

## **TEACHER AND GUIDED MULTIPLE PEER REVIEWERS IN ENHANCING EFL STUDENTS' WRITING: A PROPOSED STRATEGY**

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### **Abstract:**

*Feedback is needed in writing since feedback informs learners about their actual state of learning performance through offering guidance on the knowledge that they seize (Narciss, 2008 and Bijami et.al, 2013). Traditionally, feedback performs the role of teacher to help students improving their writing. Since, it takes time and class size constraint into consideration and alters the writing approach from product into process; peer feedback takes an essential part in writing. This study proposes 'Teacher and Guided Multiple Peer Reviewers in Enhancing EFL Students' Writing as there were some researches complaining that peer review may fail to identify some of the mistakes. Therefore, I propose multiple peer reviewers that will work in each stage. The first stage (1st reviewer) will deal with unified, well-developed, and coherent paragraph. Next, the second stage (2nd reviewer) will deal with sentences problem and pictures use and the third stage (3rd reviewer) will concern on the pattern of paragraph. The students will obtain teacher feedback after they have seen three peer reviewers. The feedback given focus on two sides; criterion-based and reader-based feedbacks to reduce students' anxiety since both of criteria support each other. The feedbacks clarify how well students' work meets the criteria on scoring rubric while they also will get a sense of how well their writing achieves the intended communicative purpose to the reader.*

**Keywords:** *teacher feedback, multiple peer feedback, criterion-based feedback, reader-based feedback, students' writing performance*

Feedback is needed in writing since feedback informs learners about their actual state of learning performance through offering guidance on the knowledge that they seize (Narciss, 2008 and Bijami et.al, 2013). As writing process approach has altered the way of teaching writing from students' final products to the process of writing, peer feedback has come to take an important part in writing instruction (Bijami et.al., 2013). Traditionally, teachers are only one who has high knowledge to provide feedback to students' writing. But nowadays, peer feedback has been known as a critical technique for improving students' writing all around the world. A growing body of research has recommended the use of peer feedback because of its social, cognitive, and affective benefits (Hinkel, 2004; Lundstorm & Baker, 2009; Min, 2008; Pol et al., 2008; and, Storch, 2005). Peer feedback benefits students to share the ideas as it aims to exchange help for revision. (Jalalifarahani, Maryam and Azizi, Hamid, 2012 and Wakabayashi 2013). By utilizing peer feedback, learners can learn more about writing and revision by reading other's drafts critically and their awareness of what makes writing successful and effective can be enhanced and, lastly learners eventually become more autonomous writers because students become more proficient writers if they could see how others think of their writing (Ferris, 1999 and Maarof et al., 2011). In addition, Demirel and Enginarlar (2016) explicate that peer feedback was found useful by a majority of the students for having mistakes detected by peers, hearing peers' ideas about one's text, and for sharing ideas. On the contrary, they also found that peer feedback is not as useful as teacher feedback since the students think peers may fail to identify some of the mistakes. Teacher feedback also provides them to learning new structures and vocabulary. Furthermore, Jalalifarahani, Maryam and Azizi, Hamid (2012) also claimed that teacher feedback is effectively used to help students to edit their writing in order to improve the formal accuracy of the final product, whereas peer feedback is not effective in dealing with grammatical accuracy. Therefore, this study offers a proposed strategy to combine both types of feedback to enhance EFL students' writing. Since there

were some research claimed that peer feedback may fail to identify some of the mistakes that the students have written. They doubted the quality and accuracy of their peers' corrections and comments (Maarof, Yamat and Li Li, 2011; Jalalifarahani, Maryam and Azizi, Hamid, 2012; and Demirel and Enginarlar, 2016). Moreover, this study also offers multiple peer feedback in order to minimize students' failure in doing peer feedback.

### ***Feedback***

Feedback is a social task which means that students are "historically and sociologically situated active agents who respond to what they see as valuable and useful and to people regard as engaging and credible" (Hyland & Hyland, 2006, p.220). Feedback can be done by both of teacher and students. Each of them has its own strength as weaknesses as the following discussion.

