 3.*			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
0	Content is totally irrelevant. Target reader is not informed.	*Performance below Band 1.*		

Source: taken from Cambridge English First Handbook for Teachers

Done by: Cambridge English Examiners

Annex 19. Urkund Report

Curiginal

Document Information

Analyzed document	Espinosa Andres_Thesis Chapters correction1.docx (D125314897)
Submitted	2022-01-17T19:15:00.0000000
Submitted by	
Submitter email	aespinosa1300@uta.edu.ec
Similarity	8%
Analysis address	cristinadjordanb.uta@analysis.urkund.com

MARBELLA CUMANDA ESCALANTE CAMAZO