



The Role of Peer Feedback in Developing Better Writing Skills

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Abstract

This study examines the role of peer feedback in improving writing skills. It observes students' reactions and attitudes towards giving and receiving peer and teacher feedback. The data were gathered via qualitative and quantitative approaches. The instruments used for the research purpose were: teacher questionnaire, student questionnaire, written samples of teacher feedback and written samples of peer feedback. The participants involved in this study were 45 Albanian and Macedonian students studying at the South East European University in Tetovo. There were also ten teacher participants, employees at the South East European University. The findings indicate that even though students rank teacher feedback as the most important kind of feedback they find peer feedback very beneficial. The results of the study imply that peer feedback is more helpful for higher proficiency students. Students with better writing skills gave more effective feedback and, in turn, applied the feedback received more successfully. From the results of the research, it is recommended that teachers should first teach students how to give peer feedback and then allow them to practice it more frequently. It is concluded that students respond to both teacher and peer feedback equally. The results prove that giving and receiving peer feedback enhances the students'

writing quality, especially as regards content and organization and it also improves critical thinking and establishes a better rapport between the students.

Keywords: peer feedback, content, organization, students, teachers

Abstrakt

Ky studim ka për qëllim ta shqyrtojë rolin e informacionit kthyes të dhënë nga ana e kolegëve/studentëve, lidhur me përmirësimin e aftësive të të shkruarit. Studimi në fjalë ekzaminon reagimet dhe qëndrimet e studentëve ndaj dhënies dhe pranimet të komenteve rreth të shkruarit, si nga ana e kolegëve ashtu edhe nga mësimdhënësit. Të dhënat janë mbledhur me anë të metodave cilësore dhe sasiore. Instrumentet e përdorura për qëllime kërkimore janë: pyetësori i mësimdhënësve dhe studentëve dhe mostrat e shkruara me kritikën ose komentet e mësimdhënësve dhe të kolegëve. Pjesëmarrësit e përfshirë në studim janë 45 studentë shqiptarë dhe maqedonas, të Universitetit të Evropës Juglindore. Pos studentëve kanë qenë edhe dhjetë mësimdhënës pjesëmarrës në hulumtim, të punësuar në Universitetin e Evropës Juglindore. Prurjet tregojnë se edhe pse studentët i ranguan komentet e marra rreth shkrimeve të tyre nga mësimdhënësit, si lloji më i rëndësishëm i informacionit kthyes, ata përsëri e konsiderojnë informacionin kthyes të ofruar nga kolegët e tyre si shumë të dobishëm. Rezultatet gjithashtu tregojnë se informacioni kthyes i dhënë nga ana e kolegëve ishte më efikas për studentët që zotëronin aftësi më të mira të të shkruarit. Këta studentë me më shumë shkathtësi në të shkruarit, dhanë komente më efektive, duke qenë të tillë edhe gjatë zbatimit të komenteve në shkrimet e tyre. Bazuar në rezultatet e hulumtimit është e rekomandueshme që mësimdhënësit së pari t'i ushtrojnë studentët sesi të japin informacione kthyes rreth punimeve të kolegëve të tyre dhe më pas të lejojnë që ata ta praktikojnë të njëjtën gjë sa më shpesh. Është konstatuar se studentët reagojnë njësoj në të dy rastet, edhe kur pranojnë informacion kthyes (kritika, reagime apo sugjerime) nga kolegët e tyre dhe nga mësimdhënësit. Rezultatet dëshmojnë se dhënia dhe marrja e informacionit kthyes rreth shkrimeve të studentëve e rrit dukshëm cilësinë e të shkruarit tek studentët, veçanërisht sa i përket përmbajtjes dhe organizimit, po ashtu përmirëson të menduarit kritik dhe krijon raporte më të mira ndërmjet studentëve.

Fjalët kyçe: Informacioni kthyes nga kolegët (peer feedback), përmbajtja, studentët, mësimdhënësit.