### ***Teacher Feedback***

In the writing classroom, teacher's feedback can be instructive device to improve the teaching and learning of writing (Noor et al., 2010). Teacher written feedback on the students' writing indicates the problems and provides a good suggestion for improvement of future writing task, moreover, via feedback the teacher can help students to compare their writing with the ideal draft and recognize their own strength and weaknesses (Srichanyachon, 2012). Teacher feedback accurately helps the students improve their writing since teacher has more qualified ability to recognize strength and weaknesses on students' writing.

Teacher feedback should be both criterion-based and reader-based (Elbow, 1998). Criterion-based feedback indicates how well the writing meets the criteria on scoring guides or rubrics. This feedback refers to features such as the appropriateness of the ideas and information, the level of detail and the chosen point of view. Criterion-based feedback also addresses the clarity of communication through the organization of ideas and use of writing conventions and effective language. This type of feedback is most useful when students have previously been given the assessment criteria and have a clear understanding of the expectations. Indeed, students gain a

deeper understanding of the expectations when they have an opportunity to participate in determining the assessment criteria (Black et.al. 2013).

Reader-based feedback reflects the reader's experience of the writing. Such feedback identifies images visualized, emotions evoked and words or phrases that had the greatest impact on the reader. This feedback is more satisfied the writer since they can cast their idea effortlessly in their writing. The writers get a sense of how well their writing achieves the intended communicative purpose (e.g., to entertain, inform or persuade) than they only deals with achieving the criteria set up by the teacher.

### ***Peer Feedback and Performance***

Liu and Hansen (2002, p.1) defined peer feedback as "the learners' use of sources of information and interactions for each other in such a way that learners take on the responsibilities in commenting on each other's drafts in the process of writing." Peer feedback is considered by Chong (2010: 53) as a form of "collaborative writing approach" in which students benefit from the feedback and the diversity of input of their peers. This collaborative writing approach gives benefit to students since they can get more knowledge than just writing. This input helps them to be more proficient and autonomy writer as peer feedback leads students to think more critical and creative while it also facilitates them to contribute to students' social interaction (Damon&Phelps, Mittan 1989; Yang, Badger&Yu, 2006). In addition, Topping (2000) states that in peer feedback sessions students not only compose their own texts but also read other students' text, 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, including negotiation skills and diplomacy, verbal communication skills, giving and accepting criticism, justifying one's position and assessing suggestions objectively.

Peer feedback also increases motivation through the sense of self-responsibility, and it has an impact on the self-confidence of learners (Topping, 2000). Since student readers see that other students make the

same mistakes or go through the same difficulties, they are relieved, their apprehension decreases. In turn, their confidence increases (Kurt & Atay 2007). In his research, G. Yastibas and A. Yastibas (2015: 535) discussed how students believe that peer feedback reduces writing anxiety. The analysis shows that receiving and giving feedback to their friends may decrease their anxiety in writing because they make some similar mistakes. These similar levels of English proficiency emerge their thinking that friends' feedback is more understandable.

On the other hand, G. Yastibas and A. Yastibas (2015: 535) also indicated negative opinion when teacher performed peer feedback in writing class. Some students opposed peer feedback because they thought that their friends did not have the capacity to give feedback and did not want to show their writings to someone else. Moreover, Zhang (1995), Leki (1990), Nelson and Mc Murphy (1993) also stated that students see teachers as reliable source of information, so they prefer teacher feedback in writing classes. G. Yastibas and A. Yastibas (2015: 536) also identified another reason why students showed negative attitude towards peer feedback. They said that they did not want to upset their friends and were afraid of being not objective when doing peer feedback because they were not familiar with peer feedback.

Hence, this study offers multiple peer feedback that have been trained by the teacher since there is no denying that trained peer review, as illustrated in a plethora of peer review or peer response scholarship, has a positive effect on students' writing in general and on improved revision quality in particular (Berg, 1999; Hu, 2005; Min, 2006 in Lam, 2010: 115). Unlike Berg's study, which compared the effect of one trained and another untrained peer review group on ESL students' revision types and quality, Min investigated the extent to which trained peer review feedback was actually incorporated into students' revisions and whether the number of peer-influenced revisions would be higher than that before peer review training. In other words, Min intended to look into whether trained peer review activities had a direct influence on students' revision quality via minute text analysis including type,

size, and function of revisions. With both qualitative and quantitative data analysis, Min concluded that planned and trained peer review could directly have an effect on EFL students' revision types and overall quality of texts.

***Some Previous Studies that Combined Teacher and Peer Feedback in Writing Class***

Teacher feedback has been criticized for being product oriented because it occurs most frequently at the end point due to time and class size constraints (Yang, Badger & Yu, 2006). Meanwhile, peer feedback provides continuous feedback to the students, which results in improvement in writing according to the students (G. Yastibas and A. Yastibas, 2015: 535). It has also been argued that while higher-achieving students seem to respond positively and benefit from teacher feedback, lower-achieving students respond poorly and constantly need to be encouraged to comprehend the teacher's comments (Guénette, 2007).

The latest study investigating the effects of feedback on revision is Nakanishi (2007) in Ganji (2009: 124). She compared the effect of four different types of feedback on the essay writing of 40 Japanese intermediate EFL learners. A total of 40 Japanese female second-year college students majoring in music participated in the study. They were divided into four groups: self-feedback, peer-feedback, teacher-feedback, and teacher-and-peer feedback. Group D who was required to revise after peer and teacher feedback gained higher scores than any other group. Consequently, this study offers a strategy to make students' writing to be better. It is combining both of teacher and peer reviewer with perform differently as previous study. This study performs guided multiple peer reviewer to enhance EFL Students' Paragraph writing because of two reasons. First, some research indicated that negative attitude towards peer feedback since some students opposed peer feedback because they thought that their friends did not have the capacity to give feedback and saw teachers as reliable source of information (Zhang, 1995; Leki, 1990; Nelson and Mc Murphy, 1993; G. Yastibas and A. Yastibas, 2015: p. 535. Second, since there is no denying that trained peer review has

a positive effect on students' writing in general and on improved revision quality in particular (Berg, 1999; Hu, 2005; Min, 2006 in Lam, 2010: 115).

## **A PROPOSED STRATEGY: TEACHER AND GUIDED MULTIPLE PEER REVIEWERS TO ENHANCE EFL STUDENTS' PARAGRAPH WRITING**

### ***Initial Meeting***

The initial meeting starts by lecturing EFL students about the writing subject. To minimize sentences error in composing paragraph, the lecturer acknowledge the students how to write sentences well. Further, it goes on by explaining how to compose paragraph well. Starts from understanding how to gather the idea; the structure of paragraph (topic sentence, main idea, supporting sentences, and concluding sentence); how to fine-tune the paragraph; and sentences problem. As stated by Kirszner, Laurie G., and Mandell (2009 p.4) that paragraphs are central to almost every kind of writing, therefore, learning how to write one is an important step in becoming a competent writer.

As the way to brainstorm the students about the material, the students work in a group to compose a paragraph. The first step, they gather an idea by doing free writing, brainstorming and clustering. After that, they start to write the paragraph. The paragraph then is consulted to the teacher. The teacher gives feedback refers to self-assessment checklist proposed by Kirszner, Laurie G., and Mandell (2009 p.4). The checklist talks about two stages, revising and editing as the following.

<b>SELF-ASSESSMENT CHECKLIST</b>		
<b>Revising Your Paragraph</b>		
<b>No.</b>	<b>Description</b>	√
1	Is your topic sentence clearly worded?	
2	Do you have enough ideas to support your topic sentence, or do you need to look back at your notes or try another strategy to find additional supporting material?	
3	Do you need to explain anything more fully or more clearly?	
4	Do you need to add more examples or details?	
5	Should you cross out any examples or details?	
6	Does every sentence say what you mean?	
7	Can you combine any sentences to make your writing smoother?	
8	Should you move any sentences?	
9	Are all your words necessary, or can you cut some?	
10	Should you change any words to make them more specific?	
11	Does your paragraph end with a concluding statement that sums up its main idea?	