Апстракт

Оваа студија ја испитува улогата на повратната информација дадена од колегите во подобрување на вештините на пишување и ги бележи реакциите и ставовите на студентите при добивање на повратна информација од страна на колегите и наставникот. Податоците за ова студија беа собрани преку квалитативни и квантитативни методи. Инструментите кои што беа употребени за ова цел беа следниве: прашалник за наставниците, прашалник за студентите, примероци од повратната информација од студентите и наставниците во пишувана форма. Учесниците во ова студија беа 45 студенти од албанска и македонска националност при Универзитетот на Југоисточна Европа во Тетово. Беа вклучени и 10 наставници како учесници, вработени во Универзитетот на Југоисточна Европа. Наодите покажуваат дека иако студентите ја сметаат повратната информација од наставникот како најважна, исто така мислат и дека повратната информација од колегите е многу корисна. Резултатите од студијата покажуваат дека повратната информација од колегите е покорисна за напредните студенти. Студентите со подобри вештини на пишување беа во состојба да дадат и да примат поефективна повратна информација. Од резултатите на студијата, на наставниците може да им се препорача да ги подготват студентите како да даваат повратна информација и да им дозволат да вежбаат почесто. Може да се заклучи дека најголем број на студентите реагираат исто на повратната информација дадена од наставникот и од колегите. Резултатите докажуваат дека давање и примање на повратна информација го подобрува квалитетот на пишувањето, особено во полето на содржина и организација и исто така го подобрува критичкото размислување и воспоставува подобри односи помеѓу студентите.

Клучни зборови: повратна информација, содржина, организација, студент, наставник.

Introduction

According to Hyland (2005, 198), peer feedback in writing means having writers comment on what other writers have written. In this study the term *peer feedback* is used to refer to students' responses to their peers' paragraphs or essays. The need for good writing skills makes it worthwhile to investigate the issue of

peer feedback further. Lack of teacher or peer feedback and not using the process approach to writing has made writing even more complex. Therefore, applying new ways of teaching writing are crucial if we want to obtain better results and improve students' writing skills. This paper focuses on teaching writing by making classes more student-centred. Peer feedback is rarely practiced at our university and it is an area of classroom activity which requires further research. Thus, the purpose of this research is to investigate the effects of peer feedback on improving students' writing skills

This study was conducted at the English Department and Language Centre at the South East European University (SEEU). It was undertaken to investigate the effectiveness of applying peer feedback in teaching writing and to provide practical grounding of the significance of applying peer feedback in teaching writing.

Literature Review

Many researchers have investigated the effectiveness of peer feedback for improving writing skills; yet, while some teachers and researchers perceive peer feedback as helpful, others do not consider peer feedback as a beneficial learning technique. The literature review looks at peer feedback with particular emphasis on the attitudes of students and teachers towards this form of response, as well as some opinions that support peer feedback and others that question its effectiveness for teaching writing skills.

Students' Attitudes Towards and Teachers' Perceptions of Peer Feedback

Regarding students' responses to peer feedback activities Mangelsdorf (1992, 274) states that students find peer feedback very helpful in improving the content and organization of their writing. Fei (2006) states that the results of many studies reveal very positive reactions to peer reviews (quoted in Jiajing Gao, 2007). Fei then adds that the students who were uncertain about the accuracy of their peer suggestions did not apply the received comments and had a very negative opinion about peer feedback. Therefore, Fei suggests that teaching students how to practise peer feedback is crucial. Williams (2005, 97) also claims that peer feedback has a

positive influence, if students know how to give feedback, that is, if they have previously been adequately trained by a teacher.

Saito and Fujita note (quoted in Grami, Grami Mohammad Ali, 38) that EFL students who are used to a teacher-centred classroom, will find it difficult to get accustomed to using peer feedback and to realize that this can be a useful technique. They also mention another obstacle – the students' belief that their teachers are those who are qualified to provide them with feedback. Moreover, Zhang (1995, 213) states that teacher feedback is considered more credible and agreeable compared to peer feedback. Miao, Badger and Zhen (2006) confirm that teacher feedback is more appreciated than peer feedback; however, the importance of peer feedback is not ignored by the students.

Previous Studies on the Benefits and Advantages of Peer Feedback

Students can benefit from both receiving and giving peer feedback. Liu, Lin, Chiu and Yuan (2001, 248) suggest that, when applying peer feedback, students achieve results beyond the cognitive processes which are necessary for the writing task because they are more engaged.

Topping (2000) states that peer feedback increases students' motivation, makes them more responsible and improves their self-confidence. As Topping notes (cited in Kurt and Atay 2007):

In peer feedback sessions students ... adopt the role of interested readers and commentators, and help each other in the elaboration of better texts. This collaboration increases a range of social and communication skills ... verbal communication skills, giving and accepting criticism, justifying one's position and assessing suggestions objectively. (p.15)

Studies on the Difficulties and Challenges of Peer Feedback

Although peer feedback proves to be very effective and important for the learning process, there are some challenges and pitfalls associated with it. Lee (2009, 137) claims that peer feedback may not be successful, if students' experience with peer review and language skills are inadequate. This conforms with Guenette's (2007, 41) conclusion, who adds that higher proficiency students respond positively to teacher feedback and at the same time benefit from it,

whereas, lower proficiency students do not respond constructively and need to be guided to understand the teacher's comments. According to Palloff and Pratt (1999, 123), "the ability to give meaningful feedback, which helps others think about the work they have produced, is not a naturally acquired skill".