Figure 1 Revising Sel-Assessment Checklist (Kirszner, Laurie G., and Mandell (2009: 20-21)

<b>SELF-ASSESSMENT CHECKLIST</b>		
<b>Editing Your Paragraph</b>		
<b>No.</b>	<b>Description</b>	√
1	Are all your sentences complete and grammatically correct?	
2	Do all your subjects and verb agree?	
3	Have you used the correct verb tense?	
4	Are commas used where they are required?	
5	Have you used apostrophes correctly?	
6	Have you used other punctuation marks correctly?	
7	Have you used capital letters where they are required?	
8	Are all words spelled correctly?	

For help with grammar, punctuation, mechanics, and spelling, see Unit 4-7 of this text.

Figure 2 Editing Self-Assessment Checklist (Kirszner, Laurie G., and Mandell (2009: 22)



Next, the teacher coach the students how to do peer feedback towards a paragraph. A paragraph is a group of sentences that is unified by a single main idea (Kirszner, Laurie G., and Mandell, 2009: 4). Therefore, the coaching deals with how the paragraph must be, whether the paragraph is unified, well-developed, and coherence or not.

A paragraph is unified when all of its sentences support the main idea stated in the topic sentence (Kirszner, Laurie G., and Mandell, 2009: 27). This unity is checked by referring to revising self-assessment checklist. There are some points helping the students to check whether their paragraph is unified or not such as no.1,2,5,6,8,9, and 11. A paragraph is well developed when it contains enough material-details and examples to support the topic sentence (Kirszner, Laurie G., and Mandell, 2009: 32). This is also checked by referring to revising self-assessment checklist no.3, 4, and 10. A paragraph is coherent if all its sentences are arranged in a clear, sensible sequence and connected logically. You can make a paragraph coherent by arranging details in a definite order and by supplying transitional words and phrases that show time order, spatial order, and logical order (Kirszner, Laurie G., and Mandell, 2009: 37). It is shown in number 7 and 10.

The coaching then deals with sentence problems. It is focused on the second reviewer. The reviewers check their friends' work by referring to editing self-assessment checklist. It means that the students get both of two sides checking. One is the student him or herself as the writer, second is the reviewer.

This initial meeting combines both of teacher- peer feedback to check students' paragraph where the peer feedback offers multiple feedbacks. The teacher focuses on students' idea in composing a paragraph, the first reviewer focuses on fine tuning the paragraph (the paragraph must be unified, well-developed, and coherent), and the second reviewer focuses on sentences problems. This initial meeting sets in a group in order to maximize students understanding due to time constraint.

### Final Project Meeting

In final project, the students do almost the same thing. The differences are the students compose paragraphs individually and the teacher adds one more reviewer. It means that the feedbacks are given by teacher and three reviewers. The first reviewer focuses on three aspects; the paragraph must be unified, well-developed, and coherent. The teacher also provides rubric to give more understanding to the reviewers in reviewing their friends' work as seen in figure 3.

Figure 3 Rubric for the first reviewer deals with unified, well-developed and coherence paragraph

1 <sup>st</sup> Reviewer (Name:.....) (Unity, Well-Developed, Coherence)	Y/ N	4 (Perfect)	3 (Good)	2 (Fair)	1 (Bad)	Result
<b>Unity</b>						
1. Do his/ her paragraphs have strong, clear topic, and concluding sentences?		All of the paragraphs have strong and extremely clear topic and concluding sentences	Most of the paragraphs have strong and extremely clear topic and concluding sentences	Some of the paragraphs have strong and clear topic and concluding sentences	The paragraphs do not have strong and clear topic and concluding sentences	
2. Do all of supporting sentences support the main idea stated in the topic sentence?		All of supporting sentences support the main idea stated in the topic sentence tightly	Most of supporting sentences support the main idea stated in the topic sentence	There are some of supporting sentences that do not support the main idea	A lot of supporting sentences that do not support the main idea stated in the topic sentence	
3. Circle the topic sentence!						
<b>Well-Developed</b>						
1. Do his/ her paragraphs contain materials (details) to support topic sentence?		Paragraphs contain strong materials (details) to support topic sentence	Paragraphs contain enough materials (details) to support topic sentence	Paragraphs contain weak materials (details) to support topic sentence	Paragraphs do not contain materials (details) to support topic sentence	
2. Do the details of the paragraphs are supported by some examples?		Some clear examples provided to support the details of the paragraphs	Enough examples provided to support the details of the paragraphs	Few and unclear example provided	No examples at all to support the details of the paragraphs	
3. Underline the details only!						
<b>Coherence</b>						
1. Do all sentences in paragraph are arranged in a clear and sensible order?		All sentences in paragraph are arranged in a clear and sensible order	Some sentences in paragraph are arranged in a clear and sensible order	Some sentences in paragraph are arranged unclearly	All sentences in paragraph are arranged unclear	
2. Does the paragraph use all necessary transitional words and phrases to connect all sentences logically?		The paragraph use all necessary transitional words and phrases to connect all sentences logically	The paragraph use some transitional words and phrases to connect all sentences logically	The paragraph use some necessary transitional words and phrases to connect all sentences but sounds strange	The paragraph do not use any necessary transitional words and phrases to connect all sentences logically	
3. Underline the transitional words and phrases to connect all sentences						