The Study

A few researchers (Topping 2007, Fei 2006, Williams 2005) have stated that peer feedback not only helps students improve their writing skills, but it also enhances their critical thinking and reading and at the same time motivates them to write. Other researchers (Lee 2009, Guenette 2007) have instead concluded and suggested that peer feedback is ineffective with lower proficiency students and affects the writing process negatively. Hence, this study elaborates the role of peer feedback and emphasizes its importance for improving students' writing skills as well as enhancing students' critical reading and critical thinking skills.

For this study were used both quantitative and qualitative tools. Teacher and student questionnaires, written samples of teacher and peer feedback, and also teacher-student conferences were evaluated. The study was conducted at South East European University, in Tetovo, the Faculty of Languages, Cultures and Communications (LCC)-English Department and the Language Centre (LC), during the summer semester 2011. The data collection took place throughout the semester, more precisely ninety minutes each week.

In order to investigate the role and effectiveness of peer feedback the following questions were addressed:

1. What is the impact of peer feedback on advanced and intermediate EFL learners' writing performance?
2. How do teachers perceive peer feedback and what is the teachers' attitude towards peer feedback?
3. What are the advanced and intermediate students' attitudes towards peer feedback?

The subjects of this study were a group of twenty-four high proficiency students from the English Department, of whom five were males and nineteen were females as well as a group of twenty-one students attending the Basic English Skills course at the Language Centre and of whom ten were females and eleven were males. These were intermediate level students, from different faculties. The

student participants were Albanian and Macedonian students ranking in age from eighteen to twenty-one years old.

Ten teachers participated in this research, all of them teachers at the SEEU. Eight were from the English Department and two from the Language Centre. The methods applied for this research include samples of students' paragraphs and essays (first and second drafts), student questionnaires and teacher questionnaires.

The first experiment was a pre-peer feedback session. Data were collected in the form of 'for and against' essays. Students had to write well-organized essays of approximately 400 words in length. They wrote them at home and, after they submitted them, there were teacher-student writing conferences where students were provided with feedback, comments and suggestions. The aim of this experiment was to familiarize the students with the procedures of providing feedback and, most important, to help them improve the first drafts of their papers by applying the teacher feedback received.

The second experiment was a collaborative task designed to give students the chance to read, analyze, compare and give feedback on four given samples of texts. Students were asked to work together in groups of four. Feedback giving was not a technique introduced to the students for the first time. Therefore, during this experiment they had to demonstrate their skills in giving feedback about the paragraphs.

The task of writing descriptive paragraphs provided the third instrument for data collection. The students had already been introduced to and taught how to write descriptive paragraphs in previous classes. They were first asked to write well-organized descriptive paragraphs. After they had finished writing their texts, the teacher/researcher, gave each student a different paper to read and then asked them to provide feedback to their peers. The students were also given copies of peer response criteria to help them provide effective feedback. The teacher gave the students necessary clarifications from time to time. After the students had given their feedback (identified problems, suggested solutions and even praised their peers), the papers were given back to the students who wrote them. The students then read the feedback provided carefully and implemented it in their second drafts. The teacher collected the papers with the feedback received and analysed both the comments and the revised versions of their texts.

The student questionnaire provided the fourth instrument for data collection. The questionnaire consisted of fifteen items related to peer feedback. It was adopted from the study "Do Secondary L2 Writers Benefit from Peer Comments?"

by Amy B.M. Tsui and Maria NG (2000).^{*} The questionnaire was written in English. Therefore, the teacher translated where necessary and assisted those students who had difficulties in understanding the questions.

The teacher questionnaire consisting of ten items was the last instrument for the data collection. Nine of the items were *yes* or *no* questions, whereas the last one was an open-ended question.

Research Findings and Results

The group of advanced students reacted more positively and valued peer feedback as very helpful. Only a few students said that they preferred teacher feedback to peer feedback. The students said that peer feedback apart from being very helpful was an interesting way of practicing writing. The students also claimed that when applying peer feedback in writing they learned from each other's mistakes. They improved the organization and the content of their work; they checked their spelling and grammar mistakes. What's more, the students not only improved their writing skills but they also enhanced their critical thinking skills.

The group of intermediate students were more doubtful about giving and receiving feedback. Some of them believed that they might receive ineffective comments from their peers and there was even a case where a student said that using peer feedback with a group of lower proficiency students was a waste of time. However, the comments confirmed that peer feedback was useful and that it helped with the organization of their writing tasks and the adequate use of grammar and vocabulary. To sum up, even though peer feedback was useful the results also proved that lower proficiency students felt that they could not completely rely on peer feedback and therefore prefer teacher feedback.

The teachers' comments on the last questionnaire item: *to what extent does peer feedback affect students' writing ability and what is your attitude towards peer feedback?* were generally positive, as they felt that peer feedback considering was a very important technique for teaching writing. They claimed that through peer feedback students took more responsibility; they interacted with each other and learnt from each other. The teachers perceived peer feedback as very productive in improving writing skills, especially with regard to content and grammar. One of them stated: "Without guidelines our students do not take it very seriously, hence teachers need to spend some time to teach them first the importance of peer feedback and then implement it." On the other hand, one of the

teachers answered that she had tried peer feedback with her students, but it had never worked because her students didn't take it seriously.

The second questionnaire item: *to what extent does peer feedback affect students' writing ability?* received very positive answers; only eight out of forty-five students were more critical saying that: "peer feedback affects students' writing ability only if it is constructive and objective, if it is negative most of the students will not accept it", eight students said that peer feedback is not as effective as teacher's feedback, whereas, thirty-seven students stated their positive attitude towards feedback saying that:

- It has a great impact on improving students' writing, students gain more ideas
- Encourages students to try more and write better drafts of their papers
- Students pay more attention to their writing
- Students practice how to become good teachers
- It is an interesting teaching technique
- When you know that one of your friends will check your paragraph, you tend to write better
- We can improve our critical thinking and get more ideas from our fellow students

All the student participants said that peer comments and teacher comments facilitated revision. Item number four: *do teacher comments facilitate revision more than peer comments?* was ranked as the most useful, reliable and objective. The students replied that:

- Teachers give more appropriate explanations based on students needs
- The teacher is the person who knows better and has more experience
- Teachers pay attention to every mistake
- Teachers encourage students to write

Two answered with "I am not sure" and six students said that both teacher and peer feedback were useful because they both facilitated the revision process. Surprisingly, only three students stated that "peer comments facilitate more revision and you can learn from your fellow students". Twenty-three out of twenty-four higher proficiency students agreed that reading their classmates' compositions

helped them to improve the organization of their own compositions; and fourteen out of twenty-one intermediate level students agreed with the same.

	Total 24 Advanced Students	Total 21 Intermediate Students
Considered the feedback productive	16	3
Noticed characteristics of descriptive paragraphs (such as sensory language, details, adjectives, figurative language)	14	7
Provided content feedback	9	7
Marked the errors	5	7
Gave clues for correction	3	1
Provided examples	4	1
Gave suggestions	12	3
Gave negative criticism	0	0
Praised their peers (gave positive feedback)	18	4

Table 1: Results for the first survey question.

Advanced students (LCC) 24		
	My classmates' comments in peer response session helped me to improve the organization of my	Reading my classmates' composition helped me to improve the organization of my

	composition	composition.
YES	21	23
NO	3	1

Table 2: Results for the advanced students.

Intermediate students (LC) 21		
	My classmates' comments in peer response session helped me to improve the organization of the composition	Reading my classmates' composition helped me to improve the organization of my composition
YES	14	14
NO	7	7

Table 3: Results for the intermediate students.

My classmates' comments in peer response helped me to enrich the content of my compositions		
	Advanced students	Intermediate students
YES	24	14
NO	0	7

Table 4: Results for advanced and intermediate students.

Analysis and Discussion

Table1 illustrates clearly that the advanced students were more productive in providing feedback and at the same time considered peer feedback as very fruitful. Fourteen out of twenty-one advanced students noticed and mentioned the elements

of descriptive paragraphs when providing feedback; on the other hand, only seven out of twenty-one intermediate students noticed the characteristics of descriptive writing. Advanced students were more likely to comment on the content rather than to mark errors. Seven out of twenty-one intermediate students also commented on the content of the composition. Giving clues for correction and providing examples proved to be difficult for both groups of students. The results show that giving clues on how to correct a specific text passage was applied only by three advanced students and one intermediate student. Advanced students preferred making suggestions on the changes to be made. Twelve out of twenty-four advanced students made suggestions to their peers compared to intermediate students where only three out of twenty-one made suggestions and provided some useful ideas. Interestingly none of the students used criticism or offensive language while providing feedback; instead, they praised each other. The majority of the advanced students praised each other most of the time.