The second reviewer focuses on sentences problem, starts on focusing on runs-ons, fragment, subject-verb agreement, illogical shift, and misplaced modifier and dangling modifier. The second reviewer also checks the appropriateness between the picture and the written paragraph in order to minimize students' shortage on building the idea as seen in figure 4.

2 <sup>nd</sup> Reviewer (Name .....) (Sentences Problems and Picture)	D/F	Wrong sentences	Revisi
1. Run-Ons			
2. Fragment			
3. Subject-Verb Agreement			
4. Illogical Shifts			
5. Misplaced Modifier & Dangling Modifier			
Explain how the pictures are			

Figure 4 A format for the second reviewer deals with sentences problem and picture

Next, the third reviewer focuses on the pattern of paragraph. The students may write narrative or descriptive paragraph. It means that if the students write paragraphs with narration pattern, the reviewer has to notice some points such as the events discussed in paragraph and the use of transitional words that indicate the order of events. If the students write paragraphs with description pattern, the reviewer has to observe some points such as what person, place, or object the writer will be describing, the use of descriptive details to strengthen the paragraph to be more alive that includes sensory details, and the use of transitional words to lead readers from one detail to the next details as seen in figure 5.

3 <sup>rd</sup> Reviewer (Name.....)	(First Draft) Y/N	(Revised) Y/N
<b>(Pattern of Paragraph)</b>		
<b>Narration</b>		
1. Does the paragraph have a clearly worded topic sentence that states his/ her paragraph's main idea?		
2. Does the topic sentence give readers an idea why he/ she is telling the story?		
3. Do the details fully support his/ her paragraph's topic sentence, or should some be added?		
4. Does the paragraph include enough information about the events he/ she discusses?		
5. Do the transitions clearly indicate the order of events in the paragraph?		
6. Does the paragraph end with a concluding statement that summarizes the main idea?		
<b>Description</b>		
1. Does the paragraph have a clearly worded topic sentence that states the paragraph's main idea?		
2. Does the topic sentence indicate what person, place, or object he/ she will be describing in his/ her paragraph?		
3. Do all the examples and details help to support the paragraph's main idea, or should some be deleted?		
4. Does the paragraph have enough descriptive details, or does it need to give more details?		
5. Do transitions lead readers from one detail to the next, or do the writer need to add transitions to make your paragraph more coherent?		
6. Are the details presented in a clear spatial order?		
7. Does the paragraph end with a concluding statement that summarizes the main idea?		