Table 2 shows that twenty-one out of twenty-four students stated that reading their classmates' comments in peer response sessions helped them to improve the organization of their texts. All except one, said that reading their classmates' texts helped them to improve the organization of their own texts. Hence, it can be concluded that peer feedback has proved to be very helpful; moreover, it was considered helpful not only by the student who receives feedback, but also by the student who provided it.

As regards the results for the intermediate students Table 3 shows that fourteen out of twenty-one students stated that reading their classmates' comments in peer response sessions helped them to improve the organization of their writing. The same number of intermediate students mentioned that reading their classmates' paragraphs and essays helped them to improve the organization of their compositions.

Table 4 shows that all advanced students and fourteen of the intermediate student group feel that they had benefited from reading their classmates' comments.

Conclusions

From the students' revised paragraphs and essays it can be concluded that both groups of students had more improved papers after they practiced peer feedback. By applying the feedback received, both advanced and intermediate students wrote

better versions of their written work. Their written samples show that peer feedback helped them to enrich the content of their paragraphs/essays as well.

From the students' comments and answers it can be concluded that peer feedback not only helped with improving writing skills, but that it also improved their critical reading and thinking skills. Peer feedback gave the students the opportunity to recognise their strengths and weaknesses and to develop confidence and competence in writing.

The higher proficiency students were very enthusiastic about the process of providing and receiving peer feedback in comparison with the intermediate students who were worried and uncertain about the feedback received. Surprisingly, none of the students used criticism when providing feedback; however, there were cases of intermediate students who were negative about the peer feedback process saying that peer feedback should be used with advanced English students.

Without doubt, the results of the study confirmed that peer feedback was more productive with the higher proficiency students. What is more, through peer feedback students were given the opportunity to help each other, to share ideas with each other, to become autonomous learners and most important to create a learning community.

Limitations

Despite its value, this study has some limitations as well. First of all, it is not a longitudinal study. Second, the survey only covered a small number of students; a much larger number of teacher and student participants are required to substantiate the findings outlined above. Third, the survey only involved two writing genres.

Recommendations

The results of this study suggest that based on the reactions of the respondents to the survey the introduction of peer feedback should be considered by the teachers, they should emphasize peer feedback in respect of students' writing and apply it more frequently with their students. Students should be taught how to use and understand peer feedback. So, first they should learn how to give feedback and then apply it.

Further research on peer feedback is required. It is important to investigate the impact which checklists, rubrics/forms have in the peer sessions, whether checklists or rubrics should be used when checking writing or not. A more elaborate comparison between the effectiveness of teacher and peer feedback could also be an important focus of further research.

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Appendix A

Student questionnaire

First item: What is your perception of peer written feedback?

Advanced students' comments:

Student 1: I think it's useful because the students are more or less on the same level and they can give elaborated comments. But, sometimes it might not be effective because students have different writing styles and they might not be objective.

Student 2: It is good to see what others think about your piece of work. It's important, but I prefer teacher feedback.

Student 3: I have a positive attitude and I think it's helpful.

Student 4: I think peer written feedback is a very useful technique. It can help you improve many things in your writing or make you even more confident to continue using the style you have.

Student 5: It is difficult. You have to analyze the paper carefully; actually it's so good and interesting.

Student 6: Positive. I can see what my errors are, my strengths and weaknesses.

Student 7: I think it's very useful and important because students understand their mistakes and improve them for their next draft.

Student 8: It is a useful way of improving your writing and it helps you to have a critical statement towards your paper.

Student 9: It is good and effective to be evaluated by your peers because you can see how they like your text. Also, when you give feedback you express your opinion regarding someone else's writing. In this way you learn from others' mistakes.

Student 10: Peer feedback helps students improve their writing skills as well as critical thinking. It is a way of evaluating someone's work.

Student 11: Peer feedback helps a lot and it is the best tool.

Student 12: I think it is useful because we improve our writing.

Student 13: It is a good idea to have such an assessment because as a future teacher you learn many things by analyzing the papers and get an image of how you can provide feedback to your students.

Student 14: We improve our skills, critical thinking, etc.

Student 15: You give your comments about what you read, telling them their mistakes, so in the future they improve their skills.

Student 16: Peer feedback helps students change something in their writing.

Student 17: Peer written feedback is good because not only we check what the student have written on the paper but also we can check ourselves-how much we know, whether we can find others' mistakes or not. Also, we can learn from other students.

Student 18: Writing peer feedback is very useful for us because with that we can check our knowledge, whether we can notice the mistakes that others' make while writing or not.

Student 19: I was happy to hear that the reader had the same impression as me while reading my paper; he/she stated his/her enjoyment. I love this feeling of being imaginative; moreover, I like when my imagination is shared with my peers.

Student 20: I think it is very useful for all of us to have peer written feedback. It can help us in improving our writing, but unless it is objective.

Student 21: I found it helpful because I had used a lot of adjectives to describe a particular moment and my peers suggested me some changes.

Student 22: Peer feedback has its strengths and weaknesses. It is good because you can see how your colleagues like and appreciate your work. Also, after giving and sharing opinions it helps in better communication between peers.

Student 23: Peer written feedback is useful sometimes, we can see what our colleagues think about our writing.

Appendix B

Intermediate level students' comments:

First item: What is your perception of peer written feedback?

Student 1: Peer feedback is a good way of improving your writing skills.

Student 2: I think that it's important because in this way we share our ideas with friends and while reading their papers we can find different thinking styles. But in one way it's not good because our friends may give different comments which are not effective for us.

Student 3: The first paper that I received to check was clear and had few spelling errors. The second one had several errors in spelling and grammar.

Student 4: Peer feedback was useful because the other classmates gave me advice and told me what I had forgotten to write and showed me the mistakes that I had.

Student 5: Peer feedback was useful because my classmates gave me advice about the organization and they helped me to improve the grammar and the vocabulary.

Student 6: I think it helps with organization.

Student 7: It wasn't useful for me. I think this kind of method should be used in advanced English groups, because I don't think that any of my classmates can improve my English. And with this group I think it's a waste of time.

Student 8: It's good to work in this way. We waste time but we can see what the opinion of the other colleagues is, we can compare it and we can write it better. It's difficult with the mistakes. I'm not sure if something is right or wrong. Teacher feedback is better, because it makes me sure on everything.

Student 9: It is important because you can get many ideas from your friend's paper, so if you are not good at writing actually it helps you, but it is hard to correct the mistakes.

Student 10: It's very good because we can see our mistakes.

Student 11: Peer written feedback is important. We share ideas with other students, and it makes us see how it is to be a teacher.

Student 12: I think that peer written feedback is very good. It tells you what mistakes you made and then you can write a better paragraph compared to the first one.

Appendix C

Teachers' comments on the last questionnaire item: To what extent does peer feedback affect students' writing ability and what's your attitude towards peer feedback?

Teacher 1: I have tried it but it never worked; students do not take it seriously.

Teacher 2: Very important and useful part of class not only for writing but also presentations.

Teacher 3: It does help them in compiling their ideas in a better and well organized way.

Teacher 4: If it is done appropriately, peer feedback helps students a lot to improve their writing. I try to do it whenever the possibility is given because through this students take more responsibility; they interact with each other, learn from each other and feel more free when their friends check their writing.

Teacher 5: Peer feedback improves students' writing skills in terms of generating comments regarding the content and even grammar. Moreover, it develops critical thinking and interaction in class. I think peer feedback has to be explained to students its point and value) and after that students can provide proper feedback. Each draft should be given peer feedback (the teacher should give suggestions to students while providing feedback) and then the teacher can give her/his own feedback.

Teacher 6: Peer feedback can be effective when one of the students has more developed skills and teaches the other one whose skills are less developed. Peer feedback can make students aware of their gaps and encourage learning. From experience, even though peer feedback has

a number of advantages, peer feedback can fail to happen or provide good results due to lack of motivation, mobility to interact or deal with correction or criticism.

Teacher 7: Peer feedback can help students improve their writing ability enormously only if the students are trained how to give feedback to their peers. Without guidelines our students don't take it very seriously, hence teachers need to spend some time to teach them first the importance of peer feedback and then implement it.

Teacher 8: Varies significantly at different levels. One has to make sure that the task is focused on one or two errors that the students have a level of confidence in.

Teacher 9: Peer feedback is useful. It even helps students establish a better rapport between each other.