Figure 5 A format for the third reviewer deals with pattern of paragraph

### ***Feedback Stages***

Providing effective written feedback is one of the most important tasks for English writing teachers (Hyland, 1998; Hyland & Hyland, 2001). This strategy starts by performing multiple peer feedbacks. The students will get some written feedback, will hear peers' ideas about their text, will share ideas with the peers and help each other in the elaboration of better texts, and will adopt the role of interested readers and commentators as stated by Topping (2000) and Demirel and Enginarlar (2016). First, the students go to the first reviewer that deals with unified, well-developed, and coherent paragraph. Then they revise it before they go to the 2nd reviewer. Next, the second reviewer will check their sentence whether the sentences have problems or not. If the sentences got problems, students have to revise it again before going to the 3rd reviewer. The 2nd reviewer also checks some pictures provide by the students to support them building the idea. The last stage of peer feedback is the 3rd reviewer. He or she deals with the pattern or paragraph. It means that if the students write narration, the reviewer have to notice the events discussed in the paragraphs and the use of transitional words to show the order of the events. If the students write description, the reviewer have to notice the details discussed in the paragraphs that show the use of sensory details (include seeing, hearing, smelling, tasting, and touching) and the use of transitional words to lead readers to see from one detail to others. After they have got all reviews, the students consult the drafts

to the teacher then teacher give feedback orally and written to show student's strength and weaknesses of his/ her works. The teacher feedback relates to 1, 2, 3 reviews. Further, this proposed strategy has been drawn in figure 6.

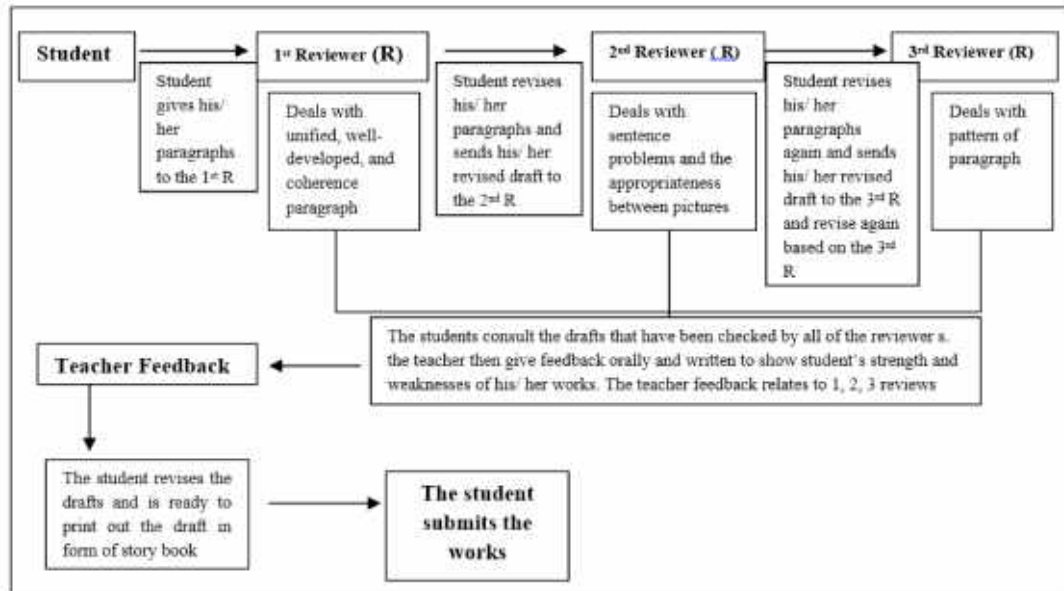


Figure 6 Teacher-Guided Multiple Peer Feedback plot

This strategy is proposed to minimize some failure made by peers when they give feedback to their friends. Therefore, the teacher does not give a lot of task to one reviewer. Every reviewer has his or her own job. Moreover, the teacher feedback is also performed not only to show students' strength and weaknesses but also to provide students a good suggestion for their improvement in the future task. These feedbacks focus on both criterion-based and reader-based. It means that while some reviewers are using rubric to guide them identifying the criteria but the feedback also reflects reader's emotion in which one of the reviewers also notice students' picture to state the idea.

## **CONCLUSION**

Some strength and weaknesses towards both teacher and peer feedback involves a proposed strategy that deals with combining both of the feedback and add more stages to minimize failure in giving feedback and to maximize students' improvements in their writing due to time and class size constraints. This strategy offers teacher feedback and multiple peer feedback to enhance students writing where every reviewers has different task to review students' writing. These multiple stages are proposed since there were some research argued that peer feedback might fail to identify some mistake and teacher feedback influence students' pleasure in writing.

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